

# First Steps

PARENTING IN THE THIRD YEAR

WEXFORD, MISSAUKEE & NORTHERN OSCEOLA COUNTIES



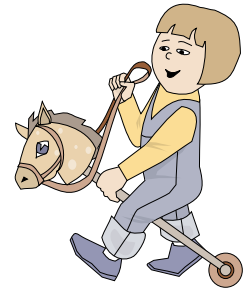
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Years

## 12 Ways to Strengthen Your Family

1. Spend time with each other. Do things together as a family.
2. Plan ahead with your family so things **will** happen and not **just** happen.
3. Establish a reasonable balance between outside activities, work schedules and your family.
4. Talk with each other and listen carefully to understand each other's viewpoint.
5. Show each family member consideration and appreciation, especially in everyday ways.
6. Respect each person — his or her ideas, thoughts, and feelings.
7. Develop pride in your family.
8. Resolve problems and conflicts in a constructive way.
9. Help each other and be willing to let others help you.
10. Contact and build ties with other families.
11. Take part in community affairs and use community services.
12. Develop a spiritual focus within your family.

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## Going Off to Preschool

Going off to preschool is often a child's first and most important chance to learn about the outside world.

Learning to be a part of a group, developing trusting relationships with other children and adults, following rules, and learning to make and keep friends are all important skills.

You can help your child get ready by encouraging independence: allow her to dress herself or pour milk from a small container into her cup. Ask her to help with simple household chores. Give him a few choices of what to wear so he can choose. Continue to read picture books with more complex stories, sing favorite songs, watch appropriate videos and work simple puzzles with your child. Use rhymes and word plays to help the child notice similar sounds. For example, "See you later, alligator," or "In a while, crocodile."

## How to Make Good-Byes Easier

Your child needs chances to learn that you will always come back. As children learn that a parent who is leaving will come back, they begin to feel more secure and saying good-bye becomes easier.

There are some things you can do to help your child prepare for you to leave:

- Let your child know what to expect. Explain what will happen when you are gone.
- Let your child know when you are coming back. Use a time frame he will

understand: "after lunch."

- Let him take a favorite blanket or toy to help ease unsure feelings.
- Tell your child you're leaving, don't just disappear.
- Keep your good-byes short.
- Follow a routine. If you leave your child every day, saying good-bye in the same way each time helps him know what to expect.
- Call if any plans change or if you'll be late returning to keep your child from worrying.



## What to do about nightmares?

Dreams and nightmares are very normal for children this age. Children need repeated reassurance that a dream is only a dream, whether it be a good one or a bad one.

When your child has a nightmare, go to him immediately. Hold him and assure him that he's all right. Stay with him until he is calm. Other ideas:

- Talk with the child about dreams and what they are.
- Talk with the child about a bad dream the following day.
- Express confidence that your child can make the bad dream go away by thinking of something pleasant.
- Be careful of the books you read or the shows you watch before bedtime. "The big bad wolf" can come back in the middle of the night.

# Your Child Wants You To Know

## How I Grow

- I can ride a tricycle.
- I can climb stairs with one foot on a step and then the other foot on the next step. I can walk down stairs, too.
- I can run, climb, slide, and hop on one foot.
- I stumble and fall frequently.
- I may have trouble building a tower or drawing.
- I may be afraid of loud noises like thunder.
- I may not want to try new things.
- I might cling to you when you leave.

## How I Talk

- I may act less agreeable and more determined to have things go my way. I may say, "I don't want to."
- I can tell you about my thoughts and feelings.
- I speak well, but still make mistakes in grammar sometimes.
- I may seem like I am stuttering sometimes.
- I may act whiney and very sensitive sometimes.



## What I Have Learned

- I am beginning to control my bowel and bladder movements during the day. I may be able to control them at night sometimes.

## How I Get Along With Others

- I can control myself sometimes when I don't get my way.
- I'm beginning to understand about taking turns and sharing. I can understand that it will be my turn "in a little while."

## What I Can Do For Myself

- I can feed and dress myself, with a little help sometimes.
- I like to do things for myself, but sometimes I want you to help me.

## Play I Enjoy

- I enjoy activities that use hand and finger skills, such as simple art projects.
- I like to catch, throw and kick balls.
- I enjoy riding my tricycle.
- I like to explore different things such as water, sand, rice, or dry beans. I enjoy things I can touch, see, hear, taste, and smell.
- I enjoy rhymes, songs and fingerplays.

