

WEEKLY GUIDANCE INFORMATION

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our perspectives”

Robert John Meehan

What is the weekly guidance?

The weekly guidance is a document that provides information to help assist coordinators in weekly staff development. The guide is a **training outline** of each weekly packet. It is designed to increase staff knowledge to a higher level of early childhood (specifically age 2). Staff need to understand early childhood terms, age 2 child developmental levels and strategies to prepare for differentiation of instruction. Every parent, every child, and every life situation is different. Home Visitors should have a toolbox full of tools to help the family be successful.

Who is it for?

The guide is designed for the HIPPY Coordinator to help **train** Home Visitor to deliver the weekly packets to families. (The weekly guides are not a handout for Home Visitors)
The guide is designed for the HIPPY Coordinator.

How do I use the weekly guidance?

The guide is a tool to help a coordinator prepare (in advance) for the weekly staff development. Coordinator's should prepare their sample packet using the appropriate weekly guide. During the preparation period, the coordinator can add more information on a topic based on their staff needs and the coordinator's level of expertise.

GUIDED DISCUSSION – AGE 2 CURRICULUM

The most effective way to share the information in the **Spotlight on Development** and **Tips Sections** of the Age 2 Curriculum is by using the **Guided Discussion** process.

- **Guided Discussion** in HIPPY is the interactive process of the **home visitor** and **parent** sharing information and experiences.

The goal of Guided Discussion is:

- To stimulate conversation and dialogue
- To develop a peer to peer relationship between the home visitor and the parent
- To gain an understanding of the parent's skill level
- To share experiences and stories about a toddlers' development
- To show respect for the parent's knowledge about their child - their behavior, likes and dislikes, etc.
- To gain an understanding of a parent's knowledge of their child's development
- To introduce unfamiliar information to the parent in a relaxed, non-lectured manner
- To encourage the parent to ask questions
- To assist the parent in understanding concepts (ideas) and educational terms and information
- To assist the parent in supporting their child's growth and development
- To assist the parent in appreciating their child's growth and development

Techniques for coordinators and home visitors using Guided Discussion:

- Read and become familiar with the material each week - make notes
- Do additional research if something is unclear
- Ask questions of each other to be sure everyone understands the concepts
- Practice engaging parents by asking each other what, when, why, and how questions
- Share child development experiences with each other that may be appropriate to share with parents
- Brainstorm ideas with each other about how to connect with parents of various skill levels
- Brainstorm with each other how to connect new information and ideas to existing knowledge about child development

Training Tip: HIPPY for Little Learners curriculum is new to Home Visitors. Allow time (the week before or the day of training) for staff to read and preview each packet prior to training.

Guidance for Delivery

Refer to the Home Visitor Guide (pages 36 through 38) Review where role play and guided discussion are used in each packet.

Guided Discussion – Use with each packet in the following areas;

- Spotlight on Development
- What might my child do or say?
- What can I do to help my child develop?
- Sharing Books With Your Little Learner *(When included in packet.)*
- What your child will learn from these activities.
- Th!nk - Things to think about and do

Role Play

All activities under the **What to do:** sections **must** be role played. Role Play is the method used to introduce and practice the curriculum.

Page 1 Overview Information – Spotlight on Development, What might my child do or say, What can I do to help develop?

Each packet contains a wealth of information. **Guided discussion** should be the delivery method used when delivering this section to parents (and during weekly training). Familiarize staff with the term **guided discussion** and how to use with parents.

Guided discussion is an **active** learning technique engaging parents in a new topic and allows parents to use their background knowledge to contribute to the discussion. During staff meeting, have Home Visitors share examples of specific planned questions to ask parents. The goal is to show Home Visitors how to “draw out” learning points from the parent.

Have Home Visitors practice the technique of how to use questioning to encourage discussion with the parent. Train Home Visitors to use **effective** words to encourage discussion. Effective questioning words begin with “Why...” “How would you explain...” “What is the importance of...” “How do you..” These questions will help to start the question and encourage discussion.

Discuss the benefits of open-ended questions:

- Assess parent knowledge.
- Determine the extent to which a parent is linking background knowledge with new concepts.
- Identify misconceptions that are hindering understanding.

Guided Discussion Checklist

- **Be prepared** - Home Visitors need to know the material and have specific questions to facilitate the discussion. Encourage Home Visitors to write a leading question or two to help begin the open-ended discussion on their packet.
- **Facilitate not Dominate** - Use open-ended questions
- **Positive Adult Relationships** - "What (Tell me) are some things you and your child enjoy doing together?"
- **Vocabulary** - How do you explain new vocabulary words to your child?

In summary:

- Allow your staff to read the page silently.
- Coordinator reads the heading and the Home Visitors read the bulleted item. (Allow each Home Visitor to read an item.)
- Using guided discussion and ask Home Visitors to give examples.

After training the page, choose two staff members to “roleplay” how the page will be delivered in the home demonstrating the guided discussion technique. The coordinator (or veteran staff member) takes the role of Home Visitor and another staff member takes the role of the parent. If possible, choose two additional staff member and allow them to “role play”. Staff learn best from each other.

Note: Curriculum Resource for staff development. [Handout: Guided Discussion – Little Learner Curriculum](#)

DOMAINS

The weekly activity packets are arranged in domains (subject areas). Teachers use this language in the school system and a HIPPY goal is to familiarize HIPPY parents with educational terms. Little Learners curriculum contains five activities covering three domains: Language and Literacy, Think and Explore, and Motor. Review with your staff a short description of each domain and ask each Home Visitor to give a specific example.

Activities 1-2: Language and Literacy Early language and literacy skills are learned best through everyday moments with a child—reading books, talking, laughing, and playing together. Children learn **language** when we talk to them, when they communicate back to us, and by hearing stories read aloud. Children develop early **literacy** skills when given opportunities to play with and explore books. **Language** and **literacy**, while two different skills, build on one another in important ways.

Activities 3-4: Think and Explore – Children begin to understand (**think**) how things are logically connected; for example, cloudy sky = possible rain. They use their increasing language skills to ask questions about what they see, hear, and experience in the world. The **Age 2** child uses their past experiences (background knowledge) to detect patterns and connect ideas. Ask Home Visitor's to think about a child who is age 2. Do they agree/disagree that every other word a 2-year-olds speaks is "Why?" Allow Home Visitors to share specific examples.

Children learn by **exploring** their environment. Exploring is normal and important for children and is one of the first steps in learning about objects and how to solve problems. The HIPPY curriculum will offer many activities that allow the child to see how things work, what they look like from the inside, and how they are made.

Activity 5: Motor – Activities using gross (large) and fine (small) muscles designed to improve muscle control, balance, coordination, strength, and eye-hand coordination. Coordination, balance, and motor planning skills are improving and each new skill a child learns is the foundation for the next, more complicated skill. The **Age 2** child is becoming motor independent – "I can do it by myself". Developmental milestones for Motor include; walking alone, running, jumping, climbing on furniture, etc. Have Home Visitors to share an example of motor independence. Example: The child no longer wants the parent to hold their hand as they go up steps. (Even if they still need the parent's assistance.)

Note: The first three pages of the Week 1 Guide includes information that pertains to all 30 weeks of the curriculum. Print out and use as resource for the following weeks.

The Age 2 child is entering the self-discovery stage. This is a time of amazing transformation from a baby to independence "I can do it by myself!". This stage is also a period of challenging behaviors as the child tests the limits of independence. Once completely dependent on the parent, the child now has the **physical** and **mental ability** to wander off on his own. The Age 2 child believes he "rules the world." All too quickly, though, they learn the limits of their powers as they try new experiences, whether it's climbing up on the bed and then not knowing how to get down, or trying to put on a coat and getting tangled in it. When the child realizes, they don't have everything figured out just yet, they may become frustrated and frightened.

What might my child say or do?

Staff Development - Coordinator read the heading and allow each Home Visitor to read a bullet. Have each Home Visitor share a specific example.

Staff Example: My child will not let me help her out of the car and expresses strongly "I can do it." It is hard for me to allow the additional time needed (especially when I am in a hurry), but I understand how important it is to give my child time.

Home Visit – Home visitor uses guided discussion and paraphrases bullets. Using effective questions to encourage the parent to share examples of the HIPPY child.

Parent Example:

Home Visitor: Tell me about a task that your child may have a hard time and get upset and not let you help?

Parent: Putting on her socks and shoes. She has trouble and if I try to help she throws her sock at me and starts crying.

Home Visitor (possible response) – She is definitely in the "I can do it" Age 2 stage of development and showing normal behavior. She knows how to put the sock on, but her little fingers (grasp) just do not cooperate.

What can I do to help my child develop?

Children at Age 2 can do many things, but it just takes more time. Giving a child time to complete simple tasks is important to developing their independence. Encourage parents to provide multiple opportunities (simple reasonable tasks) for the child to be independent. The knowledge previously gained from guided discussion from “***What might my child do or say?***” can be used to guide the parent.

Example:

Home Visitor: We discussed how hard putting shoes and socks on are, but what could we do to continue encouraging her and making her successful at this task?

Parent: I guess I could let her have more time and allow her to start by just putting on her sock and I could put on her shoes?

*Home Visitor (possible response) – Great idea and why don’t you see if she will allow you to help her put **one** sock on and then allow her to put the other sock on “all by herself.”*

Note: These examples are just possible scenarios. The number of different responses will be as numerous as the difference in the families HIPPY serves.

Activity 1: Language and Literacy – Goodnight Moon

Sharing Books With Your Little Learner

This page will be included in several packets and serves as a resource to parents. The Home Visitor will review this page (using guided discussion) on **Activity 1 Language and Literacy - #1**.

Storybook: Board books are used in the Little Learner Curriculum because they are durable and easy to handle. The board book is built for heavy duty use. It is made of thick cardboard pages often with rounded corners and is durably bound and the pages are often coated (so it can be cleaned). The firmness of its pages allows the child to be successful in page turning – an action that, by itself, is enjoyable to the child and is repeated, over and over again.

Book Walk – Have a home visitor explain what they think the term **Book Walk** means. Example: A **Book Walk** allows the child to preview the book prior to reading. It sets the stage. **Book Walks** involve studying the front and back, turning the pages and looking at the illustrations.

Point out that to help hold the child's attention, allow the child to be active in turning the pages, asking questions and allowing them to give a name (label) the pictures. Remember, this is not the time to make comments, but is the time to give the child their full attention.

Guided discussion question example: “What are some things that could be distracting to you as you read with your child (cell phone, television, etc.)?” or “What is one of your child’s favorite stories?” The parent feedback information from “Sharing books” allows the Home Visitor to get an understanding of what reading looks like in the home.

What your child will learn from these activities

How will this topic be delivered in the home? The answer is **guided discussion**. It is suggested you choose two home visitors and allow them to demonstrate delivery in the home: home visitor to parent. This allows the staff to feel more comfortable with guided discussion and allows the coordinator to assess for home visitor understanding of guided discussion.

You will need

The book *Goodnight Moon*.

Book Overview Information. *Goodnight Moon* was published in 1947 and is a popular bedtime book written about a rabbit's routine before he goes to bed. Before his bedtime, the rabbit goes around the room and notices items within eye sight and says goodnight to all of them. Everything from the pictures on the wall to the mice to the clock are mentioned and said goodnight to. As the story continues, the rabbit gets more and more tired before finally saying "Goodnight noises everywhere," just as he falls asleep.

Illustrations. Full page color is used when the whole room is shown. Black and white pages only show the silhouette of an image. The purpose is to help the reader focus on the image.

What to do

Special Note: Have the home visitor role play the activity completely. Upon completing, home visitors may choose to go back and point out the following information. There are many good suggestions that would be valuable to parents. **It is important to know your parents and decide how much information to share.** The purpose is to inform and reinforce.

1. Refer to Page 2 – **Sharing Books With Your Little Learner**. This page allows the parent to gain an understanding on how a new book is introduced to the child. **Be specific.** Ask the parent to give specific examples of the best time and place to sit and read with their child

2 and 3. It is important for the child to **hold the book** and be active in the reading experience by **turning the pages, asking questions and labeling the pictures**. Ask the parent to notice if the child holds the book right side up, turns pages from front to back, etc.

8. Wait time = Think time. Allow the child to be independent and give them time to respond.

10. Brainstorm with Home Visitors (and parents) creative ways for storing the Age 2 books. Example: An inexpensive cloth bag to be used as a book bag.

