

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our perspectives” *Robert John Meehan*

Coordinators, Home Visitors, and Parents are collaborators that can help us with perception. Do not overlook this valuable resource.

Spotlight on Development

Dramatic play is an important part in a child’s development and engages children in both life and learning. It helps children increase their understanding of the world around them.

What will dramatic play look like in the Age 2 child? At first, they might just mimic your exact actions, but as they develop more advanced thinking, they will create their own style. **Example:** In the beginning, they may pretend they are shopping like mommy, and later they may line up stuffed animals and go shopping for pets.

What might my child say or do?

Parent participation is needed to help encourage and **facilitate** dramatic play. Props encourage and enhance the dramatic play. Have parents identify some simple props available in the home that can enhance pretend play. Example: Plastic spoons, plates and a small box made into a stove top, for example, will lead to pretend cooking and eating.

What can I do to help my child develop?

Join in - Play with your child and offer suggestions, but do not take the lead. Play along with them and encourage their ideas. Sometimes 2-year-olds need a little help expanding their play. If a child is busy pretending to make soup but doesn’t know what to do next, for example, you can suggest that he pour some soup in a bowl so you can taste it — "Mmmm, yummy!"

It is important to encourage parents to embrace their inner child and have fun – be silly, use an engaging voice, etc.

Activity 1: Language and Literacy – Goodnight Moon

What your child will learn from these activities

Children need repeated exposure to words to increase **vocabulary**. Research shows children are more likely to learn the words they hear the most. Do home visitors agree?

Multiple encounters and variety of contexts with new words increase success. Repeated reading help children "own" their new words. Encourage the parent to use the new words throughout the week. *Don't forget to give a child friendly definition or show the child what the new word means.*

Example: Mush – serve oatmeal one morning and allow the child to see and taste “mush”.

What to do

1. Using the resource "Sharing Books With Your Little Learner" have home visitor focus on how the parent and child are enjoying the new book. Use the information gained during previous week parent review. Did the child hold the book correctly? Did the book hold their attention? What problems did the parent (if any) have completing **Week 1 Language and Literacy** activities? Reviewing the previous week helps the Home Visitor deliver Week 2.
2. Home visitors should ask parents where the special place for the book is located. Is it a shelf? basket? box? It is important to have a special place that allows the child access to “the books.
7. Pointing to pictures or having the child point to pictures will engage the child with the book. *Where is the little mouse on each page?* or Show the child the black and white picture and have the child find the picture on the colored page. The goal is to draw out the details from the story to help the child gain a deeper understanding.
- 9 -12. Why sing? Toddlers love to dance and move to music. The key to toddler music is the repetition of songs, which encourages the use of words and memorization. Singing and learning familiar songs like "Twinkle, Twinkle Little Star" engage the child.

Music influences brain activity, blood pressure, breathing heartbeat, emotions, etc. A song can be calming (lullaby) or a song can hit the emotion side. Have home visitors share a song that evokes an emotion. Share the song and the type of emotion.

Activity 2: Language and Literacy – Goodnight Moon

What to do

4 -7. Home visitors need to make sure the family knows how to play **I Spy**. This activity incorporates this simple game with the book. The child will “spy with their little eye” details about the story. Don't forget to switch roles. The Age 2 child loves to take the lead and usually even helps the parent by pointing to the object they spy. 😊

Note: Some children will only play the game for a few pages. Encourage parents to revisit and play the game again throughout the week.

THINK

Special Note: It is important to encourage the parent to practice singing Twinkle, Twinkle Little Star". To further engage the child, allow them to pat their leg as they sing along.

The traditional "I Spy" game uses colors.....

- **Player 1** chooses a color of an object in sight of all players and says, "I spy with my little eye something (insert color of object here)."
- Other players take turns guessing objects that are the given color.
- Some people allow players to ask yes/no questions such as "Is it inside the car? Is it smaller than my hand? Is on the left side of the car?"
- A **player** wins when she guesses the object correctly. Then it is her turn to say "I spy...."

I Spy is a fun way to pass the time on a long car ride or in the waiting room of the doctor's office. As a bonus, kids are also learning! Concepts you could use to work on using the game **I Spy**?

Activity 3: Think and Explore – Washing

What your child will learn from these activities

Social emotional learning includes helping the child become independent with daily routines. The child can and wants to do tasks independently. **They just need to be taught.** It is important for parents to know what to expect of a young child, the child's skill level, and how to provide clear and simple instructions about how to do a task. Review the list below with home visitors/parents.

Children who are 18 to 36 months old often can:

- Wash hands with help
- Drink from a straw
- Put clothes in the hamper when asked
- Feed self with spoon
- Push and pull toys; fill and dump containers
- Enjoy trying to do tasks on their own (note that is why tasks may now take more time to complete)
- Playing dress-up
- Become fascinated with water and sand play
- Begin learning simple clear rules

The entire article and list is available at Center on the Social and Emotional Foundations for Early Learning. This site has many staff development and parent pieces.

