

“Children are made readers on the laps of their parents.” *Emilie Buchwald*

Spotlight on Development

Ask Home Visitors to consider the importance of loving relationships in their own lives? Have each share one word that describes how a loving relationship is beneficial to their life.

Examples: support, encouragement, trust, honesty, connection, communication, etc.

Human beings are social beings. The forming and maintaining of relationships are necessary and is how we function within society. It is a key component to being mentally healthy and having a positive sense of well-being.

Ask Home Visitors to think of someone who was really special to them as they were growing up. What made you think of this person? What did they do that made them important or special to you?

What might my child do or say?

Ask parents to share if they have noticed any of the “do or say” bullets of development in their child. Encourage the parent to be specific about what they see or do not see.

Free Resource: CSEFEL has a downloadable feeling chart in Spanish and English. The chart includes a calm down strategy of taking 3 deep breaths.

[Feeling Chart – English](#)

[Feeling Chart - Spanish](#)

What can I do to help my child develop?

If possible read “How Full Is Your Bucket for Kids” and briefly discuss. It is a wonderful story for parents (and older children).

Below is a video link to the book being read aloud–

[How Full Is Your Bucket For Kids](#)

Tips for “Filling your Child’s Bucket”

1. Pay attention to your child – Make eye contact
2. Use language specific to the behavior
3. Encourage with genuine enthusiasm (no sarcasm allowed)
4. Praise and use positive talk in front of others.

The Center on the Social Emotional Foundations for Early Learning (CSEFEL) located at Vanderbilt University has informational handouts available. This site includes information valuable to HIPPY staff and parents. During staff training, allow the Home Visitor to view the [Family Tool](#) section. Is there a topic that they would like to incorporate into a staff development enrichment topic?

Activity 1: Language and Literacy – Sequencing

What your child will learn from this activity

How many times have you referenced a book to clarify understanding? This referencing is a learned skill.

First reading of a story is an introduction to the book. This reading includes four components: book introduction, vocabulary support techniques, questioning and commenting, and an after-reading "why" questions.

Second reading of a story helps deepen children's comprehension of the story and provide further opportunities for children to engage in questioning.

Third Reading of story will include guided retelling of the story which allows the child to explain why events occurred.

Below is a chart **Components of Interactive Read Aloud** (provided by Reading Rockets) . Review each section and notice how the HIPPY **Language and Literacy** activities reinforce these components.

	First read-aloud	Second read-aloud	Third read-aloud: Guided reconstruction
Book Introduction	Give a few sentences introducing the main character and central problem. Use illustrations on the book cover, back, and title page as needed.	Remind children that they know the characters and some things the character does. Ask questions about the characters and problem.	Invite children to identify the problem and describe the solution. Have children recall the title of the book.
Book reading	Insert vocabulary enhancements for 5-10 vocabulary words by pointing to illustrations, gesturing dramatically, or inserting a few definitions. Make comments that reveal what the main character is thinking or feeling. Ask a few follow-up analytical questions based on your comments.	Insert vocabulary enhancements for the same vocabulary, including more verbal definitions. Make comments that reveal what other characters are thinking or feeling. Ask more analytical follow-up questions.	Before reading a double page, show the illustration and ask, "What is happening here?" Follow up children's comments by extending comments or asking for clarification. Read some of the pages of text. When appropriate, before turning to the next page, ask, "Who remembers what will happen next?" Call attention to some vocabulary in different contexts.
After-reading discussion	Ask a "why" question that calls for explanation. Use follow-up questions to prompt answers. Demonstrate how to answer the question by saying, "I'm thinking...."	Ask another "why" question or ask, "What would have happened if...?" Use follow-up questions to prompt children's thinking.	Ask another "why" question or ask, "What would have happened if...?"

Source cited: “Repeated Interactive Read-Alouds in Preschool and Kindergarten.” *Reading Rockets*, 23 Aug. 2017, www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten.

What to do

4-7. These specific questions draw the child’s eye to the illustration. Observing the details in illustrations help the child gain understanding and depth about the story.

8. The **Bus cards** from Week 29. Using the book and song, as a reference, the child will sequence the pictures. It is important to read each page (reference) and *then* choose the picture.

9 – 12. The child will sequence cards in order of the story. Using the book and song as a reference will help children develop and reinforce memory recall.

Activity 2: Language and Literacy – Driving the Bus

What to do

9 – 11. The child will focus on the characters and details on the page. If the child does not verbally answer, have the child point to the bear and then ask “who is the bear is being kind to?”.

14. Place a few chairs side by side and a few rows if possible. This will help the child identify with seating in a bus. If the parent home does not have enough chairs, use pillows or towels to create a seat row for the stuffed animal passenger.

