



**Bright  
Beginnings**

Parenting  
Workshop

**Workbook**

Name \_\_\_\_\_



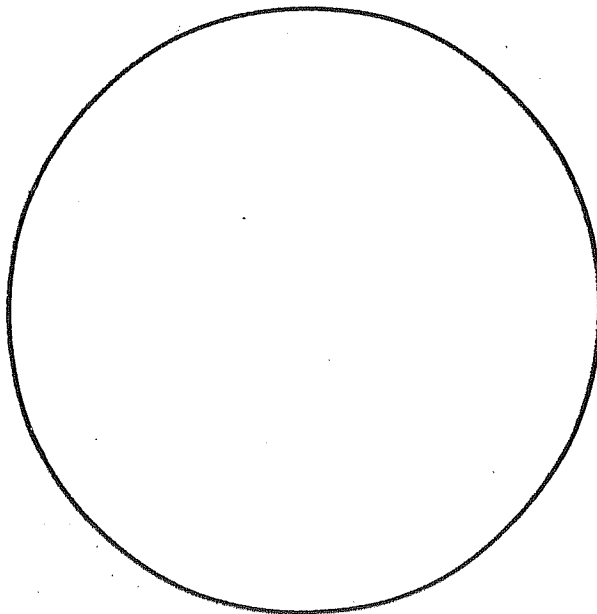
# The Personal Pie

## Prenatal Parenting: From Beginning to Birth

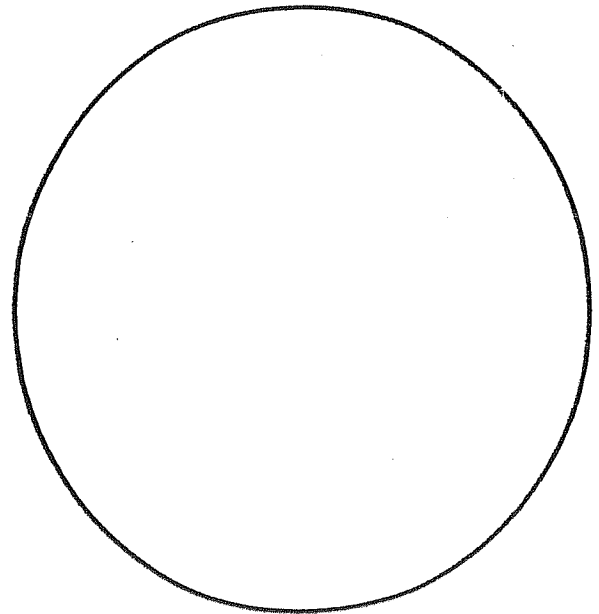
Think about the main roles in your life. Divide the pie below into sections reflecting *how important* each of these roles is to who you are today (not how much time you spend in the role). Suggestions include: (1) Spouse, Partner or Lover; (2) Worker or Student; (3) Parent; (4) Artist or Gardener; (5) Other. If you already have children, think of yourself in these roles before becoming a parent.

Divide the pie below into sections reflecting *how important* you feel each of these roles will be to who you are in the future. Contrast before and after the birth of children in your life.

As I Currently Am



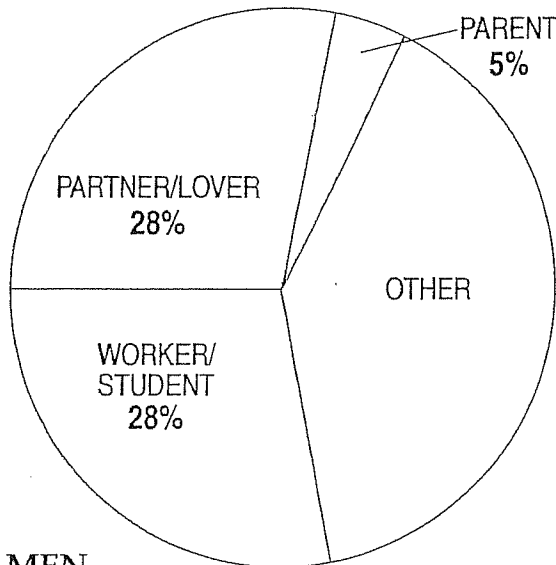
As I Think I Will Be



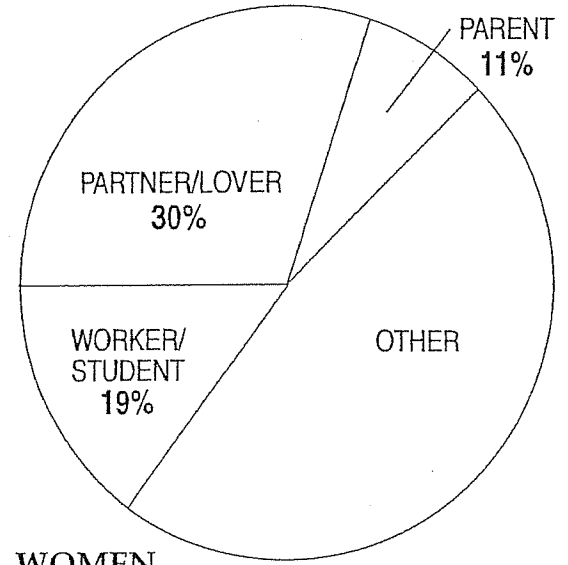


# The Personal Pie - Typical Role Shifts

## Late in Pregnancy

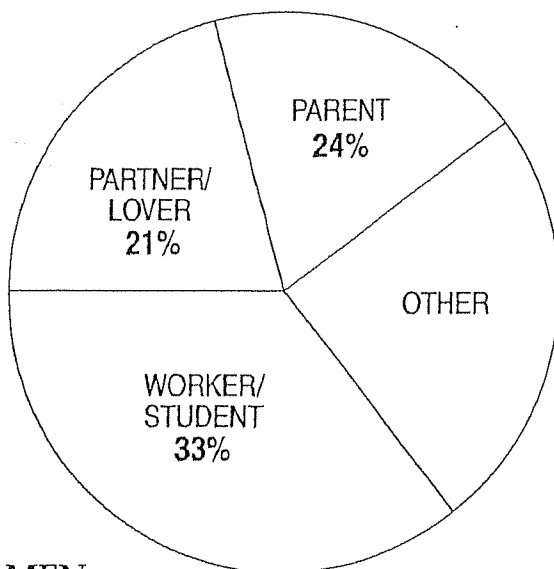


MEN

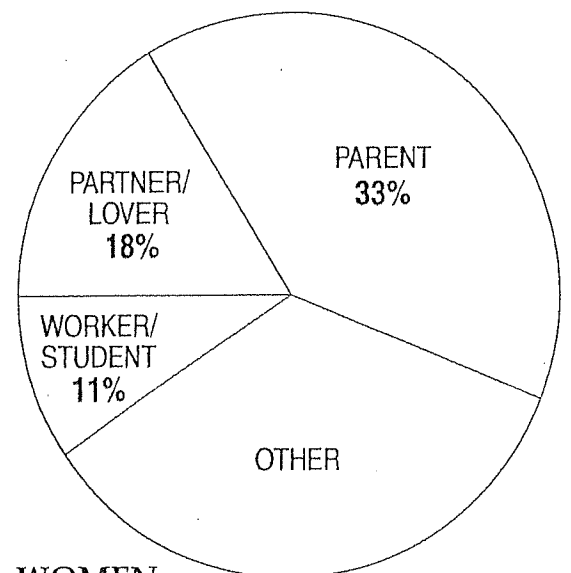


WOMEN

## Six Months after Child is Born



MEN



WOMEN



# Parenting Job Description

## Prenatal Parenting: From Beginning to Birth

We can compare the job of parenting to other jobs.

If you apply for a job, you are expected to have identifiable skills related to the job.

What skills do you need in parenting? What can be done to prepare you for the job?

Take time to list the tasks of parenting and what might prepare you for the job.

What skills do you need in parenting?

What tasks will you do as a parent?

What past experiences have prepared you for parenting?

What are personal strengths that will help you in parenting?

What can you do to enhance your parenting skills?



# The Transition Quiz

The transition to parenthood brings with it common stresses. However, some are more challenging to women while others are more challenging to men. Some are "His" and some are "Hers." Select from the list and try to identify the "Top 5" transition issues for both men vs. women.

## His Transition Issues – Top 5

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

## Her Transition Issues – Top 5

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

## Transition Issues

- Lack of sleep and tiredness
- Changing diapers
- Expensive baby clothes
- Financially providing for the family
- Anxiety about child illnesses
- Increased chores and housework
- Decline in sexual interest
- Nutritional needs of the child
- Lack of time for watching television
- Dissatisfaction with personal appearance
- Concern about spouse's needs
- Unpredictable shifts in mood and anxiety
- Loss of free time for self and social activities
- Change in work schedule
- Overstimulation of the child
- Personal doubts about parental competence
- Recovery from labor and delivery
- Intrusive in-laws
- Marital communication
- Changes in body figure
- Financial preparation for child's schooling



# The Transition Quiz – Answer Sheet

The transition to parenthood brings with it common stresses. However, some are more challenging to women while others are more challenging to men. Some are "His" and some are "Hers." Select from the list and try to identify the "Top 5" transition issues for both men vs. women.

## His Transition Issues – Top 5

- (1) Financially providing for family
- (2) Lack of sleep and tiredness
- (3) Increased chores and housework
- (4) Intrusive in-laws
- (5) Loss of free time for self and social activities

## Her Transition Issues – Top 5

- (1) Lack of sleep and tiredness
- (2) Changes in body figure
- (3) Doubts about parental competence
- (4) Unpredictable shifts in mood
- (5) Dissatisfaction with personal appearance

## Transition Issues

- Lack of sleep and tiredness
- Changing diapers
- Expensive baby clothes
- Financially providing for the family
- Anxiety about child illnesses
- Increased chores and housework
- Decline in sexual interest
- Nutritional needs of the child
- Lack of time for watching television
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# Ten Things Every Child Needs

## Brain Development in Infancy and Early Childhood

### Interaction =

Relationship between parent and child. Engage the child's brain through personal interaction, eye-to-eye contact, and gentle care.

### Touch =

How a child first knows love. Sends signals to the brain to make connections; hugs and kisses; as critical a nutrient as vitamins.

### Stable Relationship with Loving Adult =

Bond between parent and child. Kids need a loving and trusted adult in their life; a person to depend on.

### Safe and Healthy Environment =

Friendly and secure atmosphere. Cover outlets; block off stairs; avoid lead poisoning; put dangerous chemicals out of reach.

### Self-Esteem =

Fundamental to a child's development and sense of self. Children are little sponges; need to hear they are great; deserve attention and reassurance.

### Quality Child Care =

Positive and attentive care on a regular basis. Safe, decent nutrition; people who want to love them and spend time with them.

### Communication =

Words, sounds, and contact. By 6 months a baby can duplicate sounds made by an adult; the more words they hear, the more brain connections will develop.

### Play =

Everything is learned through play. Play is linked with mental growth and development; it is a child's work; important to do with the child.

### Music =

Rhythm and rhyme. Sing to them, with them, and expose them to good music.

### Reading =

Imagination and creativity and snuggling. The more reading you do with them, the more they learn and the more brain connections develop.

*Establish a relationship with them that lets them know you care about them, their feelings, and their well-being!*