Activity 2: Language and Literacy – Goodnight Moon

What to do

1. The second activity this week is a literacy activity reinforcing the language activity. Ask home visitors: “Why do we **reread** the *Goodnight Moon* book?”

Possible Answers:

- **Vocabulary and Word Recognition** – The more a child is read to, the larger their vocabulary becomes. Rereading allows the child to become familiar and comfortable with a greater number of words.
- **Security** – Hearing the story over and over feels safe and secure.
- **Repetition** – Children learn by repetition. “*Repeat to Learn, Learn to Repeat*”
- **Increased experience** – Children’s understanding (comprehension) deepens and they start to notice new things in the story.

6. **Activity Sheet 1** is used to record the child’s list of items from the book. It is important for the parent to write down the child’s list of items. Why? It is important for the child to gain understanding that writing carries a message.

9. Parents may choose to use their cell phones, iPad, camera, etc. **to take pictures** of the items found in the home.

10. Return to a comfortable place where the child and parent can compare pictures. A couch, on the floor, etc. It is important for the child to see the *Goodnight Moon* book and the photo taken of the item found in the home.

12. and 13. Talking (using language) and comparing the pictures found (photos) helps the child connect to the book. Encourage and role play how to compare the items found to the book. Will the parent use a camera and take pictures? If a child has trouble seeing or understanding the differences, what should a parent do? Return to the real (concrete) item and talk about and show the differences. What is the same? What is different? Encourage parent to use the words same and different.

Example: How does our brush look like the brush in the book? It has bristles, it is small, etc.

THINK

Train your staff to review the bullets in a guided discussion format. The bullets have some examples of how to extend the activities.

It is important to **remind parents** the books provided stay in the home and become part of their home library. **Possible guided discussion question:** How many minutes a day do you read to your child? Once you have this information, it allows the home visitor to individualize the extension and connect the family to resources. **Example:** Maybe the site can provide checkout books or guide the family to the local library.

It is important to **remind parents** to keep the book in a safe place, but also important for the child to have access to books. Encourage parents to make reading part of their daily routine. Ask the parent: What are some good times to read to your child (after bath, before nap, at the doctor's office, in the car, etc.)?

Children learn through repetition. It's not surprising that they tend to ask for the same books over and over. Children are excited when they know a book so well that they know what's coming and can anticipate or even repeat the words, much in the same way we like singing the words to a favorite song. Ask home visitors, "Do you have a favorite movie you watch over and over? When watching the second time did you see something different?"

Activity 3: Think and Explore – Water, Scoop and Pour

What your child will learn from these activities

Define **cause and effect** for Home Visitors. Cause and effect is simply **an action** for **an outcome** or, to the child, understanding **one event brings about another**. Share with home visitors:

Cause = Why it happened

Effect = What happened

Share this example: The sun made it hot outside = the ice cream melted.

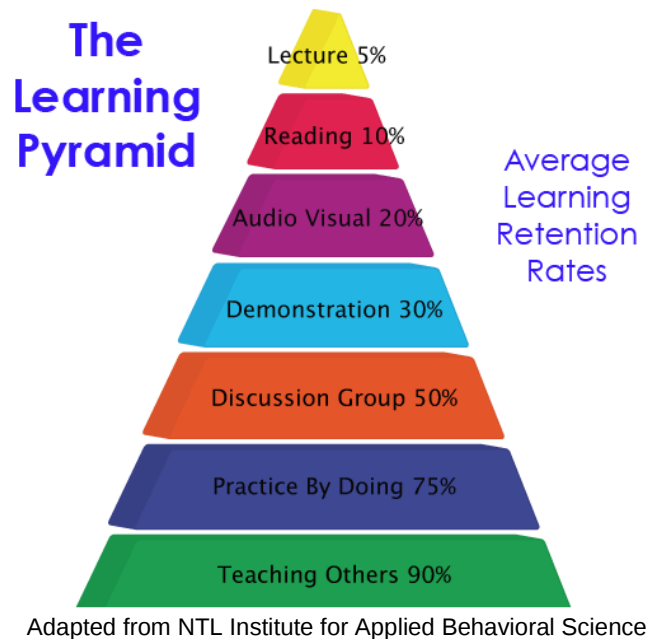
Training extension: To help the home visitor relate to the concept of cause and effect, have each give their own example:

I felt cold. (Cause)	I put on my coat. (Effect)
I was very hungry. (Cause)	I ate a donut. (Effect)

In this activity your child will:

Build Vocabulary – The average two-year-old speaks 50 words and by Age 3 it has increased to 250-300 words. Vocabulary growth is linked to academic achievement.

The child makes **sense** of their world by hearing, touching, seeing, tasting and smelling. Review the learning pyramid with home visitors. Do they agree/disagree? How can we relate this information to HIPPY? Give examples that relate to both **parents** and the **child**.



Fine and Gross Motor Skills – Have home visitors give a definition of hand-eye coordination. **Hand-eye coordination** is using the eyes to direct muscles towards a task. Examples: eating or brushing your hair.

You will need

Sites may choose to provide the small cups to scoop the water. Home visitors should guide parents on the type of containers that could be used (plastic containers, storage ware, bowls, etc.). **Be specific** with examples of what is available in each home.

What to do

1. Parents could use a cookie sheet or tray to help contain the spills.
2. If the child is easily distracted, start with a smaller number of cups and containers and add to the group as the child gains understanding.
3. Parents may model (if needed) to help the child understand. Some children may be hesitant to get their hands wet, but by modeling they will join in.

6. through 10. Point out to home visitors the vocabulary words scoop, pour, big, small, warm, cool, etc. are used in this activity. Children will begin to understand and learn new vocabulary as they complete the activity.

11. through 13. It is important to allow the child to experience independence by wiping up the water. Home visitors should stress to parents to allow the child to perform this simple task.

Role play in the home: Home visitors should use props that represent items that can be found in the majority of homes. Sites may choose to provide the items, just be mindful of the stability of the cups as the child must transfer water to the cup. Coordinators should be very specific on how they expect this water activity to be role played in the home. Will your home visitors take a bottle of water into the homes? Use the water source available in the home? Be specific with home visitors on what you want to see in the home.

Activity 4: Think and Explore – Water, Scoop and Pour

What to do

1. through 3. This activity reinforces **Activity 3**.

10. It is important to reinforce **Wait time = Think time**. Giving the child time to answer is important. Strategy: If a child is nonverbal ask the child to point to the big cup/small cup.

11. Use Confirm, Complete, Correct. (If you have new staff, explain the terminology. Refer to the **Home Visitor Guide**.)

13. through 17. We are introducing new vocabulary (overflowing) through play. The **water activities** this week allow the child to engage in sensory play. Ask home visitors what senses were used in the last two water activities.

Staff: Discuss briefly Piaget's water conservation theory. Conservation is the understanding that something stays the same in quantity even though its appearance changes. By around seven years of age most children can **conserve liquid**, because they understand that when water is poured into a different shaped glass, the amount of liquid remains the same, even though its appearance has changed. Younger children think there is a different amount because the appearance has changed.

Watch this short video: Piaget's Conservation Experiment (water)

<https://www.youtube.com/watch?v=UD0EL4gRWkA>

THINK

Review the **4 Golden Rules for Bath Times** with your parents.

1. **Always supervise** children under five years in the bath.
2. **Check the water temperature** before you put your child in.
3. Get everything ready **in advance** so you can stay with your child for bath time.

Activity 5: Motor – Salt Patterns

What your child will learn from these activities

Using the **Home Visitor Guide**, assign each home visitor a bolded term to read aloud with the group and give one example.

What to do

During staff development, prepare three trays:

1. Cornmeal
2. Salt
3. Sand

Allow home visitors to draw patterns in each tray. Which tray worked the best? The same? Brainstorm other items that might be used. Example: sugar, etc.

Other possible tray ideas:

- The lid to a plastic tub or container.
- A cardboard box with the side cut down to size
- A medium to large plastic container that has low sides

3. Use the most common item found in the homes you serve for the prop. Be sure to instruct the parent **how much** salt to use. It also helps if the **color of the tray** contrasts well with the white salt. If parents do not have a dark baking pan or colored tray, home visitors should help guide the parent. The tray is key to the success of this activity. **Brainstorm suggestions:** colored paper placed on bottom of a paper, etc. Make your tray any color you would like, possibly your child's favorite color, whatever motivates or interests them!

4. through 7. How many senses are engaged in this activity? Have home visitors identify and relate the sense to the activity (sight, touch, hearing the salt pour, etc.).

9. through 12. Sites could choose to provide small plastic combs.



THINK

Remember **guided discussion** is an active learning technique engaging parents. Ask parents to name a few of the objects they may use for different “salt tray play.”

Rainbow Tray (or picture)

- Cut the paper to fit and cover the base of the tray in order of the colors of a rainbow.
- Place sticky tape over the joins of the paper to avoid the salt moving underneath the colored paper.
- Cover the paper lightly with salt.

Tip: Only a small amount of salt is required for this activity as too much can make it harder to see the drawings.

Family Feedback

The Little Learner documentation of HIPPY work (pull pages) will be in a parent interview format found on the **last page** of each weekly activity packet. Emphasize to home visitors how important it is to gather parent feedback. **Parents may not fill in the answers to the questions prior to the home visit**, but the home visitor **should** fill in the information during the weekly review. As home visitors review the previous week’s activities, they will gain valuable information that will add to the Family Feedback. Encourage home visitors to make additional notes in the Family Feedback section. **Collecting weekly Parent Feedback pages is NOT REQUIRED by HIPPY US.**

Review objective reporting with home visitors.

- Avoid making assumptions
- Avoid labels
- Don’t compare children.
- BE OBJECTIVE – state the facts

Allow Home Visitors to read and consider possible answers for all questions on the Family Feedback form based on their roleplay during staff training. (THEY DO NOT WRITE ANSWERS ON HOME VISITOR PREPARED PACKET)

Did you enjoy this week’s activities for you and your child?

My child loved finding the mouse in the Goodnight Moon story and I had to read the story every night before bed.

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our perspectives” *Robert John Meehan*

Coordinators, Home Visitors, and Parents are collaborators that can help us with perception. Do not overlook this valuable resource.

Spotlight on Development

Dramatic play is an important part in a child’s development and engages children in both life and learning. It helps children increase their understanding of the world around them.

What will dramatic play look like in the Age 2 child? At first, they might just mimic your exact actions, but as they develop more advanced thinking, they will create their own style. **Example:** In the beginning, they may pretend they are shopping like mommy, and later they may line up stuffed animals and go shopping for pets.

What might my child say or do?

Parent participation is needed to help encourage and **facilitate** dramatic play. Props encourage and enhance the dramatic play. Have parents identify some simple props available in the home that can enhance pretend play. Example: Plastic spoons, plates and a small box made into a stove top, for example, will lead to pretend cooking and eating.

What can I do to help my child develop?

Join in - Play with your child and offer suggestions, but do not take the lead. Play along with them and encourage their ideas. Sometimes 2-year-olds need a little help expanding their play. If a child is busy pretending to make soup but doesn't know what to do next, for example, you can suggest that he pour some soup in a bowl so you can taste it — "Mmmm, yummy!"

It is important to encourage parents to embrace their inner child and have fun – be silly, use an engaging voice, etc.

Activity 1: Language and Literacy – Goodnight Moon

What your child will learn from these activities

Children need repeated exposure to words to increase **vocabulary**. Research shows children are more likely to learn the words they hear the most. Do home visitors agree?

Multiple encounters and variety of contexts with new words increase success. Repeated reading help children "own" their new words. Encourage the parent to use the new words throughout the week. *Don't forget to give a child friendly definition or show the child what the new word means.*

Example: Mush – serve oatmeal one morning and allow the child to see and taste "mush".

What to do

1. Using the resource "Sharing Books With Your Little Learner" have home visitor focus on how the parent and child are enjoying the new book. Use the information gained during previous week parent review. Did the child hold the book correctly? Did the book hold their attention? What problems did the parent (if any) have completing **Week 1 Language and Literacy** activities? Reviewing the previous week helps the Home Visitor deliver Week 2.

2. Home visitors should ask parents where the special place for the book is located. Is it a shelf? basket? box? It is important to have a special place that allows the child access to "the books."

7. Pointing to pictures or having the child point to pictures will engage the child with the book. *Where is the little mouse on each page?* or Show the child the black and white picture and have the child find the picture on the colored page. The goal is to draw out the details from the story to help the child gain a deeper understanding.

