

## Spotlight on Development

Many teachers feel the # 1 skill for entering kindergarten is **social skills**. These may include good listening, communication, working together and many, many other skills. Listening effectively, communicating the need for help (zipping a coat, opening a milk carton, etc.), following rules, and working with one another lead to cultivating cooperation. *Cooperation helps children succeed in the world, both academically and socially.*

### What might my child do or say?

Use guided discussion ask parents to describe what they see when their child plays with friends. Do they join in group play? How does the child interact with other children?

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

- Why would a slight age difference (older children) be a positive for play? *Older peers model language and higher level of play.*
- What can Home Visitors share about opportunities in their community where children can play in a group? Library Hour, Mom's Day Out, parks and playgrounds, community events
- What HIPPY books relate to friendship? Be specific about books related to friendship.

## Activity 1: Language and Literacy – Making a Disguise

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### What your child will learn from this activity

To help the child become aware of other's feelings, encourage parents to get into the habit of labeling (expressing) their own emotions for their child. Modeling helps children learn to identify and recognize other people's feelings. In *The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear* observe the expressions of the mouse. What feelings can be identified by looking at the mouse? Thoughtful, proud, angry, happy, scared, excited, satisfied, etc. Illustrations help a reader understand the story.

### What to do

**5.** The word **disguise** may be new to the child. Explain in a child friendly definition. **Disguise** is when we the mouse changed the way the strawberry looked so bear couldn't tell it was a strawberry.

**7-8.** A **paper** plate is easier to decorate with markers or crayons. (A Styrofoam plate does not work as well.) A large (8") size paper plate allows for the parent and child's face to be fully

“disguised” (covered.) The mask will help children understand that objects continue to exist even when we cannot see them (**object permanence**).

Example: Mom is still mom and there when her face is hidden.

A straw stapled or taped to the side of the mask is a possible substitution for a spoon or paint stirrer.

**Note:** Some children may be afraid of masks. This activity allows the child to see the mask from start to finish and they begin to understand it is simple covering for the face.

## Activity 2: Language and Literacy – Faces

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### What to do

This activity will help the child identify the feeling through the illustration. Pictures are a great way to discuss feelings and help the Age 2 child learn to recognize other people’s (or the mouse) feelings through facial expressions. Understanding how the mouse feels is key to comprehending the story.

**4.** It is important to identify each child (picture) and their feeling. After pointing to each child and identifying their feeling some children may benefit by reinforcing. Ask the child to point to the excited child, sad child, etc.

**6-8.** If the child doesn’t tell you, ask them to point to the picture on the **Activity Sheet 1** that looks like the mouse feels.

### Training Note:

Steps for the Activity

1. Read the words on the page
2. How does the mouse feel?
3. The child makes the face in the mirror.
4. Child points to the picture on the activity sheet.

**9-14.** The child will point to the face on the activity sheet that shows how they feel dancing, when they are hurt, broken toy, loud noise, park trip, etc. After the child points to the picture, have the parent repeat the word. Example: excited

An older Age 2 extension: Have the child point and say (**verbally express**) how the child on the activity sheet feels.

# THINK

Provide a staff development on strategies on how to handle “meltdowns” in the Age 2 child. If possible, have a behavioral specialist, counselor, etc. present a short development piece.

**Key points** –To manage a meltdown is to understand a meltdown.

- 1.) Recognize the “why” behind the behavior. (attention seeker, did not get their way, tired, overwhelmed, etc.) What triggered the meltdown.
- 2.) Reinforce the positive behavior. Pay attention to the good behavior.

## Activity 3: Think and Explore: Me and My Shadow

### What your child will learn from this activity

Allow time for Home Visitors to watch the Peep videos during weekly staff training.

[Shadows Week 1](#) (outside) and [Shadows Week 2](#) (inside)

### What to do

2. Shadows are longest in the early morning and in the late afternoon. The sun makes the longest shadows at the beginning and at the end of the day because at that time, the sun is lowest in the sky and aimed at the sides of the various things on the earth. When the sun is directly above you, there is little or no shadow. Use this information to guide the parent for the optimum time of day to complete the activity.
3. Shadows made by objects in the child’s environment. Encourage Home Visitors to help the family determine the location (backyard/font yard, park, etc.) for the shadow activity this week.



4. A building, tree, people, a flag etc. all different materials make a shadow.
8. It is important for parents to know how to position (stand) to get the best shadow of each movement.



9. Move to shade. No sun = no shadow

**Note:** Weeks 22 and 23 include shadow activities. It is best that Home Visitors roleplay outside, but to be prepared for weather issues take pictures during your staff development roleplay. These pictures could be used on rainy day roleplay in the home.