Original by Verona Lechler, NDSU Extension Service, 2001

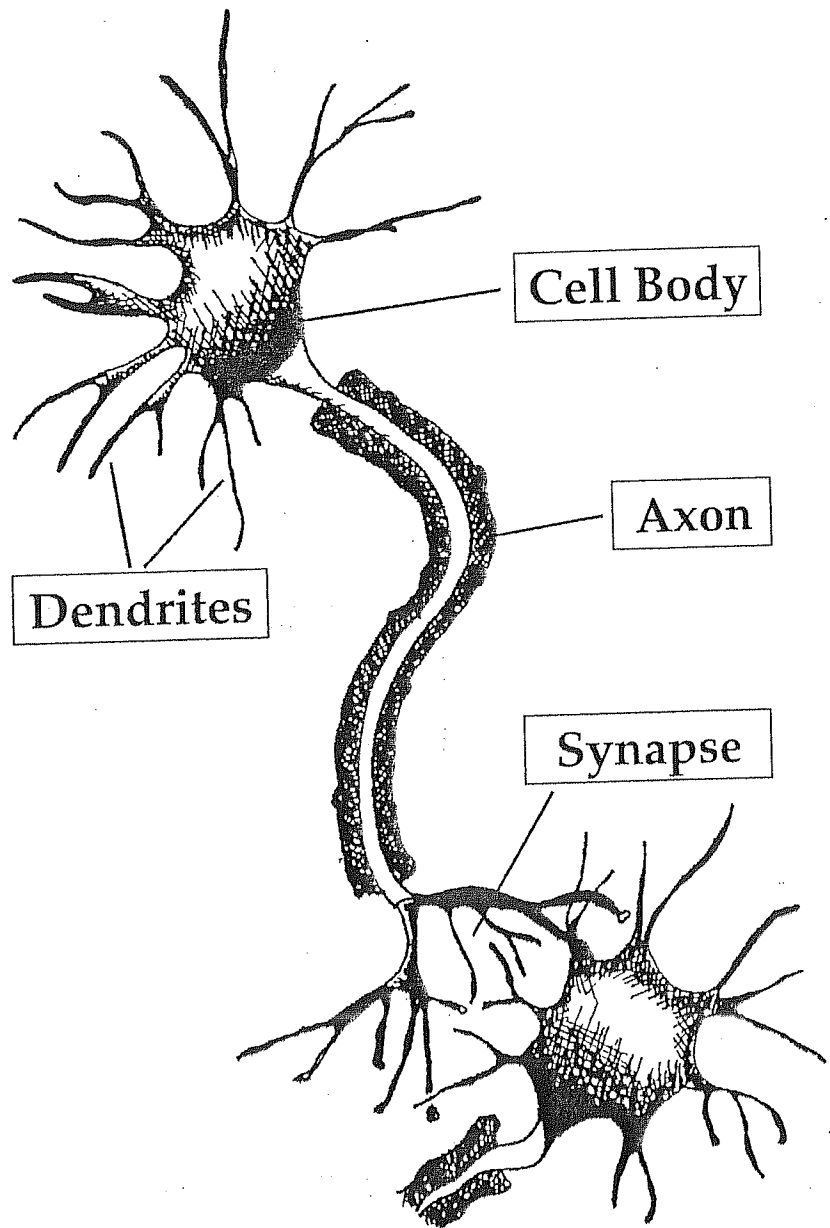


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# Neurons and Connections

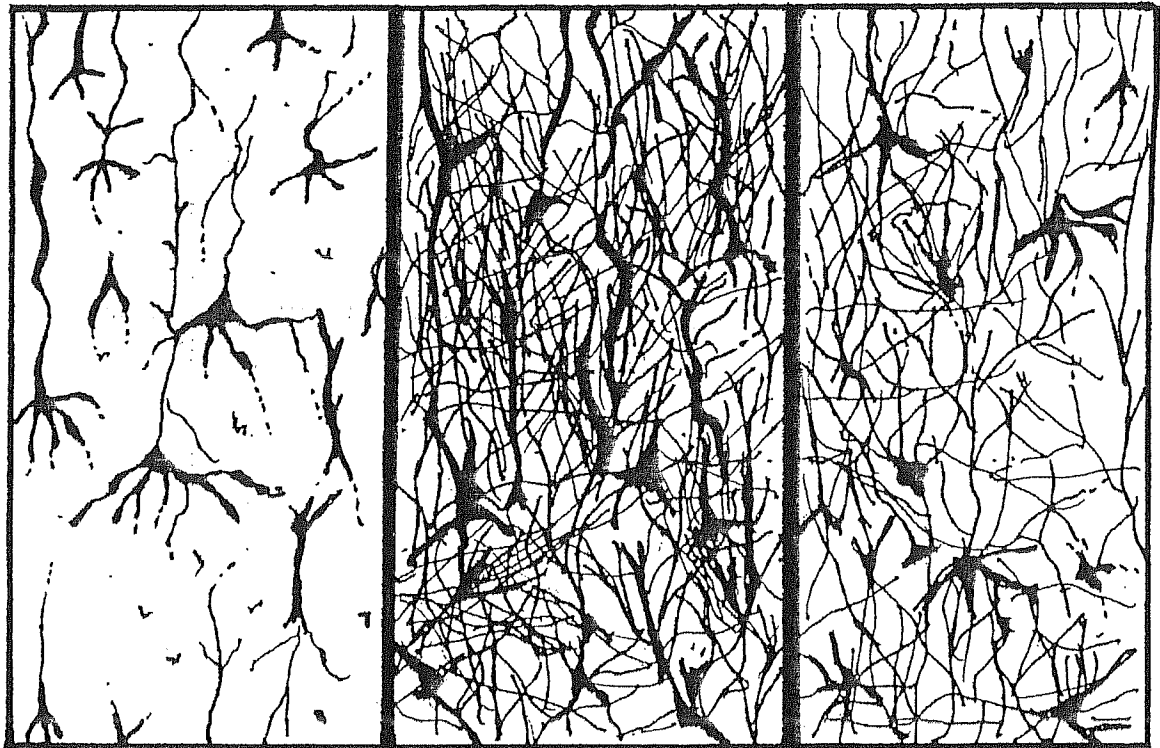




WORKSHOP 2



# Synaptic Density in the Human Brain



at a child's birth

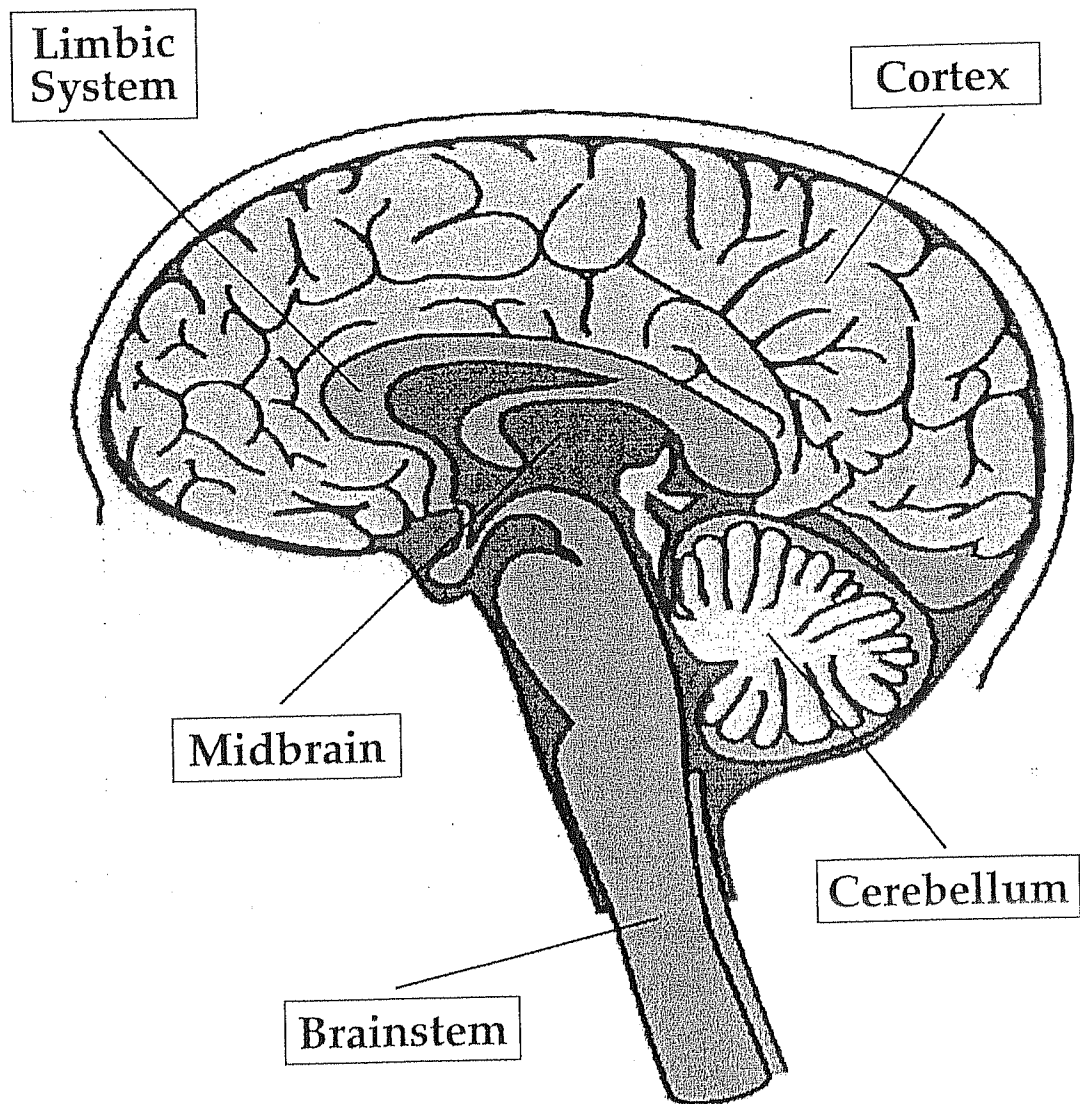
at 7 years of age

at 15 years of age



Understanding and Enhancing  
Your Young Child's Growth and Development

# Brain: Side View



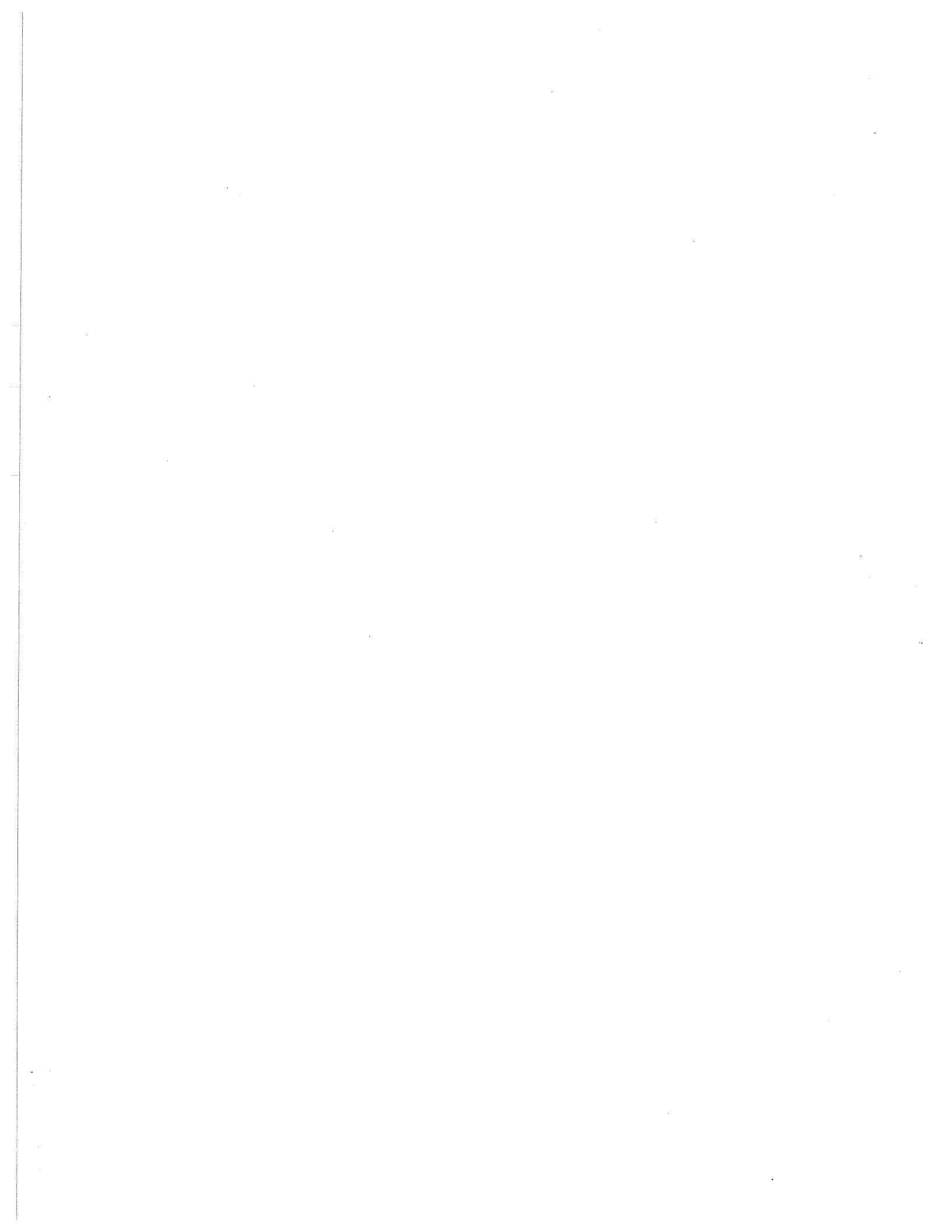


# Parental Behavior and Attachment – Where Am I?

There are key aspects of parental behavior that relate strongly to the quality of attachment that develops between a parent and child. These are listed in the table below. Rate yourself on a scale of 1 to 5 (1 = Never to 5 = Often) as to how often in your interactions with your child you are responsive in these ways, by checking the appropriate box. This can help you to think about areas to focus on.

	Never	Seldom	Some-what	Usually	Often
<b>Availability</b> I make myself physically available to my children as much as possible, and focus on them when we are together.					
<b>Knowledge</b> I pursue opportunities to learn more about and gain experience with children through reading, classes, volunteering, etc.					
<b>Attentiveness</b> I am aware of my child's cues for help or assistance, understand what they mean, and respond in a way that comforts the child.					
<b>Consistency</b> I respond quickly and consistently to the cues or needs expressed by my child.					
<b>Warmth</b> I respond in a caring, positive, and warm way to my child's needs rather than roughly or harshly.					
<b>Sensitivity</b> I pay attention to what my child's signals mean and respond in appropriate, helpful ways.					
<b>Cooperation</b> I follow my child's interests and cooperate with them in play or doing tasks rather than forcing them to follow my own desires for interaction.					
<b>Avoid Overstimulation</b> I take care not to frustrate my child through ignoring signals to stop or slow down interactions that are over-stimulating.					







## Tips on Fostering Attachment

There are key aspects of parental behavior that relate strongly to the quality of attachment that develops between a parent and child. Below are listed eight key strategies for fostering attachment.

### Eight Key Strategies for Fostering Attachment

- **Make yourself available.** Young children can rely on you and come to trust you **only if you are present**. Do your best to manage your schedule and life so that you are physically available to children when they need you. This may mean making tough lifestyle choices. Work within your circumstances to find time to be available to your children. Also, try to make sure that you are mentally engaged in being available and attentive to your children when with them, not just as a warm body that is present.
- **Increase knowledge and experience interacting with young children.** Fostering positive, attentive interactions with young children that build attachment requires knowledge and experience. Find specific opportunities to interact with your own or other young children by volunteering in child care or school settings, attending play or social groups, going to interactive classes with your child, etc. Pay attention to their likes, needs, desires, and behaviors. Also, take advantage of opportunities to increase your knowledge by taking classes, reading books, watching videos, or otherwise learning more about parent-child relationships.
- **Be attentive to your child's cues.** Fostering attachment begins with attending to your child's needs. Attention begins with focusing on your child and perceiving its cues that there is a need for care or comfort (cues such as crying, holding arms up to you, etc.). Then you need to interpret the signal correctly (understand what he or she wants) and respond in a way that comforts or assists the child. Children may express a physical need (need for a bottle due to hunger) or a social need (someone to respond to a joke). Attentiveness means "tuning in" to your child's signals and recognizing when he needs to be held, needs to talk, needs a new toy, needs a new diaper, or is tired and needs to rest.
- **Provide a quick, consistent response to your child's needs or cues.** Children learn trust when someone responds promptly and consistently to their needs, especially during the first year of life. Infants, especially, simply do not understand "waiting" on someone. Adult responsiveness and encouragement reinforces a child's actions and behaviors. Such responsiveness is essential to healthy child development. When an infant smiles, an adult needs to smile in return. Sounds, cries, facial expressions, and actions all need responses so a child learns to interact with the world. The child develops focus, interest, excitement, wonder and curiosity as adults respond. A child who does not receive responses can become apathetic and lose curiosity, interest, and excitement.



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- **Express warm, positive, and caring responses as you interact with children.** Whether changing a diaper or answering a question, you need to give children a warm and understanding experience with you. The extra word of reassurance, the caring touch or hug — these shape a child's experience of security. Children who experience harsh or rejecting types of interactions regularly often develop insecure attachments. Be nurturant. Be understanding. Love, affection, and touch should be given abundantly to children as you interact with them.
- **Respond to children in a way that is "in tune" with their cues.** A child's cry may mean she is hungry, but it may also mean she is tired, sick, etc. Parents need to respond appropriately to a child's signals.
- **Follow your child's lead and cooperate with them in how they try to play or interact, rather than forcing them to follow your own desires for interaction.** Sometimes parents fail to realize they are interfering with a child's desire to explore when they constantly pick

them up and say "No." A parent may interfere with a child's efforts to express a thought when they try to make a child repeat a nursery rhyme. It is important to cooperate with children when they make efforts to interact and follow their lead in smiling, playing peek-a-boo, chasing, or tickling. Provide opportunities for interaction, but be careful about forcing a particular activity or interaction. Instead, pay attention to your child's efforts and "mirror" them, cooperating with them as you play or help them.

