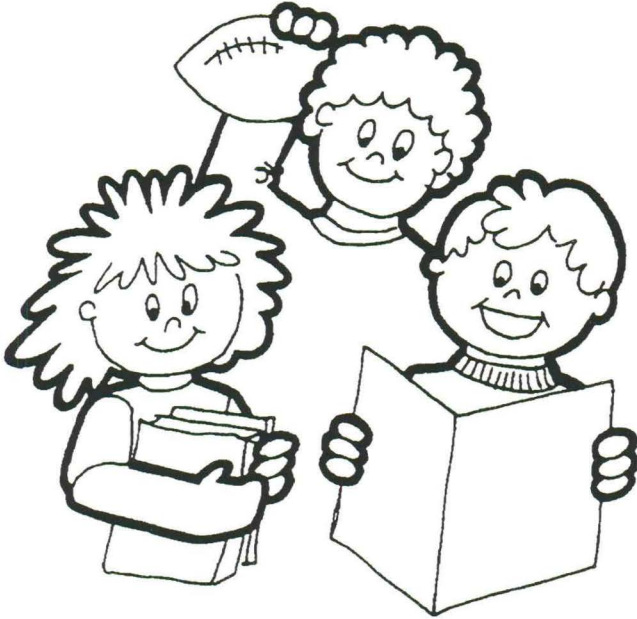
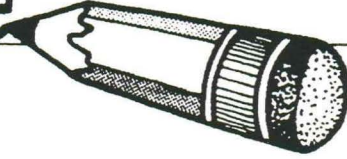


Parenting Pipeline

a newsletter for parents of **second grade** children



Although we usually think praising children is great, sometimes we overdo. Promising rewards for achievements is not always necessary. Rewards could give a message to the child that the activity itself will be no fun. Rewards also may make it appear that perfection is the goal. Learning and fun should be the goal of activities. If children believe they must be perfect, they may be discouraged and may quit trying.

Choices of Children

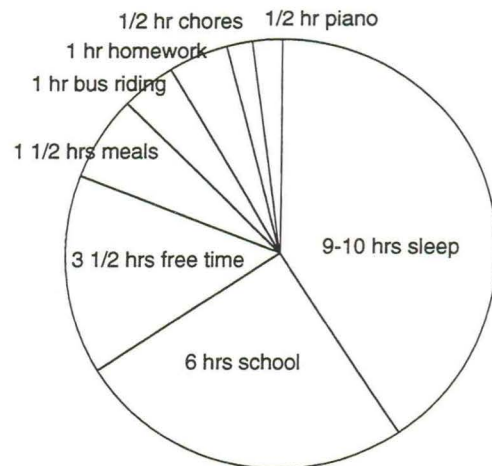
We all want our children to enjoy a variety of experiences. As parents we need to provide opportunities for trying different activities. If a child develops an interest, he or she will want to do the activity more often and for longer periods of time. This can be a cue to you in discovering where your child's interests are. This also can help you determine which activities to emphasize and which should be discontinued.

Sometimes as parents we expect children to follow in our footsteps or to try certain activities because we didn't have the opportunity. Sometimes we push scholarship, athletic skill or music. Learning and sports become so serious that little thought is given to enjoyment. If the pressure becomes too great, children may drop the activity completely for fear of disappointing us.

As parents, we need to remember that every child is unique. We should expect and accept differences in our children. Children of baseball players are not all natural athletes and coordinated mothers may have awkward children.

So Much to Do

Not counting time spent eating and sleeping, your child has roughly 80 hours a week in which to do things. Subtract another 50 hours for school, homework and chores. This leaves your child only 30 hours a week for everything else. Here is your task. Make a pie chart for a day in your child's life, having slices correspond with time spent. Here is how the pie chart might look:



IOWA STATE UNIVERSITY
University Extension

As you can see, even your child's time is limited. This means we need to help our children choose which activities are most important to them. How do we do this? Exploring choices differs from giving advice or telling the child what to do. Parents can help their children identify, think over and evaluate each choice. Help your child include free time in every day.

Decision making steps include:

1. Fill in the pie at the right with your child's activities.
2. Look for changes that will give more time to the most important activities.
3. Talk with your child about different possibilities.
4. Choose one option to try for a week.
5. Check to see if it's working.

The way you talk with your child is important. Parent and child should listen to each other, accept each other's feelings, trust each other, and want to come up with a solution. It will help to maintain good eye contact, show interest and encourage your child to explain his or her thoughts.

If you get into an argument or fail to find a solution, take a break, then go back over the steps. But keep trying. If the process breaks down, search for a hidden problem. Ask, "I wonder what is keeping us from finding a solution?" You may be pushing your child to do something he or she isn't ready to do.

Helping your children find time for what's important can help them learn a skill they will be able to use in the future.

Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

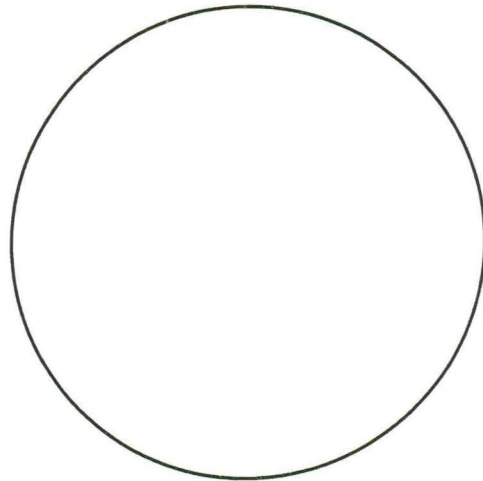
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612e | Reprinted | July 1996 Second Grade/January

Pie Chart Activity

List the activities in your child's day and estimate the length of time each takes. Then fill in the pie chart.

