

Children Do Come with Directions

A Guide for Parents
with Children Ages 5-12



Where To Go in Guilford County

INFORMATION AND REFERRAL

Police, Fire, Medical Emergency	911
Information and Referral (non-emergency)	211
United Way of Greater High Point	883-4127
United Way of Greater Greensboro	378-6600

HOT LINES

Dept. of Social Service Crisis Line	HP: 641-3739; GSO: 373-7316
Toll Free	1-800-378-8501
24 Hour Domestic Violence Crisis	273-7273

MEDICAL

High Point Regional Health System	878-6000
Moses Cone Health System	832-7000
Wake Forest Baptist Hospital	716-2011
Carolinas Poison Center	1-800-848-6946

GUILFORD COUNTY HEALTH DEPARTMENT

Child Health	641-7777
Dental Care for Children	HP: 845-7733; GSO: 641-3152
Immunizations	641-6625
Women's Health	641-7777
Guilford Child Health, Inc.	HP: 884-0224; GSO: 272-1050
HealthServe Medical Center	271-5999; Northeast Center: 375-6104
WIC (Women, Infants, Children)	HP: 845-7571; GSO: 641-3214

GUILFORD COUNTY DEPARTMENT OF SOCIAL SERVICES

Child Abuse and Neglect	641-3795
Child Day Care Unit	641-3129
Food Stamps	HP: 845-7609; GSO: 641-3813
Medicaid	HP: 845-4639; GSO: 641-3071
Work First	HP: 845-7771; GSO: 641-3270

CHILDREN WITH SPECIAL NEEDS

The Arc of High Point	883-0650
The Arc of Greater Greensboro	373-1076
Developmental Evaluation Center	334-5601
Sickle Cell Disease Association of the Piedmont	274-1507

SERVICES FOR FAMILIES

Family Service of the Piedmont	HP: 889-6161; GSO: 333-6910
Family Life Council	333-6890

GUILFORD COUNTY SCHOOLS

Administration	370-8100
----------------------	----------

MENTAL HEALTH AND SUBSTANCE ABUSE

Alcohol and Drug Services of Guilford	HP: 882-2125; GSO: 333-6860
Guilford Center	(toll free) 1-800-853-5163
Mental Health Association in High Point	883-7480
Mental Health Association in Greensboro	373-1402

Welcome...

Being a parent or a child's caregiver is the most important job in the world – a wonderful job that can be very rewarding and extremely frustrating! All parents want to be good parents. We want to raise our children to succeed in life and in school. We want our children to use their talents and skills to become happy, compassionate, productive, and vital citizens.

Children Do Come With Directions – A Guide for Parents with Children Ages 5 – 12 provides basic information on your child's health, development, and safety. It provides helpful hints on strategies parents can use to build their child's self-esteem and life skills. We list book and web resources, and information on services available in Guilford County that support the needs of families and children.

This publication was funded by a Reader's Digest / Wallace Foundation grant and United Way of Greater High Point's Children's Initiatives.

Special thanks to Reader's Digest / The Wallace Foundation for its financial support. Sincere appreciation to the Bridges To Success/Success at School Joint Oversight Committee members for their involvement with the entire grant since April 2002. Thanks to Dr. Terry Grier, Superintendent of Guilford County Schools, for providing the impetus for the publication. Thanks also to the many folks with Guilford County Schools that helped with resources, editing, and the book list. And last, but not least a very special thanks to Molly B. Barry of United Way of Greater High Point, for the research and work she did to develop this publication.

©2004 by United Way of Greater High Point
Printed and bound in the United States of America
All rights reserved. No part of this book may be reproduced or transmitted
in any form or by any means, electronic or mechanical, including photocopying,
recording, or by any information storage and retrieval system, without the written
permission of United Way of Greater High Point except where permitted by law.
Direct all inquiries to Director of Children's Initiatives:
United Way of Greater High Point, 201 Church Ave., High Point, NC 27262.

Designed by Morris Marketing & Design - camimorris@triad.rr.com

Table of Contents

Health and Safety

Your Child's Health and Physical Development.....	7-13
Growth and Physical Development.....	7
Puberty and Sexual Development.....	8
Nutrition, Sleep and Physical Activity.....	9-13
Keeping Your Child Healthy.....	14-15
Finding a Doctor.....	14
Well Child Exams.....	14-15
Dental Health.....	15
Keeping Your Child Safe.....	16-21
Car Safety.....	16-17
Bicycle Safety.....	17-18
Water Safety.....	19
Fire Safety.....	20
Other Important Safety Issues.....	21

Behavior and Emotional Development

Your Child's Emotional Development.....	23-33
Self-Esteem.....	23-29
Communicating With Your Child.....	30
Disciplining Your Child.....	31-32
Positive Reinforcement.....	33

Learning and Education

Creating Good Homework Habits.....	35-36
Parent Involvement.....	36
Talking to Your Child About School.....	37
Learning and Summer Break.....	37

Important Additional Information for Parents

Your Child and Television.....	39
Internet Safety.....	40
Warning Signs For Parents.....	41-42
Warning Signs of Drug and Alcohol Abuse.....	41
Warning Signs of Depression.....	42
More Resources for Parents.....	43
Suggested Reading By Grade Level.....	43-47
References.....	48-50

PLEASE NOTE:

The information and advice in this booklet apply equally to children of both sexes (except where noted). To indicate this, we have opted to alternate between feminine and masculine pronouns throughout the book.

Health and Safety

Your Child's Health and Physical Development

Growth and Physical Development

During ages 5 to 12 your child's growth will be slower and steadier than the rapid growth she experienced in early childhood and the explosion of growth she will experience in adolescence. Your child will appear slimmer; her legs will be longer in proportion to her body. The steady growth she will experience will be approximately 2 inches per year in height and between 4 and 7 pounds of weight per year (Schor, 1999). Height and weight gains at this point are the same, on average, for boys and girls. It is important to remember that these are averages, and growth rates will vary from child to child. Growth rates are heavily influenced by heredity. So if you and your spouse are both above average height, it would make sense if your child was also above average for her age. Do remember that children come in all shapes and sizes. At regular visits to the doctor (see page 14 for guidance on when visits should occur) the pediatrician will track your child's development on growth charts and compare the growth of your child to other children of her age.

The timing of growth for children in the 5-12 age group can also vary greatly. It is not uncommon for the range in heights in one elementary school class to vary as much as five inches (Schor, 1999).

Children in this age range also will experience increases in strength and motor coordination. These improvements will be gradual as your child grows older. At the younger ages within this range large motor skills will develop. Children will be able to skip, throw a ball, ride a bicycle, etc. In the later ages children will develop more fine motor skills and will be able to build a model airplane, draw in more detail or sew.

During this time you may also notice that the color of your child's hair may be darkening and the texture of her skin may be more like an adult's (Schor, 1999).

Health and Safety

Your Child's Health and Physical Development

Puberty and Sexual Development

Puberty often sneaks up on parents. For girls, puberty begins on average between the ages of 8 and 13, but African American girls may enter puberty at an earlier age (*Dowshen, 2000*). For boys it begins between ages 9 and 14. Early signs of puberty include (*Schor, 1999*):

- Girls - breast budding, first pubic hair, body odor and height spurt
- Boys - testes enlarge and body odor

The changes of puberty can sneak up on children as well as parents. It is important to talk to your child about the changes she is experiencing. Resources are available to offer guidance in talking to your child about puberty and sex.