9 -12. Why sing? Toddlers love to dance and move to music. The key to toddler music is the repetition of songs, which encourages the use of words and memorization. Singing and learning familiar songs like "Twinkle, Twinkle Little Star" engage the child.

Music influences brain activity, blood pressure, breathing heartbeat, emotions, etc. A song can be calming (lullaby) or a song can hit the emotion side. Have home visitors share a song that evokes an emotion. Share the song and the type of emotion.

Activity 2: Language and Literacy – Goodnight Moon

What to do

4 -7. Home visitors need to make sure the family knows how to play **I Spy**. This activity incorporates this simple game with the book. The child will "spy with their little eye" details about the story. Don't forget to switch roles. The Age 2 child loves to take the lead and usually even helps the parent by pointing to the object they spy. 😊

Note: Some children will only play the game for a few pages. Encourage parents to revisit and play the game again throughout the week.

THINK

Special Note: It is important to encourage the parent to practice singing Twinkle, Twinkle Little Star". To further engage the child, allow them to pat their leg as they sing along.

The traditional "I Spy" game uses colors.....

- **Player 1** chooses a color of an object in sight of all players and says, "I spy with my little eye something (insert color of object here)."
- Other players take turns guessing objects that are the given color.
- Some people allow players to ask yes/no questions such as "Is it inside the car? Is it smaller than my hand? Is on the left side of the car?"
- A **player** wins when she guesses the object correctly. Then it is her turn to say "I spy...."

I Spy is a fun way to pass the time on a long car ride or in the waiting room of the doctor's office. As a bonus, kids are also learning! Concepts you could use to work on using the game **I Spy?**

Activity 3: Think and Explore – Washing

What your child will learn from these activities

Social emotional learning includes helping the child become independent with daily routines. The child can and wants to do tasks independently. **They just need to be taught.** It is important for parents to know what to expect of a young child, the child's skill level, and how to provide clear and simple instructions about how to do a task. Review the list below with home visitors/parents.

Children who are 18 to 36 months old often can:

- Wash hands with help
- Drink from a straw
- Put clothes in the hamper when asked
- Feed self with spoon
- Push and pull toys; fill and dump containers
- Enjoy trying to do tasks on their own (note that is why tasks may now take more time to complete)
- Playing dress-up
- Become fascinated with water and sand play
- Begin learning simple clear rules

The entire article and list is available at Center on the Social and Emotional Foundations for Early Learning. This site has many staff development and parent pieces.

Resource article: http://csefel.vanderbilt.edu/documents/teaching_routines.pdf

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You will need

Home visitors should help the parent identify the doll/toy that will be used during this activity. Make sure the doll/toy is the right size for little hands. (not too small and not too big)

What type of pan did they use last week for the water activities? It is important to receive feedback from parents to guide this week's activities - A large plastic bowl, dish tub, rectangle baking pan, etc.

What to do

1. Parents should make sure the place chosen is **at child level**.
2. It is important to use a small washcloth (easier for the child to handle).
8. through 13. The language will depend on the item chosen, but for role play purposes it is best for the home visitor to take a truck or doll. Encourage and guide the parent to find an item in the home where the script will flow well.

Role play in the home: Home visitors should use props that represent items that can be found in majority of the homes. Coordinators should be very specific on how they expect this water activity to be roleplayed in the home. Will your home visitors take a bottle of water into the homes? Use the water source available in the home? Be specific with home visitors on what you want to see in the home.

Training tip: Ask Home Visitors what skills are involved in washing the doll/truck? Language, Math (under, front, 2 arms, etc.), Motor (holding the cloth), Social Emotional (independence)

Activity 4: Think and Explore - Washing

What to do

2. Using small plastic dishes or containers will help this activity be successful (easier for the child to handle).
3. The child may not be able to sing the song the first few times, but she will be processing as the parent sings the song. "Repeated singing" will soon have the child enjoying this song. Parents can practice this song as their child washes their hands before eating – simply substitute *plate* for *hands*.

Tip: Provide a set of small child toy dishes for Home Visitors to use as roleplay props.

Note: Music and movement are powerful tools to engage young children. Research shows that 85% of children are kinesthetic learners.... they need to move (Jenson, E.)

THINK

Be specific on hope you expect this section to be delivered in the home. During training, it is important to design open ended questions to encourage guided discussion in the home.

Example: Has your child spilled something recently? ☺ How many times today? Messes at this age happen and happen frequently, but the child doesn't spill on purpose. Try and not make a big deal out of the mess, but rather the **solution** of helping the child learn to clean up the mess. Home Visitors can encourage parents to think of how they would like someone to react to one of their own unintentional mistakes – guide and help me.

Motor – Moving My Body (Activity 5)

What your child will learn from these activities

The Age 2 child needs activity. You can barely keep the child from moving long enough to achieve the simplest tasks like clipping a fingernail, wiping a face, or even snapping a photo. But do you know how to channel this endless energy into exercise? Kids who are active sleep better and are better able to maintain a healthy weight.

Most 2-year-olds will be able to demonstrate the following gross motor skills by Age 3:

- Walk, run and start learning to jump with both feet
- Pull or carry toys while walking
- Throw and kick a ball; try to catch with both hands
- Stand on tiptoes and balance on one foot
- Climb on furniture and playground equipment
- Walk up stairs, holding on to the railing; may alternate feet

What to do

1. Make sure there is an area that has enough space to move freely and safely.

3. Parent needs to pause between front/back. Encourage the parent to slowly swing arms pausing between front/back.

3-7. Model, model and model following simple directions. The child will watch and copy your movements.

THINK

The Why? Behind these activities. Providing music and movement strengthens the following skills:

- Physical development
- Listening
- Social and emotional
- Language and communication
- Creativity

It is important to roleplay one of the *Things to think about and do*. Home Visitors can play a quick game of movement – “copy me” to demonstrate the activity. Children love to imitate movements.

Family Feedback

Emphasize to home visitors how important it is to gather parent feedback. **Parents may forget to fill in the answers to the questions prior to the home visit**, but the **home visitor** should gather the information during the weekly review. As home visitors review the previous week's activity, they will gain valuable information that will add to the Family Feedback. Encourage home visitors to make additional notes in the Family Feedback section. It is important to have the Home Visitors **review each question during staff development**. Have each Home Visitor write an answer to each question on a separate piece of paper and share their answers with the group.

How well does your child remember things in the book Goodnight Moon?

My child loved finding objects in the book – I spy. We even used this in other books we have in our home.

Does your child select the book to look at on their own or ask you to read it at other times other than HIPPY?

She loves **new** books and brings to me over and over. We have read it every night before bed.

What do you think your child learned from the water activities?

How to wipe up her messes 😊 I never thought about teaching her to wipe up a spill. I thought she would know how by just watching me.

How active is your child on a regular day?

VERY!

How active was your child during the Do as I Do game?

She enjoyed modeling the movements and wanted to play the game over and over throughout the day. **WE DID!**

“Tell me and I forget, teach me and I may remember, involve me and I learn”

Benjamin Franklin

Spotlight on Development

Consistent routines are activities that happen at about the same time and in about the same way each day. This routine provides comfort and a sense of safety to young children. It helps children learn to trust that adults will provide what they need. When children feel this sense of trust and safety, they are free to do their “work,” which is to play, explore and learn. Other benefits of routines include:

- Routines guide positive behavior and safety. They are like instructions—and guide children’s actions toward a specific goal. Example: Wash your hands before snack or hold mom’s hand before crossing the street.
- Routines support and develop children’s social skills (interacting with people). Example: Waving goodbye, saying you’re welcome or I’m sorry, etc.
- Routines help children cope with transitions. Going from play to lunch or transitioning to bed time. Routines (like bedtime routines) can help make transitions easier. Encourage parents to use a timer and set a “5-minute warning” to prepare their children for a change in activity.
- Routines are satisfying for parents.

Ask home visitors how a routine is used in their daily life. How does a break in that routine effect the day? Have home visitors think about a recent meeting they attended. What is the first thing they wanted to know when arriving for the training? The answer usually is, “What time is the break, lunch or when does the training end.” Even adults need to know what is expected and we have a set meeting routine in our mind.

What might my child do or say?

Ask home visitors to think about an action the child may say or do. **Example:** Wave goodbye, say thank you, etc. How did the child learn these skills? The answer is by watching an adult, sibling, or other family member wave goodbye. It is important for parents to provide **positive** modeling of social skills as the child imitates what he sees. Social skills are learned through observation, imitation and continuous interaction.

What can I do to help my child develop?

Be consistent and **allow time** for the child to complete a task. Encourage the parent to use simple clear instructions. **Example:** “Pick up your toys and put them in the basket.” How many times do we simply say, “pick-up your toys”? Think about this instruction. Did you say **what to do** with the toy after the child picked it up?

Activity 1: Language and Literacy – Goodnight Moon

What your child will learn from these activities

Home visitors should ask for feedback regarding how the child and parent are enjoying reading *Goodnight Moon*. We want the reading experience to be successful. Sitting close to the child or having the child sit on your lap allows for skin to skin contact and many times helps calm a child. We want the reading experience to be positive. Home visitors may need to offer strategies to help make the reading experience successful.

- Have the child sit in your lap as you read the story.
- Ask your child to point to a specific picture. "Can you find the stars?"
- Make reading fun. Silly sounds are fun to make and draw the child's attention to a detail in the story.
- Limit distractions by turning off the TV or your cell phone.

Note: Does a child have to sit while reading? The answer is no. The Age 2 is up and in constant movement. Just because they do not sit to hear a story does not mean they do not enjoy reading.

What to do

3 - 5. Remind parents we are repeating to learn. We want expose the child to the title and author multiple times. Hearing, "The title of this book is *Goodnight Moon*," over and over will help the child began to understand the book has a name. We ask the child if they remember the title. They may or may not, but exposing the child to this information is increasing their book knowledge.

4. If the child doesn't respond verbally the first time, have the child point to the picture. The parent can reinforce (3C's) and encourage the child to repeat the word and point to the picture.

6. Hold back the red crayon to color the balloon. The child can choose the crayon of their choice to color the cow, chair and brush, but the balloon will be colored red. **Note: The first item is the red balloon and will be colored last.** To help the child to focus on the instruction, the parent may need to point to the item (chair, cow, brush, balloon).

Note: The age 2 child will be in various level of fine motor development. Some children will color the entire picture (do not expect them to stay in the line) and others may make a simple mark. The child scribbling on the picture is developmentally appropriate. The child will begin to discover the link between their hand holding the crayon and the line they make on the page (cause-and-effect). **It is important to explain to home visitors and parents what they may expect to see on this page and how it is developmentally appropriate for the child.**

15 months to 2 1/2 years – This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of **large movements from the shoulder**, with the crayon possibly being held

in the child's fist. The Age 2 child enjoys the feedback they are getting from their senses: the way the crayon feels.

Ages 2 to 3 years – As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. The child may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines.

9 - 10. The activity is meant for parent and child to search and compare the cut-out pictures to pictures found in the *Goodnight Moon* book. As you read the book the child will find the pictures on the pages. NOT ALL pictures will be on ALL pages. The red balloon is on five pages. The last page the balloon is harder to find in the dark room 😊.

Special Note: The straight chair in the cut-out pictures is different from the rocking chair in the *Goodnight Moon* book.

11. Point out to parents they are to save the pictures and play this activity/game again. The child will enjoy repeating the activity and will gain more understanding each time the game is played. Have home visitors (parents) think about a game they play – the first time you play a new game you are becoming familiar with the rules of the game, but the following time the game is played you are able to focus more on the actual game.

Activity 2 Language and Literacy – Goodnight Moon

What to do

4. The child may not be familiar with the “Hey, diddle, diddle” rhyme, but hearing the rhythm and rhyme is enjoyable to most children. Nursery rhymes are full of sounds and children tune into these sounds. Rhymes help children develop language and increase communication skills.

5. Demonstrate how to break down and how to read the rhyme slow enough to allow the child to repeat.

Hey diddle, diddle – (child repeats)

The cat and the fiddle – (child repeats)

The cow – (child repeats)

jumped over the moon – (child repeats)

This is just one example of how to break the rhyme down for the child, so that the child can repeat. Depending on the developmental age, the child may repeat the whole verse or only repeat the last word (example: diddle). In future readings, the child will begin to be able to repeat more. Remember to “Repeat to Learn, Learn to Repeat”.

6 - 9. Tip: Securing the page to the table or flat surface may help the child focus on the picture and task. Some children may want to pick up and hold the paper making it more difficult to point to each picture as the rhyme is repeated.