Activities: _____



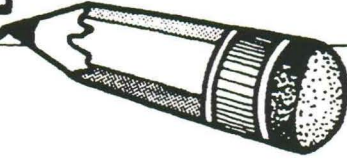
This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Parenting Pipeline

a newsletter for parents of **second grade** children



Play Is the Business of Second Graders

Play does far more than keep children amused, out of mischief or out of the way. Through play, a child grows in the following four areas of development.

Physical

A child develops coordination through play. Large muscles — those in the arms, legs and trunks — develop first and allow a youngster to walk, run, jump, hop and skip. With age, smaller muscles develop and allow eye, hand and finger coordination to develop. Examples of small muscle skills include working with tools, writing, and working puzzles. A child uses energy and can release tensions while playing.

Mental

A child learns by doing, by experimenting with reality. Play provides opportunities to learn about the physical environment of size, shape, color, weight, space, and texture, as well as about one's own impact on the environment.

Social

A child learns acceptable ways of behaving through social contact with peers and adults. Some developing social skills include sharing, cooperating, owning, giving, accepting, winning, losing, disagreeing, as well as dependability, orderliness, and initiative.

Emotional

Through play, a child learns to understand emotions and to express them acceptably. Play should give a child a sense of success and esteem.

Play Equipment

Every child needs toys to stimulate curiosity, to encourage creativity, and to challenge physical development and skills. The guide below will help you select play equipment for your second grader.

- Construction sets
- Simple models
- Hobbies, collections (weaving or sewing kit, stamps, bugs, coins, rocks)
- Games (for two or three players such as dominoes and board games)
- Electric toys (trains)
- Bicycle
- Trapeze bars, rings, parallel bars
- Jumping rope
- Work bench and tools
- Doll house
- Paper dolls, other simple cutouts
- Dress-up clothes, costumes
- Books (easy to read)
- Art materials
- Blackboard and chalk

Creativity and Children

For many of us, the word "creativity" is a bit frightening. We think of great artists, writers and scientists when someone talks about the creative person. Few of us stop to realize that WE ALL have the power to be creative and most of us have creative experiences every day. It's possible to be creative without being an artist. There are creative bricklayers, salespeople, lawyers, teachers and certainly creative parents. Anyone who lives with children must continually be looking for new ideas and ways of helping and teaching children. Creativity is a special way of seeing, learning and thinking about things. It involves new ideas, feelings and experiences.

IOWA STATE UNIVERSITY
University Extension

Ames, Iowa

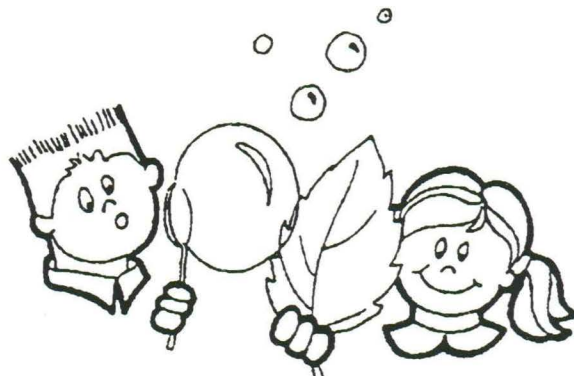
Every child has the potential to be creative. Experiences at home and at school help shape a child's expression of creativity — for better or worse. Remember, there is rarely only one right way to do things. Encourage your child to find alternatives.

By helping our children to be more creative, we are actually giving them greater access to all that life has to offer. They will be able to find more pleasure and satisfaction in all parts of living.

More Creative Ideas

Much of the play equipment already listed will help develop your child's creativity. Some other ideas follow.

1. Play dough used for modeling. Mix 1 to 1 1/2 cups flour and 1/2 cup salt. Slowly add 1/2 cup water and 1/4 cup vegetable oil. Knead well and store in a covered jar in the refrigerator.
2. Bubble play. Fill a shallow pan with 1/2 inch of clean water. Add 4 big squirts of liquid detergent and mix gently. Dip one end of bubble wand into the mixture. Blow gently.
3. Leaves, grass, seeds and other nature materials. Arrange in designs and glue on boards. Flat materials can be arranged and pressed between two sheets of waxed paper using a warm iron. Adult help with the iron is essential.



4. Dramatic play and dress-up. Old clothes, shoes, jewelry, purses and hats are fun for dress-up play.
5. Sports equipment. All equipment, especially bicycles, should be the correct size. Roller skates can be dangerous. They should be made with ball bearing action, rubber shock absorbers under the front wheel shaft for easy turning, and soft ankle pads to protect fragile ankles. Serious skaters will want to invest in protective gear, such as knee pads. Teaching your child to put outdoor toys away prevents unnecessary wear and rust.

Hopefully, this list will help you develop some ideas for encouraging your child to become more creative.

"Happy playing."

Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612f | Reprinted | July 1996 Second Grade/February

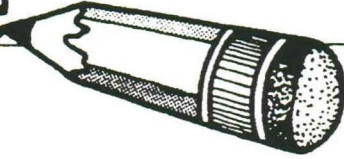
This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Parenting Pipeline

a newsletter for parents of **second grade** children



Physical Development

Second graders will usually grow two to three inches in a year. Their bodies, hands and feet begin to lengthen. Even vision may change as the eye develops.