Web Resources:

The Mayo Clinic Children's Health Center on Sexual Development:

<http://www.mayoclinic.com/findinformation/conditioncenters/subcenters.cfm?objectid=EA04B625-9427-4467-A7C45175B0B13294>

http://kidshealth.org/parent/growth/growing/understanding_puberty.html



Nutrition, Sleep and Physical Activity

In order to support the healthy and normal growth of your child's good nutrition, adequate sleep and regular exercise are essential (*Dowshen, 2000*).

Nutrition

Proper nutrition is essential to raising a healthy child. A child's diet should be both varied and balanced to promote appropriate growth, energy and overall health (*Schor, 1999*). A balanced diet includes vitamins, minerals, protein, carbohydrates and some fat.

By ensuring your child is eating a balanced variety of foods, you not only are ensuring her health now, but also ensuring her health for the future. Children's eating habits develop early in life. The following are some suggestions on how to encourage good eating habits in your child:

- Eat meals together as often as possible
 - Buy a variety of healthy foods including fruits, vegetables and whole-grain breads and cereals
 - Set specific times for meals and snacks
 - Limit sugary, high-fat snacks
 - Avoid adding excessive salt to foods
 - Encourage your child to drink plenty of water or low fat milk, not empty-calorie fruit drinks and sodas
 - Avoid caffeine in foods and drinks you serve your child
 - Set a good example for your child; practice balance, variety and moderation in your own diet
 - Take your child shopping with you and teach her how to read food labels to determine nutritional value and portion sizes
- (*Rutherford, 2001*)

Breakfast is an extremely important meal. Skipping breakfast has been shown to affect a child's performance in school, overall nutrition and risk of obesity. Breakfast should include foods from all food groups.

Health and Safety

Your Child's Health and Physical Development

Nutrition

Below is an example of a quick to fix, nutritious breakfast:

Serve one of the following with fresh fruit or 4 oz. of 100% fruit juice and 1 cup of low fat milk:

- Whole grain cereal
- ½ bagel (or toasted English Muffin)
- 1 slice cheese toast (made with whole grain bread)
- Oatmeal with raisins
- 4 oz. of low fat yogurt with a banana muffin (or other fruit filled muffin)
- Whole grain pancakes or waffle
- Peanut butter sandwich (on whole grain bread)

A lot of unwanted fat and calories can be consumed by your child during snack time. The best way to ensure your child's snacks are healthy is to keep good tasting, healthy snacks available. Some examples are:

- Microwave popcorn (low-salt, low-fat variety)
- Fresh fruit
- Celery and carrot sticks with low-fat dip or dressing
- Raisins and other dried fruits
- Low-fat or non-fat milk and yogurt
- Low-sugar cereals
- Frozen juice on a stick
- Frozen bananas
- Graham crackers
- Pretzels

(Rutherford, 2001)



Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

KEY

- ◻ Fat (naturally occurring and added)
- ◼ Sugars (added)

These symbols show fat and added sugars in foods.

Milk, Yogurt, & Cheese Group
2-3 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS

Vegetable Group
3-5 SERVINGS

Fruit Group
2-4 SERVINGS

Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Health and Safety

Your Child's Health and Physical Development

Sleep

Adequate sleep is also essential to a child's physical development. While the amount of sleep a child needs decreases with age, children between 5 and 12 require considerably more sleep than adults. A 6-year-old child may need between 11 and 12 hours of sleep a night. A 12 year old may need only 10 hours of sleep (*Rutherford, 2001*). Ultimately it is up to you as the parent to gauge how much rest your child needs. The best way to ensure that your child gets enough sleep is to establish (and stick to) a bedtime routine. An example of a bedtime routine is (*Rutherford, 2001*):

- A winding down period such as reading time or quiet puzzles or games. Research has shown that allowing your child to watch television right before bedtime may cause her difficulty in sleeping.
- Alert your child 30 minutes prior to bedtime and again 10 minutes before bedtime.
- Allow your child to choose which pajamas to wear, stuffed animal to take to bed, etc.
- Consider playing soft, soothing music.
- Tuck your child into bed snugly for a feeling of security.

Bedtime is also a great opportunity to spend quality time with your child. For many busy parents it is the only time during the day when she gets your complete, undivided attention. Build that time into the routine because it is important to her and to you.

Physical Activity

More and more children in the United States are becoming overweight. One of the main reasons for this is lack of physical activity or exercise. Too many hours are being spent in front of the television or video games. In order to be healthy, physical activity must be a way of life. It should be as routine a part of the day as eating and sleeping. Children can participate in organized sports and activities such as soccer, basketball, swimming, dance, martial arts, etc. Or they may choose informal activities: playing tag with friends, walking the dog, riding their bikes (always with a helmet), etc. It is important that the child has a safe place to play and be physically active and that she is supervised to ensure safety. Family activities such as bike riding, camping and hiking provide opportunities for fitness and fun for the entire family (Dowshen, 2000).



Health and Safety

Keeping Your Child Healthy

Finding a Doctor

A pediatrician is a doctor who specializes in the care of children. By the time your child is school-age you probably already have a pediatrician, but if a situation should arise when you have to find a new one here are some tips:

- Ask for a referral from your current pediatrician, friends or family members.
- American Academy of Pediatrics can supply you with a list of all licensed pediatricians in your area. Send the name of the community desired and a self-addressed, stamped envelope to:
[American Academy of Pediatrics, Pediatrician Referral Source](#)
P.O. Box 927, Elk Grove Village, IL 60009-0927
- Contact the department of pediatrics at your local hospital for the names of doctors in your area (In Greensboro: Moses Cone Healthcare System. In High Point: High Point Regional Health System.)

Well Child Exams

Children should have a well child exam at least every two years during the ages of 6 to 12 (ages 5, 6, 8, 10, 12). At these visits, the pediatrician will check the following: height, weight, blood pressure, vital functions, vision and hearing; and perform a complete physical exam. The doctor will ensure immunizations are up to date (see below) and will ask about diet, exercise and sleep habits. The purpose of the visit is to assess the well being of the whole child including physical, mental and emotional well-being.

Immunizations are generally safe for all children. The risks of not getting a vaccine far outweigh the risks of receiving one. Severe adverse reactions are extremely rare. By age 5 your child should have received the following vaccines:

- Measles, mumps and rubella (MMR)
- Diphtheria, Pertussis and Tetanus (DTaP)
- Polio (IPV or OPV)
- Hepatitis B (Hep B)
- H. Influenzae type b (Hib)
- Varicella (Chicken Pox) (Var)
- Rotavirus (Rv)

School-age children require the following immunizations:

- Ages 4-6 DTaP and MMR*
- Ages 11-12 MMR* and Td (Tetanus and diphtheria - requires a booster every 10 years)

** The second dose of MMR is recommended routinely at age 4-6 years. Those who have not previously received the second dose should complete the schedule by the 11-12 year old visit.*

It is also recommended that all children over 6 months of age receive an influenza vaccine (flu shot) yearly.

Dental Health

Your child should begin regular dental checkups (every 6 months) beginning at age 3. Day-to-day dental health is also extremely important. Children should brush twice a day with a soft toothbrush and a small amount of fluoride toothpaste. Children also should floss once a day to prevent the build up of plaque. Between the ages of 6 and 10 a child may need help brushing her teeth because she may lack the dexterity to do it properly. Remember your child learns from watching you, so it is important to model good dental health to your child.