**Training Note:** The shadow activities are allowing the child to become aware of their body – arms, legs, head, etc. – Body awareness

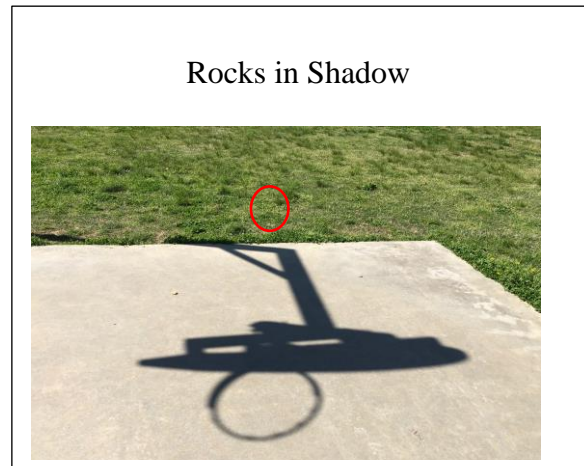
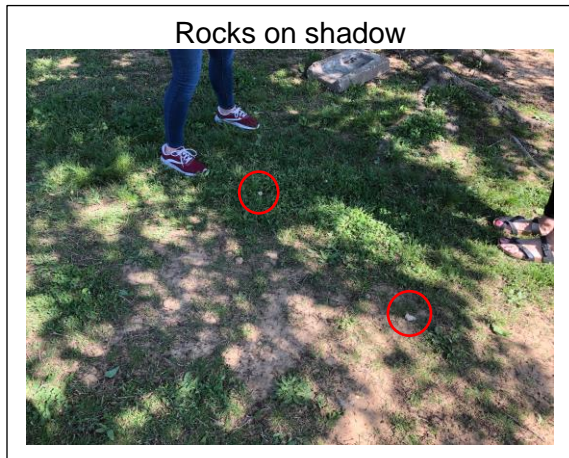
## Activity 4: Think and Explore: Me and My Shadow

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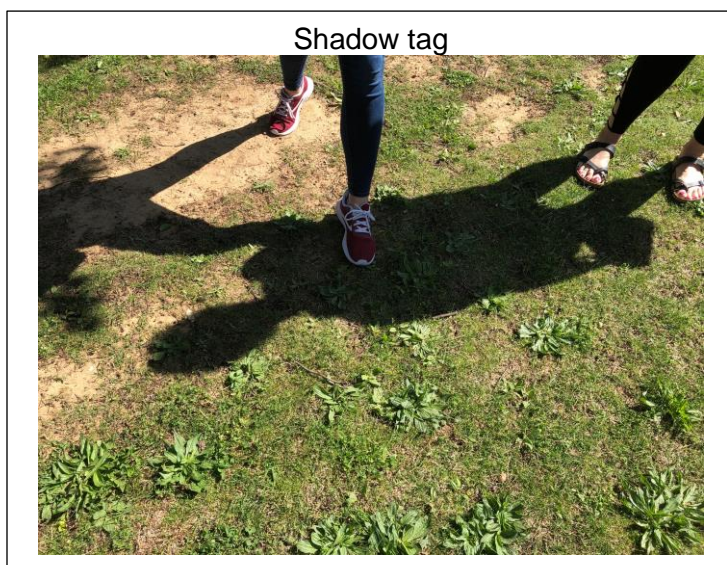
### What to do

1. The rocks will be used to mark shadows. Allow the child to choose the rock. Some children may need the feel of a heavy rock, others a smaller rock would work. Guide the child to choose what works best for them.

2-4. The word “gently” is modeled by parent. It is important for children to understand and be able to demonstrate the graded movement - **gentle**.



5. Parent should move slow and allow time for the child to “catch” the shadow.



# THINK

Ask Home Visitor to share feedback from parents about the ThInk activities. Are parents completing the activities?

## Activity 5: Motor – Pincer Grasp

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### You will need

Five of three different items (total of 15) will be needed for this activity. Home Visitors should discuss what items would be available in the homes. Possible items could be: cotton balls, paper balls, pasta, dried beans, cereal pieces, etc.

Note: Home Visitors should use common props that can be found in their family's homes for their roleplay props.

### What your child will learn from this activity

Assign a skill area to each Home Visitor. Have the Home Visitor identify each skill listed (fine motor, sorting, and visual tracking) in the activity. **Where is the skill located?** Have them share one skill building activity that would help a child that is struggling in that skill area.

**Example:** Skill: Fine Motor Activity - found in 2. Picking up a bottle cap. Skill builder: find objects in playdough (using small muscles to find and pull playdough away from the hidden object).

### What to do

1. It is important that the Home Visitor helps the parent decide what combination of items they will use for the activity.



2. The child may use their pointer and thumb (pincer grasp) but also may use “tall man”. Do not encourage nor discourage the three-finger pincer grasp. What we do not want to see is a full fist grasp.

3. Using the pincer grasp the child will pick up the item and transfer to a container (visually tracking). The dish needs to be large enough to hold 15 items and be at child level.

Note: If needed: reduce the number of pieces.

4-8. Put one item on each napkin. This will allow the child to visually see where to place the items. Using the pincer grasp the child will pick up the item and transfer items to the appropriate napkin.

10. Slowly move the container - visual tracking

# TH!NK

Remind Home Visitors best practice is to roleplay one of each of the TH!nk activities.

## **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. Have each Home Visitor write an answer to each question on a separate piece of paper. Have each one share their answers with the group.

**Is your child able to understand your mood or feeling by the look on your face?  
How did they respond to you?**

**Are there certain children that you're told likes to play with? Who are they?**

**What changes have you noticed about your child's fine motor muscles?**