

“A child’s life is like a piece of paper on which every person leaves a mark.”  
*Unknown*

### Spotlight on Development

Define and explain the concept of symbolic thought and egocentric speech. Check for understanding by having each home visitor give a real-world example.

**Symbolic thought** (a way of thinking) is the capacity to use mental representation. This can be images of objects or actions held in our mind or language where words represent our thoughts and ideas. This state begins in the toddler age and becomes more complex as the child grows. Jean Piaget defines symbolic thought as the representation of reality through the use of abstract concepts.

Example: Box is an airplane.

**Egocentric speech** is the act of a child talking to himself or herself, usually through an event or activity.

Example: [Egocentric Speech Video](#)

### What might my child say or do?

After reviewing the informational bullets, ask parents to give examples how they have seen their child exhibit **symbolic thought** or **egocentric speech**.

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

Ask home visitors to think about an event that they have recently participated in a trip to grocery store, restaurant, library, the zoo, etc. Using this example, think of items to enhance the make-believe play. Example: Pizza boxes, plastic plates, memo pad to take orders, etc.

## Activity 1: Language and Literacy – I Like It When

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### What your child will learn from this activity

In HIPPY for Little Learners the storybooks are used for three weeks. This is the last week for the book *I Like It When*. The child will read (picture read) parts of the story. What does the child’s ability to picture re-read the book tell us? There are many possible responses to this question. Allow home visitors time to think about this question.

**Wait time = Think time applies to adults.** Choose a home visitor to share with the group.

- **Example 1:** I know my parent is reading and rereading to the child. The importance of reading has encouraged this parent to read to her child.
- **Example 2:** I know the child is comprehending what is being read to them.

**Pretend Reading** occurs through the Age 2 curriculum.

Video: [Toddler pretends to read \*Brown Bear, Brown Bear, What Do You See?\*](#)

Ask Home Visitors to write down what they see in this short video clip. (Share whole group.)

Did you see these signs as the Toddler read *Brown Bear, Brown Bear, What Do You See?*

- The child orients the book so that it is right-side up and can be opened from front to back.
- The child goes through the book page by page, even turning back if she accidentally turns two pages at once.

## What to do

1. Point out to parent the food cards – **Activity Sheet 1 items** are to be cut out **before** beginning the activity.
2. Child friendly definition of **characters** – the people or animals in a story
7. The child may answer randomly or make a decision based on the small penguin’s expression. What do you think? Does the penguin have a look of “yummy” or a “nope, not eating it” look?
8. Identify the pictures and have the child repeat (or have the child point to the picture as the parent names it.) Spread out the pictures, also place the plate on the table (or near the pictures.) **In addition, some children may benefit by placing just a few of the pictures out at a time. Example:** Start with two foods they are familiar with and like and one food that they do not like or are not familiar with.
19. If the child is losing interest, do not “Name, Ask, Ask” about all foods. After the child becomes familiar with the activity the number of cards can be increased.

## Activity 2: Language and Literacy – I Like It When

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### What to do

2. Each page has a predominant color background – blue, green, red and white with yellow used for accents. After the child has chosen the page, the question of color is asked using the multiple-choice method? “Is the page green? Or pink?”

8. Reinforce and accept the child's answer. There is no right or wrong answer. The child is allowed to state their opinion freely.

9. Role play with the parent, model the "other versus" so the parent will become familiar with the motions.

## THINK

It is important to reinforce the importance of the **THINK** activity box. Ask home visitors to share why these activities are so important:

- Reinforce the activity
- Allows the parent to take the concepts and integrate into their daily life

### Activity 3: Think and Explore – Opposites, Big/Small

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#### What your child will learn from this activity

Have home visitors share a child friendly definition of opposites. It is tough to use words that would be easily understood by a young child. Teaching opposites to preschool children is best taught by using **concrete** objects.

**Note:** An opposite is what it's not. **Example: It is hot.** If it is not hot it is cold.

#### You will need

Make sure the size differences are obvious. The six blocks and six crayons are items used to "mark" the items. If six blocks (legos, wooden, etc.) are not available, help parents find six (same) items to use. Examples: cotton balls, etc.

#### What to do

3. You will need an area free of other items, so the child can focus on just the big/small items. **Examples:** the floor, a coffee table or empty table

3 – 9. You need to leave the crayon and block on each big/small item. As the child completes each item (socks, cups, bowl, toys, etc.) put the items in a row or group together. This will help the child when comparing all groups at the end of the activity.

Note: If needed, the parent can hand the child the crayon and block to mark the item.

**9 -11.** The block and crayon placed on each big/small item is “marking” the child’s choice and allows the child to focus on the big/small activity.

**11-12.** The child chooses two small and big items. The item is the same, except for the size.

**Note:** If a child is distracted easily, start with a fewer number of items and add to the group/activity as the child becomes familiar with the activity.

## Activity: Think and Explore

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### What to do

**Before starting** – Spread the items around the room in a small area where the items are obvious to the child. Write the word “**big**” on a large piece of paper (back of old activity sheet) and the word “**small**” on the paper small (half of an old activity sheet.)

1. A full length mirror helps the child compare themselves to the object, however many homes may not have one. Another suggestion is to take a picture of the child and you, of the child and the toy, etc. (with a cell phone) and allow the child to look at the picture and decide big/small on each question.

**6 -7.** Guide the child to place the big/small items on the small/big paper. Encourage the child to use the words big and small as they place their items.

**9.** If a full-length mirror is unavailable, a short video with a cell phone would allow the child to watch themselves.

**10.** “I can make myself really big by standing up straight and tall. (Stand on tiptoes.)

But when I am tired of being big, I can make myself small.” (Crouch down)

## THINK

Ask the a parent to give examples on how **THINK** activities could be used in their home this week.

## Activity 5: Motor – Singing and Moving

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### What your child will learn from this activity

Pair home visitors and let each pair demonstrate how this tip would be delivered in the home using guided discussion. We all learn from each other.

**Note:** Coordinators should participate and model quality guided discussion.

## What to do

1. Encourage the home visitor to use children's songs to roleplay this activity. How will the home visitor play the music? Tunes on their cell phone, CD player, etc. Coordinators should provide guidance to appropriate music that will be played in the home. There are many YouTube children's song videos that offer quality music. **Examples are** Baby Bum, Coco Melon Nursery Rhymes and Songs, etc.

Example of a Fast Song: [Baby Shark](#).

Example of a Slow Song: [Twinkle Twinkle Little Star](#)

Also, several classical tunes are fun to move to.

Example of a Fast Song: [William Tell Overture](#)

Example of a Slow Song: [Adagios](#)

5. Move and clap to the beat of the song. As you march, walk, jump, tiptoe be sure to allow the child to move around (not stand in one place).

[Farmer in the Dell tune](#)

**Note:** If clapping and marching is difficult for the child, begin with just marching, walking, etc. and then add the clapping.

# THINK

Share with parents some of the wonderful children's song sites available. Many examples: CocoMelon, Baby Bum, etc.

## **Family Feedback**

This feedback will be reviewed when the lesson is picked up and 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 during staff development.

### **How often does your child hear music throughout the day?**

My child loves the Baby Shark song and wants to listen to it over and over. Remind parents “appropriate” music choices are important.

### **What happened when your child tried new foods this week?**

I was surprised he loved broccoli and we even made sweet potato fries!

### **What did your child have trouble with this week?**

Marching to syllables – following directions.