10 - 11. How will the characters in the rhyme move? Cat and the fiddle, cow jumping over the moon and the dish running away. Parents may have to model for understanding the pretend movements.

THINK

Are parents incorporating the "Think" activities into their daily routine? Home visitors should review the "Think" section and obtain feedback from the previous lesson

Tip: If a parent has **not** been completing the "Think" activities with their child, home visitors could choose **one** activity and encourage the parent to try this activity throughout the week.

Encourage the parent to incorporate rhyme into their everyday life. Adding rhyming to everyday life is easy-peasy! It is okay to add silly nonsense rhyming to conversations with your kids. They will begin to chime in with their own version.

Activity 3: Think and Explore – Water, Mixing Colors

What your child will learn from these activities

Children develop understanding that one event brings about another at an early age. **Example:** baby cries = mom responds. The child will begin to make predictions about what could happen and reflect on what caused it to happen. **Example:** See a bandage on a friend's knee and the child may ask, "What happened?" or push a button and the music will play. In this week's **Think and Explore** activities the child will see water change color because a marker tip was placed in water.

You will need

Home visitors should help the parent identify the cups and markers/food coloring that will be used during this activity. Clear cups will allow the child to see the colors distinctly. If a colored bowl/cup is used the color may not be as obvious. Sites may choose to provide clear cups.

What to do

1. Parents should make sure to place the cups at the child's level to allow the child to be able to see the transfer the water from one cup to another. Hint: If the child enjoyed "scooping" water in the previous week's activity, allow the child to fill each cup with a scoop of water from a larger bowl.

3 - 6. The tip of a marker works well. *Note: Pressing down on the tip of the marker while it is in the water will make the color come out.*

7. Most children will be able to form this simple answer, but during role play respond using the three C's.

Example: Child responds "blue". Parent can confirm and complete by adding, "The water turned blue."

8. The child may not know how to verbally express the prediction in words, but they are processing in their mind. If the child does not respond, the parent can make their own prediction.

Note. This is an activity that can be repeated throughout the week. Repetition of this activity will help reinforce color by engaging multiple senses in the learning process. Encourage parents to talk about (reinforce)the experiment throughout the day. The blue marker and yellow marker made GREEN.

Activity 4: Think and Explore

What to do

1 - 2. Recalling (memory)/reviewing the previous activity and setting up for the next color mixing activity.

3. The paper towel is the surface the child will paint on. A straw or cotton swab can be used to "drip" the water onto the paper towel.

Special Note: How well does this activity work? Were you able to see a design on the paper? The amount of water to color ratio makes a difference in the vibrancy of the colors.

THINK

It is important to find and name colors in the child's everyday life. Home visitors should ask for specific examples on how the parent will incorporate colors into their child's day. **Example:** Do you want to wear the red shirt or blue shirt today?

Activity 5: Motor Stepping

What your child will learn from these activities

Define balance – a group of muscles that work together to maintain postural control (mainly keep us upright). Skills involved in balancing include; hand eye coordination, sensory processing from eyes, ears, nose, skin, etc.) and motor skills.

Review last week's gross motor milestones. How did the child complete last week's motor activities?

It is important for the child to be able to follow directions so that they can handle many different environments. The instructions need to be short and simple and repeated if necessary. Modeling the instruction helps the child comprehend. They will **see** and **hear** the instruction.

What to do

There are many words that may be new to the child. **Example:** steps, regular, giant and tiny. Modeling will help the child gain understanding.

2-14. Model, model and model following simple directions. The child will watch and copy your movements.

16. Modeling is dropped and now the child is listening to the simple instruction of what kind of step to take.

17. The child will "tell" the parent what kind of steps. If the child does not verbalize the type of step on his own, the parent can guide the child by asking, "Should I take regular or tiny steps?"

THINK

Encourage the parent to incorporate the step game into their daily routine. Give/Ask for specific examples on how this could be accomplished.

Family Feedback

How are parents filling out the Family Feedback section. During staff development, ask each Home Visitor to share a success or issue their parents/child had completing the activities? Sharing with the group will benefit ALL and hopefully encourage feedback.

What activity did you and your child enjoy most this week?

COLOR MIXING! He loved watching the color turn to green.

Why was that activity a favorite?

He was playing with water 😊. I let him scoop the water to fill the cups.

What is a favorite routine that you have in your family?

We walk each evening after supper.

How do you think the step activity will help with your child's balance?

As my Home Visitor explained – he is grading his movements. Learning to control his muscles and coordinate all his senses to make a variety of steps should help increase his balance. He had more trouble with tiny steps.

Spotlight on Development

Review the definition of **joint attention** with Home Visitors. **Joint attention** (shared attention) occurs when two people focus on the same thing. Example: babies and toddlers must regularly interact with other people before they begin to listen to the words. Over time with consistent listening and attending to what a parent is saying, they learn to understand what a parent is saying by linking meaning to the words. Simply stated:

- Interaction leads to listening.
- Listening leads to understanding language.
- Understanding language leads to using language.
- Using language (such as gestures, facial expressions, eye gaze) leads to talking.

What might my child say or do?

A **joint attention** event usually begins when one person does something to alert someone else. Examples:

- Words - "Hey mom!" or "Look!"
- Gestures - pointing or showing you an item
- Nonverbal methods - The child looks at something and then looks back to you as if saying, "Hey! I see it!"

What can I do to help my child develop?

Share with home visitors a few tips that can help improve **joint attention** and increase receptive language.

- **Repeat:** On a HIPPY activity, if the child is nonverbal, have the parent **say** the word and then try and get the child to mimic/repeat the word.
- **Show me:** Model, model and model.
- **Point:** Have the child **point** to the picture that represents the word.
- **Eye Contact:** Make eye contact before giving them an instruction. Get on their level.
- **Reduce background noise:** Turn off background noise in the home (e.g. television, radio, music) when engaging with the child to reduce/minimize distractions.

EXPOSURE IS THE KEY! The child needs to hear language. Something as simple as the parent repeating the word helps increase receptive language. The research shows a child needs multiple exposures before they learn what the word means and for the word to become part of their receptive vocabulary.

Repeat to Learn, Learn to Repeat.

Activity 1 Language and Literacy – Oink, Moo, Meow

What your child will learn from these activities

The new book is a concept book and will be used the next three weeks. Concept books expand children's understanding of an idea, relationship, or theme.

Explain to home visitors how to recognize a concept book:

1. A concept book helps children learn age appropriate concepts (like colors, shapes, animals, etc.) and usually does so in a creative and engaging way.
2. The book may or may not have a plot. **Example:** Oink, Moo, Meow has no plot, but Mouse Paint is a concept book about colors and this book has a beginning, middle and end.
3. The book relies on pictures. The illustrations convey the concepts.

What concept are we focused on in Oink, Moo, Meow?

Answer: The sound associated with each animal.

What to do

1-2. Using the **Resource:** What is good about sharing books? Should be printed out (from HUSA web site) and distributed to each family. This resource will be delivered in a guided discussion format. What does the parent know? How can I help my child?

Note: Demonstrate during training how to deliver this resource. The time spent training will benefit delivery of this resource in Year 1 and Year 2.

4. We want to encourage the child to hold the book and turn the pages. The parent may need to gently and calmly take the child's hand and help them pick up the book or turn the pages of the book. This technique is called "hand over hand". Hand over hand is a technique where the parent calmly and gently takes the child's hands to help them follow through with what they are asking of them. The parent's hands are **under** the child's hands guiding their movement. As the parent turns the pages in the book, the child watches their own hands turning the page.

5-6. The child needs time to turn through the book and find an animal they may have seen. The young 2 child may not answer, but the parent can turn the pages of the book and ask guiding questions?

Example: Have we seen a cat? We have seen a cat at Grammy's house?

6-7. Be sure and modify the script to focus on the animal the **child found**.

Reminder: Sitting still is not required:

Trying to read to a child who just will not sit still can be frustrating. It's important for the parent to be patient and keep trying. Some children may like to stand up while the parent reads to them. Others may like to look at a page or two before moving on to something else. It is important to keep the book out and try again later. The child may want to return to it later, which parents should encourage. Also, parents should not worry if the child does not sit still for the entire book - the child's attention spans will get longer as we move throughout the curriculum year. Parents might want to keep reading even if the child moves around. Don't assume that because the child isn't looking at you or the book that he or she isn't interested or listening.

Home visitors should be prepared to help the parent and offer suggestions on how to make reading a successful experience.

Activity 2: Language and Literacy

What to do

1. Where are the parents keeping their books? Is it accessible to the child?

Encourage parents to store the books where the child can easily reach them. Encourage the parent to keep a few books in their purse (or diaper bag).

5. Remind parent to point to the animal in the book and allow the child time to say "pig" and make the sound "oink".

6. Many children will be familiar with the Old MacDonald song.

7. Encourage parents to over exaggerate the pause to cue the child.

8. The "stop moving" instruction may need to be modeled for some children.

10. Allow the child to find an animal from the book. What if the child chooses a lion? A lion may not have lived on the farm, but sing the song and have fun!

THINK

The Age 2 activities are designed for repetition. Encourage the parent to repeat the activity at another time during the day or later in the week. The more the child becomes familiar with the activity, the more they will be able to be engaged. The child needs:

- Time to absorb it.
- Time to make it their own.

Time to APPLY it in their own situations.

Does this apply to adults? Do we accomplish the task better the second or third time?

Activity 3: Think and Explore – Inside/Outside

What your child will learn from this activity

Why is **spatial awareness** important? Allow home visitors to share their own ideas of the importance of this skill.

Learning Spatial Concepts – The child is developing a sense of distance through movement and exploration. Have home visitors consider a child putting blocks in and out of a container. This is an activity which helps the child think about many spatial relationships, such as **in, out, full, and empty** while giving their muscles practice in realizing these concepts. Spatial awareness helps a child move around larger objects. By age 2, toddlers begin to consolidate these skills during daily routines. They climb up onto the stool to reach the faucet to brush their teeth. They look on the low shelf for their favorite toy.

*The **most effective way** for children to gain body awareness and an understanding of spatial relationships is through active exploration.*

You will need

Sites may want to provide some string, rope, or yarn to form the circle needed in the activity. It is important that the thickness and color of the yarn/string be easy for the Age 2 to see.

Example: Brown, thin yarn on a beige carpet is hard to see.

What to do

1. It is important to make sure the child understands the name of each room. The child must understand **kitchen** and **bedroom** are the names of the room.
2. Over emphasize the words **in** and **out**.
3. Switch – If the child does not know the word switch use change.
11. The circle needs to be the appropriate size to walk inside and outside.

THINK

The **THINK** activities are designed to reinforce the activity and guided discussion should be used to help parents understand how to incorporate into their routine.

Guided discussion is the method for delivery of the **THINK** activities. Home visitors should ask the parent of specific examples of how they can use the words inside and outside in their daily routine.

Activity 4: Motor – Balance, My Body

What your child will learn from these activities

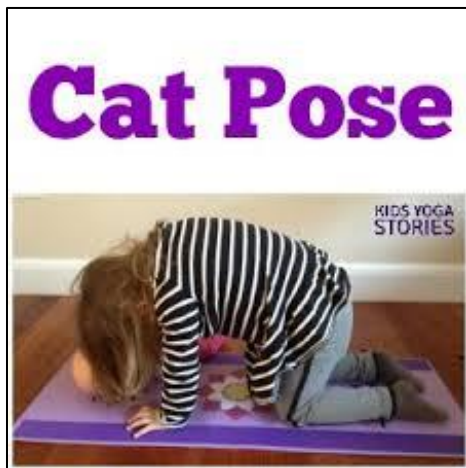
What is balance? It is a complicated process where large groups of muscles work together to maintain postural control. Balance dictates our ability to do almost everything, from sitting and **standing to walking** and kicking a ball. Review with home visitors the gross motor developmental stages they may see in the child.

Most 2-year-olds by the end of their third year will:

- Walk, run and start learning to jump with both feet
- Pull or carry toys **while** walking
- Throw and kick a ball
- Try to catch a ball with both hands
- Stand on tiptoes and balance on one foot
- Climb on chairs and playground equipment
- Walk up stairs, holding on to your hand and using alternate feet

What to do

2. Notice how the activity reviews and reinforces the **Language and Literacy** activity this week.
3. Model, model and model following simple directions. The child will watch and copy your movements.
4. "I am stretching like a cat stretching his back." This move is much like a yoga stretch called the cat pose.