Girls are usually ahead of the boys in physical development. Losing teeth and getting the six-year molars is always an exciting event for this age, even when they've lost several teeth before this. Most children view losing teeth as a sign of growing up.

Your child's coordination is improving. Hand-eye coordination is getting better. This is evident in skills like skating, jumping rope, playing ball and riding a bike.

Fine motor development is also making progress. You will notice this in your child's handwriting, drawing, and art projects.

Active play such as running, jumping, wrestling and chasing help muscle development and help your child learn new skills, gain a sense of accomplishment, cooperate with friends and solve problems.

Although children need and enjoy active play, they need quiet time as well. Your child's reading capabilities should be developing to a point at which he or she can use quiet time to develop this new skill.

People increase their expectations of children as they increase in size. At times this will be a welcome experience; at times it may be too much pressure. Occasionally stomach aches, thumb sucking and wetting pants may occur when your child is overtired or under stress. Don't make a big deal about it — try to determine the source of stress and help your child manage it.

Emotional Development

Each year your child is making continued progress toward becoming an independent person. As your child approaches age 8, he or she will be capable of understanding many more concepts than before. Your child may begin to understand saving money for an item rather than spending money immediately. Children also begin to understand taking care of themselves. These more complex thinking patterns come with a new sense of emotional development as well.

Activities become important not only for enjoyment, but also for comparisons children make between the self and others. Children this age question and evaluate themselves. Your child may hear the words smart, dumb, ugly, good. Children can accept that they are wrong or have made a mistake, but they have a harder time accepting being called "bad" or "dumb" because of the mistake.

Help separate these two concepts for your child. If Johnny has broken a dish, you can say, "I'm upset about the way you were carrying that plate. It was easy to have an accident when you did that." Avoid lines such as, "You are stupid — don't you know better?" or "How could you be so dumb?" or "You're just a bad kid."

Separate the love you have for your child from the misbehavior when your child hits another. Say, "Hitting hurts people. I love you, but I don't like it when you hit your brother." This method will help your child begin to identify and understand the powerful emotions he or she feels. At the same time your child will know he or she still has your love.

IOWA STATE UNIVERSITY
University Extension

Your child will try to protect his or her ego by escaping the source of hurt or pain. This may be done by crying, running away, lying, or blaming others. Avoid labeling your child as bad and using lines such as "shame on you." In your child's mind, this was necessary to avoid the hurt. It is important to point out what is happening and to offer suggestions as to how to handle this. Put these teachable moments to work. Use them to show children how to handle their emotions. Also, set a good example.

You also may notice more emotional empathy from your child. He or she may display great pleasure when someone else is happy, or wince when someone's finger gets pinched in the door.

Early childhood (to age eight) is a time when children enjoy being part of the family and express their joy by making gifts for those they care about. Encourage these activities, display this work and avoid criticizing their efforts.

The strong sense of belonging now becomes a strong need at school as well. At this age the need to belong outside the family can be met by exploring clubs such as 4-H and scouts. These early and positive group experiences boost your child's self-esteem, provide special time for adults and children to interact, and help teach the child to develop secure and enjoyable relationships outside the family.

This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

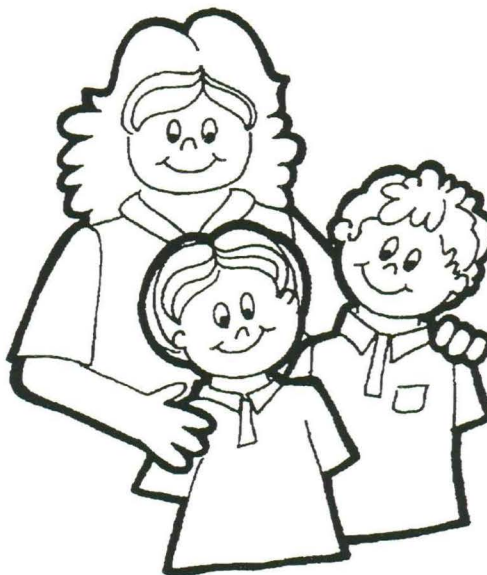
For more information, contact:

Home Responsibilities

As your child's physical and emotional development progresses, you may want to add to his or her responsibilities at home. No child should be expected to do everything on the following list, nor to do them at adult standards. The list provides you with some suggestions for developing a sense of responsibility at home:

1. Keep the garbage container clean.
2. Straighten or clean out silverware drawer.
3. Care for bike and lock it when unused.
4. Water flowers.
5. Carry in the grocery sacks.
6. Leave the bathroom in order; hang up clean towels.

Most children are willing and eager to help you, but they need directions, a good example, guidance and lots of patience as they learn.



Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

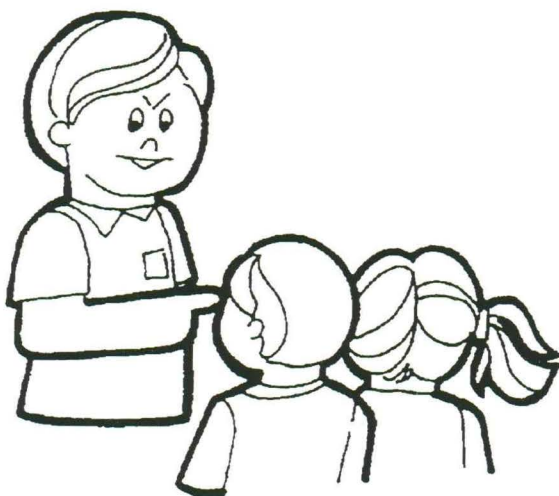
... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Parenting Pipeline