Resource article: http://csefel.vanderbilt.edu/documents/teaching_routines.pdf

For approved use only with HIPPPY for Little Learners, created by HIPPPY US. All rights reserved © 2019 YISSUM Research Development Company of the Hebrew University of Jerusalem LTD.

You will need

Home visitors should help the parent identify the doll/toy that will be used during this activity. Make sure the doll/toy is the right size for little hands. (not too small and not too big)

What type of pan did they use last week for the water activities? It is important to receive feedback from parents to guide this week's activities - A large plastic bowl, dish tub, rectangle banking pan, etc.

What to do

1. Parents should make sure the place chosen is **at child level**.
2. It is important to use a small washcloth (easier for the child to handle).
8. **through 13.** The language will depend on the item chosen, but for role play purposes it is best for the home visitor to take a truck or doll. Encourage and guide the parent to find an item in the home where the script will flow well.

Role play in the home: Home visitors should use props that represent items that can be found in majority of the homes. Coordinators should be very specific on how they expect this water activity to be roleplayed in the home. Will your home visitors take a bottle of water into the homes? Use the water source available in the home? Be specific with home visitors on what you want to see in the home.

Training tip: Ask Home Visitors what skills are involved in washing the doll/truck? Language, Math (under, front, 2 arms, etc.), Motor (holding the cloth), Social Emotional (independence)

Activity 4: Think and Explore - Washing

What to do

2. Using small plastic dishes or containers will help this activity be successful (easier for the child to handle).
3. The child may not be able to sing the song the first few times, but she will be processing as the parent sings the song. "Repeated singing" will soon have the child enjoying this song. Parents can practice this song as their child washes their hands before eating – simply substitute *plate* for *hands*.

Tip: Provide a set of small child toy dishes for Home Visitors to use as roleplay props.

Note: Music and movement are powerful tools to engage young children. Research shows that 85% of children are kinesthetic learners.... they need to move (Jenson, E.)

THINK

Be specific on how you expect this section to be delivered in the home. During training, it is important to design open ended questions to encourage guided discussion in the home.

Example: Has your child spilled something recently? 😊 How many times today? Messes at this age happen and happen frequently, but the child doesn't spill on purpose. Try and not make a big deal out of the mess, but rather the **solution** of helping the child learn to clean up the mess. Home Visitors can encourage parents to think of how they would like someone to react to one of their own unintentional mistakes – guide and help me.

Motor – Moving My Body (Activity 5)

What your child will learn from these activities

The Age 2 child needs activity. You can barely keep the child from moving long enough to achieve the simplest tasks like clipping a fingernail, wiping a face, or even snapping a photo. But do you know how to channel this endless energy into exercise? Kids who are active sleep better and are better able to maintain a healthy weight.

Most 2-year-olds will be able to demonstrate the following gross motor skills by Age 3:

- Walk, run and start learning to jump with both feet
- Pull or carry toys while walking
- Throw and kick a ball; try to catch with both hands
- Stand on tiptoes and balance on one foot
- Climb on furniture and playground equipment
- Walk up stairs, holding on to the railing; may alternate feet

What to do

1. Make sure there is an area that has enough space to move freely and safely.

3. Parent needs to pause between front/back. Encourage the parent to slowly swing arms pausing between front/back.

3-7. Model, model and model following simple directions. The child will watch and copy your movements.

THINK

The Why? Behind these activities. Providing music and movement strengthens the following skills:

- Physical development
- Listening
- Social and emotional
- Language and communication
- Creativity

It is important to roleplay one of the *Things to think about and do*. Home Visitors can play a quick game of movement – “copy me” to demonstrate the activity. Children love to imitate movements.

Family Feedback

Emphasize to home visitors how important it is to gather parent feedback. **Parents may forget to fill in the answers to the questions prior to the home visit**, but the **home visitor** should gather the information during the weekly review. As home visitors review the previous week's activity, they will gain valuable information that will add to the Family Feedback. Encourage home visitors to make additional notes in the Family Feedback section. It is important to have the Home Visitors **review each question during staff development**. Have each Home Visitor write an answer to each question on a separate piece of paper and share their answers with the group.

How well does your child remember things in the book Goodnight Moon?

My child loved finding objects in the book – I spy. We even used this in other books we have in our home.

Does your child select the book to look at on their own or ask you to read it at other times other than HIPPY?

She loves **new** books and brings to me over and over. We have read it every night before bed.

What do you think your child learned from the water activities?

How to wipe up her messes 😊 I never thought about teaching her to wipe up a spill. I thought she would know how by just watching me.

How active is your child on a regular day?

VERY!

How active was your child during the Do as I Do game?

She enjoyed modeling the movements and wanted to play the game over and over throughout the day. **WE DID!**