

“Parents are the ultimate role model for children. Every word, every movement and action has an effect. No other person or outside force has a greater influence on a child than a parent.”

Bob Keeshan – Captain Kangaroo

Spotlight on Development

Is a child’s vocabulary linked to school achievement? Research shows Preschool – Children’s vocabulary correlates with reading comprehension in upper elementary school. (Tabors, 2001) Vocabulary improves all areas of communication – listening, reading and writing. If a child is behind in language development do you think communication skills will be lower? What might you see in the child? frustration? Show this 2-minute clip on language processing conducted by researchers at Stanford University.

[Stanford Language Processing Video](#)

What might my child say or do?

During weekly staff training, have each home visitor read a bullet and give a **specific** example.

What can I do to help my child develop?

Listening is an important part of communication - Larry King is quoted as saying, “I never learned anything while talking.” Have Home Visitors think about this quote. How do we learn from each other? How do we learn what parents know (or don’t know)? **Listening is key component of communication and one that is often overlooked.**

Activity 1: Language and Literacy – Brown Bear

What your child will learn from these activities

This popular book was written in 1967 and helps children associate colors and meaning to objects. This book is very basic and repetitive. The narrator asks the animals what they see. Each animal tells the reader about another animal, making sure to note the **color** of the animal. Eric Carle is recognized for his hand-painted and layered collage technique. This textured appearance makes the animals stand out on the white background of the page.

What to do

1. **Things to note this week:** Is the child able to hold the book correctly? Turn the pages? Look at the pictures? Answer questions? Have parents think back to the first book, *Goodnight Moon*. Do they see their child progressing and showing interest in the book walks? Encourage home visitors to talk with parents and assess how the child is responding to the book walks.

4. If a child cannot verbally name the color brown, have them show you (point) to the color brown.

Activity 2: Language and Literacy – Brown Bear

6 - 9. Discuss with parents (if needed) how they may allow their child to **model** where to make the line with their finger **before** using the crayon. If the child becomes disinterested after a few animals, stop and revisit the lesson at another time. This page can be revisited throughout the week, by retracing the lines.

Strategy: If a child has trouble understanding the concept of connecting the two objects with a line, have the parent model connecting the red birds and then allow the child to retrace over the parent's line.

THINK

Have a color day for each day of the week. Ask the parent, "What is your child's favorite color?" Possibly begin with this color.

Activity 3: Think and Explore – My Eyes

What your child will learn from this activity

This activity focuses on the sense of sight and how we use them – scientific observation. The child will look at their eyes in a mirror and talk about the visible eye parts. Think about how our eyelids, eyelashes, and tears protect our eyes by keeping dust and other harmful things from getting in.

You will need

Sites may choose to provide sunglasses and a small non-breakable mirror for the activity.

What to do

1. Make sure the parent uses the 3 c's to complete and confirm what the child sees. **I see the sink What do you see?** The child may answer by simply using one word or by pointing to an object (a book). The parent needs to respond **"I see a book, what do you see?"**
2. The child is actively participating by "looking" and learning about their eyes. The activity does not require the child to verbalize answers, but merely touch and follow directions (listening). It is important to go slow and repeat and reinforce (by modeling) directions if needed.
3. What skills are being developed by listening, saying, and doing the simple rhyme? Ask Home Visitors to identify and share one skill they recognize by this rhyming fingerplay.
4. If a child size pair of sunglasses are unavailable, encourage the parent to allow the child to hold an adult size pair of glasses in front of their eyes.

Activity 4: Think and Explore – My Eyes

You will need

Have your home visitor use props that will be common (available) in the homes of the families they serve.

What to do

1. Parents may need to repeat one instruction – wait for response – complete/confirm/correct.

In addition, the script includes "if your child does not respond". If the child does respond, "complete/confirm/correct" and move on to the next line.

5. After roleplay – home visitors should discuss the cups to be used. Encourage the parent to remember the size of the child's hands when selecting the cups.
6. The child and parent will move around the house and "spy" something with their eyes. You are not sitting for this activity, but allowing the child to get up and move around. This is repeated with 4 or 5 items and it is important to role play the items based on what is in each family's home. This will help the parent understand how to describe specific items found in **their** home.

THINK

Have home visitors role play one **THINK** bullet activity in the home. Parents need to understand and be familiar with the **THINK** activities. Ask home visitors why these activities are important. Share this feedback with parents.

Activity 5: Motor – Binoculars

What your child will learn from these activities

This activity will reinforce joint attention. If possible, ask an Early Intervention specialist to present a short development on the topic of joint attention. If a specialist is not available, a short clip has been provided: [Joint Attention](#).

You will need

Craft rolls can be purchased from Oriental Trading Company, Hobby Lobby or other craft stores for a very reasonable price. Sites may choose to provide to families.

What to do

1. Encourage parents to read slowly and with expression.

We are going to make something fun today.

We are going to make binoculars.

Binoculars are something we look through with our eyes.

They help us see things that are far away.

Let's say the word binoculars together.

- binoculars

5. The glue will not hold the tubes together without the help of tape or a rubber band.
6. After role play – home visitors should discuss what type of container is available in the home. Remember the size of the child's hands when selecting the cups.
7. What animals will your child see outside on your hunt? A squirrel, turtle, bird, bug, cat, dog, etc. As always, individualize what the child may see outside.

Note: Encourage the parent to make a set of binoculars for themselves. This will allow the parent to model all parts of the activity – from coloring to hunting. Model, model, model.

THINK

Role play all **THINK** activities during training. As the coordinator, we need to be clear what we expect to see in the home.

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 during weekly staff development, at the end of delivery and the following week (pickup week).

Was your child able to keep their eyes closed and hand the spoons to you? Could they put the cups together?

Have home visitors write a possible parent response.

If not, how did you change the activity?

Have home visitors write a possible parent response.

Why do you think the eye and binocular activities were included this week?

Have home visitors write a possible parent response.