Children begin to lose baby teeth (primary teeth) about age 6.

Additional Resources:

www.nlm.nih.gov/medlineplus/childdentalhealth.html offers links to numerous topics related to child dental health



Health and Safety

Keeping Your Child Safe

Fifty-one percent of all deaths of children ages 6 to 12 are caused by unintentional injuries (*Schor, 1999*). Most of these deaths are preventable with proper safety precautions.

Car Safety

Traffic crashes are the leading cause of death for children of every age from 5 to 14 (*4 Steps for Kids, 2002, p.i*). Six out of ten children who die in passenger motor vehicle crashes are either not restrained or are improperly restrained (*Shelton, April 24, 2001*). Children ages 4-8 are often forgotten when passenger safety is concerned. According to the Center for Disease Control, the American Academy of Pediatrics, and the National Highway Traffic Safety Administration the safest way for a child age 4 to 8 (40-80 pounds and under 54 inches tall) to ride in an automobile is in a belt-positioning booster seat. Children who have outgrown a booster seat should wear a seat belt at all times while riding in the car. Whenever possible, all children should ride in the back seat. Studies show that if children were properly restrained, the number of fatalities would decline by 70-85 percent and serious injuries would decrease 50-60 percent (*Schor, 1999*).

Booster seats should be used until you can answer YES to ALL of these questions*:

- Can the child sit all the way back against the seat back with knees bent comfortably at the edge of the seat?
- Does the lap belt rest low across the hips?
- Is the shoulder belt centered on the shoulder and chest?
- Can the child stay seated like this for the whole trip?

* from SafetyBeltSafe USA

Other car safety tips:

- Never allow children to extend their heads or limbs out the car window.
- Keep all doors locked while the car is in motion.
- Use power window locks if they are available on your car.
- Equip each car with a fire extinguisher and first aid kit.
- Secure all heavy objects in the trunk of the car or on the roof rack.
- Never leave young children in the car alone.

(*Schor, 1999*)

Web Resources:

www.boostamerica.org Boost America! Site offers a guide for parents to booster seats and other educational materials to guide parents in the use of booster seats.

http://www.hsnc.edu/pdf/carseat/crlaw_ga.pdf Provides information on child safety seat regulations in North Carolina.

Bicycle Safety

The National Bicycle Safety Network (a division of the Center for Disease Control) has developed tips to keep your child safe when riding a bicycle (2002).

- Teach her the five rules to avoid fatal crashes.
 1. Never ride out into a street without stopping first.
 2. Obey stop signs.
 3. Look behind before swerving, turning or changing lanes.
 4. Never follow another rider without applying the rules.
 5. Before you get on your bike, **put on a helmet**.
- Teach her to wear a helmet, and the purpose for wearing one.
- Help her learn to balance and ride according to the five rules.

Teaching a child to ride a bicycle (*National Bicycle Safety Network, 2002*).

Gear - Start with a helmet, gloves to protect the skin on her hands and perhaps even skaters' knee and elbow pads for the first rides. Adjust the bicycle for your child and be sure she can reach the pedals, handle bars, and brakes comfortably.

Brakes first! - Show your child how to stop the bike. Hold her up and gently move her forward as she uses the brakes to stop until you are sure she knows how.

Balance - Run alongside the bike, holding the seat with one hand and the handlebars with the other. Show her how you turn the handlebars to keep the bike upright.

Riding - Nobody learns without practice. Riding with your child is probably the best way to practice the rules. Go over the rules, then ride, stopping occasionally to review what she has just done and praise her good performance.

Health and Safety

Keeping Your Child Safe

Bicycle Safety

Bicycle Safety Resources

Just for Kids:

www.radrider.com Interactive safety site for kids.

www.nhtsa.dot.gov/kids/ Learn safety with the National Highway Traffic Safety Administration's crash test dummies, Vince and Larry.

Parent Sites:

www.aap.org/family/bicycle.htm Site from the American Academy of Pediatrics that recommends strategies to keep your child safe and injury free while riding a bike.

www.cdc.gov/ncipc/bike/default.htm National Bicycle Safety Network.



Water Safety

Drowning is the second leading cause of death among school-aged children. Most of these deaths could have been prevented by following simple safety tips:

- Make sure your child learns to swim from an experienced and qualified instructor.
- Never let your child swim in any body of water without adult supervision. This adult should know how to swim, get emergency help and perform CPR.
- Teach your child the safety rules and make sure they are obeyed:
 1. Never swim alone. Use the buddy system.
 2. Never dive into water except when permitted by an adult who knows the depth of the water and who has checked for underwater objects.
 3. Always use a lifejacket when on a boat, fishing or playing in a river or stream (*American Academy of Pediatrics, 1994*).
- Do not rely on substitute flotation devices as life preservers. Air mattresses, inflatable toys, inner tubes, etc. are not intended as safety devices. No flotation device is a substitute for adult supervision. Experts recommend Coast Guard approved life vests as the best flotation devices for children.
- Your child should never be permitted to swim during a lightening storm.
- Backyard swimming pools should be enclosed with high and locked fencing on all sides.
- Watch children closely when they are playing near standing water, wells, open post holes, or irrigation or drainage ditches (*American Red Cross; American Academy of Pediatrics, 1994; Schor, 1999*).

Water Safety Resources:

watersafety.usace.army.mil

www.redcross.org/services/hss/tips/healthtips/safetywater.html

www.aap.org/family.tipwater.htm

Health and Safety

Keeping Your Child Safe

Fire Safety

Home fires are the leading cause of burn fatalities in children. The following tips can help keep your home safe from fire (*American Red Cross, 2001; Federal Emergency Management Agency, 2002*):

Make your home fire safe:

- Keep all matches and lighters out of sight and reach of children.
- Install smoke alarms outside of each sleeping area and on each level of your home.
- Check smoke detectors monthly and replace the batteries yearly. (Tip: pick a special date each year to replace the batteries.) Replace smoke detectors every 10 years.
- Have at least one fire extinguisher in your home. The kitchen, garage and car are good places to keep a fire extinguisher. Get training from the fire department in how to use them.

Escape safely from a home fire:

- Leave the home immediately. Do not waste time trying to save property.
- Call 911 from a neighbor's house.
- Once you're out stay out! Never re-enter a burning home.
- Plan an escape route:
 1. Know two ways out of each room in the house.
 2. Make sure windows open and screens are easily removed in case the primary exit is blocked.
 3. Consider escape ladders from sleeping areas on the second or third floor.
 4. Have an arranged meeting place for the family outside the home.
- Always feel the door before opening it. Feel the top, the knob and between the door and frame for heat. If any part is hot, use the secondary escape route. Even if cool, open the door slowly and look for smoke or flames.
- Practice your escape plan using both primary and secondary exits twice a year.
- Keep flashlights next to each bed to ensure safe escape in the dark.

