The Mystery of Isadora

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THE MYSTERY OF ISADORA
CHILD DEVELOPMENT

Evelyn Rooks*

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Preface

Happy people understand and accept themselves as well as trying to understand and accept other people.

Because each of us wants to be happy, it is important that we begin to learn about ourselves and other people. A good place to begin seems to be with infants and young children. If you're interested in learning more about yourself and young children, then perhaps you'd go on a visit with me to see some of my friends. They will share with you what they recently learned about young children. Their names are Susie Q. and Joey D. Jones.

Before you begin the story though, will you think of a young child that you may spend some time with in the next two or three weeks? The child should be 3, 4, or 5 years old. When you have thought of a child to work with, talk with your parents and your 4-H leader about it. Then you will need to visit the parents of the child you choose to ask permission to work with their child. Be sure that you explain to them that this is a 4-H project to learn about children, rather than a babysitting project.

By Doing This 4-H Project, You Should Learn:

1. more about yourself.
2. more about how young children grow and develop.
3. some activities that young children will enjoy doing with you.

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CHAPTER 1
What Will the Mystery Be?

Susie Q. and Joey D. were twins. Because of this, they did a lot of things together and they had developed an interest in mysteries. They liked to read mystery stories and they enjoyed some mysteries they saw on television. One rainy Saturday when they had to remain inside, Susie said to Joey, "Let's solve a mystery!"

"What kind of mystery?" Joey replied.

"Well, let's think of a mystery that is our very own," said Susie. "Remember the story we read about the girl who figured out who the 'good neighbor' in her community was?"

"We have some good neighbors," Joey said, "but to figure out who they are would not be our very own mystery."

Joey replied, "Do you remember father saying that with a little effort, children can be understood? That what they do gives us clues about their feelings, and that everyone should try to understand them?"

"Are you thinking that maybe we could solve the mystery of Isadora?"

"Exactly! Let's start right away."

Isadora Maultsby was a little girl who lived near Susie Q. and Joey D. She had lived there all her life and they had watched her grow since she was a newborn baby. At four years old, Isadora sometimes did things that Susie Q. and Joey D. certainly could not understand. For example, though she was usually a nice little kid, she would sometimes yell dirty words at them. Her parents did not talk this way, and they wondered why Isadora did. They also wondered why she did many other things.

Mother was out in the kitchen when Joey and Susie decided what their mystery would be. They thought she might help them solve their mystery, so they went to the kitchen to ask her. When they got there, they found their 4-H leader was there, having a cup of coffee with their parents. They were very excited about their mystery, and he suggested they solve their mystery and do a 4-H project all at the same time. This puzzled Susie and Joey.

They thought and thought! They had many ideas such as, why a mockingbird sits in the tip top of a tree on a cold, rainy day, or why water sometimes gurgles when it pours. They talked with their mother about their mystery and she thought these might be rather difficult mysteries for Susie Q. and Joey D. to solve. They thought some more.

Finally, Joey D. exclaimed, "I have it. I know what our mystery can be!"

"What?" asked Susie Q.
"With any mystery," he explained, "you need to know exactly what you are trying to solve or what the question is. You also need to gather all the facts you can that relate to your mystery, and then study what you have, to see if you can solve your mystery with the facts you have."

"Well, with any 4-H Project, you need to have some objectives. You need to learn something that helps you achieve your objectives, and you need to check to see if you really have achieved them."

"Oh, I see," said Susie, "solving our mystery can be the objective, we can gather clues as facts that relate to our mystery, and when our mystery is solved, our objective will be achieved."

The 4-H leader agreed that this was exactly right and said they should get started right away. Their mother and father volunteered to help as Susie and Joey rushed back to their study area to begin solving their very own mystery while doing a 4-H Project.

They certainly wanted to understand Isadora better. So this seemed to be one of their objectives. They also wanted Isadora to like them and they wanted to like her. Since sometimes they were asked to play with Isadora when their parents visited, they thought it would be nice to know how to play with her. And their father had said once that if you want to understand other people, you must first understand yourself. Perhaps they should try to understand what they were like when they were little and this might help them understand Isadora better.

When Joey D. and Susie Q. talked about these objectives or questions they wanted to find answers to, they decided they should write them down. Otherwise, how would they ever know if they had found answers to all of them or had achieved their objectives?

Joey asked Susie to write for them, but she said that girls always had to be the secretary and she didn't think this was fair.

"You can write for us this time," she said.

So Joey D. got his paper and pencil and was ready to begin.

Because Father had said "understand yourself before you try to understand others," they thought this should be the first objective. Joey listed their objectives like this:

1. I want to understand myself better. The mystery is: Why am I like I am?
2. I want to understand Isadora better. The mystery is: Why is Isadora like she is?
3. I want to like Isadora and have Isadora like me. The mystery is: How can I be a real friend to Isadora?
4. I want to know how to play with Isadora. The mystery is: What are some things that I can do with Isadora that she will enjoy?

So far, their mystery was shaping up and Susie and Joey were still excited. But after they looked at their objectives and questions, they were a bit confused and didn't know quite what to do next. They decided to talk with their mother and father about it. When they got to the kitchen, they found that Mother had gone on an errand, but Father was glad to help. He put his paper aside and read their list of objectives.

