Unity
I dreamed I stood in a studio
And watched two sculptors there;
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher, the tools he used
Were books and music and art;
One was a parent with a guiding hand,
And a gentle, loving heart.
Day after day, the teacher toiled,
With touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it over.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone;
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

The Anne Arundel County Public Library has many books on child development, and parenting including those mentioned in this brochure. New titles are purchased regularly.

To locate these materials, you can visit any of the 15 county library branches or look online at www.aacpl.net. Search by the title, under subjects such as child development, child psychology, parenting or try a word search in the catalog under a more specific topic. At the web site, you can place a request for the book online from the library’s collection or request titles the library doesn’t own from libraries outside of Anne Arundel County. For additional assistance, at the library’s web site, contact a librarian through the email reference service AskALibrarian or chat with a librarian online through the Ask Us Now service. Both are available through www.aacpl.net

Ages 6–8

A classic parenting manual.

Helps parents to understand how they can shape their children's emotional development.

The author discusses the importance of reading aloud with tips on how, when and what to read and its importance to later success in school.

Firmly committed to assisting the students, parents/guardians, and teachers of Anne Arundel County, your school guidance counselor can be an invaluable resource.

Please feel free to contact him/her about your concerns.

For more information, contact the Office of Guidance & Counseling at 410 222-5280

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All people who live or work with children are students of human growth and development. Whether as parent, teacher, guidance counselor, neighbor, or relative, one can witness the wonderful unfolding of a human life from week-to-week, month-to-month, and year-to-year.

This brochure is intended to provide you with information on how children develop from 6–8 years. It will provide you with a portrait of what children are like – how they think, how they feel, and how they interact with others. Their physical capabilities will also be discussed.

Overview Ages 6–8

During this period of development, the child is refining fine-motor skills and learning to maintain attention for longer periods of time. In addition, the brain is undergoing a rapid period of growth vital to experiencing success in the early school grades. The early school experience, with its associated peer relationships, is critical to the child’s development of a sense of worth as a student and to his/her understanding of rules and the need for social order and self-discipline.

Normal Physical Development

Between the ages of 6 and 8, youngsters,

- grow slowly and steadily
- improve small-muscle control and eye-hand coordination. Attention span and manipulative skills increase
- fight sleep more and may need firm discipline to meet prescribed bedtime
- improve their overall health (At 6, still prone to infection, by 7-8 more prone to accidents.)

At 6: very active physically and orally
At 7: still active, but more contained
At 8: more in control

Normal Intellectual Development

Between the ages of 6 and 8, youngsters,

- competently use the language of the culture. They now understand puns and jokes, and they have more interest in the meaning of words.
- improve their ability to reason and solve problems. They are concerned about right and wrong and can assume some responsibility.
- use logic that is neither systematic nor orderly. They are unable to imagine all possible solutions to a problem, so they use past experiences to find a solution. Facts are generalized to all cases and exceptions are not understood.
- can now entertain another point of view
- acquire academic skills quickly since they now see relationships and concepts
- exhibit learning styles that are observable

Normal Social/Emotional Development

Between the ages of 6 and 8, youngsters,

- have increased interest in the world away from home, as peers gain importance
- are boastful, competitive, restless, and inconsistent in social behaviors; need friends and concrete, active learning experiences, at 6
- begin to play with children of the same sex between ages 7 and 8; concept of best friend emerges, group activities are popular
- begin allegiance to peers, instead of adults
- develop a sense of self as a student and a worthwhile worker

Putting Behavior into Perspective

It is important to remember that, despite the competent use of language, a child this age does not reason or use words as adults do. Children need independence and encouraging parental support at this time.

Some responsibilities should be given without pressure to make complicated decisions. Children should be encouraged to be responsible in as many matters as possible with the parent being readily available for support and guidance in decision-making.

It is important for parents to praise and encourage their youngsters, as well as provide structure for school tasks. Parents should also plan group activities.

Signs of Developmental Distress

- Extremely poor peer relationships (withdrawn or chronically-aggressive behaviors.)
- Persistently poor school adjustment (psychosomatic symptoms, anti-social behavior, inability to adapt to school)