- **Avoid over-stimulating your child as you interact.** Young children often can't say, "Hey, stop it, I'm tired out!" But they will look down, avoid you, squirm to get away, or turn in a different direction if they feel too much stimulation. Watch for these signals. Put them down and leave them alone if need be so they can relax or calm down.

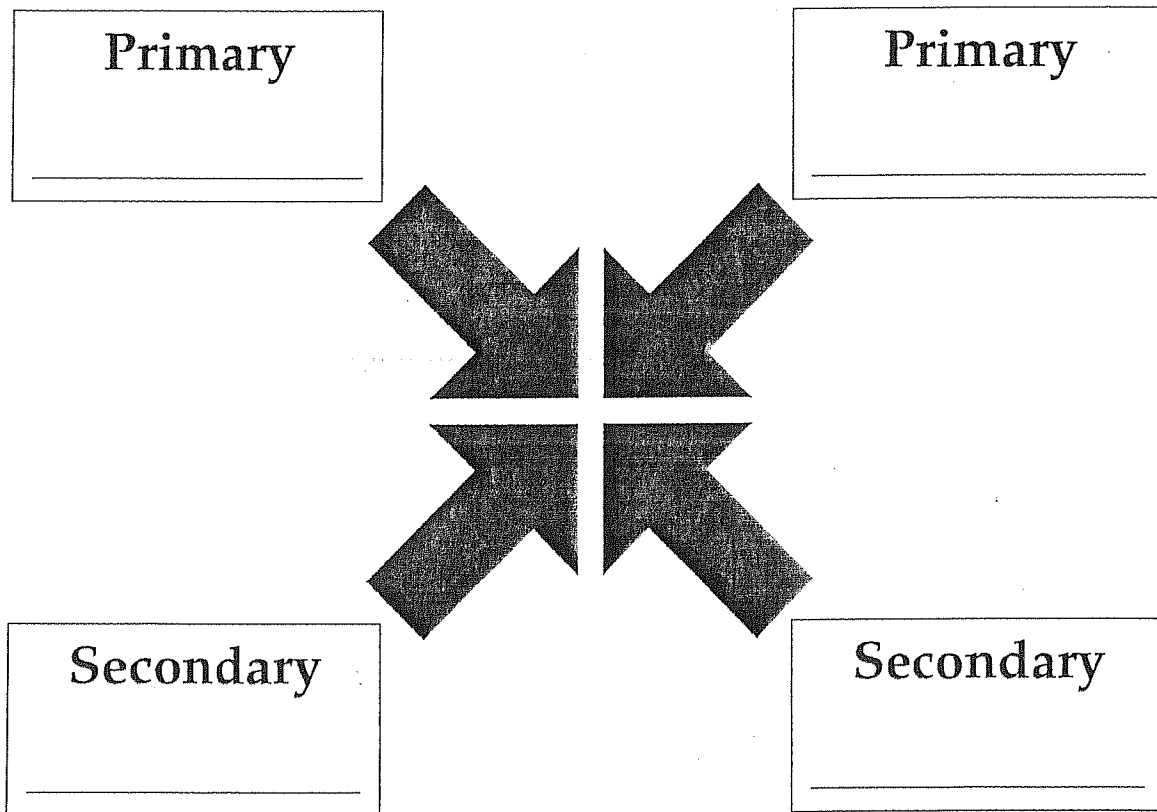


# My Child's Attachments: A Personal Assessment

What do you think about the quality of your child's attachments to yourself and others? Who are they with? Might they be improved? Use this exercise as a personal assessment to consider your own child's attachment relationships.

## Section 1. Attachments to Who?

Fill in the names of persons (yourself or others) that you feel your child has a primary (main) attachment relationship with; then fill in those you identify as important secondary (supportive) attachment relationships for your child. This represents your child's "attachment web" of support for growth and development.



## Section 2. Type of Attachment

Think of attachment quality as occurring on a continuum from Insecure to Secure. Place yourself and your child somewhere on this continuum based on what you understand about attachment types.

Insecure-Anxious \_\_\_\_\_ Secure

Insecure-Ambivalent \_\_\_\_\_

This is not a scientific evaluation; it is merely a tool to help you think about your own parent-child relationships. Attachment quality may be different for your relationships with different children. Additional continua that you may use are below.

Relationship 1 \_\_\_\_\_

Insecure-Anxious \_\_\_\_\_ Secure

Insecure-Ambivalent \_\_\_\_\_

Relationship 2 \_\_\_\_\_

Insecure-Anxious \_\_\_\_\_ Secure

Insecure-Ambivalent \_\_\_\_\_

Relationship 3 \_\_\_\_\_

Insecure-Anxious \_\_\_\_\_ Secure

Insecure-Ambivalent \_\_\_\_\_





# Gross Motor Skills in Early Childhood

## Zero to Three Months

- Pushes up with arms while on tummy
- Kicks legs and waves arms
- Raises head while on tummy
- Rolls from side or tummy to back
- Holds head steady when supported in a sitting position

## Three to Six Months

- Rolls from back to side or tummy
- Sits alone
- Reaches for a parent with arms
- Tries to move toward a toy or object that is out of reach
- Scoots about on the floor

## Six to Twelve Months

- Crawls about on the floor
- Pulls self to a sitting position
- Pulls self up to stand next to a support (couch)
- Stands alone with support
- Takes steps alone with support, then without support

## Twelve to Eighteen Months

- Walks alone without support
- Walks backward
- Crawls up stairs with support
- Throws a ball with overhand motion
- Kicks a ball with support
- Rolls a ball back to a person
- Imitates more complex motor skills, such as lifting objects, changing clothes, etc.

## Eighteen to Twenty-four Months

- Runs fairly well
- Walks up stairs with support
- Kicks a ball
- Jumps in place
- Goes up and down a slide with help

## Two to Three Years

- Sits on or peddles a tricycle with support
- Runs with few falls or trips
- Walks up stairs while holding on
- Jumps over small obstacles
- Assists with household tasks or activities

## Three to Five Years

- Runs with energy and coordination
- Catches a ball with some practice
- Throws a ball five to fifteen feet with overhand motion
- Walks up and down stairs alone
- Hops on one foot
- Rides a tricycle and steers well

## Five to Seven Years

- Changes clothes without help
- Catches a ball bounced to them
- Runs easily and participates in games of tag, etc.
- Rides a bicycle with ability
- Kicks a ball with ability
- Carries out household tasks (cleaning room, making bed, etc.)



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# Fine Motor Skills in Early Childhood

## Zero to Three Months

- Grasps and holds an object like a baby ring or rattle
- Hands are held in open, relaxed position
- Clings to parent or adult with hands while being held

## Three to Six Months

- Reaches for dangling objects or toys
- Uses hands and fingers in play
- Grasps object using palm and fingers
- Passes a toy or object between hands
- Puts objects in mouth to explore

## Six to Twelve Months

- Uses a pincer grasp to hold food or object (thumb and finger)
- Grasps and uses toys to play or keep attention
- Reaches for objects such as a spoon to feed himself
- Plays hand games (patty-cake, etc.)

## Twelve to Eighteen Months

- Scribbles on paper by grasping a pencil or crayon
- Picks up, grasps, and throws a ball
- Stacks blocks together
- Puts large puzzle pieces into slots on a puzzle
- Holds objects and bangs them together

## Eighteen to Twenty-four Months

- Grasps and uses spoon or fork to feed self with support
- Grasps and uses a cup or bottle for drinking
- Uses a pencil or crayon to draw lines
- Turns pages of a child's book with help

## Two to Three Years

- Uses utensils to feed self
- Brushes teeth with a toothbrush with help
- Uses basic scissors for cutting
- Holds and uses pencil or crayon for basic drawing
- Snaps, buttons, or zips with help

## Three to Five Years

- Builds using blocks stacked on top of each other
- Cuts paper in shapes
- Draws with pencil, crayons, other implements
- Turns pages of a book
- Pours water from pitcher to cup

## Five to Seven Years

- Draws multiple shapes and figures with various implements
- Strings beads for projects
- Uses a comb, toothbrush, washcloth without support
- Prints letters, numbers, etc.
- Cuts shapes clearly, easily



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# Balance and Coordination Skills in Early Childhood

## Zero to Three Months

- Looks at and focuses on parent
- Eyes follow parent
- Eyes follow parent and baby moves head also
- Kicks well and waves arms
- Positions well for breast or bottle feeding

## Three to Six Months

- Moves head or arms with some control and purpose
- Reaches purposively to grasp a toy
- Eyes follow person or object that moves out of sight
- Holds two objects and hits them together

## Six to Twelve Months

- Turns head and eyes with control to respond
- Reaches for and grasps object easily
- Plays "patty cake" with hands or claps
- Stacks items on top of each other
- Holds object with thumb and finger

## Twelve to Eighteen Months

- Climbs on to a chair or sofa
- Pushes moveable toys about
- Holds a pencil or crayon and scribbles
- Plays peekaboo
- Drinks from a cup
- Grasps and uses a spoon

## Eighteen to Twenty-four Months

- Jumps up and down in one spot
- Enjoys sensory activities with shapes, sizes, textures
- Hand-eye coordination developing with catching, throwing
- Takes off clothes
- Assists with simple household tasks

## Two to Three Years

- Jumps off a step without falling, maintains balance
- Uses spoon and fork for eating
- Participates in creative movement such as dance, art, etc.
- Draws lines, shapes
- Builds structures with 8+ blocks

## Three to Five Years

- Marches or dances in rhythm to music
- Draws letters and numbers
- Holds fork or pencil with three fingers and not a fist
- Uses a toothbrush and floss alone
- Puts on and changes own clothes

## Five to Seven Years

- Good balance and more smooth muscle coordination
- Handedness (left or right) develops
- Draws patterns and figures
- Puts together puzzles and games
- Ties shoes without help
- Plays a musical instrument with practice



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# Thinking About E.Q.

1. I'm aware of even subtle feelings as I have them.  
 Always     Usually     Sometimes     Rarely     Never
2. I find myself using my feelings to help make big decisions in my life.  
 Always     Usually     Sometimes     Rarely     Never
3. Bad moods overwhelm me.  
 Always     Usually     Sometimes     Rarely     Never
4. When I'm angry, I blow my top or fume in silence.  
 Always     Usually     Sometimes     Rarely     Never
5. I can delay gratification in pursuit of my goals instead of getting carried away by impulses.  
 Always     Usually     Sometimes     Rarely     Never
6. When I'm anxious about a challenge, such as a test or public talk, I find it difficult to prepare well.  
 Always     Usually     Sometimes     Rarely     Never
7. Instead of giving up in the face of setbacks or disappointments, I stay hopeful and optimistic.  
 Always     Usually     Sometimes     Rarely     Never
8. People don't have to tell me what they feel – I can sense it.  
 Always     Usually     Sometimes     Rarely     Never
9. I have trouble handling conflict and emotional upsets in relationships.  
 Always     Usually     Sometimes     Rarely     Never
10. My keen sense of others' feelings makes me compassionate about their plight.  
 Always     Usually     Sometimes     Rarely     Never
11. I can soothe or contain distressing feelings so they don't keep me from doing things I need to do.  
 Always     Usually     Sometimes     Rarely     Never



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# The EQ Quiz

## Questions

1. Toddlers are developing social and emotional skills but still have not fully developed the capacity for what activity? \_\_\_\_\_ .
2. Fear of war, fires, burglars, or death is felt and expressed by children during what age period? \_\_\_\_\_ .
3. An infant who is four months old and turns his head away during intense play is expressing what?  
\_\_\_\_\_ .
4. During what time period does a child often become very anxious when a parent he or she is attached to leaves the room? \_\_\_\_\_ .
5. During what age period do young children express the feeling and need for independence and exploration?  
\_\_\_\_\_ .

## Answers

- A. A feeling of being overly stimulated    B. 1 to 3 years    C. 9 to 12 months    D. Sharing    E. 4 to 7 years



# Recommended Children's Books About Feelings

Reading is a lifelong joy that we give our children. Not only does reading enrich the lives of our children, it provides caring and time for intimacy with our children. Take time to talk about the characters, the situations, the problems and the emotional intelligence cues given in the book. Below you will find a listing of books that address emotions such as anger, sadness and fear.

## Infant/Toddler

*Feelings* by Alik  
(Greenwillow, 1984)

*Going to the Potty*  
by Red Rogers,  
illustrated by Jim  
Judkis (Putnam, 1986)

*Holes and Peeks*  
by Ann Jonas  
(Greenwillow, 1984)

*The Runaway Bunny*  
by Margaret Wise  
Brown, illustrated  
by Clement Hurd  
(Harper & Row, 1972)

## Early Childhood

*Alexander and the Terrible,  
Horrible, No Good, Very Bad  
Day* by Judith Viorst,  
Illustrated by Ray Cruz  
(Atheneum, 1972)

*The Berenstain Bears* series  
by Stan and Jan Berenstain  
(Random House)

*Gila Monsters Meet You at the  
Airport* by Marjorie Weinman  
Sharmat, illustrated by  
Byron Barton (Macmillan,  
1990)

*Harry and the Terrible Whatzit*  
by Dick Gackenbach  
(Clarion, 1978)

*The Hating Book* by Charlotte  
Zolotow, illustrated by  
Ben Schecter (Harper, 1972)

*Ira Sleeps Over* by Bernard  
Waber (Houghton Mifflin,  
1972)

*Little Rabbit's Loose Tooth*  
by Lucy Bate, illustrated by  
Diane deGroat (Crown, 1975)

## Middle Childhood

*Afternoon of the Elves* by Janet  
Taylor Lisle (Scholastic, 1991)

*Ann of Green Gables* by  
Lucy M. Montgomery  
(Bantam, 1908)

*The Bear's House* by  
Marilyn Sachs (Dutton, 1987)

*Best Enemies* by Kathleen  
Leverich, illustrated by  
Susan Condie Lamb  
(Greenwillow, 1989)

*Call It Courage* by Armstrong  
Sperry (Macmillan, 1940)

*The Hundred Dresses* by  
Eleanor Estes, illustrated  
by Louis Slobodkin  
(Harcourt Brace, 1944)

*Matilda* by Roald Dahl,  
illustrated by Quentin  
Blake (Viking, 1988)

*Sleep Out* by Carol Carrick,  
illustrated by David Carrick  
(Clarion, 1973)

## Pre-Teens/ Teens

*Are You There God?  
It's Me, Margaret*  
by Judy Blume  
(Bradbury Dell, 1970)

*Maniac Magee*  
by Jerry Spinelli  
(Little, Brown, 1990)

*The Moonlight Man*  
by Paula Fox  
(Bradbury, 1986)

*My Brother Is Stealing  
Second* by Jim  
Naughton (Harper  
& Row, 1989)

*One-Eyed Cat* by Paula  
Fox (Bradbury, 1984)

*Scorpions* by Walter  
Dean Myers (Harper  
& Row, 1988)



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# Who Do You Remember?