# So many teachable moments...

Your child is learning all the time. That's why you can teach your child so much simply by talking about what you see and do together. Here's some examples:

<b>When You and Your Child...</b>	<b>You Might Say...</b>	<b>This Helps Your Child Learn to...</b>
<p><b>Read library books together.</b> After you've read a book to your child, talk about what you have read.</p>	<p>"Who is this story about? What happened to him? How do you think he felt? Now it's your turn to read this book to me. You can read the pictures, ok?"</p>	<ul style="list-style-type: none"> <li>• Listen to a story and tell what happened</li> <li>• Use words to describe events and express feelings</li> </ul>
<p><b>Set up a routine for personal care.</b> Help your child learn self-help skills by reviewing what should be done when.</p>	<p>"First you brush your teeth, then you wash your face, and last you brush your hair. Let's make a sign with pictures of each step. Then you can read the sign and do everything by yourself!"</p>	<ul style="list-style-type: none"> <li>• Understand time sequences</li> <li>• Make decisions</li> <li>• Use tools with increasing small motor coordination</li> <li>• Experience a sense of pride</li> </ul>
<p><b>Prepare simple foods.</b> Teach your child to spread peanut butter on bread or pop popcorn.</p>	<p>"Feel this. How does it feel to you? Look at the popcorn before it popped and look at it after. How is it different?"</p>	<ul style="list-style-type: none"> <li>• Notice cause and effect</li> <li>• Describe how things change</li> <li>• Cooperate with others to complete a task</li> </ul>
<p><b>Make up a story or song.</b> At bedtime, talk with your child about what happened during the day and make up a story or song about it.</p>	<p>"Once upon a time a girl named Lucy went for a walk with her mommy and her brother. And what do you think they saw? They saw a fire truck..."</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of time concepts</li> <li>• Use words to express ideas</li> <li>• Experience a sense of pride</li> </ul>

## Sharing

Three-year-olds are just beginning to be interested enough in others to be willing to share. To promote sharing, parents can:

- Focus on taking turns. This helps them feel that they'll get the toy back.
- Put children in charge. "You need to share the trucks. Can you decide how to divide them up, or do you need some ideas about that?"
- Point out the advantages of sharing. "If you share your books with her, she'll share hers with you."
- Allow time for the process to take place. Parents may have to suggest methods of sharing many times before children do so on their own.
- Praise spontaneous sharing.
- Model sharing and cooperation. Parents can show how they share things with each other or with children.
- Allow some things not to be shared. Children need some special toys and space just for themselves.



Please don't smoke.  
There's a child in the house.

## Snack Ideas:

### Fruit Shake

Meets a fruit/vegetable requirement.

1/2 cup strawberries

1/2 cup banana

1/4 cup orange sections

1 cup pineapple juice

8 crushed ice cubes

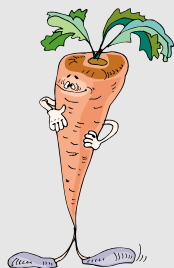
Pour everything into a blender and blend briefly.

Pour into glasses. Makes four child-sized servings.

Goes well with ham and cheese kabobs.

### Tasty Tidbits

Try keeping bowls of bite-size fruits and vegetables handy for healthy fast food. Try a bowl of grape or cherry tomatoes, baby carrots, green beans, or seedless grapes.



# Can Your Kitchen Pass the Food Safety Test?

Young children learn many habits from observing their parents and other people who are important in their life. Practicing food safety will not only keep your family from food poisoning, it will teach your children good habits as well. Choose the answers below that best match the practices in your home.

**1. The temperature of our refrigerator is:**

- a. 50 degrees F.
- b. 40 degrees F.
- c. I don't know. I've never measured it.

**2. The last time we had leftover stew, casseroles or other foods with meat, chicken or fish in them, we:**

- a. Cooled the food to room temperature, then put the leftovers in the refrigerator.
- b. Put the food in the refrigerator immediately after the food was served.
- c. Left the food at room temperature for several hours or overnight.

**3. When I use a cutting board to cut raw meat, poultry or fish and I need to use it to chop up another food, I:**

- a. Reuse it as is.
- b. Wipe it with a damp cloth.
- c. Wash it with soap and hot water and sanitize it with a mild chlorine bleach solution.

**4. The last time we had hamburgers in my home, I served them:**

- a. Rare
- b. Medium
- c. Well-done

**5. The last time there was cookie dough in my home, the dough was:**

- a. Made with raw eggs and I sampled it.
- b. Store-bought and I sampled it.
- c. Not sampled until baked.

**6. I clean my kitchen counters and other surfaces that come in contact with food with:**

- a. Water
- b. Hot water and soap
- c. Hot water and soap, then bleach solution.
- d. Hot water and soap, then commercial sanitizing agent.