He said, "I think you should solve your mystery first. Forget about your 4-H project right now because when you have finished, the project will automatically be completed too."
Joey and Susie could not understand how the project could complete itself. However, it was somewhat confusing trying to do two things at one time. They thought they would take Dad’s suggestion and see what happened.

**Activities**

1. What is the name of the young child that you have chosen to work with? 

2. How old is the child? 

3. Have you talked with your parents about this project? yes no

4. Have you talked with the young child’s parents about your project? yes no

5. Have you talked with your 4-H leader about your project? yes no

**CHAPTER 2**

**When Susie and Joey Were Babies**

Mother returned from her errand and asked how the mystery was developing.

“We need some help,” Susie and Joey chimed.

Mother asked, “What’s the problem?”

“Well, we tried to do a 4-H project and solve a mystery at the same time and that was confusing,” Susie said.

“Now we seem to have four mysteries,” Joey replied, and he read her their list of mysteries.

“Well, it is sometimes much easier to solve one mystery at a time, though sometimes you may work on more than one,” Mother said.

Susie suggested that they look at their mysteries one at a time. They pondered over the mystery, *Why am I like I am?*, for some time. They thought, perhaps it was because they were twins, but even though they were twins, they were different. Then they thought it must be the community they lived in. That couldn’t be it because people who lived in the same community were different.

They asked their Mother and Father to give them some clues as to why they were like they were, and Mother suggested they get the family photograph album. This was a mystery itself, but Susie Q. went to get it.
When she returned, Mother said, "To understand yourself, you must know something about how you grew and developed during infancy and early childhood.

"What's infancy?" asked Joey.

"That's babyhood. During the first two years of life, a baby is sometimes called an infant," said Mother.

"Do we have to look at baby pictures?" asked Joey.

"No, but they may provide a clue to understanding yourself and Isadora," said Mother.

"All babies look alike to me," said Susie Q. Mother explained that each baby is different. They grow differently, they develop differently, and they behave differently. However, children are similar too. At birth, most infants weigh about 7 pounds (approximately 3 kilograms). They measure about 20 inches (approximately 50 centimeters) long, but a normal range of length is from 17 to 21 inches (approximately 43-53 centimeters).

"You and Joey D. did not weigh as much when you were born. Twins usually do not weigh 7 pounds each."

"How much did we weigh?" asked Joey D.

"You weighed 5 pounds and 2 ounces and Susie weighed 5 pounds."

"And how long were we?" asked Susie.

"You were each 19 inches long."

"I can't tell from the pictures how big we were. How could we find out, if you didn't remember, Mother?" asked Joey D.

"Many times parents keep a written record of their baby's growth and development in a Baby Book. We have one for you."

"Could we look at that too?" asked Susie.

"Sure," replied Mother.

Father came in while Mother was getting the Baby Book. When Mother returned, the four of them looked at the book. Joey D. and Susie Q. learned many things about themselves. They learned that each had blue eyes at birth, but Susie's had turned brown by the time she was six weeks old. Both of them had dark hair at birth, but this was soon replaced with lighter brown hair. Joey cut his first tooth when he was six months old, and Susie cut her first one at seven months. Susie walked when she was eleven months old and Joey at twelve months.

As they looked at their baby pictures, Father told Susie and Joey some things about infants that they had not known before. He pointed out that an infant's body is not proportioned the same as that of an older child. For instance, an infant's head is about one-fifth of its total body length and it has a very short neck so that its head seems to rest right on its shoulders. The arms of an infant are about the same length as its legs. At birth, the baby's head and arms are nearer to
adult size than are his trunk (body), legs, feet, and hands. In other words, the baby's body, legs, feet, and hands will grow more after birth than its head and arms will.

"Wowee, I never knew there was so much to learn about myself," sighed Susie.

"Are all infants like that?" asked Joey.

Father had to do some work in the yard, now that it had stopped raining, but before he left, he answered, "All infants and children are alike in some ways, but they are different too. Could we talk about this again tomorrow?"

"Yes!" cried Susie and Joey, as they went out to help their father.

Activities To Help You Learn About Yourself

1. Get a picture of yourself when you were an infant (2, 3, or 6 months old); compare this to pictures of yourself at 3, 4, or 5 years old. Place these beside a recent picture of you. How have you changed?

2. Your Birth weight was___lbs.___oz.

3. Your birth length was_________inches.

4. Read birth announcements in a newspaper to note weight and length of infants.
   Infant’s birth weight____________________
   Infant’s birth length____________________

5. Ask your parents to show you your birth certificate. When do you use a birth certificate? ______________________

6. What color were your eyes when you were born?______________________
   What color are they now? ______________

7. What color was your hair when you were born?______What color is it now?____

CHAPTER 3
How Children Grow

The next day Mother asked, "Has the mystery been solved yet?"

Susie, answering as chief investigator, replied, "Many clues are still coming in and no conclusions can be drawn yet!"

Father said, "You remember I said that all infants are alike in some ways and different in some ways. Children follow a pattern of development."

"Like a dress pattern?" asked Susie.

"I'm really confused." said Joey.

"No, not like a dress pattern," laughed Mother. "I can surely understand your confusion. Learning about yourself and young children is some mystery!"