a newsletter for parents of **second grade** children



- Use responsive or reflective listening techniques. These methods provide a mirror for the child to see himself or herself more clearly. For example:
Child: "I don't know whether to go to Bob's birthday party or go swimming with Jamie."
Parent: "It sounds like you're having trouble deciding."
- Begin with the child's feelings. Say, "You seem upset."
- Pay close attention to the child when the child is speaking.
- Maintain good eye and body contact.
- Accept the child as a person with feelings. Allow negative feelings as well as positive feelings to be expressed. For example:
Child: "I don't like to go to school."
Parent: "You're feeling bad about school today."
- Understand that feelings change.
- Know that once a feeling has been expressed, especially a negative feeling, it serves a purpose by helping a child finish with that feeling.
- Treat your child with respect and dignity.
- Express yourself and your feelings with a responsive "I" message. Say, "I get frustrated when you slam the door."
- Keep your problems separate from the child's problems.
- Allow for failure and success. Resist the impulse to do it yourself. Allow the child to work out his or her feelings. Avoid "fixing" or "rescuing" your child.

Parent Talk

How do you talk to your children?

Do you talk "to them" or "with them?"

Stop and listen — would you want someone to talk to you that way?

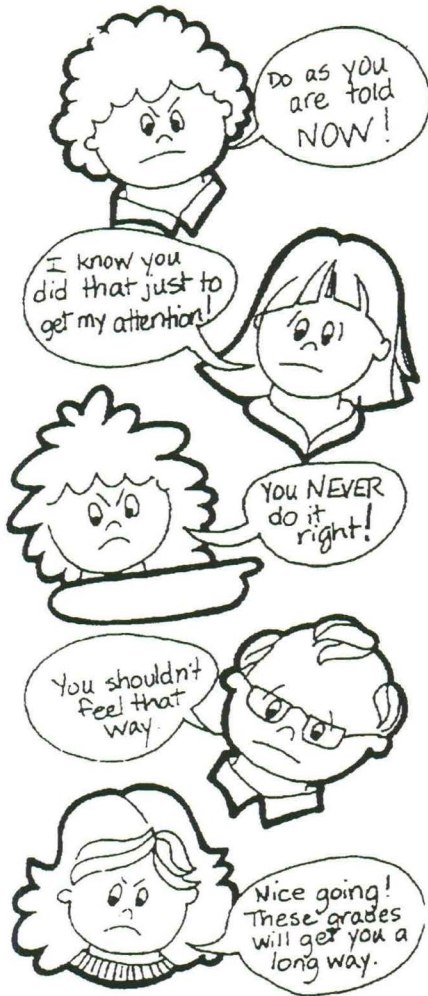
Effective styles of parenting are based on mutual respect and open communication. Both parent and child allow each other to express feelings and ideas honestly, without fear of being rejected. In other words, we are showing others we understand their ideas and feelings.

Guides to Effective Parent-Child Communication

To communicate with a child a parent can:

- Ask a question first in order to determine whether or not to use responsive listening. For example, "Want to talk about what's bothering you?"

IOWA STATE UNIVERSITY
University Extension



When communicating with your child, avoid threatening, judging, lecturing and ridiculing. Let's take a closer look at some inappropriate parenting styles.

Here are some common parenting styles that will succeed in causing a child to feel inadequate and unacceptable. Do you recognize any of them?

Commander General

"Do as you are told, NOW!"

Message sent: Commands and threats tell child his or her feelings or needs are not important. Usually causes resentment, rejection, and hostility from child.

Parent Psychologist

"I know you did that just to get my attention."

Message sent: Parent knows child's motives and parent is usually right. Child feels threatened, frustrated or embarrassed.

Judge

"You never do it right!"

Message sent: Child is inadequate, unworthy, stupid, bad. Child often becomes defensive and resentful.

Preacher

"You shouldn't feel that way."

Message sent: Child's judgment is not to be trusted. This may cause feelings of guilt, obligation, and shame.

Cynic

(When grades are not as good as you expect)

"Nice going, those grades are going to get you a long way."

Message sent: Child is bad, unloved and not appreciated. Lowers self-esteem. A true put-down.

This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Research indicates that children are best able to grow and learn in a home that has "love with limits" — a home that combines firm, consistent rules with lots of love and acceptance. Allowing children to express themselves and openly communicate with you is an important part of a positive approach to parenting.

Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

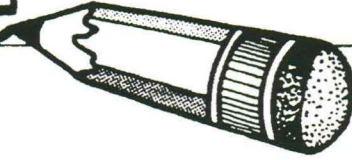
... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Parenting Pipeline

a newsletter for parents of **second grade** children



Getting Ready for Summer

Soon your second grader will be home for vacation. This last issue includes a few tips to help you and your family have a happy and safe summer.

Water Safety Tips

Swimming and wading pools will soon be popular sites for your second grader. The following are some sound but simple rules to follow while your child is using the pool.

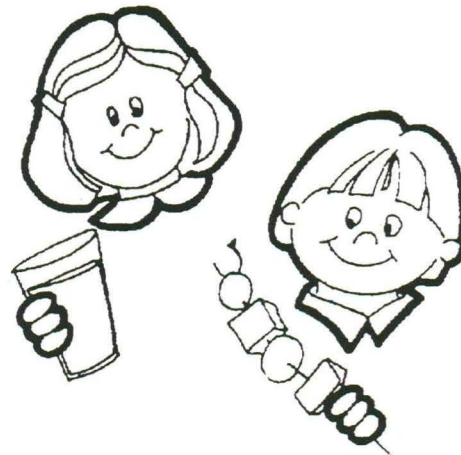
1. Never leave your child unattended in or near the water, even if the child is wearing a personal flotation device.
2. An adult who knows C.P.R. and other water safety skills should be on hand.
3. Teach your child how to reach the edge of the pool if in trouble.
4. Make sure the pool rules are understood and followed by everyone.
5. Always let your child know you are pleased with his or her skills and reinforce them.
6. Make sure the "buddy system" is followed — never swim alone.

