

“The MORE that you read, the MORE things you will know, the MORE that you Learn, The MORE places you’ll go.” *Dr. Seuss*

Spotlight on Development

Children learn new words and concepts from books. Children pre-literacy skills may include:

- Recognize the word "**book**". For example, find the book, give me the book, etc.
- Learning to turn the pages of a book.
- Access to books.

The time of year is coming soon, toy flyers will be arriving in the mailbox advertising for the holiday season. This is a wonderful opportunity for parent and child to look through the flyer and talk about what they see. **Examples:** The color of the car, does it have wheels, show me the ball?

What might my child say or do?

Asking and answering questions is a processing skill. The child is using auditory processing and receiving information that will help the child respond accurately to a question. Many times, a child will "echo" a question instead of answering it. **Example:** You might ask "What are you doing?" and the child might respond, "Doing." The Age 2 curriculum offers questions that are simple and clear. **Examples are:**

- Yes/No questions– "Is the grasshopper green?"
- What is this? (offer a multiple choice) questions– Is it a cow? or Is it a pig?
- Where – "Point to it."

Home visitors need to know how to help parents encourage responses from the child.

What can I do to help my child develop?

Allow the parent time to consider this section. Using guided discussion ask (non-threatening) questions to see how they incorporate these ways to develop into their daily routine. **Example:** What time of the day do you read to your child?

When children have a home library, as little as **20 books** of their own, they achieve **3 more years** of schooling than children who don't have any books at home.

Activity 1: Language and Literacy – Oink, Moo, Meow

Your child will get better at

Observation skills allow children to see differences between objects. It is important for Home Visitors to understand several steps happen that help the child recognize differences. We will talk about the animal and;

1. Name the animal (The parent names)
2. Describe the animal
3. Identify (show me) the animal

Have Home Visitors look at the activity and identify each of the above steps.

What to do

1. Most children will respond with the book was “about animals” and it was. The extra step of asking "Was it about animals?" or "Was it about animals talking?" will help the child focus on the animal sounds.

3-6. This active pointing activity is focusing the child's attention on the picture (book). This is a good example of **joint attention**.

The parent reviews three animals (ape, owl, and grasshopper) from the story and models how to describe (observe) the differences in the animal.

6-7. The child needs time to turn through the book and find an animal they may have seen. The child will choose two animals from the story and modeled how to describe (observed) the differences in the animals.

Be sure to include in the roleplay with home visitors/parents prompting questions that will help the child observe and "tell me about" the animal.

8. Be sure and modify the script to focus on the two animals the **child** found. It will be helpful to turn to the animal in the book as you sing about the animal the child chose.

Activity 2: Language and Literacy – Oink, Moo, Meow

What to do

The new book is a concept book and will be used the next three weeks. Concept books expand children's understanding of an idea, relationship, or theme.

2. Ask parents which animal sounds were new(tricky). There are many new animals introduced and there is sure to be a favorite.

3. and 4. The home visitor needs to **demonstrate the "read/stop" on** several pages. This strategy allows the child to become more focused/actively engaged by pointing to characteristics of each animal - example: "long ears" on the donkey.

5. What the animals eat and where they live will be new information for most children. This is a good activity to reverse roleplay on. Allow the parent to take the lead and allow the home visitor to make a choice that could not be a pet. This will allow the home visitor to know how the parent will respond?

6. Identify by name each animal on **Activity Sheet 1**. It is important to reinforce the correct name of each animal. Duck (not quack-quack), canary, hamster, lamb, etc.

7. **Suggestion:** If the parent is losing the child's attention take a break. Allow the child to get a drink of water, walk around outside, take a "brain break" and then return to the activity.

8. You will use **Activity Sheet 2** to place the cut-outs from **Activity Sheet 1**. If needed, start with four pictures and add more as the child completes the activity.

Remember: The child is to use language and talk about the animal. The child will need the parent to ask questions to help encourage language.

9. The parent will add glue to the back of each picture and allow the child to place on the paper.

THINK

Reinforce and be specific on how the home visitor will role play the **THINK** activities. As a coordinator, what would you expect to see? Use this opportunity to model guided discussion the method for delivering the **THINK** activities.

Activity 3: Think and Explore – Inside/Outside

What your child will learn from this activity

Using the child and the child's toys (objects they are familiar with) will help reinforce the concept of inside/outside.

You will need

The toys chosen must be small enough to fit in the circle or hula hoop.

What to do

1. The circle needs to be approximately 24" in diameter.
2. One instruction at a time. Over emphasize **inside** and **outside**. If the child is not sure of the direction, parent needs to model or guide.
3. The child will take the leadership role. This allows the parent to see if the child is understanding inside/outside. The child may simply point and say "go there." If the child does not say the words **inside/outside** the parent needs to repeat, "I am **inside** the circle."
- 4-9. Parent may model to help the child place two objects (not all) inside the circle. Try to encourage the child to place one object at a time into the circle. "Raking" the toys will not allow the child to count.

Note: This activity might be easier to complete sitting.

Activity 4: Think and Explore – Inside/Outside

What your child will learn from these activities

Review each term and have the home visitor define and give an example found in the activity.

What to do

7-8. Real world use and understanding of inside and outside.

- "Yes, food goes inside your mouth."
- "You put your feet inside your shoes."
- "Your feet are inside your socks."



THINK

"With nothing more than a little imagination, boxes can be transformed into forts or houses, spaceships or submarines, castles or caves. Inside a big cardboard box, a child is transported to a world of his or her own, one where anything is possible." ~ National Toy Hall of Fame

Cardboard boxes can engage children for hours. In addition, playing with a cardboard box can build skills like creativity, imagination and resourcefulness.

Activity 5: Motor – Dramatic Play

What your child will learn from these activities

Music helps young children learn new thinking skills. This simple counting fingerplay song and rhymes will help children learn language by increasing vocabulary, learning the sounds of words and hearing the rhythm of language. Children will also use large and small motor skills by performing movements as they mimic the fingerplay. In addition, memory and social skills are being learned by participating.

What to do

Show the following link with staff before role playing the activity: [Five Little Ducks Fingerplay](#)

4. The child will enjoy being active by joining in with "quack, quack, quack." It is important to count the ducks together each time the "ducks come back." The child may or may not count with you, but presenting counting to five is important. Later the child may join in. Repeat to learn.

5-7. The child may need help isolating (holding down) their fingers.

THINK

Allow parents to choose one of the **THINK** activities and explain how they will incorporate into their daily routine.

Family Feedback

This feedback will be reviewed when the lesson is picked up, but should be reviewed each week to help parents know what to look for as they complete the activities throughout the week. It is important to have the Home Visitors review the questions at the end of delivery.

Did your child use the words inside/outside in a new way this week? Give me an example.

Example: Going into the store my child said, "Mommy we are outside and are going inside!"

What did your child enjoy about "The Five Little Ducks" fingerplay? Which parts did they not enjoy?

Example: She loved me singing and holding my fingers. She loved "quack-quack." She had trouble holding her own fingers down.

Did your child understand the idea that fewer ducks came back each time? What can you do to help them understand that idea?

Example: I do not think he even realized the ducks were fewer. I think using his *Whales cracker snack* and seeing them all at once and then eating one might help.

What were some of the animals your child chose for outdoor pets?

Example: The horse and frog.