First, consider the persons in this world who make headlines and have great accomplishments. Who are they? Can you list their names? List the last five in each category.

## Miss America Winners

- 1.
- 2.
- 3.
- 4.
- 5.

## Nobel Prize Winners

- 1.
- 2.
- 3.
- 4.
- 5.

## Academy Awards

- 1.
- 2.
- 3.
- 4.
- 5.

Now, consider the persons in this world who you have known or respected. Who are they? Can you list their names? List four in each category.

## Influential Teachers

- 1.
- 2.
- 3.
- 4.

## Friends in Need

- 1.
- 2.
- 3.
- 4.

## Persons You Love

- 1.
- 2.
- 3.
- 4.

What did you learn from this activity? What does it have to teach us about those skills that are most important and valued in our growth and development?





# The Social Development Scorecard

This scorecard is meant to help you think about factors affecting your child's social development and how you feel about them. Think about the factors listed below. First, circle the number that shows how much the factor described affects your child. Then, circle the number that describes how important you think that factor is for your child's social development. There are no right or wrong answers. When you are done, think about those factors where you can assist your child.

Child's age: \_\_\_\_\_ years, \_\_\_\_\_ months

How much does this affect your child? How important is it?

	Not at all	Sometimes	Often	Not very	Some	Very
<b>Personal Factors</b>						
1. Child Temperament – the child is often shy and withdrawn in social situations	1	2	3	4	5	1 2 3 4 5
2. Child Temperament – the child is often out of control or overly aggressive in social situations	1	2	3	4	5	1 2 3 4 5
3. ADHD – the child seems to have attention deficit or related challenges	1	2	3	4	5	1 2 3 4 5
4. Special Challenges – the child has a physical disability or challenge that makes social interaction more difficult	1	2	3	4	5	1 2 3 4 5
<b>Social Factors</b>						
5. Opportunities for Interaction – the child has few available peers or chances for interaction	1	2	3	4	5	1 2 3 4 5
6. Peer Interaction – the child interacts with peers who are poor role models or a negative influence	1	2	3	4	5	1 2 3 4 5
7. Parent-Child Attachment – the child experiences troubles or distance in the relationship with parents	1	2	3	4	5	1 2 3 4 5
<b>Environmental Factors</b>						
8. Parental Beliefs – the child's parent(s) believes social skills cannot be developed or changed	1	2	3	4	5	1 2 3 4 5
9. Home Atmosphere – the child lives in an environment of high stress or conflict	1	2	3	4	5	1 2 3 4 5
10. Media Culture – the media culture emphasizes violence and poor social models rather than peaceful conflict resolution and good social models	1	2	3	4	5	1 2 3 4 5







# Social Development Through the Years

Infants and Toddlers (Birth to Age 2)	Preschoolers (Ages 3 to 5)	School Age Children (Ages 6 to 11)
<p><i>Planning and Decision Making — Observation</i></p> <p>Care and safety of children is handled by parents. Developing mobility and independence allows for some simple choices by kids.</p>	<p><i>Planning and Decision Making — Practice</i></p> <p>Children learn to identify choices, select options, and solve basic problems. Make plans as they engage in play or other interactions.</p>	<p><i>Planning and Decision Making — Competence</i></p> <p>Skills such as planning and conscious decision making become more active. Choices and plans should be developmentally appropriate.</p>
<p><i>Interpersonal — Observation</i></p> <p>Children experience and observe a variety of interactions with others. Children are prone to express feelings. Adults model positive interactions and responsiveness to feelings.</p>	<p><i>Interpersonal — Interactions</i></p> <p>Social interaction with others becomes more common, both children and adults. Children share a variety of emotions and can discuss feelings. Children learn cooperation, give and take, and empathy.</p>	<p><i>Interpersonal — Competence</i></p> <p>Children learn to make friends, understand social expectations, and respond to adults. Children learn to manage feelings appropriately and respond with empathy to others.</p>
<p><i>Cultural — Observation</i></p> <p>Children observe comfort with persons of diverse backgrounds as modeled by adults.</p>	<p><i>Cultural — Interactions</i></p> <p>Children receive exposure to persons of diverse backgrounds. Gain increased knowledge of others.</p>	<p><i>Cultural — Competence</i></p> <p>Children develop knowledge of and comfort with other people of diverse backgrounds.</p>
<p><i>Resistance — Observation</i></p> <p>Children learn to express needs and demands. They observe parental resistance to theirs or other demands, and other resistance skills.</p>	<p><i>Resistance — Practice</i></p> <p>Children learn to resist inappropriate or unsafe activities, especially if pressured by adults or children.</p>	<p><i>Resistance — Competence</i></p> <p>Children develop capacity to avoid negative situations, withstand peer pressure, and make good choices about potential problems.</p>
<p><i>Peaceful Conflict Resolution — Observation</i></p> <p>Parents model healthy stress management and nonviolent conflict resolution.</p>	<p><i>Peaceful Conflict Resolution — Practice</i></p> <p>Children experience conflict and learn to practice healthy, nonviolent approaches.</p>	<p><i>Peaceful Conflict Resolution — Competence</i></p> <p>Children respond to conflictual situations without violence with guidance.</p>



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# Child Care Program Evaluation

## What do I ask on the telephone?

	Program 1	Program II	Program III
<b>OBSERVATIONS TO MAKE . . .</b>			
Do you have any openings?			
Do you have a waiting list?			
When are openings available?			
What hours/days are you open?			
How many children do you care for?			
What are the ages of other children in your care (including provider's own children)?			
What experiences do you have in providing child care services?			
What training have you had related to child care services? <i>(Examples: Infant/Toddler, School Age Child Care, Special Needs, etc.)</i>			
Is our home/facility smoke free 24 hours a day?			
Are there any pets in the home/facility?			
What meals and snacks are provided for children?			
Are they included in your rates?			
Can I drop in any time unannounced?			
What is your policy on guidance and discipline?			
What happens when you are sick or on vacation?			
Are you on the Carecheck Registry? (N.D. only)			
What activities are offered during the day?			
What are your rates? Is there a minimum charge?			
<b>ADDITIONAL QUESTIONS . . .</b>			
What would be a good time to visit and interview your program? <i>(If visiting a center, visit both the Director and the staff that will be your child's teacher).</i>			

Source: North Dakota Child Care Resource and Referral (used with permission).



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# Child Care Program Evaluation

## What should I look for and ask during my visit?

	Program 1	Program II	Program III
<b>OBSERVATIONS TO MAKE . . .</b>			
Is the facility/home clean and comfortable?			
Is the environment safe and easily accessible-both inside and outdoors?			
How does the provider/staff member respond to children?			
Are there a variety of age appropriate toys and are they easily accessible to the children?			
How would my child fit into the daily routines?			
Does the facility have the right setting for my child?			
<b>QUESTIONS TO ASK . . .</b>			
Are your license and food menu posted?			
What are the rules and how do the children know them?			
What is your emergency procedure?			
Where will the children wash, sleep, play and eat?			
What activities will the children do?			
How much TV is allowed?			
What is your payment policy (charge for holidays, vacations, sick days, etc.)?			
Do you have written policies and contracts?			
Are children taken off the premises?			
Are parents encouraged to become involved in the program?			
Are children allowed to bring a special toy/blanket?			
What are the providers/staff feelings on wetting, thumb-sucking, finishing meals, etc.?			
How do you settle disputes?			
Would you be willing to accept advice from professionals/support services that work with my child?			
Ask "what if" questions. (What will you do if my child always says no when you ask her to do something?)			
May my child and I meet other staff who will be around my child?			
Based on my visit to the program, has my first impression changed?			
Were there any problems with the program for my child or me?			

Note: Information is available from your county social services regarding any problems or concerns with licensed child care programs.  
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# Child Care Consumer Check List

## The Program

- Written policies concerning fees, services, health procedures, discipline, etc. are available.
- Staff turnover is minimal.
- Group size and age ratios are acceptable.
- Children seem happy, comfortable, and involved with caregivers and each other.
- Space and suitable materials are there for such activities as art, dramatic play, music, nature discovery, and reading.
- There is a flexible daily plan balancing structured and free choice activities, active and quiet time.
- Infants and toddlers can crawl, walk and play instead of being confined in a crib or playpen.
- Diversity is encouraged so children can expand their understanding of the world.
- Meals and snacks are nutritious and age appropriate. Menus may be available.

## The Caregiver

- Provides references on request.
- Has similar parenting styles while encouraging and supporting diversity.
- Has training and experience with children the same age as yours.
- Seems warm, friendly, calm, gentle with relaxed sense of humor.
- Gets down to the child's level, speaks in a respectful tone, listens well and responds to questions/comments.
- Is firm, consistent and yet flexible in discipline. NO corporal punishment.

- Is patient helping children learn to respect others' rights and feelings, to take turns and to share, and to stand up for themselves when necessary.
- Accepts children's feelings and encourages expression in an appropriate manner.
- Encourages self-help skills (dressing, toileting, washing, eating and resting) as children are ready.
- Handles toilet training gently and respectfully at an appropriate age.
- Encourages children to try new activities and foods.
- Treats each child as an individual.

## The Place

- There is sufficient supply of equipment and toys that are age appropriate, safe, and in good repair.
- Cleaning supplies, medicine, poisons and sharp objects and weapons are stored in child proof, latched or locked areas away from children.
- Electrical outlets are covered.
- Glass doors have decals to prevent collisions, wood stoves and heaters are screened to protect children.
- Smoke alarms and fire extinguishers are on each level.
- Play area is fenced.
- Environment reasonably neat, toys and floors clean, heat, lights and ventilation comfortable.
- Each child has their own clean, safe place to sleep.
- Each child has a place to store personal belongings.
- Bathrooms are clean and children can reach toilet and sink.
- Hand washing is encouraged after toileting and nose wiping, before food experiences, before and after diaper changes.

Source:

Checklist for Finding Quality Child Care  
[www.frccce.org/checklist/htm](http://www.frccce.org/checklist/htm)



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## What Are My Parental Rights and Responsibilities When My Child is in Child Care

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By Sharon E. Hirschy, M.S.,  
The First Texas Council of Camp Fire

### Your Rights are to:

- Be involved in your child's education and care
- Receive information regarding your child's progress and development
- Share in decisions about the care of your child
- Have frequent contact with teachers about your child
- Have access to the classroom through visitation or observation
- Be recognized as the "Expert" when it comes to your child
- Be informed when a communicable disease or traumatic situation has arisen at the program
- Be informed by the teacher when your child has a problem
- Be informed about changes in fees, teachers or programming

### Your Responsibilities are to:

- Be involved in your child's education and learning
- Let the teacher know you are concerned and interested in your child and his progress
- Set goals with the teacher and share in decisions about your child's care
- Share information about the child and home that may affect behavior
- Discuss problems and concerns with the teacher first
- Show appreciation for teachers
- Continually upgrade your parenting skills and understanding of children.
- Volunteer to assist the teacher in some way
- Follow the child care program's policies and reread contract and policy manual regularly
- Keep your child home when sick unless sick care is provided
- Read to your child and spend time talking and playing together

Reprinted with permission from the National Network for Child Care - NNCC. National Network for Child Care. (1998). What are my parental rights and responsibilities when my child is in child care. NNCC-98-004.



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## Making Reading Important and Fun Survey

Preschoolers don't need to know how to read, but they do need to know reading is important. Here is a quiz to see how you are doing in helping your child with reading.

Rate your efforts on a scale of 0 to 5, giving yourself 0-1 points for something you never or seldom do, 2-3 points for something you sometimes do, and 4-5 points for something you do often.

- \_\_\_\_\_ 1. I read to my child often.
- \_\_\_\_\_ 2. I let my child help pick out books we read.
- \_\_\_\_\_ 3. I take my child to the library regularly.
- \_\_\_\_\_ 4. I talk about how I enjoy reading.
- \_\_\_\_\_ 5. I limit my child's TV viewing.



### How did you score? \_\_\_\_\_

- ☺ Above 20 points means you're helping your child learn to value and enjoy reading.
- ☹ Fifteen to 19 is average.
- ☹ Below 15? Try to do more of the activities in the quiz.



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# Creating a Homemade Story or Book

A great way to expand the concept of reading is to allow children to create their own stories or books. They can make a story up entirely or pattern it after a story or book by a favorite author. There are many options for making homemade books, from very simple to quite complicated. They can be constructed from arts and crafts materials or developed using a computer program, possibly including family stories or pictures. Following are instructions for a variety of these options.

## Ziploc Baggie Books

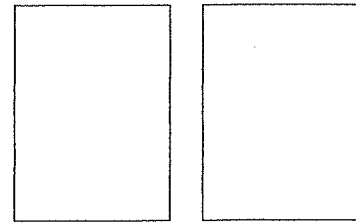
Staple the non-zipper end of baggies together. Cover the end with colored Duct Tape (to protect little hands from the staple ends and to give your "book" a finished edge). Then cut out pictures from magazines or books that are beyond repair and insert them in the baggies. The benefit from this kind of book is the pages can be changed whenever you want.

## Soft Cover Books

Fold a piece of construction paper in half. Cut copy paper in half and insert it into the folded construction paper. These books are nice because you can have as few or many pages as you want. They can be decorated very easily with markers or crayons. Help children to complete a story with words and pictures.

## Hard Cover Books

- Decide how many inside pages you want in your book and fold the pages in half.
- Cut two pieces of tag board (cereal box sides work great!) approximately  $\frac{1}{2}$  inch larger (on all sides) than the inside pages of your book.
- **To Create the Tag Board Shell** – Lay the tag board pieces side by side with approximately  $\frac{1}{4}$  inch between them on a piece of wide masking tape. Wrap the  $\frac{1}{4}$  gap with three to four layers of tape. This creates a flexible binding.



Lay the tag board like this and the tape is wrapped around the gap to join them

- **To Make the Book Cover** – Cut a piece of paper of your choice  $\frac{1}{2}$  inch larger than the inner shell. Make a permanent bond between the Tag Board Shell and the Book Cover by coating both of them with rubber cement. Allow both to dry clear.
- Center the Tag Board Shell on the Book Cover and smooth.
- Coat the inside of the Tag Board Shell with rubber cement and allow to dry clear. Trim the corners of the Book Cover and fold the excess over and bond to the inside of the Tag Board Shell.
- **To Finish the Inside of the Tag Board Shell** – Cut a piece of paper to fit over the inside of the Tag Board Shell. It should be large enough to cover the overlapped edges but should not be larger than the shell. Coat it with rubber cement and when dried clear adhere it to the inside of the inner shell.



