

“None of us is as smart as all of us.” *Ken Blanchard*

Spotlight on Development

Ask home visitors what they would like to contribute to the spotlight on development on the importance of reading to a child:

Possible responses:

- The more the child reads and hears vocabulary = larger vocabulary
- Rereading allows the child to gain more understanding = comprehension
- Age 2 children brains are geared for repetition.
- Positive relationship with the reader – builds a love of reading.
- Repetition is consistency and consistency is comforting (secure).

What might my child say or do?

We are a third of the way through HIPPY for Little Learners. To monitor progress, have home visitors review these points by asking what they are seeing in each of their HIPPY children:

- Does the child look at the HIPPY book on their own?
- Do they ask to be read to?
- Is the child holding attention to the story more now than when we started HIPPY?
- Are they repeating some of the words from the story? “Brown Bear, What do you see?”
- Are they using some of the new words (colors, animal names, etc.)?
- Are they holding the book and turning pages?
- Do they know the title or at least part of the title?

It is important to assess what the child is doing and help parents encourage and increase the progress.

What can I do to help my child develop?

What are some ways the parent or HIPPY **has** incorporated into the HIPPY child’s home these past 10 weeks?

- Providing books
- Offering a variety to help appeal to all interests
- Repeated readings
- Daily reading
- Have you visited the local library? The Storytime hour?
- Do you have books in your bag or car for “down time” while you travel or wait?

HIPPY wants the parents to learn to incorporate the HIPPY spotlight ideas into their daily routine.

Activity 1: Language and Literacy – I Like It When, Book Walk

What your child will learn from these activities

The main character, a young penguin, expresses his/her affection to the grown-up penguin reinforcing concepts gratitude/thanks, kindness/compassion. Many of the activities the small penguin is “liking” are activities the parent and child explore and do in many of the HIPPY for Little Learner activities.

What to do

1. The Book Walk is to allow the child to have an interactive experience with the book. It is important to allow the child to hold the book, turn the pages, point to pictures, etc. Parents may have to guide the child throughout the process.

Note: This is the fourth book walk for parent and child and they should be very familiar with the process.

4 – 5. Note: The book makes no mention of age, gender or race. It does not even label the relationship between the two penguins, instead it focusses on the things the like to do together.

7 – 10 Review the important steps:

- The child picks a page in the book
- Parent reads
- Parent asks, “do you like it when....”
- Parent repeats and reinforces “I like it when I...”

Activity 2: Language and Literacy – I Like It When

What to do

3. Give a child friendly definition of kind. Possible definition: “wanting and liking to do good things to make someone happy.”

8. Taping the paper onto a wall or other vertical surface for this activity is important for children’s development – it is a purposeful part of this activity. Giving young children opportunities to write or make marks on a vertical surface (or even on the under-side of a low table while lying on their backs!) strengthens the small muscles in the wrist, hands and arms and improves children’s grasp and control of the marker or crayon, among other benefits (see this blog written by pediatric occupational and physical therapists for more details:

<https://theinspiredtreehouse.com/motor-skills-and-more-working-on-a-vertical-surface/>).

Encourage parents to allow children these experiences! If a parent has concerns about taping the paper on a wall, refrigerator, etc. allow the child to color (make marks) on the activity sheet on an inclined surface that is child level. (Example: A cookie sheet setup at an angle) After completing the picture then tape the completed picture to the wall ready to give to the person the child picked.

Note: Allow the child to revisit and add marks to the activity sheet throughout the week.

THINK

I have a kindness day and do something kind for someone and then have that person pass it along. A “pay it forward” event.

Activity 3: Think and Explore – Senses, Hard/Soft

What your child will learn from these activities

The sense of touch is different than the other 4 senses. Unlike the other senses, which are located at specific body parts, **touch** is a **sense** that is all over your body. The **sense of touch** allows us to feel cold, heat, pain, etc. **Safety wise** – Pain and heat receptors are probably the **most important**.

The sense of touch is very important in learning. In the case of teaching soft/hard it is **essential**. Have one of your staff point to a cotton ball and say soft. Do you understand what the word means simply by using the sense of sight? Of course not. The child needs to hold the cotton ball and hear the word and feel the cotton ball to understand the concept of soft.

You will need

Identify the soft and hard items (for each individual home) that the families will use to complete the activity.

Sites may choose to provide a small paper or cloth bag.

What to do

2. Make sure and place the cotton and block far apart on the table to allow the child to categorize.
6. It is important to use a box or bag that will hold all the items.

Activity 4: Think and Explore – Senses, Hard/Soft

You will need

It is important to find 2 **matching** (2 pairs = 4) items and be mindful that they are able to fit into your bag, pillowcase, etc.

What to do

1. This step allows the child to connect the meaning of hard and soft in their own world.
2. If the child has difficulty with sorting, use guiding questions. What did you pick up? Is it hard or soft?
3. First item is random, but the second item is to match the first item.

Note: The child may name the item instead of classifying it by soft/hard. **Confirm, Complete, Correct**

4. Sort as you identify (take items out of the box).

THINK

Sensory activities allow children to learn with hands-on material and take in new information through their senses. These activities are also wonderful language builders as children “talk about” what is happening.

Activity 5: Motor – Sing, Clap and Tap with Me

What your child will learn from this activity

Have you seen a toddler move to music? Children will start to identify rhythm and even move to the beats of music at a young age. They also want to hear the song over, and over and over. In this activity, we will “tap parts of the words called syllables.”

Definition for parents and home visitors – a **syllable** is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables.

Music activities promote development in multiple domains.

What to do:

1. With repetition the child will begin to sing along to this popular tune. (Repeat to learn, learn to repeat.)

4. The parent will need to sing the song and over emphasize (and pause) for the two syllable words – Twinkle, wonder, little, above, diamond, etc.

Go slow and be purposefully to pronounce **hel-lo**. (4 claps per Hel-lo line. This may take a little practice to get the rhythm/beat.)

Review the hyphen syllables of each word with staff.

5. If the child has trouble (or is distracted) using the wooden spoons, have the child tap/pat their legs.

9. Moving, tapping and listening to the song will be more difficult. Repetition will help the child (and parent) become more successful at tapping and moving.

THINK

Be specific and clear on how the **THINK** activities are to be delivered to parents. Do you want home visitors to role play one activity? And the other two discussed?

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.

Singing, tapping, and marching all at the same time is a high-level skill. It may be hard for your child/How did your child do with this activity?

What do you think about the book, *I Like It When?*

What were some words your child used when feeling for objects?