Fire Safety Resources:

www.usfa.fema.gov

www.redcross.org/services/disaster/keepsafe/readymfire.htm

Other Important Safety Issues

In-Line Skating and Skateboard Safety

www.kidsource.com/cpsc2/skateboard.safety.html

<http://www.acc.org.nz/injury-prevention/safe-on-the-road/skateboards/>

<http://www.nsc.org/library/facts/inline.htm>

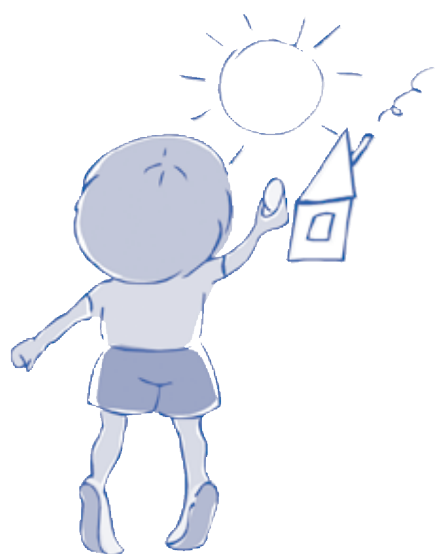
<http://www.rileyforkids.org/safetysmart/professional/inlineskating/>

Gun Safety

http://kidshealth.org/kid/watch/er/gun_safety.html

<http://pediatrics.about.com/library/weekly/aa061301a.htm>





Behavior and Emotional Development

Your Child's Emotional Development

Physical changes are not the full picture of what your child is experiencing between the ages of 5 and 12. He is also going through the process of developing into his own person. As her parent, your role is to guide his personal development just as you have guided his physical development. A safe and healthy *emotional* environment is as important as a safe and healthy *physical* environment.

Self-Esteem

In order for a child to be able to excel in his environment he must first learn to like himself. Self-esteem is a term used to define the beliefs or feelings that a child has about himself. Self-esteem has been shown to influence attitudes and behaviors (*Rutherford, 2001*). High self-esteem has been linked to reduced incidence of teen pregnancy, reduced drug use and increased school achievement. As a parent, you have opportunities each day to start your child off right and to build his confidence in himself:

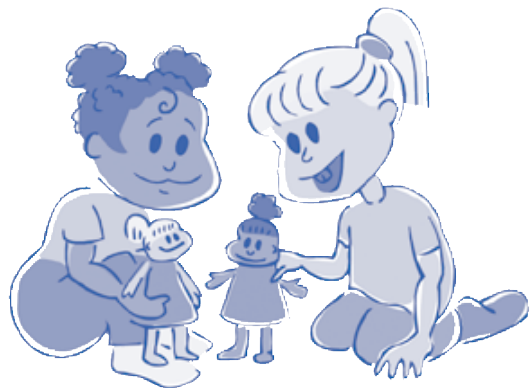
1. Offer him choices. This can be as simple as allowing your child to choose what clothes he wears or what book to read for story time. Allowing choices helps children feel that what they think and have to say is important. It is essential that when you offer your child a choice, you are willing to accept the choice that he makes. If you override his decision it can have the opposite effect on his self-esteem. One way to avoid this is to limit the choices to two or three items that you have approved before hand.
2. Let your child express his emotions. This may be difficult if you don't understand or feel his emotions are unjustified, but it is important for him to feel that you are there for him and for you to acknowledge how he feels.
3. Watch what you say to your child. If you call your child bad, crazy, stupid - even if you are only kidding, he may take it as the truth. Rather than labeling by saying "you're a bad kid" say "I love you, but what you did was bad." The phrasing creates the distinction is between labeling the child and labeling the behavior.

Behavior and Emotional Development

Your Child's Emotional Development

Self-Esteem

4. Praise your child. Focus on the positive things your child does each day instead of the negative and be specific and sincere in your praise. Praise should be given for effort and completion of a task instead of just outcome. "I'm proud of the hard work you put into...".
5. Show your child lots of love and affection through both words and physical affection. Say "I love you" without your child doing something to "deserve" it. Give him lots of hugs, kisses and pats on the back.
6. Treat your child with respect. Parents should treat their child with the same respect they would show a friend, family member or stranger. Say "please" and "thank you", and expect your child to do the same.
7. Keep your promises to your child. This will show your child that you are honest and that you love him enough to do what you say you will do.
8. Don't let your child criticize herself. It is alright to criticize an action, but a mistake does not reflect who you are, and it is important to help your child recognize that fact.
9. Encourage your child's friendships. Children need to learn how to relate to people outside of the family. Social needs are very important to the development of self-esteem (*Zolten and Long, 1997; Goyetche*).



Fifty Things Parents Can Say to Their Children to Praise and Encourage Them. *(Zolten and Long, 1997).*

1. You're on the right track now!
2. You're doing a great job!
3. Now you've figured it out!
4. That's RIGHT!
5. Now you have the hang of it!
6. That's the way!
7. Now you have it!
8. Nice going.
9. You did it that time!
10. GREAT!
11. FANTASTIC!
12. TREMENDOUS!
13. TERRIFIC!
14. How did you do that?
15. That's better.
16. EXCELLENT!
17. That's the best thing you've ever done!
18. Good going!
19. That's really nice.
20. WOW!
21. Keep up the good work.
22. Much better!
23. Good for you!
24. SUPER!
25. You do such a good job of ____.
26. You make it look easy.
27. Way to go!
28. You're getting better every day.
29. WONDERFUL!
30. I knew you could do it!
31. You're doing beautifully.
32. That's the way to do it!
33. Keep on trying.
34. You're the best!
35. You're doing much better today.
36. Keep working on it, you're getting better.
37. You're very good at that.
38. I'm very proud of you.
39. I like the way you listen.
40. You've just about got it.
41. You can do it.
42. PERFECT!
43. That's IT!
44. You're really improving.
45. Good work!
46. OUTSTANDING!
47. SENSATIONAL!
48. That's the best ever.
49. You must have been practicing.
50. You should be very proud of yourself.

Behavior and Emotional Development

Your Child's Emotional Development

40 Developmental Assets for Elementary-Age Children

Search Institute has identified the following building blocks of healthy development that help elementary-age children grow up healthy, caring, and responsible. Studies have shown that the more assets a child has, the less likely he is to get involved in drugs, crime, and other negative behavior.

EXTERNAL ASSETS

Support

1. Family Support - Family life provides high levels of love and support.
2. Positive Family Communication - Parents and children communicate positively. Preschoolers seek out parents for help with difficult tasks or situations.
3. Other Adult Relationships - Children have support from at least one adult other than their parents. Their parents have support from people outside the home.
4. Caring Neighborhood - Children experience caring neighbors.
5. Caring Out-Of-Home Climate - School and other activities provide caring, encouraging environments for children.

Empowerment

6. Parent Involvement in Out-of-Home Situations - Parents are actively involved in helping children succeed in school and in other situations outside the home.
7. Community Values Children - Children feel that the family and community value and appreciate children.
8. Children are Given Useful Roles - Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.
9. Service to Others - Children serve others in the community with their family or in other settings.
10. Safety - Children are safe at home, at school, and in the neighborhood.
11. Family Boundaries - The family has clear rules and consequences and monitors children's activities and whereabouts.

Boundaries & Expectations

12. Out-of-Home Boundaries - Schools and other out-of-home environments provide clear rules and consequences.
13. Neighborhood Boundaries - Neighbors take responsibility for monitoring children's behavior.
14. Adult Role Models - Parents and other adults model positive, responsible behavior.
15. Positive Peer Observation - Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings.
16. Appropriate Expectations for Growth - Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.

Constructive Use of Time

17. Creative Activities - Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.
18. Out-of-Home Activities - Children spend one hour or more each week in extracurricular school activities or structured community programs.
19. Religious Community - The family attends religious programs or services for at least one hour per week.
20. Positive, Supervised Time at Home - Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.

