

**“If you can only sense how important you are to the lives of those you meet; how important can be to the people you may never dream of . There is something of yourself that you leave at every meeting with another person” *Mister Rogers***

### Spotlight on Development

#### Why the Age 2 says “no”

It is the simple fact that 2-year-olds say "no" because they can. At this stage, children are typically beginning to feel their power. "No" is a very powerful word that gets your attention. Sometimes "no" is used simply to see the words get reactions, and sometimes "no" is really "no." Many times, a child will say “no” even if “no” doesn’t make sense (like when you’re offering a favorite dessert).

#### What might my child say or do?

Practice this section with home visitors using guided discussion.

**One suggestion:** Allow the parent to read the four tips silently and ask them to share what they have seen their child do or say. Home visitors can assure the parent this behavior is a part of the developmental stage of the child. Hopefully the parent will take comfort in knowing this behavior is a phase for most Age 2 children.

Talk about when “No” occasions may occur:

- Naptime or bedtime
- Mealtime
- New places
- Shopping – at the mall
- Trip to doctor’s office

This is just one suggestion to allow the parent to review the information before guided discussion begins. HIPPY for Little Learners is new for Home Visitors AND parents.

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

It is important to train/provide staff development for home visitors that includes strategies and tips that will help them guide their parents. Each child is unique and what works for one child may not be the best strategy for another child. Obtaining weekly feedback from parents will help the home visitor guide the parent.

- Rest assured this “no” stage can **disappear** as quickly as it appeared.
- **Offer choices** – offering a few choices is absolutely the best way of avoiding a showdown with your child. "Do you want to wear the white shoes or the red shoes today?" "Do you want juice or milk?" "Okay, time to choose! **Two choices** are enough at this stage.
- **Offer the appearance of options. Example:** "Do you want to come inside now or play for two minutes and then come inside?" Either way, the child will come inside.
- **Model other responses** – Sometimes the Age 2 vocabulary is limited. Example: "Don't run." instead simply say "walk." Have home visitors think back through their day, how many times have you had the opportunity to say no, but responded in a different manner. **Example:** A parent wants to move their home visit – do you say no? or do you offer several options?

## Activity 1 - Language and Literacy – Oink, Moo, Meow

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### What your child will learn from these activities

Children learn many new words and concepts from books. Using real pictures (photos) and life-like pictures are the best representation of an object and easier for the child to understand. Cartoon pictures may hold your child's interest, but often are not the most accurate description of an object. When you ask a child to find an object on the page this will help them develop pointing skills and joint attention.

### What to do

2. "What sound does a pig make?", "What sound does a cow make?", etc.
3. The child is just adding the sound the animals make, but the parent will point to the word that represents the sound. This will help the child understand written words have meaning.
4. Make sure child can identify the pictures on **Activity Sheet 1**. Remember: Do not cut out the animals.
- 5-8. If needed, limit the number of cards the child has to choose from. **Example:** for the rooster, use three cards – rooster, elephant and cow. Make sure you read the clues **one at a time** and pause. I am looking at an animal.....
  1. With many feathers
  2. He has a red head and black tail feathers
  3. He walks on 2 legs.
  4. He lives in the barn yard.
  5. He says Cock-a-doodle do

What is it? (**A rooster**) The child points to the picture card of the rooster, but may also say the name.

9. The child will find an animal in the book. You may need to prompt (lead) the child by asking leading questions. **Example:** Is it green or brown? Does your animal have a tail?

10. Encourage the parent to place **Activity Sheet 1** in a safe place (HIPPIY folder). In the next activity we will cut out the animals pictures.

## Week 6 - Language and Literacy – Oink, Moo, Meow

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### What to do

4. The parent is modeling what they may **like** about the elephant. Model, model, model

5. It is the child's choice – Asking prompting questions to help the child express what he likes about the animal chosen if needed. Revisit with home visitors the "how to ask questions" for the child.

The Age 2 Curriculum offers questions that are simple and clear.

Examples are:

- Yes/No – "Does your animal have 2 legs?"
- What is this? (offer a multiple choice) Is it a cow? or Is it a pig?
- Where "Show me."

Home visitors need to know how to help parents encourage responses from the child.

6. Picture reading and learning the printed word has meaning. Name the animal and the sound the animal makes.

dog/woof

cat/meow

pig/oink

8. Only three pictures (chick, cat and cow) are placed in front of the child. *It is important to have the child say the name and sound of each picture to help remember when an animal is missing.*

12. The parent will make the sound for the three animals the child chooses and **then** turn around. Some children may need some guidance/prompting as they take the leadership role. Remind parents they have modeled the "what is missing" game before asking their child to take the lead.

