

I am a Toddler... I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line or keep quiet. I need motion, I need novelty, I need adventure and I need to engage the world with my whole body. Let me PLAY, trust me, I am LEARNING!

### Spotlight on Development

School readiness refers to whether a child is ready to make an easy and successful transition into school. Many parents are familiar with the academics (e.g. writing their name, counting to 10, knowing the colors) as important school readiness skills, but this term applies to many other important motor and social emotional skills. Review motor developmental milestones in the Home Visitor Guide (pages 18-19).

### Age 2 Typical Growth and Development – Motor

#### Gross Motor:

- 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
- Balance on one foot
- Walk up stairs, holding on to your hand – using one foot and then the other

#### Fine Motor:

- Start brushing own teeth and hair
- Pulling pants up and down, pulling on socks
- Turn on the faucet
- Wash hands
- Build a block tower of at least four blocks
- Hold utensils and crayons with fingers – not fist grasp

### What might my child do or say?

Have home visitors give an example for each bullet.

**Example:** Shows increasing strength and stamina in movement activities.

**Answer:** The child is able to walk with parent to the store without asking to be carried.

In the home, have the parent share examples of what their child does/does not. Remind Home Visitors, guided discussion is the method of delivery.

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

Review the bullets with the parent and ask the parent if there are any new activities? Can the parent name a few HIPPY past activities that have helped their child develop motor skills?

- Water play
- Fingerplays
- Moving like cat, elephant, etc.
- Manipulating the clothes pin

Ask home visitors to identify each bullet and identify if the activity will develop fine or gross motor skills.

## Activity 1: Language and Literacy – Growing Vegetable Soup

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### What your child will learn from this activity

This new book is a nonfiction book about “growing vegetable soup”. Children will learn the process, seed to soup pot. In this story, a father and child share the joys of planting, watering and watching seeds grow. Once their harvest of tomatoes, potatoes, cabbage and corn is ready, they'll cook it up into the best soup ever!

Most children only have the reference point of the grocery store as where our food comes from. This book will allow the child to gain background knowledge about gardening and how food “comes” to the grocery store.

### You will need

Sites may want to provide a seed plastic bag complete with seeds (2 or 3), cotton balls, and the small clear bag. It is important that the seeds you provide are large and will germinate (do not use outdated seeds). Peas or lima beans do well, as the child can see the seed swell and sprout.

### What to do

1. Number the pages with Page 1 beginning with the first words written – “Dad says we are going...”
4. Encourage the parent to provide a child friendly definition of healthy – something that is good for you or give other examples of healthy. **Example:** We wash our hands, so we do not get germs. That helps keep us healthy.

Increasing the child's vocabulary will help a child's comprehension abilities, which is the ability to understand what is being read to them. A child's listening comprehension is predictive of potential reading comprehension level.

Example for staff: "Little Miss Muffett sat on a tuffett." What is a tuffett? If you do not know it is hard to comprehend the sentence.

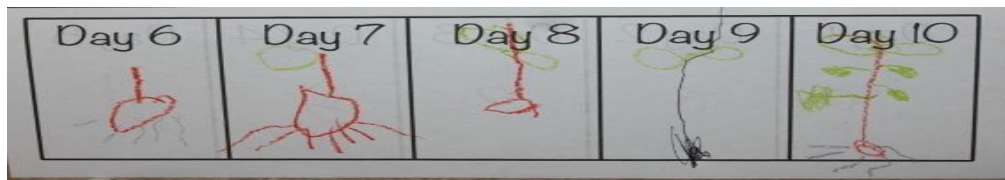
**Note:** Home visitors can turn to correct pages – mark the pages with a sticky note and page number.

When reading the book for the first time, do not try and read the labels, but talk about what you see.

**9 -10.** Joint attention is occurring as the parent points to an item and ask the child "what is it?" To help the child focus on the item– have the child point to the item and say the name.

**11 -12.** This hands-on activity will help the child's story comprehension by increasing background knowledge of a seed sprouting.

**13.** Encourage parents to record (draw) on a piece of paper how the seed is growing. The child can describe what they see each day and parent can draw a simple version. This allows the child to see the changes of the seed over the course of the activity.