"When are we going to learn about Isadora?" asked Joey.

"Soon," promised Mother, "but first I think I should give you a few more clues about how children grow and develop. These will help you solve the mystery of Isadora."

Developing according to a pattern may best be explained with some examples. Children crawl before they stand alone, and they stand alone before they walk. During the first four months of an average baby's life, its weight will double; during the first year, it will triple. It will double again by the time the child is six years old. Always remember though that each child is different and some variation is quite normal.

"If you weighed about 5 pounds when you were born," asked Father, "how much did you weigh when you were one year old?"

"Fifteen pounds," answered Joey.

"A little more than that," said Mother. "Because you were a twin, your birth weight was low. However, you grew more during the first year. Susie weighed 20 pounds and Joey weighed 20 pounds and 5 ounces."

"Yes, children will grow at slightly different rates," answered Father. "But all children will weigh approximately three times their birth weight when they are one year old. They will grow about twelve to fourteen inches taller during their first two years of life."

1. How tall were you when you were two years old?______________________inches

2. How much did you weigh when you were one year old?____________________pounds
“Most infants cut their first tooth when they are about 6 months old. They walk when they are about 1 year old,” continued Father.

“However,” Mother continued, “we should remember that each infant is an individual and may not cut his first tooth, or walk, or talk at exactly the same age that other infants do.”

“I think I understand,” said Joey. “All infants may not weigh exactly seven pounds when they are born, but nearly all will weigh about seven pounds at birth. All infants will not walk when they are exactly one year old, but nearly all infants walk when they are about one year old. And infants must learn to stand alone before they can learn to walk.”

“I believe you do understand the patterning of child growth and development. There are many other examples. Can you think of some?” asked Mother.

“Do they cut teeth by a pattern?” asked Susie.

“Yes,” replied Father, “this illustration shows how infants usually cut their first teeth.”

![Diagram showing tooth development]

“Cut at about 9 months

UPPER JAW

Cut at about 7½ months

LOWER JAW

Cut at about 7 months

First teeth cut at about 6 months

“And what about talking, and running?” Joey chimed in.

“Those things, too,” said Mother. “In fact, the total growth and development of people normally follows a pattern.”

“Even now,” said Susie, “you mean Joey and I are growing like other nine-year-olds?”

“Yes,” said Father, “want to see how it works?”

Mother went to get a book they had on child growth and development. They found a growth chart in it which indicated that the average weight for ten-year-olds was about 70 pounds. Then Father asked Susie to go get the bathroom scales.

When Susie stepped on the scales, she squealed, “Sixty-five pounds, that’s close!”

Then Joey stepped on the scales and found that he weighed sixty-three pounds.

“Boys are supposed to be bigger than girls,” he complained.

“Yes, at certain ages,” Father assured him, “but many ten-year-old girls are slightly heavier than ten-year-old boys. That’s part of the pattern of development. When you get a little older, Joey will probably weigh more than Susie.”

3. How old are you now? _______ years
4. How much do you weigh now? _______ pounds

Ask your 4-H leaders, 4-H Extension Agent, or your doctor if your weight is within a normal range for your age. Yes____ No____
CHAPTER 4
What About Isadora?

Susie Q. and Joey D. were anxious to get to work on their mystery of Isadora but they realized there was much more to learn about themselves. However, if children develop similarly, they thought maybe as they looked for clues to help them understand Isadora, they might also understand themselves better, and vice versa. For instance, they wondered if Isadora weighed about 7 pounds (approximately 3 kilograms) at birth, and was about 20 inches long. They also wondered if she walked when she was about a year old.

"I remember when Isadora first learned to walk, but I don't know how old she was," said Susie.

"Maybe we should talk some more about how all children develop and then when you visit Isadora, you would know some questions to ask her parents. These answers will give you clues to solve your other mysteries," said Father.

"Well," Joey D. remembered, "good investigators do ask questions." He had read this in one of his mystery books.

Mother had something planned for that afternoon, but she decided perhaps it would be better to spend the time helping Joey and Susie learn something about children, because everyone needs to learn about children. She realized that they would not be interested in all the details right now, but if they wanted to learn more, they could study more about child development later. There are many, many things to learn about how children develop. No one knows all of them, though many people spend a lifetime studying.

She did want Susie and Joey to feel good about understanding Isadora and thought that a few facts would help them.

"What are some questions we can ask?" questioned Susie.

"When I've finished telling you about children, maybe Susie will write some questions for you to ask about Isadora," suggested Father.

"Oh no," reminded Susie, "Joey's doing the secretarial work for us!"

Mother laughed for she realized that Joey and Susie were learning that boys' and girls' roles are changing.

Mother began by saying that children grow much faster during the first year than they do between the ages of one and six. Because of this slower rate of growth, young children may not require as much food as an infant does.

"If an infant is a baby that is no more than two years old, how old is a young child?" asked Susie.

"Most people consider young children to be those between the ages of two and six," answered Father.

"Isadora's mom sometimes complains that she doesn't eat any more than when she was a baby," remembered Joey. "Maybe that's okay!"

"Sure," said Mother.

"Maybe her mother doesn't know that," said Susie. "and we should tell her."

"Well," said Mother, "maybe, but you should be careful about telling mothers things about their children. Usually mothers know a great deal about their child. I think you will be able to learn many things about Isadora from her mother."