**7. The last time I handled raw meat, poultry or fish, I cleaned my hands afterwards by:**

- a. Wiping them on a towel.
- b. Rinsing them under hot, cold or warm tap water.
- c. Washing them with soap and warm water.

**8. I defrost meat, poultry and fish products by:**

- a. Setting them on the counter.
- b. Placing them in the refrigerator.
- c. Microwaving.

Answers on next page.

# Eating & the Young Child

Parents hear lots of conflicting advice about handling eating with their children, from "Children should finish everything on their plates," to "Let children eat anything they want."

To clear up the confusion, it is helpful to think about what a child this age is like. Three-year-olds feel good about what they can do, and they also understand what they are not able to do and what is not allowed. They need encouragement to do what they can, and also to clearly understand limits and consequences.

Both parents and children have their jobs when it comes to food.

## **It is the responsibility of the parent to:**

- Provide a variety of healthy foods.
- Introduce new foods in a matter-of-fact way.
- Set regular meal and snack times and limit snacking.
- Set good examples for trying new foods and using good manners.
- Set clear expectations for mealtime behavior.

## **It is the responsibility of the child to:**

- Decide which of the provided foods to eat.
- Decide how much of any offered food to eat.

When children seem not to be eating enough, parents can remember that children eat less than adults. A serving for a child is one level tablespoon of each food for every year of the child's age. For example, a 3-year-old might eat 3 tablespoons of meat, vegetable and potato at a meal. Children may also eat more at some meals, or on some days, than others. Think about what is eaten over a period of time.

When children will eat only one food (has "food jags"), adults should just present a variety of foods in a neutral way: a meat or other protein source, milk, fruit and/or vegetable and bread. Don't pressure children to eat anything, and eventually they will try more things.

## **Can Your Kitchen Pass... Answers to Quiz**

**1. b.** Refrigerators should be kept between 32 and 40 degrees F.

**2. b.** Hot foods should be refrigerated as soon as possible within two hours after cooking.

**3. c.** Soap and hot water, followed by sanitizing with a mild bleach, is the safest practice. Household bleach is an approved sanitizer. Fill the sink half full with warm (not hot) water. Add 1 teaspoon bleach (unscented) for every gallon of water. Immerse the cutting board for 1 minutes, then air dry on a rack. Do not rinse.

**4. c.** The safest way to eat hamburgers is to cook them until they are no longer red in the middle and the juices run clear.

**5. b or c.** Commercial products are made with pasteurized eggs and are not a food safety hazard. Foods containing raw eggs carry a salmonella risk.

**6. c or d.** Bleach and commercial kitchen cleaning agents are the best sanitizers, provided they are diluted according to product directions.

**7. c.** Wash hands with warm water and soap for at least 20 seconds.

**8. b or c.** Food safety experts recommend thawing foods in the refrigerator or microwave oven or putting the package in a water-tight plastic bag submerged in cold water and changing the water every 30 minutes.

Adapted from "Can Your Kitchen Pass the Food Safety Test?" Paula Kirtzweil, FDA Consumer, October 1995.

# Fun Projects!

...TO DO TOGETHER



## Super Sidewalk Paint

With this paint you can color large areas in just a fraction of the time it would take with chalk. Super Sidewalk Paint can easily be washed away with water.

### What You Will Need:

- 1/4 cup cornstarch
- 1/4 cup cold water
- 6-8 drops food coloring



### How to Make It:

1. Mix cornstarch and cold water together in a small plastic bowl.
2. Add food coloring and stir.
3. Repeat this process to with more small bowls to create different colors of super Sidewalk Paint.

### Ideas:

- Super Sidewalk Paint is great for painting rainbows or other pictures where large areas of color are needed.
- Use this paint for painting hopscotch grids or make-believe roads and highways for toy cars.

## Basic Paste Recipe:

To make old-fashioned PASTE, you need:

- 1/2 cup water
- 1 cup flour

Mix the flour and water in a bowl with a spoon or your hands.

To make a longer-lasting paste, put 1 cup flour into a saucepan and SLOWLY stir in 2 cups water. Bring to a boil over low heat... keep stirring until thick and shiny. Store in a jar with a lid.

## Rainbow Sand

Use this fun and inexpensive alternative to craft store art sand.

### What You Will Need:

- 1 cup sand or table salt
- 2 teaspoons powdered tempera paint
- Plastic zip bag

### How to Make It:

1. Pour sand or salt and powdered tempera paint into a plastic zip bag. Shake bag for 30 seconds or until the color is evenly blended.
2. Repeat the above step several times to create different colors of Rainbow Sand.
3. Store leftover sand in a plastic zip bag or in an airtight container.