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- **To Bind the Pages to the Book** – Lay the folded pages onto the center of the masking tape binding. Using a hammer and nail, put three to five holes through all the thickness (the pages, the coverings and the tape).
- Using a darning needle and yarn or heavy string sew through the holes to bind it all together. Be sure to start from the inside so the knot in the string is on the inside of your book. End with making a knot also on the inside of the book.
- Decorate the covers as desired.

## Other Books and Stories

There are numerous other ways to assist children in creating their own stories or books. Some options are mentioned below.

### From Child to Computer

Ask your child to sit next to you and tell a story, using pictures or props that you have provided for them. Write the story using a computer and then print out pages with the text printed and room for the child to add pictures from magazines or to draw their own illustrations. When completed, bind together by stapling on the lefthand side of the pages or having it bound at a copy center.

### Family Outing Books

If you carry a camera with you on family meetings, think about having your child use pictures taken to create a "family outing book." Better yet, let the child use an inexpensive camera and roll of film to take pictures and record their own views of a family outing. After getting the film developed, help your child mount the pictures in photographic sleeves (available at the store) and then insert a typed or written narration of the family outing made up by your child.

*Developed by*  
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*and*  
*Sean Brotherson, NDSU Extension Family Science Specialist*





# Ages and Stages of Young Readers

Learning to read is an intellectual milestone.

However, as with many skills, learning language and literacy is something that children develop as they become ready and pushing them too early is not recommended. Reasonable expectations for engaging young children in reading activities are listed below.

## Newborn - 3 Months

- Likes the sound of a familiar voice, a book or newspaper read aloud, soft singing; content is not as important as the comforting, caring sound of a parent's voice.
- Be aware of your baby's cues that they have had enough — turning their head, fussing, hiccups, etc.
- Sing and dance with your baby; gentle rocking is soothing.
- Contentment with reading to your baby will depend highly on the child's mood and interest, and may be very brief.
- Hold books close enough for child to touch and see - develops depth perception.
- It may be challenging at times to support a baby's head and neck and still hold a book. Put the book at the side of the crib or flat on the floor for the baby.
- Use cardboard or cloth books, brightly colored pictures.

## 4-6 Months

- Chewy books are appropriate — vinyl or washable.
- More touching now, so have books that babies can handle within easy reach.
- Treat books like toys at this age.
- Sing songs during routine times such as diaper changing time, nap time, or bath time.

## 7-9 Months

- Newly developed hand skills now allow young children to turn chubby pages, board books, etc.
- Paper is appealing for its sound and texture (careful of choking hazards).
- Point to things in picture books and name them, make sounds, etc.
- It is normal to pictures to be upside down and for child to open and close the book frequently.
- Follow the child's lead when they are done.

## 9-12 Months

- Book's content, pictures, and colors capture attention now.
- Still need chubby pages — cardboard books.
- Enjoy books about familiar objects and family, such as foods, toys, animals.
- Paper pages still cannot survive this toddler!
- Large, clear, realistic pictures are important.
- Have a basket, shelf, or other place for books to teach children the value of books.



## 12-18 Months

- Child is beginning to blossom in language skills.
- Likes verse, rhythm, and repetitive words.
- Relates to thematic books that become interesting (farm animals, pets, colors, etc.).
- Likes action with nursery rhymes.
- Lots of attention on the three R's — rhythm, rhyme, and repetition.
- Have more than one "book and snuggle time" a day — don't just save books for bedtime.
- Child enjoys the same book over and over and over and over again!
- Books at bedtime make a good transition between active and restful times, and help to establish a clear bedtime routine.

## 1½ to 3 Years

- Child enjoys books about the main events in his or her life, such as potty, mom and dad, siblings, eating, toys, animals, etc.
- Rhyme now lets the toddler participate verbally in reading by repeating a phrase.
- Can now begin to predict what will happen in logical sequence.
- Like pop-up books, bathtub books, flip-up page books.
- Can repeat nursery rhymes.

## 3-5 Years

- Recognizes books by the cover.
- May pretend to read a book on his or her own, modeling after adults who read.
- Understands that books are read from front to back.
- Understands that printed words and pictures tell the story.
- Begins to recognize letters within words, especially those in their own name.
- Plays with language; uses sing-song and nonsense sounds.
- May play out roles of characters in favorite stories.
- Encourage the young child to join you in reading familiar parts of filling in the blank.
- Ask many open-ended questions and take time to answer.
- May not always sit still for a story (depends on mood and personality), but will listen while drawing or playing.
- Move your finger under the words as you read aloud to help preschoolers connect printed words to spoken words.
- Child will enjoy concept books like A-B-C books, will begin learning letters of the alphabet and pointing them out.
- Child will make efforts to draw letters, own name, familiar words, etc.
- Begin spelling out names or objects and help children learn the names of letters.
- Pretend play can include writing pretend checks, menus, tickets, greeting cards, etc.



## Reading Magic – Book Ideas for Young Children

# National Education Association – Teachers' Top 100 Books for Children

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(Age Codes: BP – Baby/Preschool; 4-8 – 4 to 8 yrs.;  
9-12 – 9 to 12 yrs.; YA – Young Adult)

1. *Charlotte's Web* by E. B. White (9-12)
2. *The Polar Express* by Chris Van Allsburg (4-8)
3. *Green Eggs and Ham* by Dr. Seuss (4-8)
4. *The Cat in the Hat* by Dr. Seuss (4-8)
5. *Where the Wild Things Are* by Maurice Sendak (4-8)
6. *Love You Forever* by Robert N. Munsch (4-8)
7. *The Giving Tree* by Shel Silverstein (All)
8. *The Very Hungry Caterpillar* by Eric Carle (BP)
9. *Where the Red Fern Grows* by Wilson Rawls (YA)
10. *The Mitten* by Jan Brett (4-8)
11. *Goodnight Moon* by Margaret Wise Brown (BP)
12. *Hatchet* by Gary Paulsen (9-12)
13. *The Lion, the Witch and the Wardrobe* by C.S. Lewis (9-12)
14. *Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein* by Shel Silverstein (All)
15. *Bridge to Terabithia* by Katherine Paterson (9-12)
16. *Stellaluna* by Janell Cannon (4-8)
17. *Oh, the Places You'll Go* by Dr. Seuss (4-8)
18. *Strega Nona* by Tomie De Paola (4-8)
19. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (4-8)
20. *Brown Bear, Brown Bear, What Do You See?*  
By Bill Martin, Jr. (BP)
21. *Charlie and the Chocolate Factory* by Roald Dahl (9-12)
22. *The Velveteen Rabbit* by Margery Williams (4-8)
23. *A Wrinkle in Time* by Madeleine L'Engle (9-12)
24. *Shiloh* by Phyllis R. Naylor (9-12)
25. *How the Grinch Stole Christmas* by Dr. Seuss (4-8)
26. *The True Story of the Three Little Pigs* by Jon Scieszka (4-8)
27. *Chicka Chicka Boom Boom* by Jon Archambault (4-8)
28. *Little House on the Prairie* by Laura Ingalls Wilder (9-12)
29. *The Secret Garden* by Frances Hodgson Burnett (9-12)
30. *The Complete Tales of Winnie the Pooh* by A.A. Milne (4-8)
31. *The Boxcar Children* by Gertrude Chandler Warner (9-12)
32. *Sarah, Plain and Tall* by Patricia MacLachlan (9-12)
33. *Indian in the Cupboard* by Lynne Reid Banks (9-12)
34. *Island of the Blue Dolphins* by Scott O'Dell (9-12)
35. *Maniac Magee* by Jerry Spinelli (9-12)
36. *The BFG* by Roald Dahl (9-12)
37. *The Giver* by Lois Lowry (9-12)
38. *If You Give a Mouse a Cookie* by Lora Joffe Numeroff (4-8)
39. *James and the Giant Peach* by Roald Dahl (9-12)
40. *Little House in the Big Woods* by Laura Ingalls Wilder (9-12)
41. *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (9-12)
42. *The Hobbit* by J.R.R. Tolkien (YA)
43. *The Lorax* by Dr. Seuss (4-8)



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44. *Stone Fox* by John R. Gardiner (9-12)
45. *Number the Stars* by Lois Lowry (9-12)
46. *Mrs. Frisby and the Rats of Nimh* by Robert C. O'Brien (9-12)
47. *Little Women* by Louisa May Alcott (All)
48. *The Rainbow Fish* by Marcus Pfister (BP)
49. ~~*Amazing Grace* by Mary Hoffman (4-8)~~
50. *The Best Christmas Pageant Ever* by Barbara Robinson (9-12)
51. *Corduroy* by Don Freeman (BP)
52. *Jumanji* by Chris Van Allsburg (4-8)
53. *Math Curse* by Jon Scieszka (4-8)
54. *Matilda* by Roald Dahl (9-12)
55. *Summer of the Monkeys* by Wilson Rawls (YA)
56. *Tales of a Fourth Grade Nothing* by Judy Blume (9-12)
57. *Ramona Quimby, Age 8* by Beverly Cleary (9-12)
58. *The Trumpet of the Swan* by E.B. White (9-12)
59. *Are You My Mother?* By Philip D. Eastman (4-8)
60. *The Chronicles of Narnia* by C.S. Lewis (9-12)
61. *Make Way for Ducklings* by Robert McCloskey (4-8)
62. *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss (4-8 yrs.)
63. *The Phantom Tollbooth* by Norton Juster (9-12)
64. *The Snowy Day* by Ezra Jack Keats (BP)
65. *The Napping House* by Audrey Wood (4-8)
66. *Sylvester and the Magic Pebble* by William Steig (4-8)
67. *The Tale of Peter Rabbit* by Beatrix Potter (4-8).
68. *Tuck Everlasting* by Natalie Babbitt (9-12)
69. *The Wizard of Oz* by L. Frank Baum (All)
70. *Anne of Green Gables* by Lucy Maud Montgomery (9-12).
71. *Horton Hatches the Egg* by Dr. Seuss (4-8)
72. *Basil of Baker Street* by Eve Titus (4-8)
73. *The Little Engine That Could* by Watty Piper (4-8)
74. *The Cay* by Theodore Taylor (YA)
75. *Curious George* by Hans Augusto Rey (4-8)
76. *Wilfred Gordon McDonald Partridge* by Mem Fox (4-8)
77. *Arthur series* by Marc Tolon Brown (4-8)
78. *The Great Gilly Hopkins* by Katherine Paterson (9-12)
79. *Lilly's Purple Plastic Purse* by Kevin Henkes (4-8)
80. *Little House books* by Laura Ingalls Wilder (9-12)
81. *The Little House* by Virginia Lee Burton (4-8)
82. *The Runaway Bunny* by Margaret Wise Brown (BP)
83. *Sideways Stories from Wayside School* by Louis Sachar (9-12)
84. *Amelia Bedelia* by Peggy Parish (4-8)
85. *Harriet the Spy* by Louise Fitzhugh (9-12)
86. *A Light in the Attic* by Shel Silverstein (9-12)
87. *Mr. Popper's Penguins* by Richard Atwater (9-12)
88. *My Father's Dragon* by Ruth Stiles Gannett (9-12)
89. *Stuart Little* by E. B. White (9-12)
90. *Walk Two Moons* by Sharon Creech (9-12)
91. *The Witch of Blackbird Pond* by Elizabeth George Speare (9-12)
92. *The Art Lesson* by Tomie De Paola (4-8)
93. *Caps for Sale* by Esphyr Slobodkina (4-8)
94. *Clifford, the Big Red Dog* by Norman Bridwell (4-8)
95. *Heidi* by Johanna Spyri (All)
96. *Horton Hears a Who* by Dr. Seuss (4-8)
97. *The Sign of the Beaver* by Elizabeth George Speare (YA)
98. *The Watsons Go to Birmingham - 1963* by Christopher Paul Curtis (9-12)
99. *Guess How Much I Love You* by Sam McBratney (BP)
100. *The Paper Bag Princess* by Robert N. Munsch (4-8)



## Reading Magic – Book Ideas for Young Children

# National Education Association – Kids' Top 100 Books for Children

(Based on an Internet survey from November 1999 to February 2000)

1. *Harry Potter (series)* by J.K. Rowling
2. *Goosebumps (series)* by R.L. Stine
3. *Green Eggs and Ham* by Dr. Seuss
4. *The Cat in the Hat* by Dr. Seuss
5. *Arthur (series)* by Marc Brown
6. *Charlotte's Web* by E. B. White
7. *Shiloh (trilogy)* by Phyllis Reynolds Naylor
8. *Hatchet* by Gary Paulsen
9. *Holes* by Louis Sachar
10. *The Giver* by Lois Lowry
11. *The Chronicles of Narnia (series)* by C.S. Lewis
12. *Tales of a Fourth Grade Nothing (series)* by Judy Blume
13. *Sideways Stories by Wayside School (series)* by Louis Sachar
14. *The BFG* by Roald Dahl
15. *The Boxcar Children (series)* by Gertrude Chandler Warner
16. *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
17. *Ramona Quimby, Age 8 (series)* by Beverly Cleary
18. *Pokemon (series)* by Tracey West, Maria S. Barbo
19. *The Babysitters Club (series)* by Ann M. Martin
20. *Ralph S. Mouse (series)* by Beverly Cleary
21. *Little House on the Prairie (series)* by Laura Ingalls Wilder
22. *Where the Sidewalk Ends* by Shel Silverstein
23. *Charlie and the Chocolate Factory* by Roald Dahl
24. *The Giving Tree* by Shel Silverstein
25. *Clifford the Big Red Dog (series)* by Norman Bridwell
26. *Stuart Little* by E. B. White
27. *Where the Red Fern Grows* by Wilson Rawls
28. *The Adventures of Captain Underpants (series)* by Dav Pilkey
29. *The Polar Express* by Chris Van Allsburg
30. *The Berenstain Bears (series)* by Jan and Stan Berenstain
31. *Animorphs (series)* by K. A. Applegate
32. *The Witches* by Roald Dahl
33. *Nancy Drew Mystery Stories* by Carolyn Keene
34. *The Hobbit & Lord of the Rings (series)* by J.R.R. Tolkien
35. *American Girls (series)* by Susan Adler, Valerie Tripp, Connie Porter, Janet Shaw, et al.
36. *Matilda* by Roald Dahl
37. *The Call of the Wild* by Jack London
38. *The Foot Book* by Dr. Seuss
39. *How the Grinch Stole Christmas* by Dr. Seuss
40. *James and the Giant Peach* by Roald Dahl
41. *Junie B. Jones (series)* by Barbara Park
42. *Stone Fox* by John Reynolds Gardiner
43. *Falling Up* by Shel Silverstein
44. *A Wrinkle in Time (series)* by Madeleine L'Engle
45. *Brian's Winter* by Gary Paulsen
46. *Amber Brown (series)* by Paula Danziger
47. *The North Star* by Peter H. Reynolds