Most children learn to walk and run and speak words and phrases during their second year.

"Do you remember that for a short while Isadora walked holding on to a newspaper?" asked Mother.

"Yes, and she screamed one time when I tried to take it away from her!" said Joey. "I was only trying to help her walk alone."

"But she needed that security at the time," said Mother.

"Then the next time we saw her, she had learned to run," said Susie.

"And she ran everywhere, I thought she was so silly to run everywhere," said Joey.

"Children are always happy to learn a skill," said Mother. "Remember when you
learned to ride your bikes, and we could hardly get you in the house to eat or sleep?"

"Do you mean that Isadora was excited about walking and running?" asked Susie.

"Yes," replied Mother, "we take walking for granted, but it's a new experience for young children!"

**Activities**

1. How old were you when you said your first word? ________________
   
   What was that word? ________________

2. How old were you when you began to crawl? ________________

   Did you crawl on your hands and knees or on your stomach? ________________

3. How old were you when you first stood alone? ________________

4. How old were you when you walked alone? ________________

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**CHAPTER 5**

**Do All Children Grow Alike?**

The next day Susie and Joey were anxious to continue solving the mystery of Isadora. Their father said they might like to visit her parents to talk with them about the project, and this pleased them. They were very anxious to begin observing the object of their mystery; Isadora!

When they arrived at Isadora's house and explained to her mother that they wanted her help to solve a mystery, she exclaimed, "A mystery, what kind of a mystery?"

"We're trying to understand Isadora," replied Susie.

"Well, she certainly is quite a mystery at times," laughed Mrs. Maultsby. Then she said she would be happy to help them understand Isadora better. She added that all people should try to understand children better. Understanding would help them know how to relate to young children.

Mrs. Maultsby suggested they go inside and look at the baby book and picture albums while Isadora was taking a nap.

"That's exactly what Mother and Daddy did with us yesterday!" exclaimed Joey.

Mrs. Maultsby got the books and settled Joey and Susie, one on either side of her, on the sofa. As she slowly turned the pages, they exclaimed, "Isadora looked like we did when we were babies!"

"Babies do look somewhat alike when they are born, but each is a unique individual," said Isadora's mother. For example, she pointed out the tiny little dimple in Isadora's left cheek.

"When did Isadora start to talk?" asked Joey.

"She started saying words when she was one year old," Mrs. Maultsby replied.

"That's how old I was when I first said a word," said Joey excitedly.

"How old was she when she walked?" asked Susie.

"And when did she get her first tooth?" asked Joey.
"One at a time," said Mrs. Maultsby. "She walked when she was thirteen months old and she cut a tooth when she was five months old."

"We walked when we were younger, but she had a tooth before we did," said Susie.

"Yes," Mrs. Maultsby said. "Children develop at different rates."

"Mother said that same thing, but I don't understand. What does that mean?" asked Susie.

"It means that some children will walk at an earlier age than others, and some will walk before others do. One child may walk early and talk late."

"Is that okay?" asked Joey.

"Sure," said Mrs. Maultsby, "did you and Susie develop at exactly the same rate?"

"No," said Susie, "because I walked before Joey did!"

"But I had a tooth before you did!" said Joey.

The growth rate of children is not always the same either. This means that a child may grow faster at one time than at another and some children will grow faster than others.

"I don't understand this," said Susie.

"Perhaps if we get a pencil and paper I can show you," said Mrs. Maultsby.

Activity

The following activities will help you understand about how children grow and develop at different rates. Ask your father or mother to help you answer these questions.

1. How old were you when you cut your first tooth, learned to crawl, stand alone, walk, and talk? How much did you weigh at birth, one year and two years old?
2. If you have a brother or sister, how old was he when he did these same things?
3. Ask a friend how old he was when he first did these things.

You may use the chart below to record your answers.

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<th>Stand Alone</th>
<th>Walk</th>
<th>Talk</th>
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<th>Weight at Age 2</th>
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<td>2 Your Brother or Sister</td>
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<tr>
<td>3 Your Friend</td>
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CHAPTER 6
Isadora Learns a Song

When Joey and Susie finished this exercise, they could better understand that children develop at different rates. However, Joey looked at the cart again and noticed that all three people on his chart crawled before they stood alone and all stood alone before they walked.

"That's right," said Mrs. Maultsby.

She went on to explain that this is why we say there is a pattern to the way children develop.

"Did you notice each child gained more weight during the first year than during their second? That is what is meant when we say that children grow at a faster rate at some times than at others," said Mrs. Maultsby.

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"When do people stop growing?" asked Joey. "Are you still growing, Mrs. Maultsby?"

She laughed.

"Oh, I surely hope not, Joey," replied Mrs. Maultsby. "Most people stop growing during their teen years. Some do grow longer than others though."

"I hear Isadora waking up," said Mrs. Maultsby.

Isadora seemed shy and wanted her mother to pick her up. She soon wanted to play with her toys though. She also wanted Susie and Joey to play with her.

They asked Mrs. Maultsby if it would be alright if they taught Isadora a song. She told them that it would be. This is the song they sang with Isadora.

