

Spotlight on Development

Describe a few characteristics of a child who lacks sleep. What are some of the signs they exhibit? Lack of sleep on a short-term basis can cause over-activity, inattention, irritability and increased risk of injury. Sleep allows the brain to recharge. Ask Home Visitors (and parents) to tell you about a behavior of a child who misses a nap.

What happens in the brain while we sleep?

- It cleans out the trash. Cerebral spinal fluid pumps through the brain and takes away waste products.
- Locks in what you have learned. The brain restores information that wasn't "locked in" during the day.
- The brain chooses and enhances the memories that are important to you. *Example: Your child's pre-k graduation.*

What might my child do or say?

Home Visitors will use guided discussion to have parents identify an example of (lack of sleep) behavior they have witnessed in their child. Discuss the importance of bedtime routines and how this routine should be "non-negotiable." Non-negotiable rules are rules that keep the child safe, healthy and respectful.

What can I do to help my child develop?

Ask Home Visitors to share their own bedtime routines. Relate their routines to the "help my child" bullets. Did they find similarities between adult routines and a child routine? Did they learn something that might help them sleep better?

Many of the families we serve in HIPPY do not have an established morning or bedtime routine. Have the parent share an example of their child's bedtime routine. Are some of the "develop bullets" included in their routine? Remind parents a good bedtime routine for their child is beneficial by establishing and maintaining good sleep habits.

Activity 1: Language and Literacy – The Wheels on the Bus

What your child will learn from this activity

The Wheels on the Bus is a very popular folk song from the 1930's written by Verna Hills. What traditional nursery rhyme shares the same tune? Answer - *Here We Go Round the Mulberry Bush*. *The Wheels on the Bus* song was believed to be written to keep children entertained as they rode the bus. The song appeared when school bus transportation was becoming popular resulting in longer routes and time spent riding.

What to do

1. **Book walks** have become routine for the HIPPY curriculum. This routine allows the child to build and expand interest in books. Have the parent reflect back to the child's first book walk *Goodnight Moon*. Have the parent share how the child has progressed throughout this HIPPY year?

5. Discuss possible answers a child may respond with.

7. Parent models the actions as they sing the song (slowly at first). Repeated singing will allow the child to become more proficient with the motions.

17. It is important for Home Visitors to show parents how to perform each motion *Example: move their arms wide and close their arms.*

Activity 2: Language and Literacy – More Singing

What to do

1. Where have the parents been storing the books? The HIPPY year is ending and Home Visitors should reinforce the importance of keeping the books in a location that allows the child to access the books.

4 -6. The answers will vary by child. Children's background knowledge will influence each child's answer.

9 -10. We are asking a more complex question. The ability to answer questions is an important skill. This "what is the problem" question allows the child to **hear** the text and **see** the pictures to help answer. The parent can model the answer and have the child repeat the answer.

Note: There are many possible answers. One example: a child responded; the problem is "Animals driving cars."

20. The entire song and actions are page 14 for the parent to follow.

Have Home Visitors review (page 13) with parents. Encourage parents to seek out other nursery rhymes. Ask the parents to name a few nursery rhymes they have enjoyed with their child. [Cocomelon](#) is an excellent resource for nursery rhymes, songs, and finger plays.

Activity 3: Think and Explore - Circle Day

What your child will learn from this activity

Colors and shapes are two very noticeable attributes of the world that are all around us. Look around the room or out the window, you may not say it, but your mind is noticing and identifying green trees, white rectangle buildings, square windows, and round lights. These very recognizable characteristics encourage children to define and organize the diverse world around them.

When your child explores different shapes, she is using one of the most basic educational processes: same and different. This is the beginning of observing and comparing.

What to do

2. Home Visitors should help parents identify what will be used for a large circle on the floor. Possible suggestions may include; yarn, a round table cloth, a jump rope formed in a circle shape, a hula hoop, blocks arranged in a circle, etc. The important step is to help the parent decide what works for their individual home.
3. Make sure parents and Home Visitors are familiar with the tune.

[Ring Around the Rosie](#)

Note: The tune is not as important as **the rhythm and rhyme** of the nursery rhymes.

4. Why repeat? “Repeat to Learn, Learn to Repeat”

10 -11. We are reinforcing the circle activity by “spotlighting” circle shapes. Help the family identify a few circle shapes found in their home.

12. A paper plate or cut out circle (plate size) can be used to allow the child to decorate.

13. This last instruction is very important. We want the child to continue to **find** the circle shape in their environment and **say** the word circle

Activity 4: Think and Explore - Square Day

You will need

A small paper square that the child will be able to hold. Parent's should prepare prior to beginning the activity. The square will be used in **9**.

What to do

1. Help the parent identify 3 or 4 square (not rectangle) objects in the home. Examples: books, napkin, pillow, washcloth.
2. If parents do not have tape to make a large **square**, help parents determine what could be used. *Examples: Rolled up towels (4), a square rug, yardsticks, tape measures, etc.* The important step is to help the parent decide what works for their individual home.
3. As the child listens to the songs and performs the action they are walking a square shape. As the child moves, they are connecting the concept of a square to the action – memory and movement are linked.
4. Repeating to learn. The child will be familiar and begin to pick up parts of the song.
6. Shine the light on squares (not rectangles) in their environment.
9. Home Visitors should be prepared to offer suggestions for a parent who ask "What do I do? My child does not like to color." Short answer – nothing. The child will begin coloring in their own time, but there are ways to encourage and interest a child. Try something other than crayons. *Examples: glitter markers, colored pencils, chalk, etc.*

Activity 5: Motor – Circles and Squares

What your child will learn from this activity

Reinforce and review with Home Visitors why recognizing shapes in the world is important skill for young children.

Review: Colors and shapes are two very noticeable attributes of the world that are all around us. When we look out the window, you may not say it, but your mind is noticing and identifying green trees, white rectangle buildings, square windows, and round lights. These very recognizable characteristics encourage children to define and organize the diverse world around them. When your child explores different shapes, she is using one of the most basic educational processes: same and different. This is the beginning of observing and comparing.

Have Home Visitors think about how recognizing shapes relates to reading. Shapes are symbols. Learning early to recognize shapes relates to a child's ability to read other types of symbols – letters and numbers. Consider this: Many letters are made mostly of circles (or parts

of circles) and lines. The first step in understanding letters is the ability to see the differences in the letter. A “b” and a “p” contains circles.

What to do

1. The activities previously had children identifying circles and squares in their environment. Many of those items may be small enough to use for this activity. We want the child to be able to physically pick up the item when asked. It is important to have two or three of each shape.

2 -3. Parents should sing the song slowly and **if needed** model the direction by holding up their own shape. After the child has been successful at following the parent, the parent should repeat the song (no model) to see if the child is able to perform the actions by simply listening to the song.

4-5. Musical shape find. The child will be moving and be engaged during this shape finding activity. Ask Home Visitors which would be more engaging? Pick up a shape or “musical shape find”? Play equals learning.

9. The child will verbally respond with “circle” or “square”.

THINK

Repeat the activities throughout the week. Reinforcing and repetition is skill building. Encourage the parent to point out shapes everywhere.

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.

What did you find was different about this book from the other HIPPY books you have read?

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What did your child like about the activities for the circle and square days?

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Have you noticed any changes in your child's attention span these last few weeks?