7. If your child does swallow water or becomes frightened, remain calm and encourage your child to try again. Remain in the water until your child can leave the pool feeling positive about the experience.
8. Try this fun game that also helps develop swimming skills — Hide and Seek. Have your child locate and retrieve objects under water. At an advanced level of the game the child can locate the items with eyes open under water.

I'm Thirsty

Try these beverages as healthier alternatives to pop or soda with your second grader:

- Water — keep a pitcher in the refrigerator or specially marked containers for each child
- Orange juice
- Milk
- Tomato and other vegetable juice
- Apple juice (with no sugar added)
- Grape juice (with no sugar added)
- Fruit nectars



I'm Hungry

When you hear this statement, try some of these quick and easy ideas that can be made with or by your children:

- Fruit kabobs — slide fresh fruit pieces onto toothpicks
- Meal on a skewer — try cubes of cheese, ham, other meats, pineapple chunks or pickles on a pretzel stick

IOWA STATE UNIVERSITY
University Extension

- Make sandwiches more fun by cutting bread, meats, and cheese with a cookie cutter.
- Mix instant pudding according to package directions. Pour mixture into plastic drinking cups or popsicle molds. Put in a popsicle stick and freeze.
- Use fresh fruit pieces on any breakfast cereal.
- Try cream cheese and jam on your favorite waffles instead of syrup.
- Top a favorite fresh fruit with yogurt. Add granola and cinnamon, if desired.
- Spread softened ice cream between cookies or graham crackers. Wrap and freeze.
- Mix frozen yogurt with fresh fruit and nuts.
- Make easy pizza — split an English muffin, spread with spaghetti sauce, top with grated mozzarella cheese and microwave until bubbly.
- Offer string cheese.

Growing Together as Parent and Child

Parents want to be good parents. They want to help their children as best they can. Sometimes it is the belief behind the parenting, or the specific parenting methods used that interfere with our best intentions.

Think about your parenting methods and beliefs. The STEP Parenting Program (Dinkmeyer and McKay) describes the difference between a “good” and a “responsible” parent. The following description may help you take a fresh look at your approach with children.

This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

“Good” parents believe they must control their children and often demand obedience. During a conflict, they will insist on being right. “Responsible” parents believe their children can make decisions; they permit choices, and encourage children as they experience success and failure.

A child who feels totally controlled will often rebel, hide true feelings, seek revenge, and lack self-discipline. A child who feels permitted to make choices within limits offered by parents will feel more self-confident, cooperative, and able to solve problems.

“Good” parents often expect more than the child is capable of and children often feel they must be perfect. Parents often are overly concerned with what others think and want their child to look good. As a result, the child usually believes he or she is never good enough and becomes a perfectionist, worrying about other people’s opinions or giving up.

“Responsible” parents accept the imperfection in their children and in themselves. Responsible parents set realistic standards and focus on the strengths of the child, not the public image. As a result, the child usually accepts his or her mistakes as challenges to keep trying and has the courage to try new experiences.

The terms “good” and “responsible” may not be used as often today, but the idea of parenting being a process of interaction between adult and child is still an important one. As parents, we need to be willing to look at our past and present style of interaction and look for ways to improve. Reading books, attending workshops, and sharing with other parents are important ways to grow together with our children. A list of resources is available at your county extension office.

Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

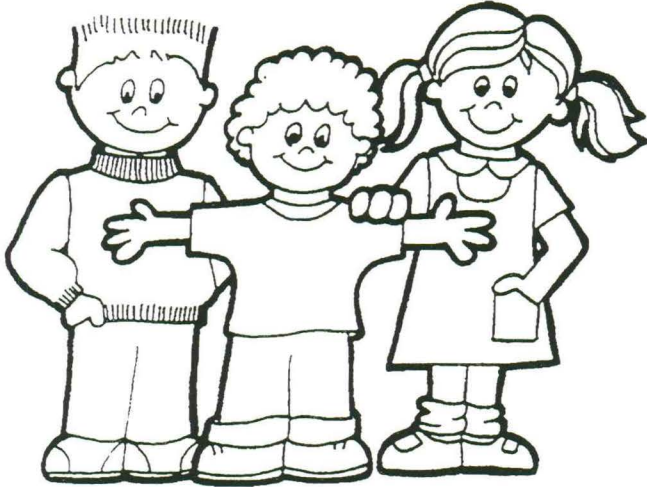
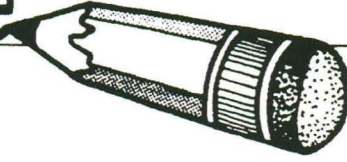
... and justice for all

The Iowa Cooperative Extension Service’s programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Parenting Pipeline

a newsletter for parents of **second grade** children



Welcome to *Parenting Pipeline*

“I’m Glad to Be Me”

Parents want to do the best possible job of building their children’s self-esteem, developing their creativity, and helping them arrive at their full physical, social, emotional and intellectual potential. This publication is designed to help them by providing insights and information on the developing and maturing second grader. It will be distributed at the beginning of each month of the school year.

The Viewpoint of the Second Grader

Many parents wish we kids were perfect all the time — getting good grades, being talented, acting mature and well behaved even on special trips and vacations. While we know this may be impossible, we would like to tell you what we can do.