Stretch your arms a-way up high and see if you can touch the sky.
Stretch your arms a-way down low and see if you can touch your toe.
Stretch your arms a-way out wide then bring them back and touch your sides.
Isadora got excited singing the song! She sang it over and over and so loudly that Susie and Joey thought perhaps Mrs. Maultsby would get angry.

Susie pleaded with Isadora to please not sing so loud. Isadora responded by singing louder than ever.

"Oh, dear," thought Susie, "this is really a mystery! How will we get her to stop?"

Then Mrs. Maultsby spoke rather firmly but kindly to Isadora. She said, "Isadora, you must not sing so loudly while we are visiting."

Then she suggested that Isadora might like to go ride her tricycle. Her mother cautioned her as she went out the door, "Remember, ride only to the corner. Don't go beyond!"

Susie, Joey, and Mrs. Maultsby watched from the living room window as Isadora raced away on her tricycle. She pedaled so fast that
and rode back toward the three of them. She came as fast as she could. When she got near them, she stopped and jumped off her tricycle. She came and hugged her mother and said, ‘I love you, Mommie!’ Her mother hugged her and said, ‘I love you too, Isadora.’

Susie and Joey were surprised that Isadora had changed her mood so quickly.

Susie and Joey thought she surely would not be able to stop at the corner. However, at the very corner she stopped and looked back toward the house. She saw her mother, Susie, and Joey watching. Isadora hesitated before returning. Her mother called to her, ‘That’s far enough, Isadora. You must not ride any further away.’

‘I hate you!’ yelled Isadora, in her loudest voice. Then she turned her tricycle around.

CHAPTER 7
Children May Behave Differently

As they walked back home, Susie and Joey thought about how difficult it seemed to be to control Isadora. Then they remembered what their mother had said about people being excited when they learned how to do things. Surely Isadora had been excited about learning the song. maybe she was testing her limits because she had just learned about testing limits. The four-year-old has developed the feeling of being an independent being with a whole world to explore. The four-year-old is boisterous and is likely to test the authority of anyone. Usually, however, the child will obey if the authority figure is firm.

“That is why Isadora sang louder when I asked her not to,” said Susie, “and then she stopped when her mother spoke to her.”

“Why did she say she hated her mother and then that she loved her?” asked Joey.

“Maybe four-year-olds are excited about saying words,” answered Susie. “And maybe she was just talking.”

As Joey and Susie arrived home, their mother was eager to know if they had solved their mystery.

“I’m just learning what a real mystery children can be,” said Susie.
around them. They are interested in examining and sharing flowers, butterflies, birds' nests, and insects.

Four-year-olds may change from being negative to being positive in a matter of a few minutes. They may momentarily hate someone and tell them so, but they are soon over such feelings. They cannot always distinguish what is real from what is a story. Therefore, they may really believe that a story is the truth. They like stories read over and over to them. Sometimes they pretend they are some character in the story.

Four-year-old children often can dress themselves, and will stick with this task until it is completed. Sometimes their attention span is very short though.

The five-year-old is calmer than the four-year-old. Five-year-olds are able to do more things for themselves without help. They can play with a group and have fewer problems. They seem to have come to terms with the world around them and are cooperative and skillful. They can hop, skip, and many can ride a bicycle. They like to tell stories and play games.

Father came in and heard what Mother was telling Susie and Joey about how children behave differently at different ages. He reminded them that children's behavior may be different because of the way other people behave too.

“And because they are each different,” said Joey.

“Exactly,” said Father, “They will be different because they have different parents and they live differently. They have different experiences.”

Some will be noisier than others; some will cry more than others; some will be shy while others will be more outgoing. Children want and need attention from other people. If they do not get attention when they are nice, they may misbehave to get someone to notice them. Children who are misbehaving may need attention rather than punishment.

Children are people and they respond to other people in much the same way that you or others would. They like for people to smile and be friendly to them. They will usually re-
spond to a smile with a smile. Some children will be less outgoing than others, but given a bit of time most children will make friends. Grabbing or teasing children is not a good way to make friends with them.

Sometimes children are frustrated or angry because they are unable to do something they want to do. They may either be restricted from doing what they want to do, or they may lack skills to do it. If the child is restricted from doing something, he should be told why and helped to talk about his feelings. It is every person's right to feel angry, but it is not every person's right to hit someone or throw things or otherwise behave in an ugly way. If the child is frustrated because he lacks the skill to do something, perhaps a bit of help may be in order. However, children like to do things for themselves and will only get angrier if you take over and do everything for them.

Activities

1. From the following list of words, choose five that describe each of two young children that you know.
   HAPPY      PLAYFUL      SILLY      PLUMP
   NOISY      CLUMSY       FRIENDLY   SKINNY
   QUIET      OUT-GOING    NEAT      NAUGHTY
   ACTIVE     CLEAN        SLOPPY    SECURE
   SHY        FUSSY        BASHFUL   AFRAID
   CHILD A.   1.  2.  3.  4.  5.
   CHILD B.   1.  2.  3.  4.  5.

2. Did you choose the same words to describe both children?
   Yes____ No____

3. Were the children alike in any way?
   Yes____ No____

4. Look in magazines or newspapers for pictures of young children. Cut two pictures and paste them in the spaces below.

   How are the children different?
CHAPTER 8
Susie and Joey Respect Isadora

Susie and Joey had collected enough clues to begin to solve "The Mystery of Isadora." They had also learned something about themselves that they had not known before. But Joey remembered his father saying they could learn even more about Isadora by being with her more. They decided to spend some time with Isadora so they could gather some more clues.