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 Fargo, North Dakota 58105

48. *Have a Nice Day: A Tale of Blood and Sweatsocks* by Mick Foley
49. *Number the Stars* by Lois Lowry
50. *The Outsiders* by S. E. Hinton
51. *A Light in the Attic* by Shel Silverstein
52. *Chicken Soup for the Soul (series)* by various authors
53. *Curious George (series)* by Margret and Hans Augusto Rey
54. *The Teacher from the Black Lagoon (series)* by Mike Thaler
55. *If You Give a Mouse a Cookie* by Laura Joffe Numeroff
56. *The Bailey School Kids (series)* by Debbie Dadey, et al.
57. *The Hardy Boys (series)* by Franklin W. Dixon
58. *The Mitten* by Jan Brett
59. *Amelia Bedelia (series)* by Peggy Parish
60. *Mrs. Frisby and the Rats of Nimh* by Robert C. O'Brien
61. *Island of the Blue Dolphins* by Scott O'Dell
62. *Little Women* by Louisa May Alcott
63. *Mr. Popper's Penguins* by Richard Atwater
64. *The River* by Gary Paulsen
65. *Magic Tree House (series)* by Mary Pope Osborne
66. *The True Story of the Three Little Pigs* by John Scieszka
67. *Bridge to Terabithia* by Katherine Paterson
68. *Hop on Pop* by Dr. Seuss
69. *The Complete Tales of Winnie the Pooh* by A.A. Milne
70. *Tuck Everlasting* by Natalie Babbitt
71. *Redwall* by Brian Jacques
72. *The Best Christmas Pageant Ever* by Barbara Robinson
73. *Where the Wild Things Are* by Maurice Sendak
74. *Wringer* by Jerry Spinelli
75. *Are You There God? It's Me, Margaret* by Judy Blume
76. *Dear Mr. Henshaw* by Beverly Cleary
77. *Summer of the Monkeys* by Wilson Rawls
78. *Sweet Valley High (series)* by Francine Pascal
79. *The Adventures of Mary Kate and Ashley (series)* by Judy Katschke, Cathy Dobowski, Lisa Eisenberg, Nancy E. Krulik, Nina Alexander, Frances Lin Lantz, et al.
80. *Garfield (series)* by Jim Davis
81. *Magic School Bus (series)* by Joanna Cole
82. *Math Curse* by John Scieszka
83. *White Fang* by Jack London
84. *I Spy (series)* by Walter Wick, Jean Marzollo, Diana Noonan, et al.
85. *I Love You Forever* by Robert N. Munsch
86. *My Side of the Mountain* by Jean Craighead George
87. *The Trumpet of the Swan* by E.B. White
88. *Walk Two Moons* by Sharon Creech
89. *Draw 50 Airplanes, Aircraft and Spacecraft (series)* by Lee J. Ames
90. *Goodnight Moon* by Margaret Wise Brown
91. *The Adventures of Tom Sawyer* by Mark Twain
92. *The Rock Says* by Dwayne Johnson (The Rock)
93. *Tikki Tikki Tembo* by Arlene Mosel
94. *To Kill a Mockingbird* by Harper Lee
95. *All About Sam* by Lois Lowry
96. *Black Beauty* by Anna Sewell
97. *Ella Enchanted* by Gail Carson Levine
98. *Hank the Cow Dog (series)* by John R. Erickson
99. *Piggie Pie* by Margie Palatini
100. *Sarah, Plain and Tall* by Patricia MacLachlan



## Reading Magic – Book Ideas for Young Children

# Newberry and Caldecott Medal Book Awards for Children's Literature

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### Newberry Medal Winners (1940-2001)

- |   |   |
|---|---|
| <p>2001 – <i>A Year Down Yonder</i> by Richard Peck</p> <p>2000 – <i>Bud, Not Buddy</i> by Christopher Paul Curtis</p> <p>1999 – <i>Holes</i> by Louis Sachar</p> <p>1998 – <i>Out of the Dust</i> by Karen Hesse</p> <p>1997 – <i>The View from Saturday</i> by E.L. Konigsburg</p> <p>1996 – <i>The Midwife's Apprentice</i> by Karen Cushman</p> <p>1995 – <i>Walk Two Moons</i> by Sharon Creech</p> <p>1994 – <i>The Giver</i> by Lois Lowry</p> <p>1993 – <i>Missing May</i> by Cynthia Rylant</p> <p>1992 – <i>Shiloh</i> by Phyllis Reynolds Naylor</p> <p>1991 – <i>Maniac Magee</i> by Jerry Spinelli</p> <p>1990 – <i>Number the Stars</i> by Lois Lowry</p> <p>1989 – <i>Joyful Noise: Poems for Two Voices</i> by Paul Fleischman</p> <p>1988 – <i>Lincoln: A Photobiography</i> by Russell Freedman</p> <p>1987 – <i>The Whipping Boy</i> by Sid Fleischman</p> <p>1986 – <i>Sarah, Plain and Tall</i> by Patricia MacLachlan</p> <p>1985 – <i>The Hero and the Crown</i> by Robin McKinley</p> <p>1984 – <i>Dear Mr. Henshaw</i> by Beverly Cleary</p> <p>1983 – <i>Dacey's Song</i> by Cynthia Voigt</p> <p>1982 – <i>A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers</i> by Nancy Willard</p> <p>1981 – <i>Jacob Have I Loved</i> by Katherine Paterson</p> | <p>1980 – <i>A Gathering of Days: A New England Girl's Journal, 1830-1832</i> by Joan W. Blos</p> <p>1979 – <i>The Westing Game</i> by Ellen Raskin</p> <p>1978 – <i>Bridge to Terabithia</i> by Katherine Paterson</p> <p>1977 – <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor</p> <p>1976 – <i>The Grey King</i> by Susan Cooper</p> <p>1975 – <i>M. C. Higgins, the Great</i> by Virginia Hamilton</p> <p>1974 – <i>The Slave Dancer</i> by Paula Fox</p> <p>1973 – <i>Julie of the Wolves</i> by Jean Craighead George</p> <p>1972 – <i>Mrs. Frisby and the Rats of Nimh</i> by Robert C. O'Brien</p> <p>1971 – <i>Summer of the Swans</i> by Betsy Byars</p> <p>1970 – <i>Souder</i> by William H. Armstrong</p> <p>1969 – <i>The High King</i> by Lloyd Alexander</p> <p>1968 – <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> by E. L. Konigsburg</p> <p>1967 – <i>Up A Road Slowly</i> by Irene Hunt</p> <p>1966 – <i>I, Juan de Pareja</i> by Elizabeth Borton de Trevino</p> <p>1965 – <i>Shadow of a Bull</i> by Maia Wojciechowska</p> <p>1964 – <i>It's Like This, Cat</i> by Emily Neville</p> <p>1963 – <i>A Wrinkle in Time</i> by Madeleine L'Engle</p> <p>1962 – <i>The Bronze Bow</i> by Elizabeth George Speare</p> <p>1961 – <i>Island of the Blue Dolphins</i> by Scott O'Dell</p> <p>1960 – <i>Onion John</i> by Joseph Krumgold</p> <p>1959 – <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare</p> <p>1958 – <i>Rifles for Watie</i> by Harold Keith</p> <p>1957 – <i>Miracles on Maple Hill</i> by Virginia Sorenson</p> <p>1956 – <i>Carry On, Mr. Bowditch</i> by Jean Lee Latham</p> <p>1955 – <i>The Wheel on the School</i> by Meindert DeJong</p> <p>1954 – <i>...And Now Miguel</i> by Joseph Krumgold</p> <p>1953 – <i>Secret of the Andes</i> by Ann Nolan Clark</p> |
|---|---|



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- 1952 – *Ginger Pye* by Eleanor Estes
- 1951 – *Amos Fortune, Free Man* by Elizabeth Yates
- 1950 – *The Door in the Wall* by Marguerite de Angeli
- 1949 – *King of the Wind* by Marguerite Henry
- 1948 – *The Twenty-One Balloons* by William Pene du Bois
- 1947 – *Miss Hickory* by Carolyn Sherwin Bailey
- 1946 – *Strawberry Girl* by Lois Lenski
- 1945 – *Rabbit Hill* by Robert Lawson
- 1944 – *Johnny Tremain* by Esther Forbes
- 1943 – *Adam of the Road* by Elizabeth Janet Gray
- 1942 – *The Matchlock Gun* by Walter Edmonds
- 1941 – *Call It Courage* by Armstrong Sperry
- 1940 – *Daniel Boone* by James Daugherty

## Caldecott Medal Winners (1960-2001)

- 2001 – *So You Want to Be President?* by Judith St. George
- 2000 – *Joseph Had a Little Overcoat* by Simms Taback
- 1999 – *Snowflake Bentley* by Jacqueline Briggs Martin
- 1998 – *Rapunzel* by Paul O. Zelinsky
- 1997 – *Golem* by David Wisniewski
- 1996 – *Officer Buckle and Gloria* by Peggy Rathmann
- 1995 – *Smoky Night* by Eve Bunting
- 1994 – *Grandfather's Journey* by Allen Say
- 1993 – *Mirette on the High Wire* by Emily Arnold McCully
- 1992 – *Tuesday* by David Wiesner
- 1991 – *Black and White* by David Macaulay
- 1990 – *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
- 1989 – *Song and Dance Man* by Karen Ackerman
- 1988 – *Owl Moon* by Jane Yolen
- 1987 – *Hey, Al* by Arthur Yorinks
- 1986 – *The Polar Express* by Chris Van Allsburg
- 1985 – *Saint George and the Dragon* by Margaret Hodges
- 1984 – *The Glorious Flight: Across the Channel with Louis Bleriot* by Alice and Martin Provensen
- 1983 – *Shadow* by Marcia Brown
- 1982 – *Jumanji* by Chris Van Allsburg
- 1981 – *Fables* by Arnold Lobel
- 1980 – *Ox-Cart Man* by Donald Hall
- 1979 – *The Girl Who Loved Wild Horses* by Paul Goble
- 1978 – *Noah's Ark* by Peter Spier
- 1977 – *Ashanti to Zulu: African Traditions* by Margaret Musgrove
- 1976 – *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- 1975 – *Arrow to the Sun* by Gerald McDermott
- 1974 – *Duffy and the Devil* by Harve Zemach
- 1973 – *The Funny Little Woman* by Arlene Mosel
- 1972 – *One Fine Day* by Nonny Hogrogian
- 1971 – *A Story A Story* by Gail E. Haley
- 1970 – *Sylvester and the Magic Pebble* by William Steig
- 1969 – *The Fool of the World and the Flying Ship* by Arthur Ransome
- 1968 – *Drummer Hoff* by Barbara Emberley
- 1967 – *Sam, Bangs and Moonshine* by Evaline Ness
- 1966 – *Always Room for One More* by Leclair Alger
- 1965 – *May I Bring a Friend?* by Beatrice Schenk de Regniers
- 1964 – *Where the Wild Things Are* by Maurice Sendak
- 1963 – *The Snowy Day* by Ezra Jack Keats
- 1962 – *Once a Mouse* by Marcia Brown
- 1961 – *Baboushka and the Three Kings* by Ruth Robbins
- 1960 – *Nine Days to Christmas* by Marie Hall Ets and Aurora Labastida





## Reading Magic – Book Ideas for Young Children

# Suggested Books for Young Children

### Toddler

*Goodnight Moon* by Margaret Wise Brown

*I Am a Bunny* by Richard Scarry

*Mother Goose*

*Pat the Bunny* by Dorothy Kunhardt

*Sam Who Never Forgets* by Eve Rice

*Shopping Trip* by Helen Oxenbury

*Taste the Raindrops* by Ann Hines

*The Very Busy Spider* by Eric Carle

### 3-4 Years

*Caps For Sale* by Esphyr Slobodkina

*Freight Train* by Donald Crews

*Jamberry* by Bruce Degen

*Rosie's Walk* by Pat Hutchins

*The Runaway Bunny* by Margaret Wise Brown

*The Snowy Day* by Ezra Jack Keats

*The Tale of Peter Rabbit* by Beatrix Potter

*The Very Hungry Caterpillar* by Eric Carle

### 5-6 Years

*Alpha Bears* by Michael Hague

*Bear's Shadow* by Frank Asch

*Bedtime for Frances* by Russell Hoban

*Mike Mulligan* by Virginia Lee Burton

*Napping House* by Audrey Wood

*Planting A Rainbow* by Lois Ehlert

*The Little Engine That Could* by Watty Piper

*Will I Have A Friend* by Mariam Cohen

### Books Good For Babies (cloth, laminated pages)

*Baby's Clothes; Baby's Home; Baby's Toys; Mommy and Me*  
by Neil Ricklin

*Baby's Favorite Things* by Marsha Cohen

*The Cow Says Moo* by J. Miller

*Dressing; Working* by Dick Bruna

*The Going to Bed Book, But Not the Hippopotamus* by  
Sandra Boynton

*I'm a Baby* by Phoebe Dunn

*Zoo Animals; Pets; Field Animals* by V. Greeley

*Count-A-Saurus* by Nancy Blumenthal

*How Many Kisses Goodnight?* by Jean Monrad

*How Much Is A Million?* by David Schwartz

*Numbears: A Counting Book* by Kathleen Hague

*Ten, Nine, Eight* by Molly Bang

*The Changing City* by Jorg Muller

*Have You Seen the Crocodile?* by Colin West

*Have You Seen My Duckling?* by Nancy Tafuri

*Read To Me, I'll Read To You* by John Ciardi

*Where's Spot?* by Eric Hill

*Where's the Bunny?* by Ruth Caroll

*Where's Waldo?; Where's Waldo Now?* by  
Martin Handford

### Books About Families

*All Kinds of Families* by Norma Simon

*A Baby for Max* by Kathryn Lasky

*Betsy's Baby Brother* by Gunilla Wolde

*Big Sister and Little Sister; A Father Like That; The Quiet  
Mother and the Noisy Little Boy* by Charlotte Zolotow

*Christina Katerina and the Time She Quit the Family* by  
Lee Gauch

*Daddy Doesn't Live Here Anymore* by Betty Boldgeheld

*Dinosaurs Divorce: A Guide for Changing Families* by  
Marc Brown and Laurene Krasny