Behavior and Emotional Development

Your Child's Emotional Development

40 Developmental Assets for Elementary-Age Children (cont.)

INTERNAL ASSETS

Commitment to Learning

21. Achievement Expectation and Motivation - Children are motivated to do well in school and other activities.
22. Children are Engaged in Learning - Children are responsive, attentive, and actively engaged in learning.
23. Stimulating Activity - Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.
24. Enjoyment of Learning and Bonding with School - Children enjoy learning and care about their school.
25. Reading for Pleasure - Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.

Positive Values

26. Caring - Children are encouraged to help other people.
27. Equality and Social Justice - Children begin to show interest in making the community a better place.
28. Integrity - Children begin to act on their convictions and stand up for their beliefs.
29. Honesty - Children begin to value honesty and act accordingly.
30. Responsibility - Children begin to accept and take personal responsibility for age-appropriate tasks.
31. Healthy Lifestyle and Sexual Attitudes - Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.

Social Competencies

32. Planning and Decision Making Practice - Children begin to learn how to plan ahead and make choices at appropriate developmental levels.
33. Interpersonal Skills - Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.
34. Cultural Competence - Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.
35. Resistance Skills - Children start developing the ability to resist negative peer pressure and dangerous situations.
36. Peaceful Conflict Resolution - Children try to resolve conflicts non-violently.

Positive Identity

37. Personal Power - Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.
38. Self-Esteem - Children report having high self-esteem.
39. Sense of Purpose - Children report that their lives have purpose and actively engage their skills.
40. Positive View of Personal Future - Children are hopeful and positive about their personal future.

Copyright © 2000 by Search Institute, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org.

Behavior and Emotional Development

Your Child's Emotional Development

Communicating With Your Child

Communication is not only a way of exchanging information with your child, but also a way of sharing emotions and giving support (*Schor, 1999*).

Communication is verbal (talking) and non-verbal (actions); another important component is listening. A parent should be an active listener.

Schor (1999) outlines skills to become an active listener:

- Set aside time to listen. It is important to take time to listen to your child without distractions.
- Put aside your own thoughts and viewpoints, and just listen to what he has to say.
- Let your child know he is being heard. This can be accomplished by summarizing and repeating back to your child the message you are hearing.
- Maintain eye contact while your child talks.
- Do not interrupt your child while he is talking.
- Create opportunities for your child to solve the problems that he is facing. Be his guide to finding a solution.

Steps To Effective, Positive Communication (*Zolten and Long, 1997*):

- Communicate at your child's level. Physically sit or kneel down so you are not talking down to your child. Use words that are appropriate for his age level.
- Keep conversations brief. Younger children have difficulty sitting through long speeches. Look for clues that your child has had enough: fidgeting, lack of eye contact, distractibility, etc.
- Ask the right questions. Use questions that require more than a "yes" or "no" answer. Try questions that begin with "what", "where", or "how".
- Express your own feelings and ideas when communicating with children, but do so in a non-judgmental way.
- Routinely schedule times to talk. Have regular family meetings, Schedule a family meeting regularly, or use the time when the family eats dinner together to catch up on the day.
- Don't be afraid to admit when you don't know something. Parents can't know the answer to every question. Use the time as a learning experience for both you and your child.

Disciplining Your Child

The very purpose of discipline is to change your child's behavior. Setting clear expectations for your child is the first step to eliminating undesired behavior.

Guidelines for setting and communicating expectations (*Schor, 1999*):

- State expectations clearly and be sure they are reasonable.
- Ensure that there is agreement between what you expect and what your child expects.
- Set short-term goals toward the desired behavior that can be attained and celebrated.
- Acknowledge your child's efforts toward meeting your expectations.
- Be flexible if your child is consistently unable to meet your expectations.

After expectations are set, the next step is consistency. If a child does not meet the expectations, there must be consistent consequences. For example, if a parent states to a child that if he does not pick up his room, he cannot go to his friend's house on the weekend, it is important that the parent follow through with the consequence. If consequences are not consistent, the behavior will not change.

Type of appropriate punishment for school-aged children (*Schor, 1999*):

- **Natural consequences** - a child must deal with the consequences that will naturally occur unless someone intervenes. For example, a child did not bring home the permission slip to be signed in order to go on the field trip. The natural consequence is that he will be unable to go on the field trip.
- **Logical consequences** - in cases where natural consequences would be dangerous, the parent develops logical consequences that are related to the action. For example, a child riding his bicycle without a helmet, may result in losing his bicycle privileges for a week.
- **Behavior penalty** - a mild punishment given to a behavior that has no natural or logical consequence, such as teasing a sibling. The penalty should be something meaningful for the child and the expectations for behavior and the consequences for not meeting the expectations should be laid out in advance. For example, a child who teases his sister after being told that he is not to tease is penalized by not being able to watch television that night.

Behavior and Emotional Development

Your Child's Emotional Development

Disciplining Your Child (cont.)

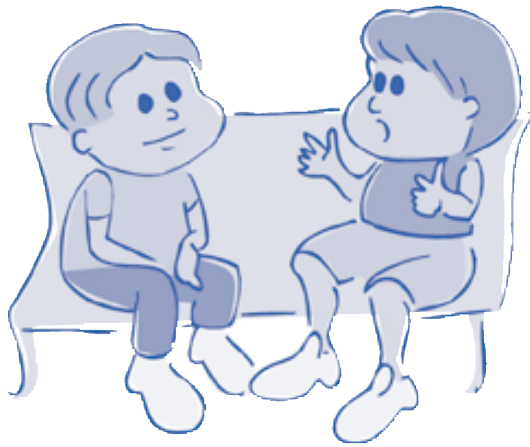
- **Timeout** - this technique is best used with impulsive, aggressive or hostile behavior. The purpose is to remove the attention that the child is getting for the behavior and to allow both parent and child to calm down.
Points to keep in mind:
 1. Discuss the use of timeouts and the behavior that will lead to the penalty.
 2. Put the child in timeout within ten seconds of the behavior, with no more than ten words being said.
 3. Timeouts should last approximately one minute per year of life (example - 7 year old would be given 7 minute timeout).
 4. Send the child to a pre-selected place.
 5. Use a portable timer that the child can see or hear ring at the conclusion of the timeout.
 6. Talk to your child after the timeout, and discuss the behavior that prompted the penalty.
- **Physical punishment** is rarely effective as a means of modifying your child's behavior and does not teach him how to handle his emotions (Schor, 1999). It occurs most often when a parent is unable to manage his or her own anger or frustration. Physical punishment such as spanking, pushing and pulling teaches your child:
 1. To feel helpless
 2. Poor self-esteem
 3. Hitting is an acceptable way to express anger
 4. To fear you, not respect you

American Academy of Pediatrics statement on spanking:

The American Academy of Pediatrics strongly opposes striking a child. If the spanking is spontaneous, parents should later explain calmly why they did it, the specific behavior that provoked it, and how angry they felt. They might apologize to their child for their loss of control, because that usually helps the youngster understand and accept spanking (Schor, 1999, p.216).

Positive Reinforcement

Another way to change a child's behavior is to reinforce good behavior. Rewarding a child for good behavior is an extremely effective way to ensure that the behavior will continue. Rewards for good behavior can be affection, praise, material objects, special meals, etc. Be sure to give your child specific feedback about the specific behavior that is being rewarded. For example "I am so proud of the way that the two of you were able to play so nicely this afternoon without fighting."