Susie and Joey arranged with Isadora's mother to spend some time with her each week. They read stories to her, sang songs with her and played games with her.

Finally one day just as they were finishing playing with Isadora, her mother said, "It's time to put your toys away, Isadora."

"No, no," screamed Isadora.

Joey could see that Isadora did not want to stop playing. He asked Mrs. Maultsby if they might play three more minutes. He had an idea for getting Isadora to put her toys away. Mrs. Maultsby said they might play three more minutes.

Then Joey said, "Isadora, we must stop playing and put the toys away in three minutes. Susie will let us know when three minutes are up."

Susie silently counted to 60 three times while Joey and Isadora played. When she had finished, she said, "Time to put the toys away."

Joey jumped up and got the toy box and brought it near the toys. Isadora watched him intently.

He said, "It's time to put the toys away, Isadora."

She waited a second and then she said, "I can put my toys away."

"Sure you can," said Susie.

Both Joey and Susie remembered that four-year-olds like to do things for themselves.

Very soon the toys were put away. Mrs. Maultsby was so pleased that she gave Isadora a great big hug. Then she turned to Susie and Joey and said, "You really do understand Isadora."

"I guess we've solved our mystery," said Susie, "but we'd still like to play with Isadora sometimes."

When they returned home and told their mother about the afternoon with Isadora, she agreed that they had learned a great deal about Isadora. As they talked about all the
clues they had collected, they began to understand something about the mystery of all children. They could see that children need love, food, and help to learn how to do many things. They also require patience, kind but firm control sometimes, and finally an understanding that each one is different.

Joey and Susie said that since they had learned so much about Isadora they could call the mystery solved. Their mother, however, suggested that since no one can ever learn everything about children perhaps they might like to leave the case open so they could add to their knowledge as they learned more about children. Susie added, “Ours is really a changing mystery, because Isadora is always growing and changing.”

Joey had been sitting quietly while his mother and Susie were talking. He had a questioning expression on his face. This caused Susie to ask, “What’s wrong, Joey?”

“Nothing,” he replied, “it’s just that I wonder if Isadora really likes her name?”

“It’s so long.” said Susie.

“What would you like her name to be?” asked Mother.

“Oh, I’d like to call her Dora,” replied Joey.

“I like that too,” said Susie.

“Then perhaps you should ask Mrs. Maultsby if she minds your calling Isadora, Dora.” suggested Mother. “And we should ask Isadora if she likes the name Dora too.” said Susie.

Then Mother knew they really did have a better understanding of children. They had respect for Isadora and would ask if she would like to be called Dora.

THE END
APPENDIX

To better understand a young child you should spend some time playing and talking with that child. The following activities are things young children enjoy doing. However, every child may not enjoy every activity. You may wish to try different activities with the child with whom you are working. Each child will probably have some favorite story, song, or other activity.

If you are eight or nine years old, you should spend at least 10 hours with the child with whom you have chosen to work. This time should be spent in time periods of about 30 to 45 minutes each. If you spend 30 minutes at a time with the child, then you would plan to work with the child 20 times. If you work 45 minutes at a time with the child, then you would plan to work with the child 14 times. During this time you should plan to do at least 12 different activities with the child.

If you are ten or eleven years old, you should spend at least 15 hours with the child with whom you will work. You should plan to work with the child at least 10 times. Each time you should spend 1 to 1½ hours with the child. If you spend 1 hour each time with the child, then you should work with the child 15 times. You should do at least 18 different activities with the child.

These activities are suggested ones. You may know of others that you would like to do. It is fine for you to use other activities; just be sure that you describe them on your Report Form.

Good luck as you join Susie Q. and Joey D. in solving the mystery of children.

Activities

1. Children react to people around them. See if you can get a child to smile.

2. The young child will not have developed the necessary skill to enjoy playing in a structured ball game, but he will enjoy rolling or throwing a ball and trying to catch the ball when it is rolled or thrown gently. The ball should be 4 to 6 inches in diameter.
3. Young children who have just learned to run will find running a fascinating activity. For the child who is quite adept at running, racing will make it more interesting.

4. Jumping is good for children! They may enjoy competing with themselves or other children to see how far they can broad jump from a standing or running start. They may also enjoy learning to jump rope.

5. Skipping with a child who knows how to skip or helping a child learn to skip is fun and will help the young child develop muscle coordination.

6. If you do not have boxes at your home, go to a grocery store and ask the manager for boxes. They should be large enough for a child to sit in. Get 3 or 4 boxes to make a boat and a train. Tie boxes together with string to make a train. You may wish to let the child draw and color the sides of the boxes or simply make believe. Take turns with the child being engineer and conductor.

7. A child will enjoy a hide-a-way niche! You can easily make one by draping a sheet over a card table or 2 straight chairs placed a foot or so apart. The child may imagine this to be any number of structures such as a house, a tent, a cave, etc.
8. Read a story to a child. You may make up an original story or you may read from a book. The following are recommended and many others are excellent: *The Apple and The Moth*  *Chick And The Egg*

If I Drove A Truck  *Animals Everywhere*
You can check out books for children from your library. You may also use the two following stories with the child.