5. If the child is unable to wave their hand (front paw) and shake their leg (back paw) at the same time allow the child to do each separately. Place your "paw" (hand) back down and then shake your back leg (back paw.)
8. Move like other animals in the book. Pick your child's favorite.

Activity 5: Motor – Sorting, Sizes

What your child will learn from these activities

Home visitors need to be aware of developmental milestones for the child. Review the following information:

24 months old – After age 2, children are beginning to refine their fine motor skills including hand grasp. Examples you may see include:

- Manipulates play dough with fingers.
- Can build a tower 9 blocks high.
- Can turn doorknobs.
- Can pick up small objects with **pincer grasp** (index finger and thumb).
- Can complete 3-piece puzzles.
- Makes scribbles on paper.
- Can wash hands independently.
- Can screw lids on and off containers.
- Zips and unzips large zippers.
- Able to use a spoon correctly.

The pincer grasp will be used in the motor activity. Home visitors should be familiar with the term and be able to explain to parents how to encourage the grasp. The pincer grasp uses the tips of the index and thumb fingers for grasping.

You will need

The bowls used in this activity need to be easy to identify as small and big. Over exaggerating the bigger bowl. Example: Using a large soup pot or mixing bowl for the large bowl and a cereal bowl for the small bowl.

What to do

1. It is important to start with a few items and then add items after child has mastered the concept.
2. How would a paper ball feel?
3. Encourage parents to **point** to the item when saying big or small.

4 - 5. Put the big cotton ball in the big bowl. Be very specific with instructing the child. Repeat big and little for each item. Language is very important.

Note: Once the child understands the game, some older Age 2 children may enjoy seeing how fast they can sort the cotton balls.

TH!NK

Encourage parents to complete the **TH!NK** activities. When reviewing the previous week interview parent and ask specific questions that refer specifically to several of the **TH!NK** activities.

Family Feedback

Have the home visitors read the family feedback questions silently. **Using a blank piece of paper have them write down their responses. Have each home visitor share one of their responses to the questions.** This allows the coordinator to receive very important feedback and understanding from the staff.

What do you notice is different about this storybook from *Goodnight Moon*?

Example: Real pictures are used. She loves animals and I found she was more interested in this book. I loved watching her face as she made the animal sound.

Did you have an opportunity to see any animals this week? How did your child respond?

Example: We went to the pumpkin patch and they had a petting zoo. She loved petting the mini donkey....until it "hee hawed" she cried!

What do you notice about your child's fine motor skills?

Example: They are developing. I have noticed she is holding her spoon with more control.

How do you think the crawling like a cat activity will help your child's balance?

Example: Not sure, but my home visitor said it will help her develop core strength. She had trouble lifting one arm and one leg together. We will keep trying. This activity did help her follow directions and held her attention longer.

“The MORE that you read, the MORE things you will know, the MORE that you Learn, The MORE places you’ll go.” *Dr. Seuss*

Spotlight on Development

Children learn new words and concepts from books. Children pre-literacy skills may include:

- Recognize the word "**book**". For example, find the book, give me the book, etc.
- Learning to turn the pages of a book.
- Access to books.

The time of year is coming soon, toy flyers will be arriving in the mailbox advertising for the holiday season. This is a wonderful opportunity for parent and child to look through the flyer and talk about what they see. **Examples:** The color of the car, does it have wheels, show me the ball?

What might my child say or do?

Asking and answering questions is a processing skill. The child is using auditory processing and receiving information that will help the child respond accurately to a question. Many times, a child will "echo" a question instead of answering it. **Example:** You might ask "What are you doing?" and the child might respond, "Doing." The Age 2 curriculum offers questions that are simple and clear. **Examples are:**

- Yes/No questions– "Is the grasshopper green?"
- What is this? (offer a multiple choice) questions– Is it a cow? or Is it a pig?
- Where – "Point to it."

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

What can I do to help my child develop?

Allow the parent time to consider this section. Using guided discussion ask (non-threatening) questions to see how they incorporate these ways to develop into their daily routine. **Example:** What time of the day do you read to your child?

When children have a home library, as little as **20 books** of their own, they achieve **3 more years** of schooling than children who don't have any books at home.



Activity 1: Language and Literacy – Oink, Moo, Meow

Your child will get better at

Observation skills allow children to see differences between objects. It is important for Home Visitors to understand several steps happen that help the child recognize differences. We will talk about the animal and;

1. Name the animal (The parent names)
2. Describe the animal
3. Identify (show me) the animal

Have Home Visitors look at the activity and identify each of the above steps.

What to do

1. Most children will respond with the book was “about animals” and it was. The extra step of asking "Was it about animals?" or "Was it about animals talking?" will help the child focus on the animal sounds.

3-6. This active pointing activity is focusing the child's attention on the picture (book). This is a good example of **joint attention**.

The parent reviews three animals (ape, owl, and grasshopper) from the story and models how to describe (observe) the differences in the animal.

6-7. The child needs time to turn through the book and find an animal they may have seen. The child will choose two animals from the story and modeled how to describe (observed) the differences in the animals.

Be sure to include in the roleplay with home visitors/parents prompting questions that will help the child observe and "tell me about" the animal.

8. Be sure and modify the script to focus on the two animals the **child** found. It will be helpful to turn to the animal in the book as you sing about the animal the child chose.

Activity 2: Language and Literacy – Oink, Moo, Meow

What to do

The new book is a concept book and will be used the next three weeks. Concept books expand children's understanding of an idea, relationship, or theme.

2. Ask parents which animal sounds were new(tricky). There are many new animals introduced and there is sure to be a favorite.

3. and 4. The home visitor needs to **demonstrate the "read/stop" on** several pages. This strategy allows the child to become more focused/actively engaged by pointing to characteristics of each animal - example: "long ears" on the donkey.

5. What the animals eat and where they live will be new information for most children. This is a good activity to reverse roleplay on. Allow the parent to take the lead and allow the home visitor to make a choice that could not be a pet. This will allow the home visitor to know how the parent will respond?

6. Identify by name each animal on **Activity Sheet 1**. It is important to reinforce the correct name of each animal. Duck (not quack-quack), canary, hamster, lamb, etc.

7. **Suggestion:** If the parent is losing the child's attention take a break. Allow the child to get a drink of water, walk around outside, take a "brain break" and then return to the activity.

8. You will use **Activity Sheet 2** to place the cut-outs from **Activity Sheet 1**. If needed, start with four pictures and add more as the child completes the activity.

Remember: The child is to use language and talk about the animal. The child will need the parent to ask questions to help encourage language.

9. The parent will add glue to the back of each picture and allow the child to place on the paper.

THINK

Reinforce and be specific on how the home visitor will role play the **THINK** activities. As a coordinator, what would you expect to see? Use this opportunity to model guided discussion the method for delivering the **THINK** activities.

Activity 3: Think and Explore – Inside/Outside

What your child will learn from this activity

Using the child and the child's toys (objects they are familiar with) will help reinforce the concept of inside/outside.

You will need

The toys chosen must be small enough to fit in the circle or hula hoop.

What to do

1. The circle needs to be approximately 24" in diameter.
2. One instruction at a time. Over emphasize **inside** and **outside**. If the child is not sure of the direction, parent needs to model or guide.
3. The child will take the leadership role. This allows the parent to see if the child is understanding inside/outside. The child may simply point and say "go there." If the child does not say the words **inside/outside** the parent needs to repeat, "I am **inside** the circle."
- 4-9. Parent may model to help the child place two objects (not all) inside the circle. Try to encourage the child to place one object at a time into the circle. "Raking" the toys will not allow the child to count.

Note: This activity might be easier to complete sitting.

Activity 4: Think and Explore – Inside/Outside

What your child will learn from these activities

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

What to do

7-8. Real world use and understanding of inside and outside.

- "Yes, food goes inside your mouth."
- "You put your feet inside your shoes."
- "Your feet are inside your socks."

THINK



"With nothing more than a little imagination, boxes can be transformed into forts or houses, spaceships or submarines, castles or caves. Inside a big cardboard box, a child is transported to a world of his or her own, one where anything is possible." ~ National Toy Hall of Fame

Cardboard boxes can engage children for hours. In addition, playing with a cardboard box can build skills like creativity, imagination and resourcefulness.

Activity 5: Motor – Dramatic Play

What your child will learn from these activities

Music helps young children learn new thinking skills. This simple counting fingerplay song and rhymes will help children learn language by increasing vocabulary, learning the sounds of words and hearing the rhythm of language. Children will also use large and small motor skills by performing movements as they mimic the fingerplay. In addition, memory and social skills are being learned by participating.

What to do

Show the following link with staff before role playing the activity: [Five Little Ducks Fingerplay](#)

4. The child will enjoy being active by joining in with "quack, quack, quack." It is important to count the ducks together each time the "ducks come back." The child may or may not count with you, but presenting counting to five is important. Later the child may join in. Repeat to learn.

5-7. The child may need help isolating (holding down) their fingers.

TH!NK

Allow parents to choose one of the **TH!NK** activities and explain how they will incorporate into their daily routine.

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.

Did your child use the words inside/outside in a new way this week? Give me an example.

Example: Going into the store my child said, "Mommy we are outside and are going inside!"

What did your child enjoy about "The Five Little Ducks" fingerplay? Which parts did they not enjoy?

Example: She loved me singing and holding my fingers. She loved "quack-quack." She had trouble holding her own fingers down.

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

Example: I do not think he even realized the ducks were fewer. I think using his *Whales cracker snack* and seeing them all at once and then eating one might help.

What were some of the animals your child chose for outdoor pets?

Example: The horse and frog.

“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

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 (HIPPY folder). In the next activity we will cut out the animals pictures.

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

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.

TH!NK

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.

TH!NK

It is important to role play one of these **TH!NK** 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

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

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”.

“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.

“Alone we can do so little, together we can do so much.” *Helen Keller*

Spotlight on Development

Review this information with home visitors:

8–15 months: At this age, the attention span is no longer than a minute for a single action type of activity, for instance playing with a toy. Any new activity or event distracts the child.

16–19 months: Impatience is one of the main characteristics of this age. However, any organized, more complex activity will keep your infant focused for more than 2-3 minutes. This age may not be able to tolerate verbal or visual distraction.

20–24 months: This is the age where the child will easily be distracted by outside sounds and activities. An activity may keep them focused for up to 6 minutes.

25–36 months: Your child can generally pay attention to a toy or other activity for 5-8 minutes. During this time, they can also pay attention to an adult speaking to them.

3–4 years: Attention span increases to up to 10 minutes on a singular type of activity.

Remember: These are averages – each child is unique.

What might my child say or do?

How do you expect this information to be delivered by the home visitor? As a coordinator, what do you expect to see on a home visit observation? Be clear and let home visitors know what you expect.

Possible delivery methods that engage the parent may include:

- Joint reading (parent and home visitor alternate reading bullets) **and** guided discussion is included to obtain and assess parent knowledge.
- Parent reads silently and home visitor reads (paraphrases) and uses guided discussion to obtain and assess parent knowledge.
- Home visitor reads (paraphrase) and use guided discussion

What can I do to help my child develop?

Ask home visitors what helps hold **their** attention? Allow your staff to discuss as a group. It is important to remember: **To get a child's attention, parents must also give attention.** If we are scattered, it is hard for us to focus on the child. Another tip, being in **close physical proximity** while giving clear and concise instructions helps a child better focus on what is being said. Don't make

requests from across the room. Try standing in front of your child, make eye contact, be at eye level or touch their shoulder.

Note: Minimize distractions – noise, cell phones, etc., but also realize there are other distractions: Is the child tired? Are they hungry? **All** of these can be a distraction. Remind parents to “be present.”

Activity 1: Language and Literacy – Brown Bear

What your child will learn from these activities

Some research shows that toddlers who had heard just the **same** story three times were much better at recalling and remembering new words than those who had listened to three **different** stories. After hearing “Brown Bear, Brown Bear” read many times, the age 2 child may remember it well enough to add the ending “What do you see?” This helps the child become active in the story reading.

What to do

4-5. The child is just repeating the phrase as the parent points to the words.

7. Home visitors should have toys/stuffed animals to role play the activity. Remember to focus on the **color and the animals**. Using the animals below the script would be:

Yellow, yellow duck what do you see?
I see a grey cat looking at me.
Grey cat, grey cat what do you see?
I see a green dinosaur looking at me?
Green dinosaur, green dinosaur what do you see?
I see a brown horse looking at me?



