



Growing Together

Newsletter for
parents of preschool children

Games & Activities

The Same Game

The Same Game is a simple and quick game that helps accomplish classification skills. Play it any time, any place.

Start with something easy: a shirt and a shoe. What's the **same** about them? (They're both articles of clothing—something to wear.) A pencil and a crayon. What's the **same** about them? (They're both used to write or draw.) A pickle and a popsicle? (They're both something to eat—and they're both long and skinny.)

Get harder: A cookie and a plate. They're both round and they break if you drop them, and they both belong in the kitchen. Would they both roll down a hill?

Change the game. A cup and a glass. What's **different** about them? Remember color, size, shape and what they're made of, what they're used for, and what they're called.

Then: Think of something yourself. Take two objects close to hand. There will always be something the same about them, even if it's only that they're in the same room. Don't make it a test with set questions and answers. Just grab two things spontaneously and talk about them.

Finally: Make up some really hard ones and solve them together. □

April, 2020

Vol. 36 No. 3

Behavior

Shy or quiet: What's the difference?

There is a fine line between “quiet” and “shy.”

Shyness implies inadequacy, an inability to deal with people or situations, an inability to communicate thoughts or feelings.

The major difference between “shy” and “quiet” is the child's comfort and happiness. Is he alone or is he lonely?



Does he prefer not to say anything, or does he want to express himself but is afraid or unable to do so. Does he have positive or negative feelings about himself?

The shy child is self-conscious and fears others' evaluations or rejections.

The quiet child is probably making evaluations of others. (Ask his opinions. His insight might surprise you!)

The shy child is unable to reach out to others, take risks, or approach new situations.

He holds feelings and emotions inside and may be unpopular and uncomfortable around peers.

Most people are naturally shy to some degree. We don't rush into new situations, talk to every stranger we meet, or share our every thought, idea, or emotion.

However, the quiet child has the potential of crossing the line into shyness. If he is not encouraged to communicate and does not express himself, he could develop self-doubts, real or imagined rejection, misinterpretation of others' comments, or lack of communication.

It is important for parents to observe and know their child.

If the child is quiet, parents can communicate verbally to reinforce the child's self-worth and to provide a supportive home life. □

The many meanings of No

I just remembered a family story. My sister-in-law overheard her young granddaughter asking her mother for a particular privilege. "We'll see," said her mother.

Glumly the child turned away. "That means no," she said, with resignation.

Kids and adults alike seem to spend a lot of time interpreting all the messages surrounding the word "No".

Said by a weary mother, it may signify that she can't deal with another request at this point, not that the idea itself is unreasonable.

When a distracted father says, "No", he may mean that he doesn't want to get involved right now, but go ask your mother—a way of passing the buck.

When another parent says "No", it may mean that she is showing the child who is boss, exerting power for the sake of having the power—plus subconsciously enjoying being begged to then yield.

And when a child hears "No", it usually means a frustrating of their impulses and wishes that produces anger.

Many parents, I believe, worry about saying "No" to their children lest this anger from kids mean that parental popularity poll numbers will fall.

They seem to think that "No" will convey a meaning of "I don't love you", instead of just meaning "No". No should just mean No.

Since "No" is clearly a powerful word, parents should consider carefully the ways and means of using it.

First and unapologetically, No's are necessary in order to produce

children who can respect limits and understand something about how to live in this world. Obviously saying "No" alone doesn't do all that.

Along with the prohibition must come some information about why it's a "No" whether the reason is safety, family values and circumstances, developmental stage, or timing. (If there is no reason you can explain easily, then maybe you should consider whether the "No" is necessary.)

Because that's another thing about No's: such powerful words should be used judiciously and sparingly. I think some kids are quite justified in their frustration, if they are surrounded with No's at every turn.

Instead of a shower of No's, parents should consider redirection—"You could throw the ball outside, instead of inside." or "That road is unsafe for riding. How about you stay in the cul-de-sac?"

Parents could turn the question back to the child for reconsideration—"I can't let you eat candy now. Can you think of something else you could choose for snack?"

They could state a contingency—"I'm not free to drive you there now, but if you help me put the laundry away while I finish this email, you can go then."

And even when it's a "No", it is a clear, firm limit—"No", I can't let you go to her house today, I'm sorry."

When you do have to say "No" be sure that your delivery indicates a solid limit, with a serious though kind face, a calm tone and authoritative body language.

Any wishy-washiness on your part gives kids an invitation to wheedle and beg.

But remember—_"No" does not mean I do not love you—it just means No. □

Developmental

Problem-solving is an important skill

A child needs to develop problem-solving skills. If he is constantly told what to do by his parents, he will continue to depend on someone else to give him the answers.

A child who is encouraged to think about possible solutions and pick those that might work develops a method for thinking about a problem.

At times he may need suggestions, but as long as these are given as suggestions and not orders, the child learns to take responsibility for the solutions he chooses.

If the problem is satisfactorily solved, the child can feel proud that he solved it.

If the solution he chooses was not the best but he is praised for trying, he will want to try again.

It is good practice to give even very young children exercises in making choices. For example, a two-year-old might be given a choice between the green shirt or the blue one. A four-year-old might choose between two restaurants.

Having a say in decisions can have an enormous positive influence on a child. □

'Busy' is the word for toddlers at 18 months

A toddler at around 18 months is well into a transition period from babyhood to early childhood. She has made enormous gains in control over her body.