### Ideas:

- Layer different colors of sand in a small, clear plastic soda bottle to create sand art bottles.
- Draw a picture or outline a picture in a coloring book using white glue. Sprinkle different colors of Rainbow Sand over the picture to create 3-D sand paintings.





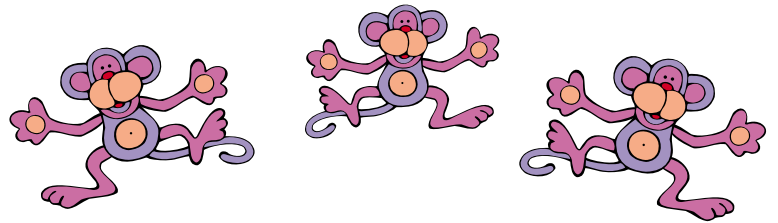
## Mary Had a Little Lamb

Mary had a little lamb,  
Little lamb, little lamb,  
Mary had a little lamb,  
Its fleece was white as snow.

And everywhere that Mary went,  
Mary went, Mary went,  
Everywhere that Mary went,  
The lamb was sure to go.

It followed her to school one day,  
School one day, school one day,  
It followed her to school one day,  
Which was against the rule.

It made the children laugh and play,  
Laugh and play, laugh and play.  
It made the children laugh and play,  
To see a lamb at school.



## Three Little Monkeys

Three little monkeys, jumping on the bed  
(Point 3 fingers down and make them jump on the palm of your other hand.)

One fell off, and bumped his head.  
("Jump" your pointer finger off of the "bed" and hold your head with your hand.)

Mama (Papa) called the doctor  
(Pretend to hold a phone to your ear.)

And the doctor said...  
**NO MORE MONKEYS JUMPING ON THE BED!**  
(Shake your finger, as if at the naughty monkeys.)

Two little monkeys, jumping on the bed...  
(Repeat, with 2 fingers this time.)

One little monkey, jumping on the bed...  
Finish with:  
**NO MORE LITTLE MONKEYS JUMPING ON THE BED!**

## The Mulberry Bush (This is the Way)

Here we go 'round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go 'round the mulberry bush,  
So early in the morning.

### Other variations:

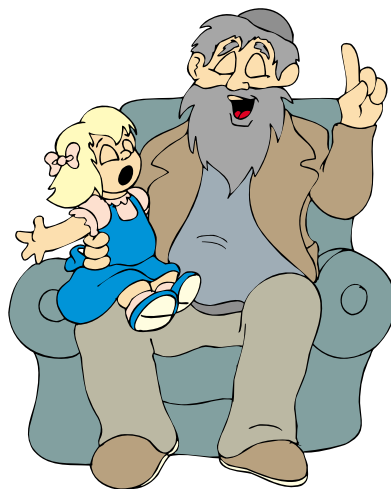
This is the way we wash our face...  
This is the way we comb our hair...  
This is the way we brush our teeth...

# When You Need Help

<b>Catholic Human Services</b> .....	775-6581	<b>Love, Inc.</b> .....	779-1888
<b>Cradle To Classroom</b> .....	876-2300	<b>Mercy Hospital</b> .....	1-800-33-MERCY 876-7200
<b>Child's Doctor</b> .....	_____	<b>MSU Extension</b>	
<b>Day Care Information (4 C's)</b> .....	1-800-968-4228	Missaukee .....	839-4667
<b>District Health Department</b>		Wexford .....	779-9480
Missaukee .....	839-7167	<b>North Central Community Mental Health</b>	
.....	825-2040	1-800-49-ALPHA	(1-800-492-5742)
Wexford .....	775-9942	<b>OASIS/Family Resource Center</b>	
<b>Family Independence Agency</b>		Car Seat Loans .....	775-7299
Missaukee & Wexford .....	779-4500	Crisis Line .....	775-7233
.....	1-800-684-2170	<b>Poison Control</b> .....	1-800-POISON-1 (1-800-764-7661)
<b>Emergency</b> .....	<b>911</b>	<b>Wexford-Missaukee ISD</b>	
<b>Head Start Enrollment/Information</b>		<b>(Intermediate School District)</b>	
Cadillac .....	775-9781	Preschool .....	876-2300
Lake City .....	839-4012		
Manton .....	824-3385		
Mesick .....	885-1915		

Talk to me.  
Play with me.  
Love me.

When families sing and listen to music together they have fun and strengthen their pleasurable bonds. Music can be used to help children get exercise and relieve stress on a gloomy day. Music is often a creative outlet for children, too. They respond creatively to music and begin to create their own. Music activities require the use of many senses and especially help children develop and refine their listening skills.



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