Activity 2: Language and Literacy – Brown Bear

What to do:

3. We want the child to answer – **the color and the animal** on the page. Role play with home visitors for a child that may not answer or answer partially. Complete, confirm, correct technique would be used.

Note: A nonverbal child can point to the “red bird” as the parent confirms “red bird.”

4. This is a good place for a “brain break” if needed. Some children’s attention span may need a break before completing the sequence game. We want to stop the activity **before** we lose the child’s attention. Discuss with home visitors how to explain to parents the places in an activity that could be “paused” and allow the child to have a brain break.

5-8. If needed, reduce the number of cards and add to the row as the child understands the concept.

10. Using the cards, we reread the story. Allow the child to touch or pick up the card if needed.

THINK

It is important to use these **THINK** activities to reinforce the concepts in the child’s day to day life. Have parents give their examples “first/next.” Having the parent give specific examples allows the home visitor to assess for understanding and the parent is more likely to complete the activity.

Activity 3: Think and Explore – Sink of Float

What your child will learn from this activity:

The child may not understand the reason items sink or float (buoyancy), but this hands-on activity will allow them to see items sink or float. Remind Home Visitors/Parents, sink and float may be new vocabulary words and this activity will give them practice using the new words.

You will need

A variety of items that will sink or float. Have the parent choose five items from the suggested list that will sink and five items that will float.

What to do

2. The tub of water needs to be easy for the child to access and to see the items floating.
3. Be specific on how the activity will be roleplayed in the home. Suggested props for the roleplay in the home: a clear plastic cup and bottle of water, 2 or 3 items of **each** that float or sink. The props need
4. The child may not respond to every instruction and question, but parents will reinforce and guide. Example:
 1. Choose an item and child names.
 2. Ask the question “will it float or sink.” (the child may not be aware of the terms and for the first few items may be unable to answer or understand the question.
 3. Allow the child to place item in water.
 4. After testing, place item on the appropriate plate (sink/float)

The child will benefit by reinforcing and revisiting this activity throughout the week. The child will gain more understanding by repetition.

7. Reinforcing our previous lesson of cleaning up.

8 and 9. If the child does not say the items, have them point to each item and the parent will say the name.

THINK

Repeating the activity again will allow the child to practice language.

Activity 4: Motor – Clap, Pat and Stomp

What your child will learn from these activities

Define rhythm – the repetition of a beat or sound in a regular or predictable pattern. In the activity below we will clap, pat and stomp words. This kinesthetic activity will help the child be active as they say words increasing language and listening.

What to do

2. Make sure you pause between each word. **Table** (clap) **window** (clap) **book** (clap).

Note: We are clapping words, not syllables.

4. The activity will role play like this (clapping the group of words and then pause):

Now, do what I do and say what I say.

Brown bear

Brown bear – clap, clap

Red bird

Red bird – clap, clap

5 - 7. Patting words.

8 - 9. Stomping words.

10. When the child takes the lead, it allows the parent to check for understanding.

Activity 5: Motor – Move Like Story Characters

What to do

The child may need the parent to model (with the child) how to move like the animal to the mark and then back to the parent. You may have to help parents understand how to move like the animals. The examples at the end of the activity are an excellent way to review with parents.

7. Don't forget to review the 3 main steps.

1. *The color of the animal*
2. *The sound of the animal*
3. *Movement of the animal*

THINK

Be specific and clear on how the **THINK** activities are to be delivered to parents. Do you want home visitors to role play one activity? And the other two discussed?

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.

How is your child doing when you ask them to join in while you are reading?

Does the child read/say the words or point? Does the child sit while the parent reads? Turn the pages? Let parents know what you are looking for.

What other things have you done to practice clapping and patting?

Remind parents several ideas are included in the **TH!NK** activities.

What concerns or comments do you have about this week's activities?

This is a pilot and we need parents help on what works and what doesn't work. Encourage the parent to actively help HIPPY develop this new curriculum by offering their feedback.

“The strength of the team is each individual member. The strength of each member is the team.”
Phil Jackson

Spotlight on Development

The Age 2 child views the world based on their own needs and desires. It is important for the HIPPY staff to learn about developmental milestones of the Age 2 child. Healthychildren.org has an article related to the [Social Development of the Age 2](#) child. Allow your staff to read (or listen) to the article and then partner up and share one developmental characteristics of this stage.

What might my child say or do?

Ask home visitors (and parents) have you seen the child do or say any of the examples provided? Encourage the parent/home visitors to give **specific** examples of a child.

What can I do to help my child develop?

Model. Model. Model. Children watch and imitate adult and sibling behavior. Parents can model and “talk through” (talk thought process aloud) to help children learn a skill. Remember a child does not know what you are thinking. You have to voice your thoughts aloud.

- Showing anger in a healthy way.
Example: I am so mad I better take three deep breaths.
- Figuring out conflicts peacefully.
Example: I really want to play with both toys, but I will let you go first.
- Taking care of someone who has been hurt.
- Waiting patiently.
- Following rules.
- Enjoying the company of others.

All these qualities describe healthy social-emotional development and these skills are learned gradually over a period of time.

Activity 1: Language and Literacy – Brown Bear

What your child will learn from this activity

Have home visitors consider the progression of a child over the last few weeks. Each child is different, and their progress will look different.

- Can the child retell part of the story or are they verbalizing words now?
- How many colors can they identify.
- Motor improvements? Balance, using materials (colors, glue), etc.
- Listening – Are they repeating words used in the activities?
- Enjoyment of reading – Do they bring the book to you to read?

Home visitors need to receive feedback from parents on how the activities and child are progressing.

What to do

2. The child should be able to repeat the title after many weeks of repetition. It is important for Home visitors to assess the child's progress. Do they know if the child is able to say the title of the book?

4. Stop **before** you lose their attention, but when you return to the activity be sure to review and then focus on the animals (color) you did not "read" together.

5. Reinforce a child friendly definition of characters. **Characters** are the people or animals in a story.

The cards from Week 8 will be used again this week. It might be helpful to have an extra set of cards if the parent has lost their set from Week 8.

6. **Note:** if the child is able to identify "What's Missing?" with two cards, increase to three. If not, continue using two cards.

Activity 2: Language and Literacy – Brown Bear

What to do

2. Reinforce a child friendly definition of characters. **Characters** are the people or animals in a story.

5. Have the child identify the animal character as you place in the bag. (If a child is nonverbal, ask them to point to the red bird, blue horse, etc.) Parent's should reinforce the 3 C's – complete, confirm, correct.

6. Familiarize the child with the game board. Identify the colored squares, brown bear and teacher on **Activity Sheet 2** before picking a card.

11. The child does not have to name the color, just match the animal to the colored square.

Note: Save the board and game pieces and play throughout the week. Repetition and reinforcing will increase knowledge. Note: The board can be mounted on cardboard for durability.

THINK

- Have home visitors think of other board games that the child and parent could play.
- Many games are geared for ages 3 and up, but can be adapted for a two-year-old by reducing the number of playing cards or by simply matching cards.
- It is important for home visitors to show/share with the parent other books that focus on colors.
There are many wonderful choices that will reinforce colors.

Example: Pete the Groovy Cat, The Day the Crayons Quit, Mouse Paint, etc.

Activity 3: Think and Explore – Tube Sounds

What your child will learn from this activity

It is important for the child to learn to distinguish between high and low sounds, soft and loud, etc. The child may have trouble regulating their voices in certain situations. Have home visitors think of some examples of where we would need quiet voices (doctor's office, library, store, etc.) and where loud voices are appropriate (outside, etc.)

You will need

2 empty tubes - One tube is for the parent to use in modeling and the other tube is for the child.

What to do

2. Parent and child have a sound tube.
3. As the parent walks around and says "hello" to the chair, table, etc., the parent is modeling and the child may respond by imitating and say "hello" to the chair, table, etc.
4. Child takes leadership role.
5. A child needs to learn the term whisper. Consider how important knowing this term is in social situations. Children need to understand the terms (whisper, loud) to learn to regulate their voices.
10. The child may not know the ABC song, but there are many other songs they may know and enjoy.
Example: Eensy, Weensy Spider, The Wheels on the Bus, Twinkle, Twinkle Little Star, etc.
- 11–12. It is important for the parent to model each of these steps. **(Both child and parent have a sound tube.)**
13. We ask the question by using appropriate questioning techniques by offering a suggestion. Did we sing? Did we talk loudly?

Note: 1–12. is with the sound tube uncovered.

14. Tip: Use a fairly large piece of wax paper and secure with the rubber band around the tube. After the wax paper is secured with the rubber band, trim the extra wax paper off.

THINK

Experimenting with the sound tubes allows the child to explore sounds and feel the tube vibrating their voice.

Extended Ideas:

- Decorate your sound tubes
- Try varying the length of the kazoo using different sized tubes. Do they sound the same or different?
- Poke more holes in the sides of your kazoo. Does covering the holes change the sounds you make?

Activity 4: Motor – Fine Motor, Cover the Circle

What your child will learn from this activity

Until a child has strength in the small muscles of their hand, some tasks will be difficult. Strengthening their grasp will allow the child to perform fine motor activities (buttoning, zipping, etc.) more successfully. Even putting on socks requires fine motor skills.

Offer home visitors/parents this simple analogy: You are going to try a new sport like snow skiing. Do you start at the top of **the slope or beginner steps at the bottom of the slope?** **You can start at the top of the slope, but until you have core strength you are not going to be very successful. The core muscles have to come first.**

You will need

Be mindful and use items that the child can easily pick up (manipulate). You can also use a nonfood items for markers – cotton balls, small blocks, etc. Home visitors should talk with parents about what item they will use. (You will need at least 24 of an item.)

What to do

1. Home Visitors should be prepared if a family has lost the cards from **Week 8.** (*This week's cards Activity Sheet 1 can be used to play the game if needed.*)

If needed: Start with a few animal cards and add more cards as your child understands the game.

4. Pick a card and place a marker on the circle associated with the color.

Activity 5: Motor – Fine Motor, Clothes Pin Pick-Up

You will need

A spring-loaded clothespin or small chip clip will be needed for this activity.

What to do

1. The card glued to a cotton ball allows the child to “pin” the card.
2. It is very important to show the parent how to use the pincer fingers to pinch the clothespin. A pincher motion using two/three fingers, not a fist motion. Encourage the parents to allow the child to practice open and closing the clothespin. If a child cannot pick up items with the clothes pin, have the child use their pincer fingers to pick up the cards.



TH!NK

Clothespins can be “pinned” to a plate, a stuffed animal, the edge of a plastic bowl, etc. The pinching open of the clothespin is building the small muscles in their fingers.

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 do you think your child learned from the 3 weeks of reading *Brown Bear, Brown Bear, What Do You See?*

Colors is an obvious answer, but ask the parent how many? All? What color can they not identify?

What task using fine motor muscles does your child struggle with?

Can the child put on their socks? Think about how the child needs to use the small muscles in their hand and pull the sock on.

What was the highlight or favorite part this week?

I enjoyed the color circles and placing objects on each circle.

Do you play the games at other times during the day? When?

YES! And we even had a family game night.

“None of us is as smart as all of us.” *Ken Blanchard*

Spotlight on Development

Ask home visitors what they would like to contribute to the spotlight on development on the importance of reading to a child:

Possible responses:

- The more the child reads and hears vocabulary = larger vocabulary
- Rereading allows the child to gain more understanding = comprehension
- Age 2 children brains are geared for repetition.
- Positive relationship with the reader – builds a love of reading.
- Repetition is consistency and consistency is comforting (secure).

What might my child say or do?

We are a third of the way through HIPPY for Little Learners. To monitor progress, have home visitors review these points by asking what they are seeing in each of their HIPPY children:

- Does the child look at the HIPPY book on their own?
- Do they ask to be read to?
- Is the child holding attention to the story more now than when we started HIPPY?
- Are they repeating some of the words from the story? “Brown Bear, What do you see?”
- Are they using some of the new words (colors, animal names, etc.)?
- Are they holding the book and turning pages?
- Do they know the title or at least part of the title?

It is important to assess what the child is doing and help parents encourage and increase the progress.

What can I do to help my child develop?

What are some ways the parent or HIPPY **has** incorporated into the HIPPY child’s home these past 10 weeks?

- Providing books
- Offering a variety to help appeal to all interests
- Repeated readings
- Daily reading
- Have you visited the local library? The Storytime hour?
- Do you have books in your bag or car for “down time” while you travel or wait?

HIPPY wants the parents to learn to incorporate the HIPPY spotlight ideas into their daily routine.