Note: Make sure the plastic bag is in a warm place to encourage germination. Remind parents to keep the cotton ball moist (soaking wet = rotten seeds)

## **Activity 2: Language and Literacy – Growing Vegetable Soup**

### **What to do**

**4.** What is a vegetable? If you have some real vegetables in your home, allow the child to look and hold them. Talk about each vegetable- color, shape, texture, etc. If real items are unavailable, show the child the vegetable pictures in the book.

**6.** Allow the child to move around as you sing.

**Note:** Why dance as we sing? Music and dance engage the brain.

Children learn new things, like sounds, words and patterns through music. And with dance, they can explore and control their body movements, plus burn off some of their energy.

Note: Music, movement and how it affects brain development is a possible topic for a staff development.

# THINK

Reminder to home visitors – It is important to review and discuss each week how the **THINK** activity was completed. Are the parents completing the activities? Why or why not?

## Activity 3: Think and Explore – Block Matching

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### What your child will learn from this activity

Sorting is an important early math skill. We begin the sorting and matching activity by learning to sort by color. Sorting is part of our everyday world. Have each home visitor share an example of how **they** sort everyday:

- Sort the mail (or emails) keep and trash
- Laundry
- Utensil drawer

### You will need

HIPPY shape sorter – remind the parents to keep the blocks and sorter with the other HIPPY materials. We will use the shape sorter several times in the next few weeks.

### What to do

1. Allow the child to have a little time to touch and play with the HIPPY shape sorter before beginning the activity.
- 2 - 4. The child will be sorting by **one** attribute – shape. (If the child is easily distracted or overwhelmed, move the other shapes out of view and introduce as the activity progresses.)
6. Make sure the surface the block will be stacked on is hard (a floor, table, etc.) Parent will model stacking the circles and then unstack and allow the child to imitate. If the child is easily distracted or overwhelmed, move the other shapes out of view and introduce as the activity progresses.
7. If needed, parent can model by placing one shape and allowing the child to complete by stacking like shapes. One square and child completes, one triangle and child completes. The last shape will be the only shape left and the child should understand stacking like shapes.
10. Parents identify the shape by **name** as parent and child place on the shape sorter.

## Activity 4: Think and Explore – Block Matching

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### What to do

**2-5.** The child will be sorting by **one** attribute – color. Each colored shape will be placed on their peg. (If the child is easily distracted or overwhelmed, move the other shapes out of view and introduces as the activity progresses.)

**5.** Point to the yellow shape on the bottom row.

**6 - 7.** “What color is next?” – blue **Point** to the color shape *Children may not see the stack as a row.*

**9 - 10.** The child will stack the shape by color. Red triangle, red square, red rectangle, red circle (any order). If needed, the parent may model stacking by color (not shape).

**11.** The shapes are named by **color** as the child place the shapes on the shape sorter.

# THINK

Home visitors can help parents by using guided discussion to determine parent/child daily routines that include organizing/sorting skills. It is important to help guide the parent into incorporating sorting by color and item into their daily routine.

## Activity 5: Motor – Matching and Moving

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### What your child will learn from this activity

Exercise increases strength in muscles and bones and can even improve concentration. It is a vital component of child development. Playtime (exercise) can boost a child’s mood. Ask home visitors if they agree or disagree. Do they feel better after a walk? A workout?

### What to do

**1.** The shapes (only) will be used for this activity.

**2.** Reinforce the color and shape. Confirm, Complete, Correct

**3.** The parent may need to model and “walk through” the activity. Walk with the child to the paper and show the child where to place the red circle on the paper and then return. To help the child define the starting area, parents could place a towel, rope, etc. to designate the starting point.

4. The child is hearing the name and color of the shape and moving. Ask Home Visitors why the movement in this activity is important.

5. The child is following simple 2 step directions. Parent may model or repeat if needed.

## THINK

How can they incorporate this tip into their daily routine? Home visitors should guide the parent to give specific examples.

## **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.

### **What did your child think about the new book? Were they familiar with any of the vegetables?**

No, we do not have fresh vegetables, but may try carrots and ranch dressing for a new snack this week.

### **What are some ways you keep your child physically active?**

We take walks and a few times a week visit the park. Also, the Motor activity this week has given me a few inside activity ideas.

### **What do you like about using the HIPPY Shape Sorter in the activities?**

My child loved stacking them and kept her engaged.