**A Boy and a Bird**

There was a little boy whose name was David. David lived in a community called Orangewood. There were many trees in Orangewood.

One of the trees in Orangewood was just outside David’s room window. One morning when David awoke, the first thing he heard was, "Tweet-tweet, tweet-tweet." He ran to the door and looked down the hall to see what was making the noise. He saw nothing.

The next morning, David heard the same noise. This time he looked under his bed to see if that was where the noise was coming from, but there was nothing there.

The following morning, there it was again, "Tweet-tweet, tweet-tweet!" This time David thought, it must be in the closet. So he ran and pulled open the closet door very quietly. He did not see anything except his clothes.

"Where is it?" he screamed, as his mother came in the room to call him to come eat his breakfast.

"Why are you screaming at me like that?" asked his mother.

David began to cry because he thought that his mother thought he was screaming at her.

When David began to cry, his mother thought, "Oh my, I shouldn’t have spoken so harshly to him!"

They both sat on the bed and apologized to each other.

Then David’s mother asked, "Why were you screaming, David?"

David replied, "Every morning when I wake, I hear this strange noise. It sounds like "tweet-tweet, tweet-tweet". I’ve looked in the hall, under the bed, and in the closet, but I can’t find it."

His mother thought for a moment and then asked, "Have you looked out the window, David?"

David wondered what could be outside his window. He saw the tree standing there, but he didn’t think trees made such strange noises. Then he walked slowly over to the window and looked out. There sitting on a limb was a beautiful red bird.

"Tweet-tweet, tweet-tweet," chirped the bird.

David laughed and sighed, "I finally found the noise. Thank you, Mother."
The Little Girl Who Forgot

One morning Nancy jumped out of bed and ran into the kitchen for breakfast.

When Nancy came out of the bathroom, her brother asked her if she had fed her kitten.

"Oh, no," cried Nancy, "I forgot."

After Nancy had fed her kitten, she decided to go play outdoors. She played in her sandbox and she played on her tricycle. Finally, when she had played a long time, she went back inside for some milk and cookies.

Nancy asked her mother for the milk and cookies. Her mother had a strange look on her face.

She said, "Nancy, I forgot to bake the cookies I promised!"

Nancy was so disappointed. Then she thought about how many times she had forgotten to do things. She wondered if other people might be as disappointed when she forgot things as she was when her mother forgot to bake the cookies.

So Nancy decided that from that time on she was going to try very hard to remember to do things.
9. If the child already has a set of blocks, you may play with him using this toy. If the child does not have blocks, you may make him a set of blocks from scraps of wood or from cardboard cartons. Ask neighbors, friends and relatives to save cardboard food cartons in varying sizes. Milk cartons are ideal. Tape the tops of them flat. You may wish to cover them with self-adhesive paper. When playing with the child, be sure that the child is not made to feel uncomfortable by having to compete with you. Let him take the lead and do most of the playing while you encourage from a sideline point.

10. Finger painting helps children develop creativity. This can be done indoors, but probably should be done outside. Either lay old newspaper on the ground or on another flat surface to paint on. Finger paint may be made using the following recipe:

   ¾ Cup liquid laundry starch
   ½ Cup soap flakes (not detergent)
   1 ¼ Cup boiling water (be careful!
     Get an adult to help)
   Few drops food coloring

Mix the first three ingredients. Divide this mixture and add a different color to each part.

Pour or spoon some of each color the child wants onto the paper. After the child finishes a painting, the paper may be fastened on a fence or tree with masking tape to dry.
11. Children enjoy coloring! They should be given leeway to color as they wish. They may be given blank paper to draw pictures or they may be given pictures to color and allowed to choose the colors to use. Do not concern yourself with a child's coloring within lines. This is not important for the preschooler!

12. Play dough can be fun for anyone! It may be made using the following recipe:
   2 Cups flour
   1 Cup salt
   1 Tablespoon oil (cooking oil)
   Approximately ¼ Cup water
   Food coloring

Combine flour, salt, and oil. Add the water gradually and work it into the flour mixture until it is a stiff cookie dough consistency. Divide dough and add a different color (drop or two) to each batch.

Allow the child to pound, pummel, and shape as he desires. If you are playing with the child, you do what the child does rather than expecting the child to do what you do!

13. Two or three children will enjoy playing outdoor games together. Tag and hide-and-seek are favorites, but many others may be used.
14. Music is especially important for children. Teach a child a new song. You may use one of the following or check out a book from a library and teach other songs.

**Punchinello**

Look who is here Punch-in-nello, funny fellow.

Look who is here Punch-in-nello funny dude.
Five Little Ducks

1. Five little ducks went out to play.
2. Four little ducks went out to play.
3. Three little ducks went out to play.
4. Two little ducks went out to play.
5. One little duck went out to play.
6. No little ducks went out to play.

Over the hills and far away.

1. Mother duck said, "Quack, quack, quack, quack."
2. Mother duck said, "Quack, quack, quack, quack."
3. Mother duck said, "Quack, quack, quack, quack."
4. Mother duck said, "Quack, quack, quack, quack."
5. Mother duck said, "Quack, quack, quack, quack."
6. Father duck said, "Quack, quack, quack, quack."