She can seat herself in a child's chair with fairly accurate aim and can climb into an adult's chair unassisted. She settles herself with an air of having completed an important task—much as if she were saying, "There! That's done!"

She is steady enough on her feet now to have begun to walk upstairs with help. She needs no help to come down because she either bumps down one step at a time in a sitting position or backs down on her hands and knees or hands and feet.

She delights in pulling a wheeled toy around after her as she walks—particularly if it makes a noise as it moves along.

While Toddler's balance has been improving and her legs have been brought under better control, she has also been learning better hand-eye coordination.

She spontaneously stacks two, three, sometimes even four blocks in a tower.

Although her ability to grasp is quite precise, she has not yet achieved the same precision when she puts objects down.

She enjoys building the tower—but enjoys knocking it down even more! She loves to gather many books or toys into a pile—and then spread them out again.

During the period from 18 to 24 months, Toddler learns many relationships. She knows where things are.

For example, she will go to the refrigerator for her drink or to the door to go out into the yard.

She remembers where things were—where she left her ball or toy. She knows where things, such as her jacket, belongs and will go there to find them if asked to do so.

Pictures now have meaning for her and she excitedly finds and points to pictures of familiar objects such as a car, a dog, or a clock.



Toddler has begun to claim "mine" and to make a distinction between the concepts "you" and "me." She is developing a sense of personal identity and of personal possession.

Her spontaneous play is almost completely self-absorbed. She does not yet play **with** another child, but rather beside or near him. However, she may cry if her companion leaves, and she may try to follow him.

Toddler loves to do little fetch-and-carry errands around the house. She wants to place things in the grocery cart, to unwrap packages, and peer into paper sacks.

Her satisfaction in these activities seems to come from doing things which appear to her to be important.

She is almost always busy at something. Her 'busyness' is learning about objects and their relationships, where things go, and what you do with them.

As yet she has shown little interest in how things work. It is enough for her to learn what they are used for. She learns by impersonation—of Mom, Dad, or the family dog.

At this age the Toddler's world is full of wonderful things to do and to try. No wonder she seems to be busy every waking hour! □

FREE!

"Grandma Says" is a twice-monthly email that includes general parenting tips, words of encouragement, and children's book reviews.

Issues are free of advertisements; email addresses are shared with no one. Get the next issue by signing up at:

<https://growingchild.com/grandma-says>

Written by a very wise grandmother;
From the publishers of **Growing Child**
and **Growing Together**

Growing Together is published by Growing Child, Inc., P.O. Box 2505 W. Lafayette, IN 47996 ©2020 Growing Child, Inc. Telephone: (765) 464-0920. Customer Service: 1-800-927-7289.







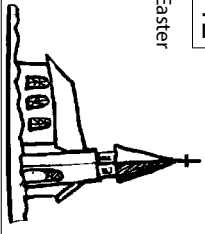







Growing Child also publishes: **Growing Child** (birth-six years), and **Growing Up** (grades K-12).

Growing Together issues may be reproduced in part or in full by participating organizations.

Articles in **Growing Together** refer to both boys and girls. For simplicity, the pronouns "he" and "she" are used interchangeably unless otherwise noted.

www.growingchild.com

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>5</p> <p>Palm Sunday</p> 	<p>6</p> <p>Eat a purple snack today.</p> 	<p>7</p> <p>Can you touch your elbows behind your back?</p> 	<p>1</p> <p>Draw two flowers. Color one yellow and color the other purple.</p>	<p>2</p> <p>Look at the stamps on the mail you receive. How are they alike? How are they different?</p> 	<p>3</p> <p>How many things can you think of that fly in the air?</p> 	<p>4</p> <p>Wait for a rainy day this month and spend the day at the library.</p> 
<p>12</p> <p>Easter</p> 	<p>13</p> <p>Read a book about farm animals.</p> 	<p>14</p> <p>Today wear something that is white.</p> 	<p>15</p> <p>Can you pat your head and rub your stomach at the same time? It's tricky.</p> 	<p>9</p> <p>Make a family chart showing everyone's birthday and their age.</p>	<p>10</p> <p>Good Friday.</p>	<p>11</p> <p>Pretend you're driving a car.</p>
<p>19</p> <p>Put some jam or jelly on your toast at breakfast today.</p>	<p>20</p> <p>Ask some friends to come over and play "musical chairs."</p> 	<p>21</p> <p>Holocaust Remembrance Day.</p>	<p>16</p> <p>Who is the youngest person in your house?</p>	<p>17</p> <p>Run in place. Start slow .. Get faster ... Get real fast!</p>	<p>18</p> <p>Comb your hair all by yourself.</p> 	<p>25</p> <p>What do you do with an egg? 1. 2. 3. 4.</p>
<p>26</p> <p>Have a picnic at home today if the sun is shining.</p>	<p>27</p> <p>Put a surprise under your mom's pillow tonight.</p>	<p>28</p> <p>Draw a rabbit. Color it. Cut it out. Stick it on the fridge. What is it now? A really cool bunny!</p>	<p>22</p> <p>Earth Day. Look it up.</p> 	<p>23</p> <p>First of Ramadan begins at sundown.</p> 	<p>24</p> <p>Play "Hide and Seek" with someone.</p>	<p>25</p> <p>What do you do with an egg? 1. 2. 3. 4.</p> 