

“Tell me and I forget, teach me and I may remember, involve me and I learn”

*Benjamin Franklin*

### Spotlight on Development

Consistent routines are activities that happen at about the same time and in about the same way each day. This routine provides comfort and a sense of safety to young children. It helps children learn to trust that adults will provide what they need. When children feel this sense of trust and safety, they are free to do their “work,” which is to play, explore and learn. Other benefits of routines include:

- Routines guide positive behavior and safety. They are like instructions—and guide children’s actions toward a specific goal. Example: Wash your hands before snack or hold mom's hand before crossing the street.
- Routines support and develop children’s social skills (interacting with people). Example: Waving goodbye, saying you’re welcome or I’m sorry, etc.
- Routines help children cope with transitions. Going from play to lunch or transitioning to bed time. Routines (like bedtime routines) can help make transitions easier. Encourage parents to use a timer and set a “5-minute warning” to prepare their children for a change in activity.
- Routines are satisfying for parents.

Ask home visitors how a routine is used in their daily life. How does a break in that routine effect the day? Have home visitors think about a recent meeting they attended. What is the first thing they wanted to know when arriving for the training? The answer usually is, "What time is the break, lunch or when does the training end." Even adults need to know what is expected and we have a set meeting routine in our mind.

### What might my child do or say?

Ask home visitors to think about an action the child may say or do. **Example:** Wave goodbye, say thank you, etc. How did the child learn these skills? The answer is by watching an adult, sibling, or other family member wave goodbye. It is important for parents to provide **positive** modeling of social skills as the child imitates what he sees. Social skills are learned through observation, imitation and continuous interaction.

### What can I do to help my child develop?

**Be consistent** and **allow time** for the child to complete a task. Encourage the parent to use simple clear instructions. **Example:** "Pick up your toys and put them in the basket." How many times do we simply say, "pick-up your toys"? Think about this instruction. Did you say **what to do** with the toy after the child picked it up?

# Activity 1: Language and Literacy – Goodnight Moon

---

## What your child will learn from these activities

Home visitors should ask for feedback regarding how the child and parent are enjoying reading *Goodnight Moon*. We want the reading experience to be successful. Sitting close to the child or having the child sit on your lap allows for skin to skin contact and many times helps calm a child. We want the reading experience to be positive. Home visitors may need to offer strategies to help make the reading experience successful.

- Have the child sit in your lap as you read the story.
- Ask your child to point to a specific picture. "Can you find the stars?"
- Make reading fun. Silly sounds are fun to make and draw the child's attention to a detail in the story.
- Limit distractions by turning off the TV or your cell phone.

Note: Does a child have to sit while reading? The answer is no. The Age 2 is up and in constant movement. Just because they do not sit to hear a story does not mean they do not enjoy reading.

## What to do

**3 - 5.** Remind parents we are repeating to learn. We want expose the child to the title and author multiple times. Hearing, "The title of this book is *Goodnight Moon*," over and over will help the child began to understand the book has a name. We ask the child if they remember the title. They may or may not, but exposing the child to this information is increasing their book knowledge.

**4.** If the child doesn't respond verbally the first time, have the child point to the picture. The parent can reinforce (3C's) and encourage the child to repeat the word and point to the picture.

**6.** Hold back the red crayon to color the balloon. The child can choose the crayon of their choice to color the cow, chair and brush, but the balloon will be colored red. **Note: The first item is the red balloon and will be colored last.** To help the child to focus on the instruction, the parent may need to point to the item (chair, cow, brush, balloon).

**Note:** The age 2 child will be in various level of fine motor development. Some children will color the entire picture (do not expect them to stay in the line) and others may make a simple mark. The child scribbling on the picture is developmentally appropriate. The child will begin to discover the link between their hand holding the crayon and the line they make on the page (cause-and-effect). **It is important to explain to home visitors and parents what they may expect to see on this page and how it is developmentally appropriate for the child.**

**15 months to 2 1/2 years** – This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of **large movements from the shoulder**, with the crayon possibly being held

in the child's fist. The Age 2 child enjoys the feedback they are getting from their senses: the way the crayon feels.

**Ages 2 to 3 years** – As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. The child may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines.

**9 - 10.** The activity is meant for parent and child to search and compare the cut-out pictures to pictures found in the *Goodnight Moon* book. As you read the book the child will find the pictures on the pages. NOT ALL pictures will be on ALL pages. The red balloon is on five pages. The last page the balloon is harder to find in the dark room ☺.

**Special Note:** The straight chair in the cut-out pictures is different from the rocking chair in the *Goodnight Moon* book.

**11.** Point out to parents they are to save the pictures and play this activity/game again. The child will enjoy repeating the activity and will gain more understanding each time the game is played. Have home visitors (parents) think about a game they play – the first time you play a new game you are becoming familiar with the rules of the game, but the following time the game is played you are able to focus more on the actual game.

## Activity 2 Language and Literacy – Goodnight Moon

---

### What to do

4. The child may not be familiar with the “Hey, diddle, diddle” rhyme, but hearing the rhythm and rhyme is enjoyable to most children. Nursery rhymes are full of sounds and children tune into these sounds. Rhymes help children develop language and increase communication skills.
5. Demonstrate how to break down and how to read the rhyme slow enough to allow the child to repeat.