Learning and Education

The early years of school are the most important to set the stage for your child's future success. It is during this time that she develops the skills and attitudes that are essential to future school (and life) success. As a parent, it is important that you are actively involved in the process.

As your child enters school remember that just as all children don't look alike, all children don't learn alike. How a child learns also changes as they grow older. Most children in elementary school learn best through active learning. This means that they learn by doing and by experiencing new things through their five senses.

LEARNING THROUGH SENSING				
Children are active learners. They learn best through...				
SEEING	SMELLING	TOUCHING	HEARING	TASTING
				

Creating Good Homework Habits

Homework not only helps your child to master the skill that she is learning, but also helps her learn organization skills and discipline. These are skills that are essential for school success and work success in the future. Here are tips from the Guilford County Schools "Partners In Education" brochure on how to help your child create these important habits:

1. Schedule homework time as a part of your child's routine each day, just like brushing her teeth or making her bed.
2. Create a suitable "homework spot" for your child. This location should have good lighting, school supplies and relatively few distractions.
3. Review the assignments with your child before she begins her work.
4. Be available to your child to answer questions, but don't hover or crowd her while she is working.
5. Check the homework for completion after she is done.
6. Be encouraging, positive and supportive throughout the homework process. Remember: The effort is often more important than the correct answer.
7. Help your child relate her work to daily life. For example, if your child is studying fractions, let her help you measure the ingredients that are needed to cook dinner.

Learning and Education

Partners In Education is available at:

<http://www.guilford.k12.nc.us/instruction/curriculum/partners/menu.htm>

or through your child's school.

Parent Involvement

Studies have linked parent involvement in school with high student achievement. Being involved at your child's school shows her that you value and take an interest in her education. It also teaches all of the students at the school the importance of being involved in the community (*Rutherford, 2001*).

Sometimes it is hard to know where to begin to get involved at the school. Parents have differing skills and amounts of time that they are able to spend volunteering. Luckily there are many opportunities available at the school and one will be tailored to meet your needs. A great place to start is to get to know the school personnel. Typically the first opportunity to meet the staff is at the open house or parent conference at the beginning of the year. Take time to introduce yourself to your child's teacher and the principal and ask about opportunities to volunteer. Let them know the amount of time you are able to spend volunteering. One of the easiest ways to get involved is to join the Parent Teacher Association (PTA), but there are many other options to volunteer at your child's school:

- Visit your child's classroom
- Attend school events
- Chaperone field trips or other events that take place away from the school
- Mentor or tutor students at the school
- Act as a classroom helper
- Help out in the school computer lab
- Help the teacher organize a class party for a holiday
- Provide administrative assistance in the school office
- Work as a library assistant
- Sew costumes or build sets for school plays
- Participate in career day

The options are limited only by the time you are able to give and your imagination.

Talking To Your Child About School

Take the time each day to ask your child about what she is learning. Ask open-ended questions that will encourage her to talk about her day. Ask questions at a time when your child can have your undivided, uninterrupted attention, such as in the car on the way home, over dinner or before she goes to sleep at night. Some examples of good questions to ask would be: What was your favorite thing about your day at school today? What did you like about it? What did you learn at school today? It is also important to ask about your child's friends. This demonstrates your interest in your child's life, but also helps you to better understand the peer influences on your child.

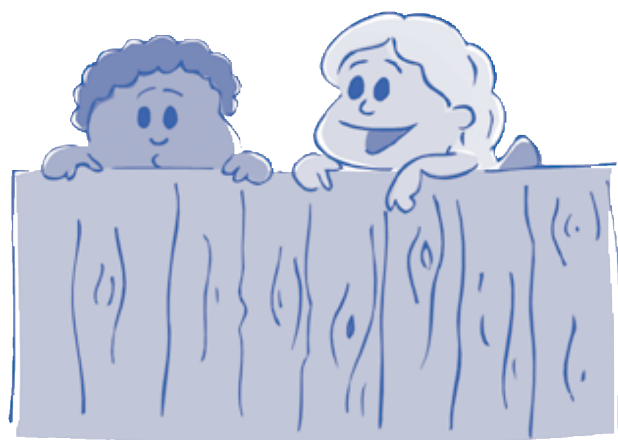
What parents can do to help children learn when they are not in school:

- Read to your child.
- Encourage your child to read to you.
- Talk about what you are reading. Encourage questions about the story.
- Keep books, magazines and newspapers in the house.
- Let your child catch you reading (magazines, newspapers, books, etc.).

Learning and Summer Break

Children experience learning losses when they are not engaged in educational activities during the summer. Without summer learning, children can lose approximately two (2) months of what they learned the previous year. Summer activities for your child should be both educational and FUN.

- Take a weekly trip to the library to pick up books that interest your child.
- Schedule visits to museums, science centers, cultural events and parks.
- Use everyday examples to show your child how you use math on a daily basis:
 1. Take your child to the grocery store and let him help compare prices and nutritional information while you shop.
 2. Let your child help you cook. Have her help in measuring and counting ingredients.
 3. When you go out for ice cream or fast food let your child pay and count the change from the cashier.
- Play board games with your child.



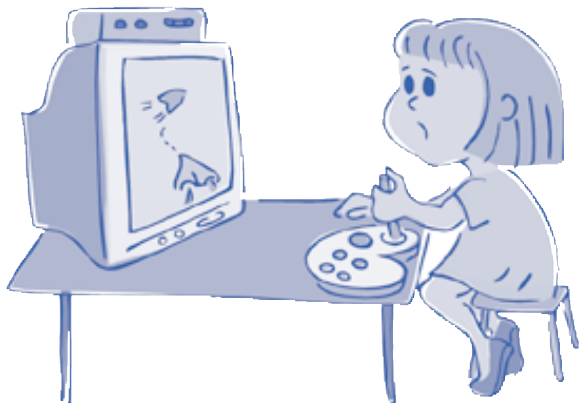
Important Additional Information

Your Child and Television

Children in the United States are watching more and more television. Studies show that children in the US spend more time watching television than they do in any other activity except sleep (*Zolten and Long, 1997*). While there are some wonderful television programs that promote learning and growth, the majority of programming gives children unrealistic pictures of important issues such as: violence, sex, and alcohol/drug use.

What Parents Can Do:

- Discuss sex and violence - explain to your child the real life consequences of the acts of sex and violence they see on television.
- Encourage viewing of programs with characters who are positive role models.
- Don't rely on television to entertain your child. Encourage activities such as reading, drawing, sports, creative play and music instead.
- Start limiting television viewing while children are young.
- Set specific rules about television viewing. Set specific limits on the number of programs viewed and the hours of viewing per day.
- Set a good example for your children. Let your child see you reading or taking part in other activities other than watching television.
- Watch television with your child. Be there to answer questions and provide information about what your child is watching. This will promote learning.



Important Additional Information

Internet Safety

The internet can be a valuable learning tool for both parents and children, but it is essential that parents monitor what children see and hear, who they meet, and what they might share about themselves over the web.

Protecting your child on the Internet:

- Monitor your child's online usage.
- Keep the computer in a common room of the house.
- Provide your child with specific instructions and precautions when online. The following is suggested by the Federal Bureau of Investigations:
 1. To never arrange a face-to-face meeting with someone they meet online.
 2. To never upload (post) pictures of themselves onto the Internet or online service to people they do not personally know.
 3. To never give out identifying information such as their name, home address, school name or telephone number.
 4. To never download pictures from an unknown source.
 5. To never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.
 6. That whatever they are told online may or may not be true.
- Create a screen name for your child to protect her real identity.
- Share an e-mail account with your child so you can monitor messages.