Activity 1: Language and Literacy – I Like It When, Book Walk

What your child will learn from these activities

The main character, a young penguin, expresses his/her affection to the grown-up penguin reinforcing concepts gratitude/thanks, kindness/compassion. Many of the activities the small penguin is “liking” are activities the parent and child explore and do in many of the HIPPY for Little Learner activities.

What to do

1. The Book Walk is to allow the child to have an interactive experience with the book. It is important to allow the child to hold the book, turn the pages, point to pictures, etc. Parents may have to guide the child throughout the process.

Note: This is the fourth book walk for parent and child and they should be very familiar with the process.

4 – 5. Note: The book makes no mention of age, gender or race. It does not even label the relationship between the two penguins, instead it focusses on the things they like to do together.

7 – 10 Review the important steps:

- The child picks a page in the book
- Parent reads
- Parent asks, “do you like it when....”
- Parent repeats and reinforces “I like it when I...”

Activity 2: Language and Literacy – I Like It When

What to do

3. Give a child friendly definition of kind. Possible definition: “wanting and liking to do good things to make someone happy.”

8. Taping the paper onto a wall or other vertical surface for this activity is important for children’s development – it is a purposeful part of this activity. Giving young children opportunities to write or make marks on a vertical surface (or even on the under-side of a low table while lying on their backs!) strengthens the small muscles in the wrist, hands and arms and improves children’s grasp and control of the marker or crayon, among other benefits (see this blog written by pediatric occupational and physical therapists for more details:

<https://theinspiredtreehouse.com/motor-skills-and-more-working-on-a-vertical-surface/>).

Encourage parents to allow children these experiences! If a parent has concerns about taping the paper on a wall, refrigerator, etc. allow the child to color (make marks) on the activity sheet on an inclined surface that is child level. (Example: A cookie sheet setup at an angle) After completing the picture then tape the completed picture to the wall ready to give to the person the child picked.

Note: Allow the child to revisit and add marks to the activity sheet throughout the week.

THINK

I have a kindness day and do something kind for someone and then have that person pass it along. A “pay it forward” event.

Activity 3: Think and Explore – Senses, Hard/Soft

What your child will learn from these activities

The sense of touch is different than the other 4 senses. Unlike the other senses, which are located at specific body parts, **touch** is a **sense** that is all over your body. The **sense of touch** allows us to feel cold, heat, pain, etc. **Safety wise** – Pain and heat receptors are probably the **most important**.

The sense of touch is very important in learning. In the case of teaching soft/hard it is **essential**. Have one of your staff point to a cotton ball and say soft. Do you understand what the word means simply by using the sense of sight? Of course not. The child needs to hold the cotton ball and hear the word and feel the cotton ball to understand the concept of soft.

You will need

Identify the soft and hard items (for each individual home) that the families will use to complete the activity.

Sites may choose to provide a small paper or cloth bag.

What to do

2. Make sure and place the cotton and block far apart on the table to allow the child to categorize.
6. It is important to use a box or bag that will hold all the items.

Activity 4: Think and Explore – Senses, Hard/Soft

You will need

It is important to find 2 **matching** (2 pairs = 4) items and be mindful that they are able to fit into your bag, pillowcase, etc.

What to do

1. This step allows the child to connect the meaning of hard and soft in their own world.
2. If the child has difficulty with sorting, use guiding questions. What did you pick up? Is it hard or soft?
3. First item is random, but the second item is to match the first item.

Note: The child may name the item instead of classifying it buy soft/hard. **Confirm, Complete, Correct**

4. Sort as you identify (take items out of the box).

THINK

Sensory activities allow children to learn with hands-on material and take in new information through their senses. These activities are also wonderful language builders as children “talk about” what is happening.

Activity 5: Motor – Sing, Clap and Tap with Me

What your child will learn from this activity

Have you seen a toddler move to music? Children will start to identify rhythm and even move to the beats of music at a young age. They also want to hear the song over, and over and over. In this activity, we will “tap parts of the words called syllables.”

Definition for parents and home visitors – a **syllable** is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables.

Music activities promote development in multiple domains.

What to do:

1. With repetition the child will begin to sing along to this popular tune. (Repeat to learn, learn to repeat.)

4. The parent will need to sing the song and over emphasize (and pause) for the two syllable words – Twinkle, wonder, little, above, diamond, etc.

Go slow and be purposefully to pronounce **hel-lo**. (4 claps per Hel-lo line. This may take a little practice to get the rhythm/beat.)

Review the hyphen syllables of each word with staff.

5. If the child has trouble (or is distracted) using the wooden spoons, have the child tap/pat their legs.

9. Moving, tapping and listening to the song will be more difficult. Repetition will help the child (and parent) become more successful at tapping and moving.

TH!NK

Be specific and clear on how the **TH!NK** activities are to be delivered to parents. Do you want home visitors to role play one activity? And the other two discussed?

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.

Singing, tapping, and marching all at the same time is a high-level skill. It may be hard for your child/How did your child do with this activity?

What do you think about the book, *I Like It When?*

What were some words your child used when feeling for objects?

“Play gives children a chance to practice what they are learning.”

Fred Rogers

Spotlight on Development

Make believe play allows a child's imagination to increase, their language to expand, and social skills to develop.

What might my child say or do?

When to expect it:

- **18 and 24 months**, begin to play their first "pretend" games by acting out daily actions they have seen adults do. Examples: talking on the phone, putting on shoes, using keys to unlock a door.
- **24 months**, show signs of "representational thinking" and "symbolic thinking" - one object begins to stand in for another. This age may start to play with dolls as if they are "real:" feeding them, putting them to bed and giving them roles to act out.
- **Age 2 and 3**, your toddler will start to demonstrate increasingly complex representational and symbolic thinking in her play. Example: A 2-year-old needs a toy to look like a bottle, whereas a 3-year-old might use a shoe as her "bottle".
- **3 years old**, your child's pretend play is maturing: This is the age children play tea parties, construction sites, dinosaur battles, stuffed animals come alive.
- **Age 4**, your child's imaginative play will include extended storylines and lots of character acting.

What can I do to help my child develop?

The key to helping the child develop their pretend play is “be involved.” Don’t watch from the sidelines – get “into” the play. However, remind parents to “facilitate” (*make something easier or to help cause something*) **not** “dominate” (take over) the play.

Key Points to help parents:

- **Face-to-face** (on their level). The child will be able to see your face, gestures, and pretend actions.
- **Know your child's interests.**

- **Introduce new ideas.** Use lots of language, ask open-ended questions and label, expand, recast, describe (for more details, see <https://childmind.org/article/helping-toddlers-expand-their-language-skills/>).
- **Don't put out too many toys at once.** This can be overwhelming to some children. Limit the selection to (two or three) key toys that you think your child may like.
- **Keep it simple.** Children love repetition and learn from it, so they will likely enjoy practicing any new pretend actions over and over again.

Activity 1: Language and Literacy – I Like It When

What your child will learn from this activity

Books are a great way we teach our kids important skills. Children are more receptive to new ideas when we read about them first; this is especially true for social skills, which are a tricky concept for many children to grasp. *I Like It When* allows the child to learn about kindness and the activities will connect and reinforce the concept.

What to do

7 - 8. Modeling is important – for this activity the child needs to be **in front** of the parent. Repeat several times with the child. The first reading familiarizes the child with the rhyme, the second reading the child may attempt motions (and a few words), repeated readings the child will become more involved. Remember “Repeat to Learn, Learn to Repeat”.

Activity 2: Language and Literacy – I Like It When

What to do

3. Strategy for a child that does not verbalize and answer.

- Allow the child to point to the picture.
- Model, Model and then Model. **You** point and **say** the answer to the question and then see if the child will repeat. The child will begin by repeating in one-word answers. This is a step to **joint attention** – For however brief you and the child shared a moment. (verbal or non-verbal)
- **EXPOSURE IS THE KEY!** Children need to hear language. A parent repeating the word will help increase receptive language.

5. A dusting cloth that is child size will help the child be more successful with the new “dusting” skill. Possible choices; washcloth, **sock**, etc.

Remind the parent to understand the child dusting, making beds, washing dishes, etc. will be far from perfect, but helping family members makes kids feel good.

THINK

Home visitors might ask parents how their child helps them and offer a few other age appropriate small job suggestions. **Examples:** pick up toys and books, put clothes in hamper, wipe up small messes, help set the table, carry in groceries, etc.

Make it fun by turning on music.

"I like it when" statements are important. Rewarding and focusing on positive behavior (rather than negative) will increase the positive behavior.

Note: Even when having to correct a negative behavior use positive words by telling them what they **can do**.

Examples:

"Please walk inside." **versus** "Quit running."

"Take the ball outside." **versus** "Stop throwing that ball!"

"Be gentle with your brother." **versus** "Don't hit your brother."

Activity 3: Think and Explore – Senses, Touch

What your child will learn from these activities

Ask home visitors to build on feedback received from reviewing Week 10 **Thinking and Exploring: Senses**. This knowledge will help the home visitor/parent **build** on this week's lesson.

Remember: Sensory play builds nerve connections in the brain's pathways allowing a child to make connections to build deeper meaning and understanding.

You will need

Help each family Identify the items they will use to complete the activity. What did they use last week (week 10)? Try and encourage the parent to introduce a few new items along with a few familiar items from last week.

What to do

1. It is very important for the child to identify each item. Parents should confirm, complete, correct each item. This will help encourage and reinforce language.
2. If needed, the parent may model how to reach into the box (no peeking). The parent will name a specific item (brush) and the child will find that item by feel.

Note: The child may enjoy reversing the roles and asking the parent to find an item by name.

3. The parent will have the child find an item *by describing the item*

Example: Find something you drink from, find something hard and we wear in our hair, etc.

*Note: Parent and child use language to describe an item. Remind parents this is not a **visual** activity.*

Activity 4: Think and Explore – Senses, Touch

What to do

1. Child uses language – if a child is nonverbal, have them point to an item and have the child repeat the word.
2. We want the child to feel and describe the item. The parent models and (thinks aloud) as they reach into the box. Parent modeling how to use language to describe an item.
3. The child will take their turn. If the child names the item instead of describing it. Ask the child is it what can we do with the item? Do we use it to brush our hair? Etc.
4. Allowing the child to take the leadership role helps the parent assess for understanding. Using this information, the parent can repeat the activity later in the week and build on the knowledge.

THINK

Encourage the parent to have the child to identify and name items that are not familiar to them.

Examples: sofa (instead of couch), lamp (not light), mailbox, street, etc. (Always include a few familiar items as you introduce new items.)

Activity 5: Motor – Silly Singing

What your child will learn from this activity

Research shows that exposure to music can also improve children's ability to learn. Music and movement instruction have been shown to improve children's memory, cognitive development, learning skills and expressive ability.

Other benefits of music and movement include:

- Developing small motor skills
- Developing large motor skills
- Learning to express emotions
- Improving balance and coordination

What to do

The parent will model and sing the song and motion. If needed, a verse can be repeated to allow the child to gain understanding and join in. Remind parents to go slow and overemphasize the motion.

2. If needed, repeat the song/motions before moving to the next verse "sad". Some children may not be familiar with "If You're Happy and You Know It".

THINK

How would we show Grouchy? Excited? Crazy? Lazy? Have home visitors/parents show the motion for this feeling word.

Example: If you're grouchy and you know it . . .

Possible other feeling words: bored, thoughtful, surprised. Remember, an action has to go along with the feeling word.

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.

How hard is it for your child to learn words to the songs and fingerplays?

What strategies do your home visitors have to offer?

- Repetition
- Slow
- Help child (hand over hand) with motions.

How do you think the song “If You’re Happy and You Know It” helps your child understand their feelings?

To understand an emotion, you must know how to label it. Naming these **feelings** is the first step in helping children learn to identify.

What activity did you like best this week? Why?

The song and motions. Why? My child loved it!

“A child’s life is like a piece of paper on which every person leaves a mark.”
Unknown

Spotlight on Development

Define and explain the concept of symbolic thought and egocentric speech. Check for understanding by having each home visitor give a real-world example.

Symbolic thought (a way of thinking) is the capacity to use mental representation. This can be images of objects or actions held in our mind or language where words represent our thoughts and ideas. This state begins in the toddler age and becomes more complex as the child grows. Jean Piaget defines symbolic thought as the representation of reality through the use of abstract concepts.

Example: Box is an airplane.

Egocentric speech is the act of a child talking to himself or herself, usually through an event or activity.

Example: [Egocentric Speech Video](#)

What might my child say or do?