Background knowledge of riding a bus helps the child to have a deeper understanding of the story. Where could the child ride a bus, see a bus, etc.? Home Visitors can talk with parents about possible opportunities in their community. PBS has a wonderful video; [Let’s Ride the Bus](#) that could be shared with parents and children.

THINK

Activity 3: Think and Explore – Blowing Up a Storm

What your child will learn from this activity

Children love to play with bubbles. They blow them, chase them and pop them. Research shows that children who blow bubbles and lick their lips seem to learn how to acquire language earlier than babies who do not. There seems to be a clear link between a child's ability to carry out complicated mouth movements with the ability to acquire and develop language. Why? The muscles needed for speech are being developed and strengthened. Ask Home Visitors have they noticed children who struggled to "blow bubbles"?

You will need:

- 2 straws – one for parent and one for child
- Cotton balls or small paper balls

What to do

2. Have the child "practice" blowing through the straw before trying to move the cotton ball. If the child has trouble blowing through the straw, start by having the child practice blowing through a straw into a glass of water. The bigger (in width) the straw, the easier it will be for your child to blow bubbles with.

Child and parent may sit at a table that allows the child to be at mid-level to blow the cotton ball with the straw. It is important to make sure the cotton ball and straw are at (or below) child level.

7 - 17. Child and parent move to the floor. The parent will need to model how to keep the cotton ball on the path.

This activity allows the child to have fun and blow gently or blow one long breath to move cotton balls. It takes practice to develop oral motor skills. Teaching and strengthening the muscles to move the right way is important.

Activity 4: Think and Explore – Blowing Bubbles

You will need

Sites may want to provide ¼ cup corn syrup and Dishwashing soap (if needed) to families and a pipe cleaner or pre-made bubbles.

Staff training: Use the recipe and include the clear corn syrup. Notice any difference?

What to do

2-4. Preparing the bubble solution is the activity. If needed the recipe could be cut in ½.

If sites want to provide pre-made bubbles – skip to 5.

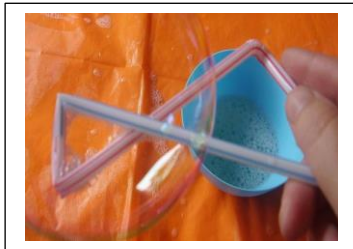
4. It is important to have the child practice blowing through the straw **before** blowing into the solution. (We don't want the child to "drink" the liquid through the straw.)

5. Blowing through the straw creates a bubble sculpture.



6. Sites may want to provide plastic bubble wands, pipe cleaners, extra straws. Home Visitors should be prepared to offer substitutions or suggestions for additional items. *Example: fly swatter – spatula*

Straw bubble wand



Pipe Cleaner bubble wand



10. Allow the child multiple opportunities to try and blow bubbles with the wand. This skill takes practice.

11. Parent change to a different bubble wand - spatula, slotted spoon, etc.



Safety Note: The bubble solution can make a concrete or other solid surface slippery. If possible, this activity is best done in the grass or on any non-slippery surface.

THINK

Review the **Things to think about and do** activities. Encourage parents to complete a few and possibly share a few of their own.

Example: Swat the bubble or create a snake bubble.

Activity 5: Motor – Motor Imitation

What your child will learn from this activity

Visual Motor Integration (VMI) is commonly known as hand-eye coordination. VMI is a skill that allows us to complete complicated tasks by using our eyes and hands together. Examples of VMI include; completing a puzzle, inserting a pencil into a pencil sharpener or a straw into a juice box. In addition, **motor imitation** allows the child to see a design being created and then imitate the design.

You will need

Flat items like sticks, coffee stirrers, craft sticks

What to do

1. Two blank sheets of paper, paper towel, solid colored place mat can serve as the work mat. The work mat defines the area to make the designs. **It is important to begin with Box 1 as the designs become more complex.** Sitting side by side - The parent models placing the sticks to make a design. *Seeing* the parent copy the design will allow the child to have a deeper understanding of the design. Have the parent talk about/describe the design as they create it.

Example: I am going to take one stick and make a standing up line.

1- 6. The parent models each design by creating on their work mat first. The child replicates the parent's design on their work mat.

7. If the child has had difficulty with the first five boxes, allow the child to make the designs again. (Replay cards 1-5)

On cards 4 -11 remind the parent to use language to describe the design being created; how many straws used, where they touch, top/bottom, etc.

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.

As you look back at the 30 weeks of HIPPY visits and activities, what are some of your favorite parts?

What are some things that could be improved?

You have completed HIPPY For Little Learners with your 2 year old. Are you looking forward to using new HIPPY activities and storybooks next year with your 3 year old?