

Spotlight on Development

As a child build with blocks and play games their imagination and creativity are developing. Ask Home Visitors if they consider themselves creative. Ask if they think creativity is something people are born with? Creativity is a way of thinking, problem solving, and applying knowledge as well. **Creativity can be acquired and fostered.**

What might my child do or say?

Remember creativity is the process not the product. Block building allows the Age 2 child to manipulate objects with purpose and the cognitive ability to problem solve and organize thinking.

What can I do to help my child develop?

BE ENTHUSIASTIC. A parent's excitement, enthusiasm, and interest will play a big part encouraging the Age 2 child to explore.

Practice open ended questioning with Home Visitors. Ask the following and have the Home Visitors identify open or close ended questions.

- Did you eat lunch today? (closed)
- How did you sleep last night? (open)
- Did you book the flight for HUSA conference? (closed)
- What HIPPY activity does your child enjoy most? (open)

Have the Home Visitors take the closed question and make it open ended.

Examples of how to begin an open-ended question:

- What would happen if...
- What do you think about...
- In what way...
- Tell me about...
- What would you do...
- How can we...
- How did you...
- Tell me more about...

Activity 1: Language and Literacy – The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear

What your child will learn from this activity

Have Home Visitors share with the group how the families have enjoyed *The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear*. Encourage the parents to be specific about what they liked about the story.

What to do

3. The song allows the child to be actively engaged by performing actions (hands over head, rub tummy, etc. These actions are motor imitation – they see a movement and reproduce that movement. The Kindergarten year is a high percentage of motor imitation. Ask Home Visitors to give examples of how motor imitation would look like in a kindergarten classroom.

Possible examples:

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- Teacher has children watch how to make the letter A. Start at the top...
 - Teacher models how to stand in line.
 - Teacher models how to open milk carton.
 - Teacher models how to complete an activity. First, then, next...
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A very successful kindergarten teacher gave a new kindergarten teacher the following advice.
Model, Model, and Model.

4. Make sure that parent has the page numbers in their book numbered correctly.

4-10. The parent may use questioning or point to the illustration to help the child answer. Some children may just need a question to help them answer the questions. What is the covering the strawberry?

14-15. Just color the strawberry do not cut out. In Activity 2, we will use the strawberry again.

Activity 2: Language and Literacy – Sharing

What to do

4-8. Remind parents to reinforce the answer with language. This activity assesses for story comprehension. The child will use the illustrations to answer questions and express their opinions related to the story.

9-12. The strawberry is cut in half. One half given to the child and one half to parent. Parent and Child will use the strawberry (prop) as they say the rhyme and do the motions. Repetition of the rhyme will allow the child to become familiar and be more comfortable (successful) doing the

motions. Home Visitors should encourage parents to repeat throughout the week. Follow-up and ask parents how repetition helped the child do the motions. Did the child begin to say parts of the rhyme?

13. Cut any piece of real fruit (if available) into 2 pieces and share with the child.

The parent can model (pretend play) how to share a toy with a friend. This will help the child understand what words they need to share, take turns, listen and communicate.

Remember: Children learn and imitate behaviors by watching and listening to others. This is sometimes called “observational learning” - learn things simply by observing others.

Activity 3: Think and Explore: Count the Holes

What your child will learn from this activity

The shape blocks have not been used in several weeks. Home Visitors should make sure the blocks are available for the activity.

Skills strengthened in these activities

Review each skill area and have Home Visitors find in the activity. Have each Home Visitor share a thought.

- Counting and One to One Correspondence: **Touching** as they count helps connect pathways.
- Visual Discrimination:
- Mathematics: Learning **shapes** helps children identify and organize visual information - Shapes are early Geometry

What to do

1. **One of each shape** is used. If the child cannot count the holes in the shapes – parent should model counting. Touch and count the hole.

Note: Remember modeling is the most important part of introducing numbers to a child. Encourage parents to not be discouraged if their child does not immediately pick up on the task.

Simply continue to model regularly, and the child will eventually begin to learn and demonstrate understanding.

5-6. Add other shapes and ask for number of holes **randomly**.

7. As the child places the shapes on the shape sorter reinforce counting the holes.

Activity 4: Think and Explore: Count the Holes

What to do

1. What kind of bag will be used? An old gift bag, paper sack, an empty oatmeal container, shoe box, etc.

3. Review each activity sheet piece and point out the number. Your child is not expected to learn the names of numbers. The numbers are on the activity sheet simply to show your child what they look like.

TH!NK

At weekly staff development roleplay and discuss Th!nk activities. It is important for Home Visitor and parent to understand how to use and what materials they have in the home to complete the Th!nk activities.

Example: Variety of small snacks (10 Pieces) needed – Choose 4 different shapes with a variety of number of holes. The child chooses a shape and identifies the shape and color. The number of holes will be counted to determine how many items they may eat.

Discuss with Home Visitors how this hands-on activity reinforces:

- **Meaningful counting** - The more experience children have with counting, the more they will learn the meaning of numbers.
- **One to one correspondence** - One-to-one correspondence is an early learning math skill that involves the act of counting each object in a set once, and only once with **one touch per object**.
- **Rote counting** – Saying the numeral names in order

Difference - One-to-one involves actually touching each object and saying the numeral name aloud

Activity 5: Motor – Shake the Shapes

What your child will learn from this activity

Assign a skill area to each Home Visitor. Have the Home Visitor identify each skill listed (fine motor, gross motor, and problem solving) in the activity. Where is the skill located?

What to do

1. Tying the yarn to a door knob or chair stabilizes the yarn to help the child as they thread the pictures onto the yarn. (Tape around the end of the yarn that will be used for threading.)
4. Make sure the hole is wide enough (clearly defined) for the child to thread through the yarn. What could parents use if they do not have access to a hole punch? A pencil and run back and forth through the hole to make it “open” enough for the child to thread.
5. As the child threads the picture into the yarn they are moving their fingers together. Extending and flexing. Remember to name the shape and color. We do not expect the Age 2 to know color and shape, but we do expect parents to use language to reinforce and describe the shape. Many children will be able to identify the color and some the name of the shape.
7. As the child shakes the yarn to move the cards towards the door knob they are using their proprioception sense. To put it simply, **proprioception** is the sense that tells the body where it is in space. The **proprioceptive system** receives input from the muscles and joints about body position, weight, pressure, stretch, movement and changes in position in space. This helps us know to apply more or less pressure and force in a task. Instinctively, we know that lifting a feather requires very little pressure and effort, while moving a large backpack requires more work. Many of our HIPPY activities If possible invite or explore this sometimes called the sixth sense in a weekly development training.

TH!NK

Review with Home Visitors what you expect to see regarding roleplay/guided discussion of a Th!nk activity. Reminder: Guided discussion is a two-way conversation.

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 fruits does your child enjoy eating? Are they willing to share with a sibling or friend?

What did your child enjoy are not enjoy about the storybook?

How did your child do with counting the holes? Were they able to count and touch one at a time?