**Hey diddle, diddle** – (child repeats)

**The cat and the fiddle** – (child repeats)

**The cow** – (child repeats)

**jumped over the moon** – (child repeats)

This is just one example of how to break the rhyme down for the child, so that the child can repeat. Depending on the developmental age, the child may repeat the whole verse or only repeat the last word (example: diddle). In future readings, the child will begin to be able to repeat more. Remember to "Repeat to Learn, Learn to Repeat".

**6 - 9. Tip:** Securing the page to the table or flat surface may help the child focus on the picture and task. Some children may want to pick up and hold the paper making it more difficult to point to each picture as the rhyme is repeated.

**10 - 11.** How will the characters in the rhyme move? Cat and the fiddle, cow jumping over the moon and the dish running away. Parents may have to model for understanding the pretend movements.

# THINK

Are parents incorporating the "Think" activities into their daily routine? Home visitors should review the "Think" section and obtain feedback from the previous lesson

**Tip:** If a parent has **not** been completing the "Think" activities with their child, home visitors could choose **one** activity and encourage the parent to try this activity throughout the week.

Encourage the parent to incorporate rhyme into their everyday life. Adding rhyming to everyday life is easy-peasy! It is okay to add silly nonsense rhyming to conversations with your kids. They will begin to chime in with their own version.

## Activity 3: Think and Explore – Water, Mixing Colors

### What your child will learn from these activities

Children develop understanding that one event brings about another at an early age. **Example:** baby cries = mom responds. The child will begin to make predictions about what could happen and reflect on what caused it to happen. **Example:** See a bandage on a friend's knee and the child may ask, "What happened?" or push a button and the music will play. In this week's **Think and Explore** activities the child will see water change color because a marker tip was placed in water.

### You will need

Home visitors should help the parent identify the cups and markers/food coloring that will be used during this activity. Clear cups will allow the child to see the colors distinctly. If a colored bowl/cup is used the color may not be as obvious. Sites may choose to provide clear cups.

### What to do

1. Parents should make sure to place the cups at the child's level to allow the child to be able to see the transfer the water from one cup to another. Hint: If the child enjoyed "scooping" water in the previous week's activity, allow the child to fill each cup with a scoop of water from a larger bowl.

**3 - 6.** The tip of a marker works well. *Note: Pressing down on the tip of the marker while it is in the water will make the color come out.*

**7.** Most children will be able to form this simple answer, but during role play respond using the three C's.

**Example:** Child responds "blue". Parent can confirm and complete by adding, "The water turned blue."

**8.** The child may not know how to verbally express the prediction in words, but they are processing in their mind. If the child does not respond, the parent can make their own prediction.

**Note.** This is an activity that can be repeated throughout the week. Repetition of this activity will help reinforce color by engaging multiple senses in the learning process. Encourage parents to talk about (reinforce)the experiment throughout the day. The blue marker and yellow marker made GREEN.

## Activity 4: Think and Explore

---

### What to do

**1 - 2.** Recalling (memory)/reviewing the previous activity and setting up for the next color mixing activity.

**3.** The paper towel is the surface the child will paint on. A straw or cotton swab can be used to "drip" the water onto the paper towel.

**Special Note:** How well does this activity work? Were you able to see a design on the paper? The amount of water to color ratio makes a difference in the vibrancy of the colors.

# THINK

It is important to find and name colors in the child's everyday life. Home visitors should ask for specific examples on how the parent will incorporate colors into their child's day. **Example:** Do you want to wear the red shirt or blue shirt today?

## Activity 5: Motor Stepping

---

### What your child will learn from these activities

Define balance – a group of muscles that work together to maintain postural control (mainly keep us upright). Skills involved in balancing include; hand eye coordination, sensory processing from eyes, ears, nose, skin, etc.) and motor skills.

Review last week's gross motor milestones. How did the child complete last week's motor activities?

It is important for the child to be able to follow directions so that they can handle many different environments. The instructions need to be short and simple and repeated if necessary. Modeling the instruction helps the child comprehend. They will **see** and **hear** the instruction.

### What to do

There are many words that may be new to the child. **Example:** steps, regular, giant and tiny. Modeling will help the child gain understanding.

**2-14.** Model, model and model following simple directions. The child will watch and copy your movements.

**16.** Modeling is dropped and now the child is listening to the simple instruction of what kind of step to take.

**17.** The child will "tell" the parent what kind of steps. If the child does not verbalize the type of step on his own, the parent can guide the child by asking, "Should I take regular or tiny steps?"

# THINK

Encourage the parent to incorporate the step game into their daily routine. Give/Ask for specific examples on how this could be accomplished.

## Family Feedback

How are parents filling out the Family Feedback section. During staff development, ask each Home Visitor to share a success or issue their parents/child had completing the activities? Sharing with the group will benefit ALL and hopefully encourage feedback.

What activity did you and your child enjoy most this week?

COLOR MIXING! He loved watching the color turn to green.

Why was that activity a favorite?

He was playing with water 😊. I let him scoop the water to fill the cups.

What is a favorite routine that you have in your family?

We walk each evening after supper.

How do you think the step activity will help with your child's balance?

As my Home Visitor explained – he is grading his movements. Learning to control his muscles and coordinate all his senses to make a variety of steps should help increase his balance. He had more trouble with tiny steps.