*Granddaddy's Place; Grandmother and I* by Helen Buckley

*I Love My Sister Most of the Time* by Elaine Eldman



North Dakota State University  
Fargo, North Dakota 58105

*The Man Who Kept House* by Kathleen and Michael Hague

*Mothers Can Do Anything* by Joe Lasken

*My Mom Travels a Lot* by Caroline Bauer

*My Mama Needs Me* by Mildred Walker

*The Terrible Thing That Happened at Our Home* by Marge Blaise

#### Books About Daily Life

*Bedtime for Frances* by Russell Hoban

*The Blanket; The School* by John Birmingham

*Goodnight Moon* by Margaret Wise Brown

*Ira Sleeps Over* by Bernard Waber

*Just Like Me* by Ruth McKay

*Little Rabbit's Loose Tooth* by Luch Bate

### Books On Death

*The Accident* by Carol Carrick

*I Had a Friend Named Peter* by Janice Cohn

*I'll Always Love You* by Hans Wilhelm

*I'll Miss You, Mr. Hooper* by Norman Stiles

*My Grandpa Died Today* by Joan Fassler

### Books on Hospitalization

*Curious George Goes to the Hospital* by Hans Augusto Rey and Margaret Rey

*Elizabeth Gets Well* by Alfons Weber

*The Emergency Room* by Anne and Harlow Rockwell

*Gregory's Stitches* by Judith Vigna

*A Visit to the Sesame Street Hospital* by Deborah Hautzig

### Books On Handicaps

*About Handicaps* by Sara Stein

*Anna's Silent World; Don't Feel Sorry for Paul* by Bernard Wolf

*He's My Brother* by Joe Lasker

*One Little Girl; Howie Helps Himself; The Boy With a Problem; Don't Worry, Dear* by Joan Fassler

*Our Brother Has Down's Syndrome* by Jasmine Shelly and Tara Cairo

### Books About Feelings

*And My Mean Old Mother Will Be Sorry, Blackboard Bear; I'll Protect You From Jungle Beasts; Sabrina* by Martha Alexander

*Best Friends; Be My Valentine; Tough Jim; Lost in The Museum; Will I Have a Friend?* by Mariam Cohen

*Boy, Was I Mad* by Kathryn Hitte

*Don't Touch My Room* by Patricia Lakin

*The Hating Book; The Unfriendly Book; The Quarreling Book* by Charlotte Jolotow

*I'll Fix Anthony; Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

*Moving Day* by Tobi Tobias

*There's A Nightmare in My Closet* by Mercer Mayer

*Where the Wild Things Are; Outside Over There* by Maurice Sendak

### Books About People of Different Races And Different Lands

*Arrow to the Sun* by Gerald McDermott

*Ashanti to Zulu* by Margaret Musgrove

*Ba-Nam* by Jeanne Lee

*Bringing Rain to Kapiti Plain: A Nandi Tale; Why Mosquitoes Buzz in People's Ears* by Verna Aardema

*The Five Chinese Brothers* by Claire Bishop

*Gilberto and the Wind; Nine Days to Christmas* by Marie Ets

*Island Winter* by Charles Martin

*Issun Boshi: An Old Tale of Japan* by Maroko Ishii

*It Could Always Be Worse: A Yiddish Folk Tale* by Margot Zemach

*Jambo Means Hello* by Muriel Feelings

*The Jolly Mon* by Jimmy Buffett and Savannah Buffett

*King Island Christmas* by Jean Rogers

*The Mountains of Tibet* by Frané Lessac

*The Rooster Who Understood Japanese* by Yoshiko Uchida

*The Story About Ping* by Majorie Flack

*Tikki Tikki Tembo* by Arlene Mosel

*When Clay Sings; Hawk, I'm Your Brother* by Byrd Baylor

*Where the Buffaloes Begin* by Olaf Baker

### References

Dodge, T. & Colker, L. (1992). *Creative Curriculum for Early Childhood*. Washington, DC: Teaching Strategies, Inc.

North Dakota Association for the Education of Young Children.



# Reading Magic – My Plans

Reading with a child can be a magical experience. What is your plan for finding the magic with your young reader? Reading together stimulates imagination, develops listening skills and provides opportunities for positive relationships between parents and children. Find the magic — read with your children! Use the following planning sheet to identify specific goals in reading with your children. Sign your form and have at least two other persons you trust sign it also. Use the commitment form as a guide for reading with your children.

## My Plans for Reading with My Child(ren)

*Ex. – I will read 10 books on the Newberry Medal list with my child,  
 I will read 20 minutes a day with my child, etc.*

(1)

(2)

(3)

(4)

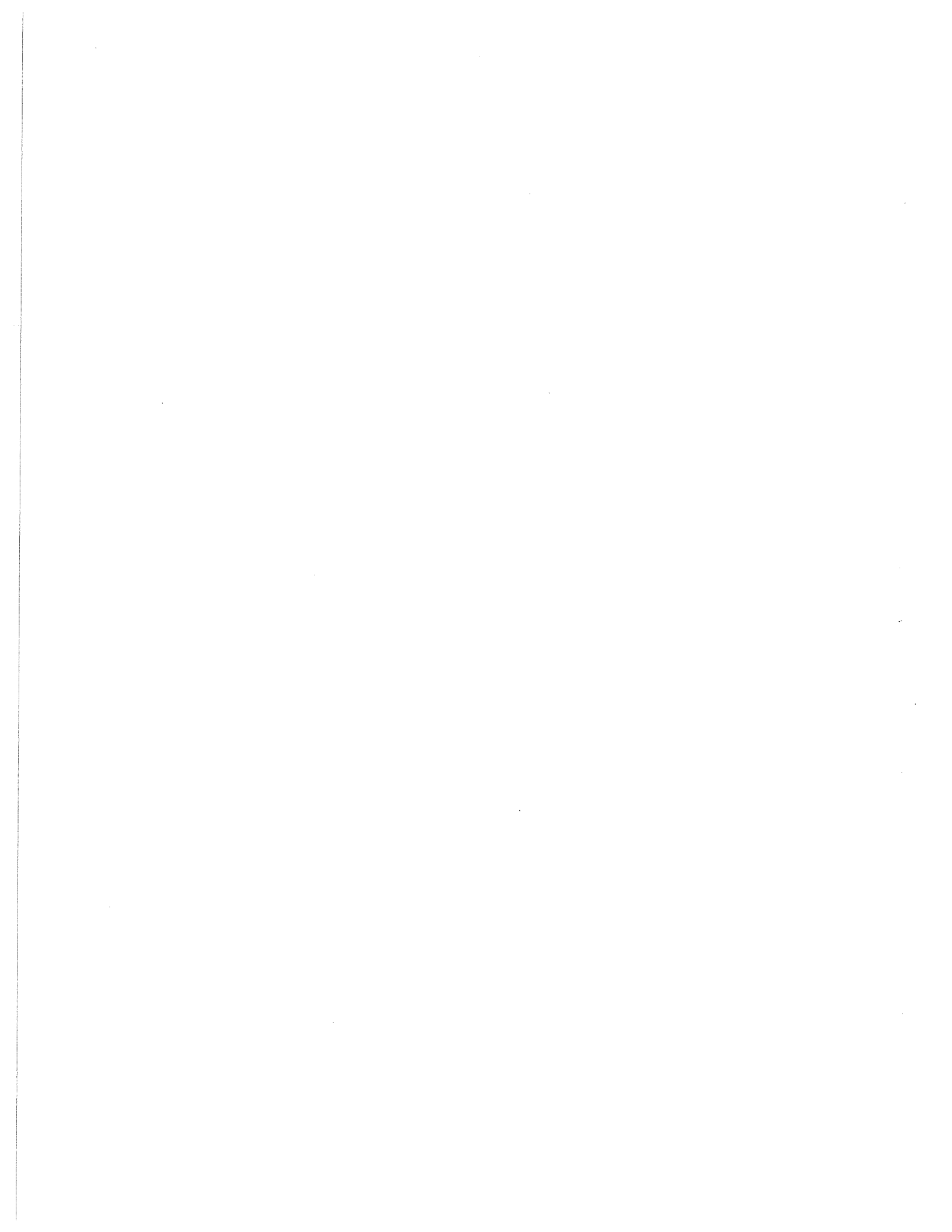
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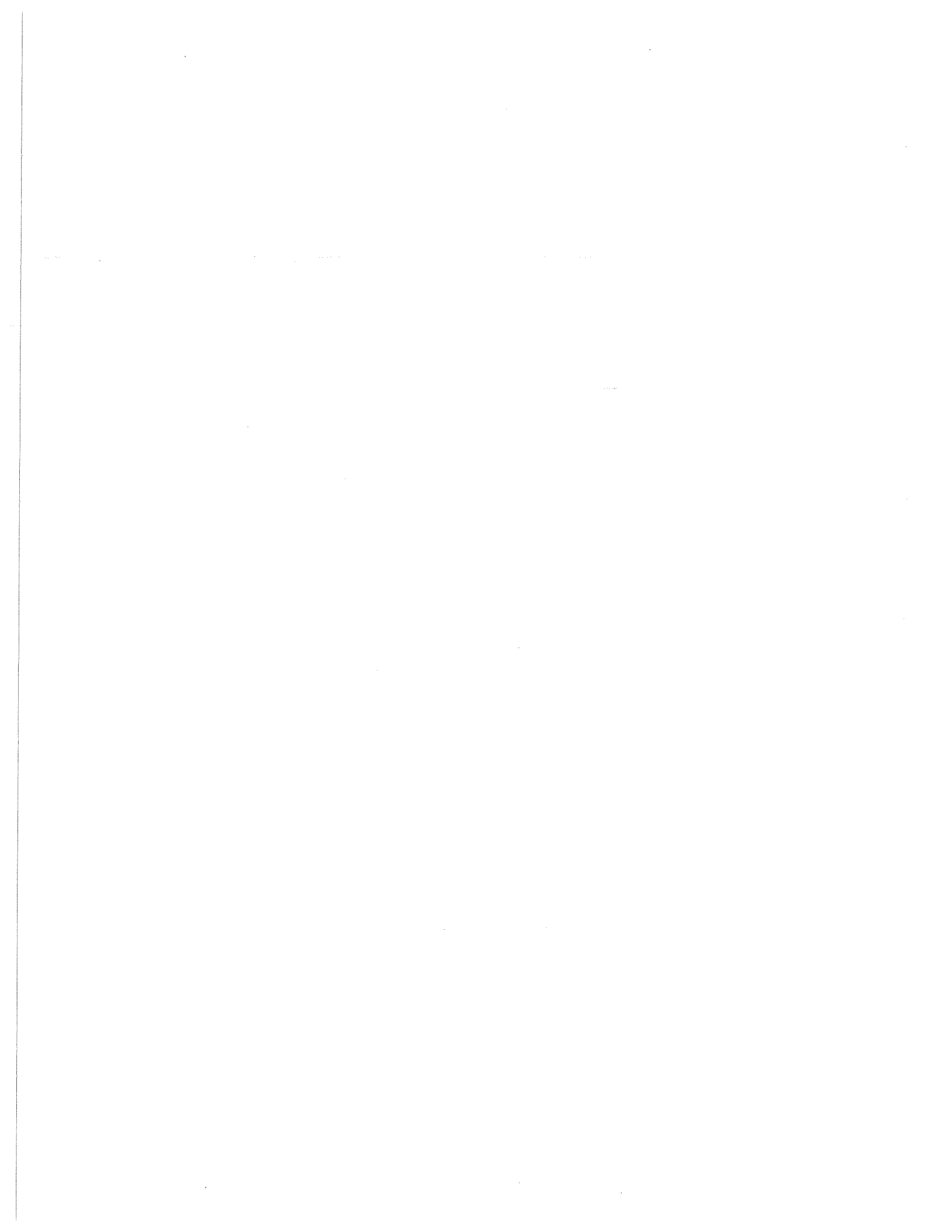
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# Children at Play: Its Reasons and Rhythms

Play is not just fun for children—it is *fundamental*! It is a key to a child’s growth and development. And it is important to parents because a parent is often a child’s first playmate. But what are some of the primary purposes of a child’s play?

## The Reasons for Play

List an example of a play activity that you engaged in recently with a child.

Now consider what skills may have been learned through this play activity in each of the following areas. These are the reasons that play is so important, besides the fact that it is just fun!

Physical Skills/Development	Social Skills/Development
Cognitive Skills/Development	Emotional & Moral Skills/Development
Language Skills/Development	Creative Skills/Development

### Consider the following:

*Play is important for children of all abilities because it lays the foundation for reading, writing, mathematical reasoning, and creativity.*

– Beth Boosalis Davis, Exec. Dir., National Lekotek Center

*Making believe and pretending are among the wonders of the human experience.*

– Dorothy G. Singer, Ed. D., early childhood education expert



## The Rhythms of Play

What can parents and other adults expect of a child in its play activities as it grows? The following information provides some brief guidelines related to how children develop in play as they grow older and possible toys to consider.

A Child's Age	Toys to Consider
<p><b>0-12 months</b></p> <p>In infancy a child is exploring movement, balance, and recognition. Parents can expect:</p> <ul style="list-style-type: none"> <li>• Rolling, sitting, standing, crawling</li> <li>• Exploration with eyes, ears, mouth and hands</li> <li>• Babbling and cooing</li> <li>• Exploration of toys and places</li> </ul>	<ul style="list-style-type: none"> <li>• Mobiles</li> <li>• Teething toys</li> <li>• Rattles and bean bags</li> <li>• Push toys</li> <li>• Balls of all kinds</li> <li>• Cushions, stuffed toys</li> <li>• Stacking blocks or rings</li> <li>• Musical toys</li> <li>• Shape sorters</li> <li>• Cloth or cardboard picture books</li> </ul>
<p><b>1 year</b></p> <p>Children at this age thrive on exploration, curiosity, imitation, and physical play. Parents can expect:</p> <ul style="list-style-type: none"> <li>• Lots of movement and activity</li> <li>• Curiosity, hide-and-seek, questioning</li> <li>• Pretend play, experiments w/ objects</li> </ul>	<ul style="list-style-type: none"> <li>• Balls of all kinds</li> <li>• Gym equipment (infant swing, slide)</li> <li>• Water toys</li> <li>• Sandbox toys</li> <li>• Ride-on toys, wagon</li> <li>• Art supplies (non-toxic) such as large crayons and coloring books, playdo</li> <li>• Picture and pop-up books</li> <li>• Blocks, stacking toys</li> </ul>
<p><b>2-3 years</b></p> <p>Toddlers engage in much large motor play (active), imagination, and develop coordination skills. Parents see them begin to play with other kids, draw, etc.</p>	<ul style="list-style-type: none"> <li>• Puzzles, blocks, building toys</li> <li>• Dolls with accessories (clothes, etc.)</li> <li>• Dress-up clothes and materials</li> <li>• Bubbles, musical instruments</li> <li>• Play scenes with figures</li> <li>• Storybooks</li> </ul>
<p><b>4-6 years</b></p> <p>Preschool and kindergarten children are learning social skills, language, imaginary and cooperative play, and physical abilities. Parents should expect them to run, jump, and throw, describe imaginary play scenes, and connect with other children.</p>	<ul style="list-style-type: none"> <li>• Construction toys</li> <li>• Tricycle/bicycle and helmet</li> <li>• Arts and crafts supplies (scissors, paper, crayons, etc.)</li> <li>• Props for make-believe play</li> <li>• Easy board games, word or matching games</li> <li>• Storybooks</li> </ul>





# Play Time for Parents and Kids

If play is so important, parents need to write down “Play” on the daily schedule and make sure it happens every day — right? Not exactly. Although play time can be scheduled, parents need to remember that play often needs to be:

- Enjoyable
- Spontaneous
- Open-ended

Children learn things from play in this context that they can learn through no other interaction. It is important for adults to remember that play time should be just that — PLAY + TIME.