13. Sites may choose to provide a Ziploc bag to hold the cut-out cards. You will use this week in Activity 4: Motor.

# THINK

Remind the parent to play this game throughout the week. Repeat to Learn – Learn to Repeat

## Activity 3: Think and Explore – Scavenger Hunt

### What your child will learn from this activity

HIPPY will introduce one concept at a time “the same shape” or “the same color.” We will focus on **same color** in this activity. It is important for children to understand same (alike) and different.

### You will need

The toys chosen must be predominately red, blue or yellow. Example: A Spiderman doll is red and blue. Also, if possible try to stay close to the primary colors. Blue comes in many different shades – navy, light blue, turquoise, etc.

### What to do

1. Place around the room at child eye level and over obvious.
2. The back of old activity sheets may be used. Make sure the colored circles are large and each has a separate piece of paper. (3 circles/3 pieces of paper) **DO NOT COLOR THE CIRCLES.**
3. Using the crayon as a concrete object. The child can see, touch and even smell the crayon. Multiple senses engaged.
4. The child colors the circle – the parent may help.
6. Hunting begins for one color.
7. Child returns to the colored circles paper and places each item on the paper.
9. If photos of items were taken, write the word on the paper with the red color.
10. Repeat for blue and yellow colors.

# THINK

It is important to role play one of these **THINK** activities with the parent. The home visitors will already have the role play props out to complete the activity “Ask your child what the items are used for.” **Example:** They may have used a red toy truck, yellow duck, blue ball. How are these items used?

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## Activity 4: Motor – Movement, Guess and Move

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### What your child will learn from this activity

Review each term and have the home visitor define and give an example found in the activity.

### What to do

3. Place the cut-out animal pictures **Activity Sheet 2** in an area where the child can easily see them. **Example:** at the end of the table, in a chair and on the floor.

3. Have the parent point and move each animal in front of the child as they ask the child to name the animal. This will help the child focus. (If needed, use fewer pictures and add more as the child gains understanding.)

**Note:** If the child does not verbalize the animal's name, have the child point to the animal as the parent names the animal.

6 – 7. The child will move like the animal chosen. Home visitors should help the parent and model how to move. Encourage the parent to have fun. **Examples:**

- Elephant – Large steps swinging the arm back and forth.
- Lion – Slow stalking movements. Use their arms and shoulders to mimic a stalking lion.
- Cow – Slowly moving and swinging their head side to side as the move.

(Have home visitors demonstrate in training how they would move for each animal.)

8. The cards from **Activity Sheet 1** are used. (cat, chick and cow)

9-11. The child may need more guidance (hints) on how to find the animal picture the first time the game is played. Encourage the parent to play a few times throughout the week and to take notice how repetition increases understanding.

## Activity 5: Motor – Movement, Puppets

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### Your child will get better at

It is important for Home Visitors to understand developmental concepts and strategies to help children develop. Assign a term to each Home Visitor and have them find and identify the skill in the activity.

### What to do

1. Parent will prepare the ducks on **Activity Sheet 3** prior to the activity. Straws, plastic spoons, coffee stirrers, etc. can be used for sticks.

3. The child will walk around the room and return to the parent when “Quack, quack, quack” is heard. Note: The child is following directions and listening. In addition, it allows the child to gain a deeper understanding of the story.

4. Parent and child should be familiar with the song and the fingerplay from the previous activity. This background knowledge should help parent and child as they use the puppets to act out the fingerplay. [Five Little Ducks](#)

5. The child has an active part (the mother duck) in the fingerplay. (engaging)

During the roleplay, remember to demonstrate climbing the hill and going behind a chair (object) and leaving one puppet. Once the child says (parent cues if needed) “quack, quack, quack”, waddle back to the child.

## THINK

Encourage parents to ask simple questions every day to support the child’s learning. A great strategy to help children understand questioning is to model the thought process. Example:

*“Painting” on the sidewalk at Grammy’s by dipping paintbrushes into a cup of water. The child paints and watches as the picture slowly disappears in the sun. Grammy asks, “What happened to our drawings?” and talks and shows the child what is happening.*

## Family Feedback

This feedback will be reviewed when the lesson is picked up, but 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 at the end of delivery.

### **What kind of help did your child need during the scavenger hunt?**

I helped my child find(see) where the objects were hidden by standing close by the object.

### **Why was it important for your child to act out the 5 Little Ducks rhyme?**

To gain a deeper understanding and hands on counting.

### **Did your child understand the idea that fewer ducks came back each time? What can you do to help them understand?**

What would understanding look like in the child? Talk with home visitors about what a parent might see that would demonstrate understanding.

### **What are some ways you can help your child build observation skills?**

My child uses all her senses to explore her world. To help encourage her I model my thoughts aloud. As my Home Visitor says, "model, model, model".