Additional services are available that block or filter the information that is available to your child online:

- **Service Provider Blocking Options** - most internet service providers (ISPs) offer parental controls or blocking options.
- **Blocking Software** - blocks access to designated sites based on a list composed by you or the ISP.
- **Filtering Software** - uses certain keywords to block sites containing those words or in context with other words.
- **Outgoing Filtering** - restricts personal information (name, address, phone number, etc.) from being sent online.

Warning Signs for Parents

Warning Signs of Drug/Alcohol Abuse

- Talks positively about chemical use
- Erratic, unpredictable and out of character behavior (very moody)
- Chronic depression
- Memory problems
- Manner of dress that indicates involvement in the drug culture
- Suspected of vandalism or stealing
- Writing or symbols on clothes, skin or actually having tattoos that indicate drug use
- Suicidal, self-destructive thoughts
- Constant disciplinary concern (anti-authority statements), arrests, discipline problems in class and at home
- Irresponsibility
- Marked change in health status (e.g., weight loss, problems sleeping)
- Deteriorating performance in school
- Change in friends; waning interest in previously enjoyed social or recreational activities
- Neglected appearance/hygiene, poor self-image
- Withdrawal/secretive activities
- Drug paraphernalia

If you suspect your child is using drugs or alcohol please call Alcohol and Drug Services at 812-8645 and ask to speak to a prevention specialist.

Important Additional Information

Warning Signs for Parents

Warning Signs of Depression

- Frequent vague, non-specific physical complaints such as headaches, muscle aches, stomach aches or tiredness
- Change in sleep and/or eating habits
- Frequent absences from school or poor performance in school
- Talk of or efforts to run away from home
- Poor personal hygiene
- Outbursts of shouting, complaining, unexplained irritability, or crying
- Being bored in situations he would not normally consider boring
- Lack of interest in playing with friends
- Alcohol or substance abuse
- Social isolation, poor communication
- Fear of death
- Extreme sensitivity to rejection or failure
- Increased irritability, anger, or hostility
- Reckless behavior
- Difficulty with relationships

If you suspect your child is suffering from depression contact your physician or mental health provider for an assessment.



More Resources for Parents

Caring for Your School-Age Child: Ages 5 to 12 - An excellent resource for every parent from the American Academy of Pediatrics.

The Center for Effective Parenting: <http://www.parentinged.org/handouts.htm>
Provides basic information on everything from discipline and development to lying and shyness.

Suggested Reading By Grade Level

This list was compiled from the list of “Favorite Books” developed by the Guilford County Schools (GCS). It includes titles of books and authors that GCS students, teachers, and library media specialists recommend to each other. These books are some of their favorite choices when students in the different grade levels select what they want to read for pleasure, information, and just plain fun. All have been recommended for appeal, interest, quality, and practical use based on enjoyable and informative reading experiences. We invite you to browse the lists with your child, select books and favorite authors, and check them out at your favorite library.

The entire list of “Favorite Books” is available at <http://guilford.k12.nc.us> (choose “Resources” from the menu.)

Kindergarten

Old Black Fly, Jim Aylesworth
Hide and Snake, Keith Baker
Stellaluna, Janell Cannon
Very Hungry Caterpillar, Eric Carle
I Like Me, Nancy Carlson
The Everything Book, Denise Fleming
Corduroy, Don Freeman
Millions of Cats, Wanda Gag
Book! Kristine O'Connell George
Owen's Marshmellow Chick, Kevin Henkes
The Snowy Day, Ezra Jack Keats
Listen Buddy, Helen Lester

Important Additional Information

Suggested Reading By Grade Level

Kindergarten (cont.)

Frederick, Leo Lionni
Brown Bear, Brown Bear; Chicka Chicka Boom, Boom, Bill Martin
If You Give a Mouse a Cookie, Laura Numeroff
Here Comes Mother Goose, Iona Opie
Little Engine That Could, Watty Piper
Chicken Soup with Rice, Maurice Sendak
Green Eggs and Ham, Dr. Seuss
Miss Bindergarten Gets Ready for Kindergarten, Joseph Slate
Carlo Likes Reading, Jessica Spanyol
Owl Babies, Martin Waddell
Timothy Goes to School, Rosemary Wells
The Napping House, Audrey and Donald Woods

First Grade

Why Mosquitoes Buzz in People's Ears, Verna Aardema
Cloudy with a Chance of Meatballs, Judi Barrett
Bertie's Picture Day, Pat Brisson
The Golly Sisters, Betsy Byars
Stellaluna, Janell Cannon
Click, Clack, Moo: Cows That Type, Doreen Cronin
Jack's Garden, Henry Cole
Strega Nona, Tomie DePaola
Olivia; Olivia Saves the Circus, Ian Falconer
The Patchwork Quilt, Valerie Flournoy
Lilly's Purple Plastic Purse, Kevin Henkes
Amazing Grace, Mary Hoffman
Harold and the Purple Crayon, Crockett Johnson
Patches Lost and Found, Steven Kroll
The Story of Ferdinand, Munro Leaf
Edward and the Pirates, David McPhail
Black Cat, Christopher Myers
Officer Buckle and Gloria, Peggy Rathmann
Where the Wild Things Are, Maurice Sendak
The Stray Dog, Marc Simont

Amazing Bone, William Steig
Good Night, Good Knight, Shelley Thomas
Owl Moon, Jane Yolen

Second Grade

Stone Soup, Marcia Brown
The Chalk Box Kid, Clyde Robert Bulla
Satchel Paige, Lesa Cline-Ransome
Miss Rumphius, Barbara Cooney
Legend of the Bluebonnet, Tomie DePaola
Beast Feast, Douglas Florian
The Amazing Life of Benjamin Franklin, James Cross Giblin
Iris and Walter, Elissa Haden Guest
Patches Lost and Found, Steven Kroll
Measuring Penny, Loreen Leedy
Mabela the Clever, Margaret MacDonald
Uncle Jed's Barbershop, Margaree King Mitchell
Kate and the Beanstalk, Mary Pope Osborne
John Henry, Jerry Pinkney
Thundercake, Patricia Polacco
Random House Book of Poetry
Amber Was Brave, Essie Was Smart, Vera Williams

Third Grade

Mr. Popper's Penguins, Richard and Florence Atwater
Me, Tarzan, Betsy Byars
Molly's Pilgrim, Barbara Cohen
Days of the Blackbird, Tomie DePaola
Sing a Song of Popcorn: Every Child's Book of Poems,
Beatrice Schenk deRegniers
Testing Miss Malarkey, Judy Finchler
Runaway Radish, Jessie Haas
Starring Grace, Mary Hoffman
Fables, Arnold Lobel

Important Additional Information

Suggested Reading By Grade Level

Third Grade (cont.)