Social Development

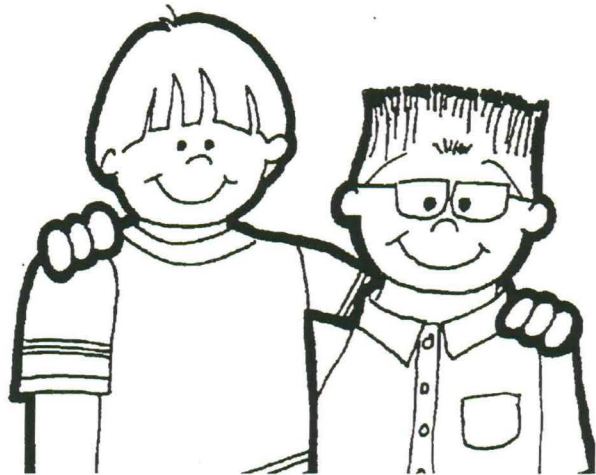
Playing is fun and winning is the name of the game. Although we are now just starting to learn how to lose, we have to admit defeat and may be sore losers.

It is not unusual to see us spending more time alone — doing projects, watching TV, or sitting outside. Sometimes we may be brooding, moody, sad, thinking, and yes, even daydreaming. Who knows? We may be thinking about the next type of collection to start — rocks, bottle caps, baseball cards, ants, posters, stickers. We are just learning to sort things out in our minds. This is why collections are so interesting to us.

We love to talk. Sometimes we even exaggerate. When we fight, we use words more often than fists.

Friendships are becoming more special. We enjoy sharing possessions — sometimes swapping them, like secrets. But though we enjoy our friends, we still like time for ourselves.

It’s getting easier to get along with brothers and sisters (though the closer we are in age, the more likely we are to quarrel). We need your help when we play and work together so we can learn to appreciate each other. But don’t try to “fix” our disagreements. We need to learn how to do this for ourselves.



IOWA STATE UNIVERSITY
University Extension

Intellectual Development

We are more serious and less impulsive than we were last year. We lack the confidence we displayed a year ago, for we are realizing there are many things we need to learn. Our thinking is tied to "here and now." We have some difficulty remembering the past and planning for the future.

We are beginning to understand concepts and categories. When we were younger all dogs were the same to us. Now if you say "dog," we are beginning to understand that you may be referring to a poodle, collie or German shepherd.

Our thought process is becoming more complex. We can think ourselves back to the beginning of a problem and start out in another direction, and this allows us to think back and determine where a lost object may have fallen, or rework a problem.

Learning to read is a tremendous help in developing our sense of self-esteem. Reading is just beginning to be a favorite pastime for us, but please don't stop reading to us. We still need and

enjoy the special time you share with us while reading us a favorite book. Help us find easy reader books that we can read to you! We need to be encouraged to develop a love for reading.



Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612a | Reprinted | July 1996 Second Grade/September

Home Responsibilities

We enjoy pleasing adults, but also we want to assume more responsibilities. Many of us make our bed, clean our room, hang up clothes and place dirty clothes in the laundry hamper. Here is a list of some tasks that we can do — but remember, we should not be expected to do all these duties. Also, we may need supervision as we undertake new tasks.

Explain what you expect of us carefully.

1. Set the table.
2. Fold laundry.
3. Pick up and put away our toys.
4. Put clothes in drawers and on hangers.
5. Get up in the morning and go to bed at night without much help.
6. Be polite, be courteous, respect others, and share.
7. Carry our lunch money and notes back to school.

PS: Don't expect us to do all these tasks at once.

We are sensitive to adult evaluation and work hard to please teachers, parents and other adults. We want to know immediately how we have performed.

When you parents show an interest in our schooling and pride in our achievements, as well as our efforts, we try hard to live up to your expectations.

Please be patient and encouraging with us. We need to hear that it is OK for us to make mistakes. Compliment our efforts, as well as our successes. Let us know that we're on the right track and that you're proud of us for trying.

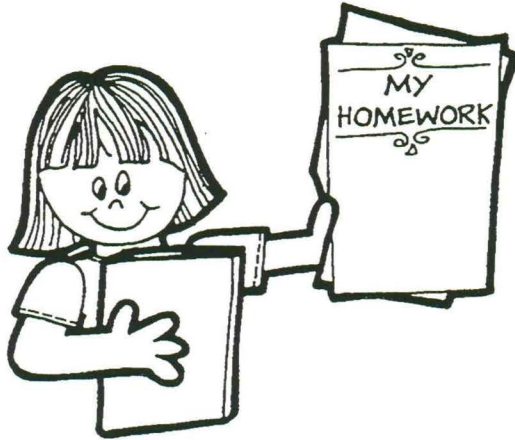
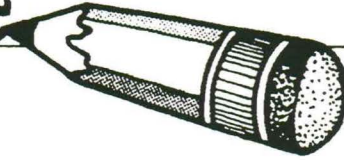
This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Parenting Pipeline

a newsletter for parents of **second grade** children



Helping Your Second Grader with Homework

Dad! Mom! I have homework tonight!"

As a parent, do you react? Do you immediately feel a headache coming on, or do you think of this as your chance to share a few minutes of private time with your child?

If you choose to take an active interest in the homework, you will enjoy

- exploring areas of your child's school world
- visiting about the day's activities
- getting a glimpse of your child's learning patterns and abilities.