1. Four little ducks came waddling back.
2. Three little ducks came waddling back.
3. Two little ducks came waddling back.
4. One little duck came waddling back.
5. No little ducks came waddling back.
6. Five little ducks came waddling back.
Blow, wind, blow, ho ho, -

Make my sail boat go, yo ho ! -

Take it for a breezy ride, I'll

meet it at the other side!
The Big Train

Choo-choo the big train is coming down the track now,

Choo-choo the big train is coming down the track,

Stop, look and listen, Stop, look and listen,

Choo-choo the big train is coming down the track.

Motions: Both arms in circular motion, • (for wheels)
Both arms forward position, ••• (for stop)
Hands over eyes, ••• (for look)
Hands over ears, ••• (for listen)
Then repeat first motions • (for choo-choo the big train)
Like a Leaf

Like a leaf or a feather, In the windy

windy Weather we'll whirl about and

Twirl about and all fall down together

Hands flutter like leaves - Wave arms for wind. Whirl and twirl about. Fall lightly to floor.
Little Chick

Little chick little chick scratching all around

looking for a bite to eat down along the ground

Running here running there busy all day long, if

You could sing I think t'would be a very happy song.
15. Children will like stores told with puppets. These are easily made by drawing faces on small paper bags that can fit over the hand.

Make a puppet to represent one or two main characters of a story (Goldilocks, the Little Red Hen, Red Riding Hood, etc.) The child may want to operate the puppet right away or may be somewhat shy about this. If the child is reluctant to use the puppet, do not try to force the issue. Rather, go ahead and tell the story using the puppet and then ask the child if he would like to work the puppet. **Do not try to frighten** the child with the puppet or anything else.

16. Children are anxious to learn about their environment. Take the child on a nature hike through the yard. Look for birds, trees, other plants, insects, objects, etc. Help the child examine and compare two different leaves or flowers.

17. Make a “feel box” for the child. This will help the child develop his sense of touch. The box should be large enough for the child to insert a hand and move it around to examine the items. Cut a hole, either in the top or in one side of the box, large enough for the child’s hand to slip into easily, but not so large that the child will be able to see the items in the box. Place in the box 4 to 6 items that the child may identify by feel. Some items that you might use are: a dried lima bean, a nut (pecan, peanut, walnut, etc.), a cotton ball, a piece of sandpaper, a marble, a small toy. Any small item that you have around the house may be used. Ask the child to feel the items and identify them one by one.

18. Plant a seed. Put moist soil in a small container (use a paper cup or one section of an egg carton). Press a bean or pea seed into the soil. Cover with soil. Keep the soil moist but not too wet. The seed should sprout in a few days.
REPORT FORM
Child Development Project - Unit 1

YOUR NAME__________________________________________  YOUR AGE________
NAME OF YOUR CLUB__________________________________  COUNTY__________
YOUR 4-H LEADERS NAME______________________________
NAME OF CHILD WITH WHOM YOU WORKED__________________
AGE OF CHILD________
NUMBER OF HOURS YOU WORKED WITH CHILD_____________________
NUMBER OF TIMES YOU WORKED WITH CHILD_____________________
DESCRIBE THE ACTIVITIES THAT YOU DID WITH THE CHILD AND WHAT YOU AND THE CHILD LEARNED FROM THEM.

1. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________

2. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________

3. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________

4. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________

5. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________

6. WHAT YOU DID _________________________________________
   WHAT THE CHILD LEARNED______________________________
   WHAT YOU LEARNED__________________________________
7. WHAT YOU DID ____________________________________________
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   WHAT YOU LEARNED

8. WHAT YOU DID ____________________________________________
   WHAT THE CHILD LEARNED
   WHAT YOU LEARNED

9. WHAT YOU DID ____________________________________________
   WHAT THE CHILD LEARNED
   WHAT YOU LEARNED

10. WHAT YOU DID ____________________________________________
    WHAT THE CHILD LEARNED
    WHAT YOU LEARNED

11. WHAT YOU DID ____________________________________________
    WHAT THE CHILD LEARNED
    WHAT YOU LEARNED

12. WHAT YOU DID ____________________________________________
    WHAT THE CHILD LEARNED
    WHAT YOU LEARNED

13. WHAT YOU DID ____________________________________________
    WHAT THE CHILD LEARNED
    WHAT YOU LEARNED

14. WHAT YOU DID ____________________________________________
    WHAT THE CHILD LEARNED
    WHAT YOU LEARNED
15. WHAT YOU DID

WHAT THE CHILD LEARNED

WHAT YOU LEARNED

16. WHAT YOU DID

WHAT THE CHILD LEARNED

WHAT YOU LEARNED

17. WHAT YOU DID

WHAT THE CHILD LEARNED

WHAT YOU LEARNED

18. WHAT YOU DID

WHAT THE CHILD LEARNED

WHAT YOU LEARNED

WHAT DID THIS PROJECT HELP YOU LEARN ABOUT YOURSELF?

WHAT DID THIS PROJECT HELP YOU LEARN ABOUT YOUNG CHILDREN?

HOW DID YOU SHARE INFORMATION YOU LEARNED WITH OTHERS?