**Some tips that parents can remember are:**

- **Provide sufficient time for play.**  
Children need time to explore an activity, make up a story, or wrestle with a playmate. They become frustrated if play is interrupted often or does not fully play out. It takes time to chew on a new toy as an infant. It takes time to fashion a pyramid out of blocks. It takes time to invent a new game with neighborhood children. Parents should allow children to play in sufficiently large blocks of time.

- **Arrange for variety.**  
Different kinds of play lead to different kinds of learning. Picture or storybooks help with concentration; balls help to develop coordination; dress-up clothes provide for creativity. Fewer toys of a wide variety is more important than dozens of complicated toys.
- **Explore play with children.**  
Children enjoy self-directed play much of the time, but can benefit and gain ideas from a parent’s feedback or example. For example, introduce a child to a new game such as kickball, or help them fashion a pyramid out of building blocks. They will enjoy your involvement and you can model play for them, and you can enjoy yourself!
- **Respond to a child’s invitation to play.**  
Play with adults can help children develop as they learn to sing, play catch, listen to stories, show finger puppets, or engage in other play activities. Respond to the invitations from a child to play with them.
- **Ensure that toys are safe and interactions are positive.**  
Safety should be a parent’s concern, and they should screen toys for safety. Also, parents can help children learn to have positive play interactions with other children.





# What is My Child Learning?

What is a child learning through all of the play activities he or she participates in? Consider the skills and qualities that a child may develop through the following play activities. List 3-4 under each play example and compare with others.

<p><b>Listening to Music and Dancing Around</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Cutting and Glueing and Drawing Pictures</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Yelling and Running Around Outside</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Snack Time</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Stacking Up Blocks and Knocking Them Down</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Playing with Dress-Up Clothes</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>





# Responding to Children's Questions About Drugs

It is unwise for parents to think they can wait until adolescence to begin talking with their children about usage of alcohol, tobacco or other drugs. A child's values and beliefs are formed in the early years of childhood. Young children especially are curious and may ask a variety of questions about the topic of drug use. It is important to consider how you might respond to such questions.

Think about the following scenarios and the child's question in each circumstance. How would you respond to the question? What are a variety of effective responses you could give? List your own responses and share with others.

## Scenario One

You are watching a television program with your 6-year old son and a scene comes on of a group of teenage boys drinking beer at a party. You comment that drinking all that beer could make you sick. Your son asks: *Why would people want to put bad things into their bodies?*

## Scenario Two

A national news magazine comes to your home and has a cover story on a new drug being used for cancer treatment. Your 7-year old daughter has you explain the topic and then asks you: *Why are some drugs good for you and some drugs wrong for you to take?*

## Scenario Three

You and your spouse are visiting with friends one night after your children have been put to bed. Each of you is sipping a glass of wine or other alcoholic beverage. Your 4-year old boy comes down the stairs for a glass of milk, then asks: *Why can't I taste that "grown-up" drink?*

## Scenario Four

After a lesson on drug prevention at school and learning about different drugs, your 8-year old asks you: *Did you smoke marijuana when you were young?*



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# Reasons Young People Give for Drug Use

Children suggest a variety of reasons for using alcohol, tobacco and other drugs. However, some are more common than others. Select from the list and try to identify the "Top 5" reasons that young people give for drug use.

## Reasons Young People Give for Drug Use – Top 5

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### List of Reasons

- To get a good "buzz"
- Invitation from a friend to have a good time
- To feel grown up
- To find lasting happiness
- Increase control over my life and my activities
- Better than time spent with family members
- To relax from stress and feel good
- To get away from and forget about my problems
- To satisfy curiosity about what use of alcohol or drugs is like
- It seems okay according to what you see in movies and on television
- To fit in and belong
- Helps to feel more masculine or more feminine
- To help me achieve my goals
- Personal doubts about myself
- To take risks and rebel
- Become more athletic or fit
- To do something that I've never done before



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# What Parents and Adults Can Do — Alcohol, Tobacco and Drug Prevention

So . . . how can you make a difference and help a child to avoid use of alcohol, tobacco or other drugs. There are a variety of strategies that can be helpful to prevent such usage. Brainstorm 2-3 ideas for responding to each of these reasons that young people give for using alcohol, tobacco or other drugs.

1. To Feel Grown Up – What Might You Do?

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3. To Relax and Feel Good – What Might You Do?

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2. To Fit in and Belong – What Might You Do?

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4. To Take Risks and Rebel – What Might You Do?

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5. To Satisfy Curiosity – What Might You Do?

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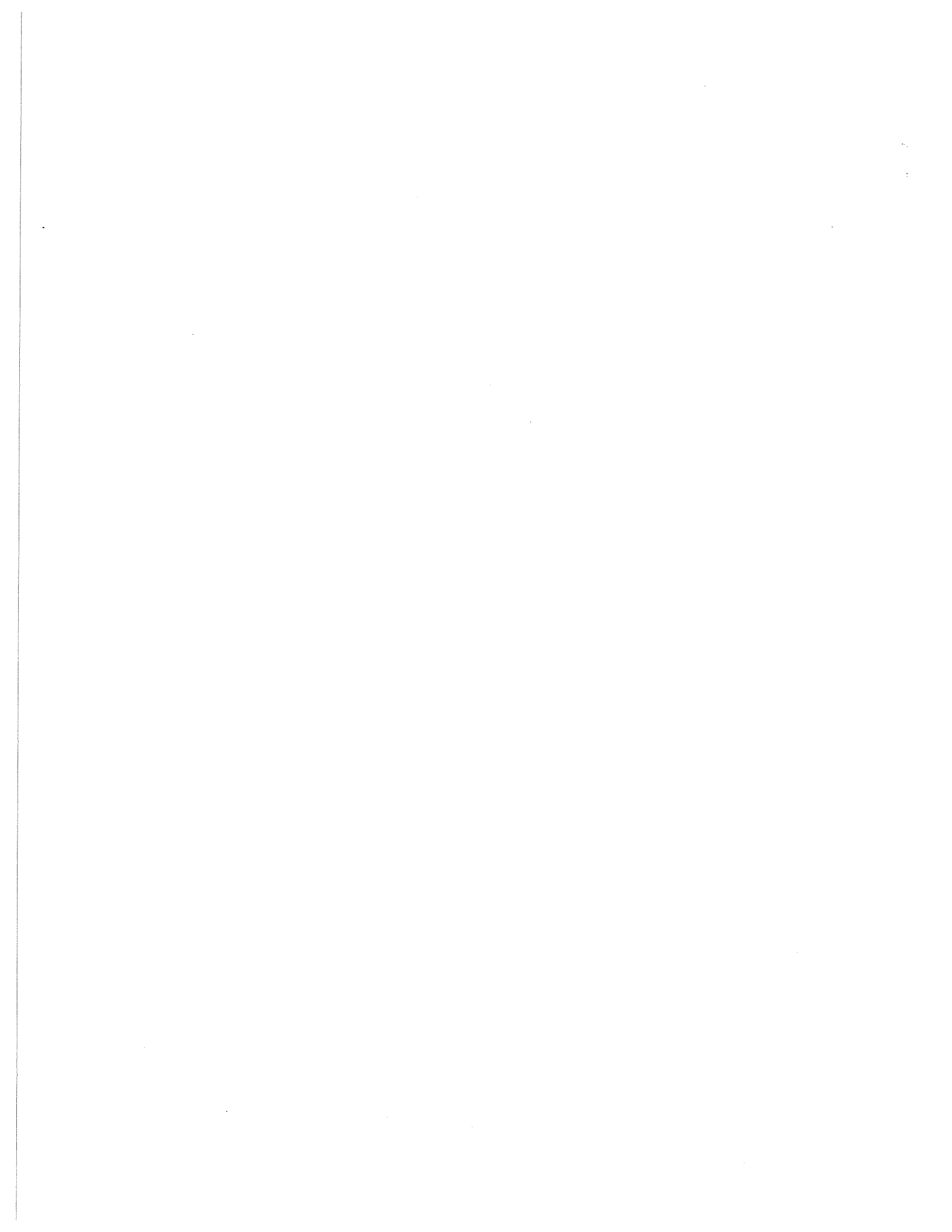
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## What Parents and Adults Can Do – Alcohol, Tobacco and Drug Prevention

What can parents and adults do to prevent use of alcohol, tobacco or other drugs? In working with young children, there are a number of things that can help prepare them to make good choices. The ideas included here are suggestions; parents may also need to do other things based on their circumstances.

### To Feel Grown Up

Children may feel that use of alcohol or other drugs will make them more “grown up.” Ideas for dealing with this issue include:

- Encourage children to talk about what alcohol, tobacco or drugs are and what part they play in your family. Parents do not always need to begin discussion of these topics, but do need to be open to the questions or comments of young children.
- Carefully examine your own values regarding usage of alcohol or other drugs. With young children around, it is important to consider your own values and what you wish to communicate about alcohol, tobacco and other drug usage. When, if ever, is drinking permissible in your family? Making decisions about whether alcohol or tobacco use is acceptable, as well as the frequency and amount of use that is allowed, will help present a clear message to your children.
- Create an environment where young children feel comfortable asking questions and discussing feelings. As young children raise questions, it helps them to know they can ask questions or share their feelings in a positive, supportive environment.

- Understand that if you use alcohol, tobacco or other drugs, you are sending strong messages to young children. Young children learn through observation and imitation of those around them who are role models. Think about eliminating your use of such products or being clear about responsible use (of alcohol, etc.).
- Do not involve children in or expose them to messages that promote alcohol or drug use as “grown up.” Help children understand that ads selling alcohol or other products often portray a false image. Be careful not to involve children in any use of alcohol, tobacco or other drugs.

### To Fit in and Belong

Children may seek use of alcohol or other drugs to fit in with peers or get social approval. Ideas for dealing with this issue include:

- Turn frustrating times into opportunities for learning. Young children need to learn positive ways to react to frustration. If a tower of blocks keeps collapsing during a play session, work with the child to find possible solutions.
- Express confidence in your child when he or she is helpful. Boosting a child’s self-confidence is always a good idea. Let them know you appreciate their efforts to help out. Also, aid them to gain mastery of tasks so they can feel good about themselves. As children feel more self-confident, they also feel less need to act in negative ways that focus on peer approval.
- Set aside regular times to give a child full attention. There is no substitute for the minutes and hours spent with a child in building a relationship. Strong connections between parents and children help young people to avoid drug use. Let children know they are too wonderful to do drugs. Strong bonds will help children to turn away from offers to use alcohol or drugs.



- **Help your child deal with peer pressure.** Young children need help knowing how to respond to negative invitations from others. Role model with them and practice how to respond effectively if offered alcohol, tobacco or other drugs.
- **Aid your child in building social skills.** Children who are comfortable with others are less prone to “follow the crowd” or give in to negative peer pressure. Help your child to build friendships, talk with others, and feel comfortable in social situations.

## To Relax and Feel Good

Children may get into use of alcohol or other drugs to escape stress or deal with negative feelings.

Ideas for dealing with this issue include:

- **Discuss with your child the joys of healthy living.** Help young children understand that healthy living is joyful and rewarding. It allows you to run, jump, laugh, play, or work for hours. How good you feel is related to the choices you make.
- **Help children find positive ways to relieve stress.** These might include expressing your feelings, good nutrition and exercise, taking time to read or rest, and talking with others. Children who learn healthy stress relievers can avoid negative coping strategies like alcohol or drug use.
- **Aid children in taking responsibility for their own health and well-being.** Young children need to learn concrete approaches to taking care of themselves. Brushing teeth, putting away toys, doing chores - all of these activities can help children learn to be responsible.
- **Learn to “read” each of your children and understand their cues when they are troubled and unhappy.** It is important to respond to a child’s cues when he or she needs support. It is helpful for young children to learn to trust their parents when problems occur so they will seek assistance as needed.

- **Keep your child’s life in balance.** Too much of a certain activity, such as watching TV or even doing chores, can lead to stress or negative patterns for a young child. Keep a balance and don’t “over-program” young children to do too much too soon.

- **If consistent with the beliefs of your family, involve your child in religious activities.** Research indicates that religious involvement leads to fewer risky behaviors and higher levels of self-esteem for adolescents. Foundations for such involvement are best started in a child’s early years.

## To Take Risks and Rebel

Children may become involved in use of alcohol or other drugs to take risks and rebel against rules or expectations. Ideas for dealing with this issue include:

- **Encourage your child to develop decision making skills.** Letting young children make small decisions helps them to develop skills of their own. Whenever possible, let them choose what to wear or give them options to choose from. This reinforces a child’s decision making ability and also aids them in understanding choice and consequences.
- **Provide guidelines like rules that apply to all family members and enforce them with appropriate consequences.** Clear rules and expectations about behavior lets young children know what is expected of them. It also provides guidance about appropriate versus inappropriate behavior. Parents have a responsibility to set clear boundaries in areas where mistakes have lifetime consequences.
- **Know where your child is and who their friends are.** As children grow, their peers play an important role in influencing their behavior, attitudes and choices. By getting to know their friends and the parents of those friends, it is possible to help them have helpful influences and avoid unhealthy influences.



## To Satisfy Curiosity

Children may begin to use alcohol or other drugs to satisfy their curiosity about what it tastes like or what effects it will have. Ideas for dealing with this issue include:

- **Aid your child in avoiding common dangerous substances.** With young children, make them aware of harmful substances around them such as bleach, kitchen cleaners, or other products. Read the warning labels to your children and explain the severe consequences of their misuse. Then explain to children that not all harmful substances or drugs have warning labels on them. Let them know they should only trust you as a parent or other specified persons to give them food or medicine. Explain also that drugs from a doctor are meant only for the person they are prescribed to, and that they can be harmful to others.
- **Teach children the difference between reality and fantasy.** Young children especially may not always perceive the difference between fantasy and the real world. Ask your child what he thinks about a TV show or a story. Explain what you like and dislike about it. Discuss how use of drugs, being violent, or making bad decisions can hurt people in real life.
- **Get children the facts about the negative consequences of alcohol, tobacco and drug use.** Children may maintain curiosity about harmful substances. Help them understand the real nature of such products and their negative effects, and many of the possible negative consequences that can result from their use.