Spending time together on homework shows the child that you value school and learning. Sit down and review the assignment; then check the progress when he or she is done. Have your child tell you what he or she did and why. This will give the child a chance to work through the problem-solving again. Parents should not give answers or do work for children, but your active interest will help your child get positive results. And knowing what your child is studying will help you explain what is learned in school and how it relates to your family life and to the world.

Young children are usually proud to have homework. As they progress into higher grades, they may find homework less appealing because it interferes with more attractive activities, like TV. Set the stage now for homework.

Set aside a time and place for homework. The kitchen table right before or after dinner is a favorite homework scene for families.

Be careful not to bribe your child. Homework is a natural part of being a student. If you make it a priority, your child will do the same.



Science experiments often are a child's first homework. A parent may need to help the child obtain supplies and do simple experiments at home. These may be reported on in school. Children are more interested in the world about them if they can contribute. Children learn best from active involvement with their learning. Reading a text or hearing a lecture is a part of learning too, but not as effective at this age as the involvement process.

IOWA STATE UNIVERSITY
University Extension



Spelling is another common first homework assignment. Five minutes of spelling each night can help a child master this skill. Be sure to post the weekly successes on the refrigerator or bulletin board to show your interest and pride. Do not expect perfection. Expect their best effort.

Reading to children or having them read aloud to you is a painless way to improve pronunciation and develop voice control. Children learn what is important by watching their parents. Encourage them to read and let them see you read. Set aside a regular reading time, without the TV! It may be a Sunday afternoon or after dinner activity for the whole family.

Parents' active interest in homework does not ensure a straight A student. Each child has different abilities. Talk to your children about their work and let them know you want them to do their best, whatever that may be. Show that you love them regardless of how they do. Respect your child's individual level of development and capabilities. Most teachers and schools do not use A-B-C grades for this age. Also, grades are not the focus at this age. Not all children

Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612b | Reprinted | July 1996 Second Grade/October

can get A's, B's, and C's. What is important is that your child tries to do his or her best. You could be surprised to find that simply providing parental support can improve grades. Most teachers welcome your questions and interest in your child's progress.

Visits, telephone calls and notes to the teacher will help keep lines of communication between you, your child and the world of school. Volunteering to help when parental input is requested also will make you more familiar with the school scene. It will demonstrate the importance of school activities to your child.



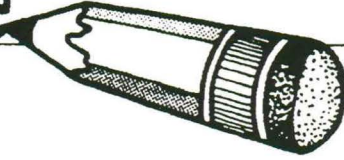
This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Parenting Pipeline

a newsletter for parents of **second grade** children



Supporting Your Second Grader

Positive reinforcement is the single most effective way to motivate children and help them feel good about who they are. When giving positive reinforcement, let the child know why he or she is receiving it — and mean what you say. It is important to be specific and sincere.

Avoid saying, "Johnny, you have done a good job." Say specifically what he did. "Johnny, you did a good job on your addition and subtraction tables." Being too general with positive reinforcement may appear artificial or phony to the child.

Goals of Misbehavior

When problems occur, ask yourself what the underlying cause of the misbehavior might be.

Child's goal	Child's faulty belief	Parent feeling and reaction	Child's response	Alternatives
Attention	I belong only when I am being noticed or served.	FEELING: Annoyed REACTION: Tendency to remind and coax.	Temporarily stops misbehavior. Later resumes same behavior or disturbs in another way.	Ignore misbehavior when possible. Give attention for positive behavior when child is not making a bid for it. Avoid undue service. Realize that reminding, punishing, rewarding, coaxing and service are undue attention.
Power	I belong only when I am in control or am proving no one can boss me!	FEELING: Angry; provoked, as if one's authority is threatened. REACTION: Tendency to fight or to give in.	Active- or passive-aggressive misbehavior is intensified, or child submits with defiant compliance.	Withdraw from conflict. Help child see how to use power constructively, by appealing for child's help and enlisting cooperation. Realize that fighting or giving in only increases child's desire for power.
Revenge	I belong only by hurting others as I feel hurt. I cannot be loved.	FEELING: Deeply hurt. REACTION: Tendency to retaliate and get even.	Seeks further revenge by intensifying misbehavior or choosing another weapon.	Avoid feeling hurt. Avoid punishment and retaliation. Build trusting relationship; convince child that she/he is loved.
Display of inadequacy	I belong only by convincing others not to expect anything from me. I am unable; I am helpless.	FEELING: Despair; hopelessness. "I give up." REACTION: Tendency to agree with child that nothing can be done.	Passively responds or fails to respond to whatever is done. Shows no improvement.	Stop all criticism. Encourage any positive attempt, no matter how small; focus on assets. Above all, don't be hooked into pity, and don't give up.

IOWA STATE UNIVERSITY
University Extension

Ames, Iowa

Reward Them Now

Parents can easily make the mistake of offering long-range rewards to children. It does not work to offer Tom, a second grader, a new bike for his birthday in November if he'll keep his room straight in July.

Children do not have the mental capacity or maturity to hold a long-range goal in mind day after day. Time moves slowly for them; therefore, the reward seems uninteresting and impossible to reach.

How Do You Encourage Your Child?

Send the right message. If you as a parent reward your child only for completed tasks well done, your child may interpret your message as this: "To be worthwhile, you must meet my standards." The result may be that your child will develop unrealistic standards and learn to measure self worth only by his or her degree of perfection.

If you as a parent focus only on winning, your child may believe you're saying, "You're the best — and you must remain superior to others to be worthwhile." The result may be that your child will learn to be too competitive, to get ahead at the expense of others, to feel worthwhile only when he or she is number one.