Cindy Ellen: A Wild Western Cinderella, Susan Lowell
Judy Moody Gets Famous, Megan McDonald
Nim's Island, Wendy Orr
The 20th Century Children's Poetry Treasury, Jack Prelutsky, selector
How to Eat Fried Worms, Thomas Rockwell
The Faithful Friend, Robert D. San Souci
Master Man, Aaron Shepard
Mufaro's Beautiful Daughters, John Steptoe
Sidewalk Chalk, Carole Boston Weatherford
Charlotte's Web, E. B. White
Lon Po Po: A Red Riding Hood Story from China, Ed Young

Fourth Grade

Tales of a Fourth Grade Nothing, Judy Blume
The First Strawberries, Joseph Bruchac
Ashley Bryan's ABC of African American Poetry, Ashley Bryan
Queenie Peevy, Robert Burch
The Moon and I; The Summer of the Swans, Betsy Byars
The Jack Tales, Richard Chase
Love That Dog!, Sharon Creech
James and the Giant Peach, Roald Dahl
Christmas Barn, C. L. Davis
Jack and the Animals, Donald Davis
Sing a Song of Popcorn: Every Child's Book of Poems,
Beatrice De Regniers, editor
Because of Winn-Dixie, Kate DiCamillo
Meet Danitra Brown, Nikki Grimes
The Legend of the White Doe; Moss Gown, William Hooks
Sweet Clara and the Freedom Quilt, Deborah Hopkinson
LittleJim, Gloria Houston
Bunnacula, James Howe
Fearless Jack, John Paul Johnson
Salt in his Shoes, Deloris Jordan
The Dinosaurs of Waterhouse Hawkins, Barbara Kerley

Shiloh, Phyllis Reynolds Naylor
It's Raining Pigs and Noodles, Jack Prelutsky
A Taste of Blackberries, Doris Buchanan Smith
Corn-fed, James Stephenson
An Appalachian Mother Goose, James Still
Front Porch Stories at the One Room School, Eleanora Tate
If I Were in Charge of the World and other Worries: Poems for Children and Their Parents, Judith Viorst
All the Small Poems & Fourteen More, Valerie Worth

Fifth Grade

Tuck Everlasting, Natalie Babbitt
Smoky Night, Eve Bunting
Dear Mr. Henshaw, Beverly Cleary
Sadako and the Thousand Paper Cranes, Eleanor Coerr
Bud Not Buddy, Christopher Paul
Birchbark House, Louise Erdrich
Julie of the Wolves, Jean Craighead George
Miss Alaineous: A Vocabulary Disaster, Debra Frasier
Many Thousand Gone: African Americans from Slavery to Freedom, Virginia Hamilton
Boston Jane, Jennifer L. Holm
Freedom's Fruit, William Hooks
Across Five Aprils, Irene Hunt
A Wrinkle in Time, Madeleine L'Engle
Number the Stars, Lois Lowry
Anne of Green Gables, Maud Montgomery
Hatchet, Gary Paulsen
Pink and Say, Patricia Polacco
A Pizza the Size of the Sun, Jack Prelutsky
Holes, Louis Sachar
Faithful Friend, Robert San Souci
Squids will be Squids: Fresh Morals, Beastly Fables, Jon Scieszka and Lane Smith
Benno's Bear, N. F. Zueker

Important Additional Information

References

Books

Ames, L.B., Ilg, F.L., & Baker, S.M. (1998). Your Ten to Fourteen Year Old. New York: Delacorte Press.

Coletta, A. (1991). What's Best for Kids: A Guide to Developmentally Appropriate Practices for Teachers and Parents of Children 4-8. Rosemont, NJ: Modern Learning Press.

Drescher, J.M. (1993). When Your Child is 6 to 12. Intercourse, PA: Good Books.

Kutner, L. (1996). Your School-Age Child. New York: William Morrow and Company.

Miller, K. (1985). Ages and Stages: Developmental descriptive and activities birth through eight years. Telshare Publishing Inc.

Schor, E.L. (Ed.) (1999). Caring for Your School-Age Child: Ages 5 to 12. New York: Bantam.

Understanding Your School Age Child. (1988). Alexandria, VA: Time Life Books.

Articles

Association for Childhood Education International (2001). Intermediate/Middle Childhood Links for Training.

Boechner, L. (2002). Nutrition for the School-Aged Child. Cooperative Extension, University of Nebraska-Lincoln.

Canadian Parents Online. Steps and Stages 6 through 8 year olds. Available: www.canadianparents.com.

Caring for Your Baby & Young Child: Birth to 5. Components of High Self-Esteem. Available: www.aap.org/pubserv/selfesteem.htm.

Chin, M.M. & Newman, K.S. (2002). High Stakes: Time, Poverty, Testing and the Challenge of the Working Poor. Available: www.ftcd.org.

Dairy Farmers of Ontario (1999). Getting Kids Hooked on Healthy Eating: Nutrition Information for Parents and Caregivers.

DeBord, K (1996). Childhood Years: Ages 6 through 12. National Network for Child Care. Raleigh, NC: NC Cooperative Extension Service.

Goyetche, M. Building Positive Self Esteem in our Children. Canadian Parenting Online. Available: www.canadianparents.com.

Keating, J. (1998) The Rules of Life: Discipline. Canadian Parents Online. Available: www.canadianparents.com.

Kids Health. Available: www.kidshealth.org.

Middle Childhood: 5-10 years. Bright Futures. Georgetown University

National Academy of Sciences (2000). Development During Middle Childhood. Available: www.nap.edu/openbook/0309034787/html.

Nuthall, P (1999). Middle Childhood Development (Family DayCare Facts Series). Amhurst, MA: University of Massachusetts National Network for Child Care.

Oesterreich, L. (1995). Ages and Stages – six through eight year olds. Iowa State University Extension. National Network for Child Care.

Oesterreich, L. (2001). Ages and Stages 6-8 years. Iowa State University Extension.

Oesterreich, L. (1995). Ages and Stages 9-11 year olds. Iowa State University Extension.

Important Additional Information

References

Articles (cont.)

The Search Institute (1997). 40 Developmental Assets for Elementary-Age Children. Available: www.search-institute.org.

The Search Institute (1998). Taking Responsibility for Our Children and Adolescents. Available: www.search-institute.org/archives/hchy/1.htm.

US Department of Education (December 2002). Helping Your Child Succeed in School: Age 5-11. Available: www.nochildleftbehind.gov.

US Department of Education (December 2002). Helping Your Child Succeed in School: Age 10-14. Available: www.nochildleftbehind.gov.

Zolten, K. & Long, N. (1997). Children and Television. Center for Effective Parenting. Available: www.parenting-ed.org.

Zolten, K. & Long N. (1997). Talking to Children About Sex. Center for Effective Parenting. Available: www.parenting-ed.org.

Zolten, K. & Long N. (1997). Parent/Child Communication. Center for Effective Parenting. Available: www.parenting-ed.org.

Zolten K. & Long, N. (1997). Children's Self-Esteem. Center for Effective Parenting. Available: www.parenting-ed.org/handout3.

Zolten, K. & Long, N. (1997). General Parenting Guidelines. Center for Effective Parenting. Available: www.parenting-ed.org/handout3.

We appreciate the involvement of...

Alcohol and Drug Services of Guilford
American Academy of Pediatrics
American Red Cross
Guilford County Schools
Guilford County Department of Public Health
Guilford Health Partnership
Random House Publishing
United Way of Greater Greensboro
United Way of Greater High Point
Children's Initiatives

To all the parents that enjoyed *Children Do Come With Directions: A Guide for Parents With Children Birth to 5* and encouraged the new publication.



United Way of Greater High Point,
201 Church Avenue, High Point, NC 27262
Phone 336.883.4127 Fax 336.883.6928
www.unitedwayhp.org