

## Grade 2 March Part 3

### Time sequences

The student has now mastered other aspects of time. She knows the sequence of seasons and the months of the year.

She may even be able to think in terms of years in the future. One seven-year-old who was thinking of how long it would be until she could be like her sixteen-year-old-sister said, "It's a long time to wait. Nine years! And even one year is a long time. Longer than you think!"

### "Goodness" and "badness"

Another reason your child profits more from a "talking to" than a spanking is that she is beginning to see "good" and "bad" in a more abstract fashion. No longer does she stubbornly hang on to the specific "do's" (good) and the specific "don'ts" (bad), saying, for instance, "You didn't say I couldn't."

Instead, she is developing a generalized notion of goodness and badness.

And with the developing ability, she also now evaluates actions directed *toward* her. When a behavior toward her approaches the "bad" category, she quickly says, "It's not fair." Sometimes she may even reluctantly admit, "I wasn't fair."



### Think and do

A second grader is more able to play by herself now and can spend hours at whatever she is doing. She often talks to herself during these times.

There is a return to coloring and putting things together. She works hard at reading directions and enjoys making things like figures from Origami paper folding (she has already made, flown, and wrecked squadrons of paper airplanes).

This is play—but a kind of play that serves a developmental purpose: refining perceptual motor functioning, or being able to "think and do." Look for an interesting variety of activities for her. Sample the language level of the directions, making sure that frustration won't discourage this drive.

### Accepting and assigning blame

A second grader is less likely than she was last year to blame others. Blaming others now falls into the category of "being bad." Accepting blame equals "being good."

Since your child is insecure and wants to be important, she tends to "alibi"—to cover up instead of accepting the blame matter-of-factly—"That was what I meant—I was just going to..."

Her use of alibis is not really a satisfactory solution to her. She'd rather be perfect and not have to ponder whether alibis fit into her growing ethical sense.

Your somber child is so serious about herself! Please see the alibis as growth—not weakness.

*"The heart has eyes that the brain knows nothing of."  
—C. H. Parkhurst—*