If you as a parent recognize your child's efforts and improvement, the message he or she gets is, "You don't have to be perfect; effort and improvement are important." The likely result is that your child will learn to appreciate his or her own efforts and the efforts of others, and will be more willing to try again. It is more important to encourage effort than to demand results.



Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612c | Reprinted | May 1996 Second Grade/November

Keep It Positive

Children need encouragement and approval.

One way to be positive about guidance is to tell the child what behavior you want, rather than what you do not want. Instead of saying, "Don't leave your school books on the couch," try saying, "I want you to pick up your school books and put them on the shelf." By phrasing your expectations in a positive way, you avoid challenging the child.

Another way of offering positive guidance is to let the child choose to do something, rather than telling the child not to do something. Instead of saying, "You can't go out without a coat," you might try asking, "Do you want to wear your coat or your sweater?" This gives the child a sense of control. Of course, the child may say, "Neither," in which case you can explain why the coat or sweater is needed. You set a limit, communicate it clearly, and avoid being negative. Here is a list of positives.

1. Recognize improvements and efforts, not just accomplishments — improvements might be in a difficult school subject such as subtraction.
2. Don't wait, say it right away. Children need immediate recognition. If you wait, the child may forget what is being recognized.
3. Be sincere and specific.
4. Avoid pointing out shortcomings. Statements such as, "You did a good job, but ..." will be discouraging. Don't "give with one hand and take away with the other."

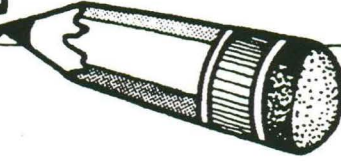
This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

Parenting Pipeline

a newsletter for parents of **second grade** children



Sibling Rivalry

"Mom! Brian's picking on me!" says Jenny. "She started it," Brian yells back.

Sound familiar? You've probably experienced several scenes like this and are frustrated with the rivalry that occurs among your children. Sibling rivalry is basically a normal occurrence in families. Let's take a look at possible causes and some ways to deal with it.

Possible Causes

1. **Jealousy.** Children may feel jealous because they must share Mom and Dad with other siblings.
2. **Scarcity.** A child may feel on the "short end" of something in the family — affection, praise, recognition or other forms of attention.
3. **Lack of "environmental control."** A child may feel lack of privacy or lack of control and responsibility.

Ways to Handle Rivalry

1. **Ignore** the fighting if it is not physically harmful to anyone. Many fights are started to gain attention

from Mom and Dad. Children need to learn how to manage their own conflicts and not rely on Mom and Dad to "come to the rescue."

2. **Stop serious fights.** When the situation looks dangerous, separate the children. "Looks like someone could get hurt. John, off to your room and Julie, to yours." Don't try to figure out who started it. The child who is blamed will want to get even and the one whose side you're on will feel like the winner.
3. **Recognize** the children when they are being nice to each other — sharing while playing together, etc. Catch them being good!
4. **Arrange special time** with each child. Giving each child your undivided attention 10 minutes a day for a week can turn around feelings of being left out or unimportant.
5. **Provide private space.** If separate bedrooms are impossible, designate a separate chest of drawers, closet or special space to give each child a sense of control over part of the environment.
6. **Avoid comparing** one child to another. Each is an individual and needs to be treated fairly, with no favoritism or labels. Help grandparents, teachers and other adults avoid comparing siblings, too.

The Power of Peers

Friends. Peers. Popularity. To a second grader, these become increasingly important and will continue to be as the child grows older.

Peer Influences

1. **Relationship skills.** With peers, children learn such skills as socializing, compromising, dealing with conflicts and putting feelings into words. Provide opportunities for your child to play with peers and practice these social skills.
2. **Self-image.** Earning a place in the group has a real bearing on your child's self-image. The child who succeeds in the world of peers during early childhood will enter the middle years with a more solid sense of self-confidence and self-respect, enabling the child to better handle relationships.

IOWA STATE UNIVERSITY
University Extension

It is not the quantity of friends that is important. It is the quality of the relationships they are developing with their friends.

3. **Reality testing.** Playmates force children to face realities of their world. They teach what is acceptable and what's not, and how to live by the rules. Playmates provide new ways to play, think, talk and get along. Your child may question you and learn about what you value in friendships. This information and the actual experiences they encounter help children grow.



Adapted for use in Iowa from *Parenting Pipeline*, North Dakota State University Extension Service, by Virginia Molgaard, specialist in human development and family life, Iowa State University Extension. Edited by Carol Ouverson, communication specialist, Iowa State University Extension.

File: Family life 8

... and justice for all

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Nolan R. Hartwig, interim director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Pm-1612d | Reprinted | July 1996 Second Grade/December

Functions of Peers

1. **Independence.** Peer groups provide a certain status independent of one's family. They also can be a stabilizing influence during time of growth and change in a child's life.
2. **Belonging.** Peers can provide a positive influence on a child's self-esteem. It's a good feeling to be important to someone outside the family unit. In our culture, growing children need group support to gather necessary strength to eventually stand on their own.
3. **Values.** Contact with peers exposes children to values different from their parents. It's important for children to realize that many different standards exist in this world. However, strong family values give a child a good basis for deciding what to think about other values.
4. **Experience.** Peer groups provide an opportunity to practice by doing, to try out different roles. Feedback from peers is immediate and can be used to help children know who they are and what roles they can play. Your child's friends can be a positive influence. Be involved with your child and his or her friends.

This Issue

This newsletter is published for Iowa families with second grade children by Iowa State University Extension and distributed through your local county extension office.

For more information, contact:

STATE LIBRARY OF IOWA



3 1723 02050 1391