After reviewing the informational bullets, ask parents to give examples how they have seen their child exhibit **symbolic thought** or **egocentric speech**.

What can I do to help my child develop?

Ask home visitors to think about an event that they have recently participated in a trip to grocery store, restaurant, library, the zoo, etc. Using this example, think of items to enhance the make-believe play. Example: Pizza boxes, plastic plates, memo pad to take orders, etc.

Activity 1: Language and Literacy – I Like It When

What your child will learn from this activity

In HIPPY for Little Learners the storybooks are used for three weeks. This is the last week for the book *I Like It When*. The child will read (picture read) parts of the story. What does the child’s ability to picture re-read the book tell us? There are many possible responses to this question. Allow home visitors time to think about this question.

Wait time = Think time applies to adults. Choose a home visitor to share with the group.

- **Example 1:** I know my parent is reading and rereading to the child. The importance of reading has encouraged this parent to read to her child.
- **Example 2:** I know the child is comprehending what is being read to them.

Pretend Reading occurs through the Age 2 curriculum.

Video: [Toddler pretends to read *Brown Bear, Brown Bear, What Do You See?*](#)

Ask Home Visitors to write down what they see in this short video clip. (Share whole group.)

Did you see these signs as the Toddler read *Brown Bear, Brown Bear, What Do You See?*

- The child orients the book so that it is right-side up and can be opened from front to back.
- The child goes through the book page by page, even turning back if she accidentally turns two pages at once.

What to do

1. Point out to parent the food cards – **Activity Sheet 1 items** are to be cut out **before** beginning the activity.
2. Child friendly definition of **characters** – the people or animals in a story
7. The child may answer randomly or make a decision based on the small penguin's expression. What do you think? Does the penguin have a look of "yummy" or a "nope, not eating it" look?
8. Identify the pictures and have the child repeat (or have the child point to the picture as the parent names it.) Spread out the pictures, also place the plate on the table (or near the pictures.) **In addition, some children may benefit by placing just a few of the pictures out at a time. Example:** Start with two foods they are familiar with and like and one food that they do not like or are not familiar with.
19. If the child is losing interest, do not "Name, Ask, Ask" about all foods. After the child becomes familiar with the activity the number of cards can be increased.

Activity 2: Language and Literacy – I Like It When

What to do

2. Each page has a predominant color background – blue, green, red and white with yellow used for accents. After the child has chosen the page, the question of color is asked using the multiple-choice method? "Is the page green? Or pink?"

8. Reinforce and accept the child's answer. There is no right or wrong answer. The child is allowed to state their opinion freely.

9. Role play with the parent, model the "other versus" so the parent will become familiar with the motions.

THINK

It is important to reinforce the importance of the THINK activity box. Ask home visitors to share why these activities are so important:

- Reinforce the activity
- Allows the parent to take the concepts and integrate into their daily life

Activity 3: Think and Explore – Opposites, Big/Small

What your child will learn from this activity

Have home visitors share a child friendly definition of opposites. It is tough to use words that would be easily understood by a young child. Teaching opposites to preschool children is best taught by using **concrete** objects.

Note: An opposite is what it's not. **Example: It is hot.** If it is not hot it is cold.

You will need

Make sure the size differences are obvious. The six blocks and six crayons are items used to "mark" the items. If six blocks (legos, wooden, etc.) are not available, help parents find six (same) items to use. Examples: cotton balls, etc.

What to do

3. You will need an area free of other items, so the child can focus on just the big/small items. **Examples:** the floor, a coffee table or empty table

3 – 9. You need to leave the crayon and block on each big/small item. As the child completes each item (socks, cups, bowl, toys, etc.) put the items in a row or group together. This will help the child when comparing all groups at the end of the activity.

Note: If needed, the parent can hand the child the crayon and block to mark the item.

9 -11. The block and crayon placed on each big/small item is “marking” the child’s choice and allows the child to focus on the big/small activity.

11-12. The child chooses two small and big items. The item is the same, except for the size.

Note: If a child is distracted easily, start with a fewer number of items and add to the group/activity as the child becomes familiar with the activity.

Activity: Think and Explore

What to do

Before starting – Spread the items around the room in a small area where the items are obvious to the child. Write the word “**big**” on a large piece of paper (back of old activity sheet) and the word “**small**” on the paper small (half of an old activity sheet.)

1. A full length mirror helps the child compare themselves to the object, however many homes may not have one. Another suggestion is to take a picture of the child and you, of the child and the toy, etc. (with a cell phone) and allow the child to look at the picture and decide big/small on each question.

6 -7. Guide the child to place the big/small items on the small/big paper. Encourage the child to use the words big and small as they place their items.

9. If a full-length mirror is unavailable, a short video with a cell phone would allow the child to watch themselves.

10. “I can make myself really big by standing up straight and tall. (Stand on tiptoes.)

But when I am tired of being big, I can make myself small.” (Crouch down)

THINK

Ask the a parent to give examples on how **THINK** activities could be used in their home this week.

Activity 5: Motor – Singing and Moving

What your child will learn from this activity

Pair home visitors and let each pair demonstrate how this tip would be delivered in the home using guided discussion. We all learn from each other.

Note: Coordinators should participate and model quality guided discussion.

What to do

1. Encourage the home visitor to use children's songs to roleplay this activity. How will the home visitor play the music? Tunes on their cell phone, CD player, etc. Coordinators should provide guidance to appropriate music that will be played in the home. There are many YouTube children's song videos that offer quality music. **Examples are** Baby Bum, Coco Melon Nursery Rhymes and Songs, etc.

Example of a Fast Song: [Baby Shark](#).

Example of a Slow Song: [Twinkle Twinkle Little Star](#)

Also, several classical tunes are fun to move to.

Example of a Fast Song: [William Tell Overture](#)

Example of a Slow Song: [Adagios](#)

5. Move and clap to the beat of the song. As you march, walk, jump, tiptoe be sure to allow the child to move around (not stand in one place).

[Farmer in the Dell tune](#)

Note: If clapping and marching is difficult for the child, begin with just marching, walking, etc. and then add the clapping.

THINK

Share with parents some of the wonderful children's song sites available. Many examples: CocoMelon, Baby Bum, etc.

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.

How often does your child hear music throughout the day?

My child loves the Baby Shark song and wants to listen to it over and over. Remind parents “appropriate” music choices are important.

What happened when your child tried new foods this week?

I was surprised he loved broccoli and we even made sweet potato fries!

What did your child have trouble with this week?

Marching to syllables – following directions.

“The first five years have so much to do with how the next 80 turn out. ”
Bill Gates Sr.

Spotlight on Development

Curiosity equals learning. It is important to remind home visitors **each** child will express their curiosity in different ways. Have home visitors think about one of their Age 2 children. How would the child respond if the parent shows the child a frog?

- The child might barely be able to contain themselves. They want to touch and hold the frog.
- Another child might respond with “yucky” and no way would they touch the frog, but they may ask what frogs think about – or if frogs have friends.

The first child is interested in studying what she sees on the outside, while the other child is curious about the inside invisible world of connections. Both children are showing eagerness and curiosity in learning, but in two different ways.

What might my child say or do?

Remind parents the curiosity style of a child exploring can be dangerous. The child has had few experiences but has become a “pro” by watching us for years. Think about all the things the child may have seen us do; pour liquids, fix something (electrical) with a screw driver (metal object), climb on a ladder, push buttons on a computer, etc. The challenge for a parent is to provide a safe, supervised and supportive environment that allows the child to explore safely.

What can I do to help my child develop?

Some children may be reluctant to explore. Their anxiety over the new (unknown) can delay the learning. Help your child by reassuring and comforting them. Allow them to share in discoveries with you – “safe to learn”.

Activity 1: Language and Literacy – *Families*

What your child will learn from this activity

Human families and animal families are different, but also similar in many ways when it comes to caring for their young. We both go on walks, share food, cuddle, and give many hugs and kisses. This book uses real photographs and explores these similar characteristics.

What to do

A **book walk** allows the child to have an interactive experience with the book. It is important to allow the child to hold the book, turn the pages, point to pictures, etc. Parents may have to guide the child throughout the process. Remind parents to ask questions or have the child point to something on the page.

Example: “Point to the baby smiling,” or “What are they eating?”

Have Home Visitors ask specific questions on how the child is progressing. Compare the first book walk – *Goodnight Moon* to our last book walk – *I Like It When*.

Activity 2: Language and Literacy – Families

What to do

1. The book is about people and it is about animals, but collectively the book is about families.

4. Helping children learn to recognize the difference in facial expressions in books, is a beginning to a child understanding and recognizing emotions.

7. Remind parents to use the “complete, confirm, correct” technique as they answer.

Example: The child responds with “funny”; parent confirms, “Funny – They are laughing at jokes.”

9. This activity helps the child connect facial expressions to the happy emotions that they themselves may feel.

10. Practice each motion before singing the song.

14. On the last verse where all three motions are done together, slow the song down to allow the child to mimic all three motions, if needed.

THINK

- Ask the parent how they listen to songs with their child? Radio, YouTube, CD’s, etc.
- Plan a “Fun Night” and incorporate singing, dancing, games, and reading into the event.

Activity 3: Think and Explore – Food, Sweet/Crunchy

What your child will learn from this activity

This activity will allow the child to use their sense of taste to identify and describe different foods. This is a wonderful opportunity to guide the parent to model healthy eating habits. Parents are responsible for deciding what to serve, when to serve it, modeling healthy eating habits and creating a family mealtime environment.

You will need

This activity introduces (healthy) salty and sweet snacks. If the HIPPY budget allows, the site may choose to provide a simple bag of salty and sweet items. This bag could include **pre-packaged** mini bags of healthy snacks:

- Salty snacks – pretzels and crackers
- Sweet snacks – Small applesauce and raisin box

Note: If sites choose to make available food items for the family to use for this activity, make sure the food items are pre-packaged.

What to do

1. Notice the plates and sweet/salty foods are set out prior to beginning the activity. You only need three items of **each** food on **each** plate.
2. Creativity is key to this activity. The parent will be modeling and leading the pretend play.
- 3-4. Washing hands is part of the activity and promotes healthy habits.
7. Identify the 2 sweet (ex. raisins and applesauce)
8. Identify the 2 salty food (ex. pretzels and crackers) chosen for the activity.
- 10-14. Complete, confirm, correct – Many children will not be able to verbalize the full answer. If needed - ask the question with choices; “Did you like the crackers or raisins best? Or have the child show you the answer; Show me how many sweet snacks we tasted (Parent counts aloud as the child points to the plate.)

Activity 4: Think and Explore: Food, Snack Party

What to do

1. Notice **six** plates and sweet/salty foods are set out prior to beginning the activity. You only need a few items (3 to 4) of each food on each plate. (Small plates work best or even a napkin

for each food and 2 plates for the “tea party.” The plate/napkin is to distinguish each food in a set.

2. Creativity is key to this activity. The parent will model and lead the pretend play.
5. Washing hands is part of the activity and promotes healthy habits.
8. Identify each food (2 sweet and 2 salty) chosen for the activity.
9. Reinforce the food by taste. If the child responds, “I want raisins.” Complete, confirm, correct – “Raisins – a sweet snack”.
11. Repeat until all 4 (sweet and salty) foods have been reviewed.

THINK

To allow the parent to become familiar with the **THINK** activities, home visitors should have the parents describe the items used for role play. Raisins are squishy, crackers are crunchy, etc.

Activity 5: Motor – Fun Movements

What your child will learn from this activity

In addition to learning position words, the child will be following several two to three step directions. Discuss with home visitors:

What is needed for a child to follow instructions?

- **Hearing**
- **Receptive language:** Comprehension of language
- **Attention and concentration:** The ability to hold that concentration long enough to perform a task.
- **Working memory:** The ability to briefly keep and use information involved in language and to update this information as change occurs.
- **1 – 2 years of age:** Can follow simple 1 step instructions (e.g. “Give the block to me”).
- **2 – 3 years of age:** Can follow 2-part commands (e.g. “Go to your room and get your shoes”).
- **3 – 4 years of age:** Can follow 3-part instructions (e.g. “Point to the chair, plate and fork”).

How can help my child learn to following instructions?

- **Eye contact:** Make sure the child is looking at you when you give the direction.
- **Single instructions:** Give your child only one instruction at a time.
Example: “Hold the toy gently in your arms.”
- **Break verbal instructions into parts:** “Go and get your toy.” When the child has followed that instruction, say “Now walk across the room to the chair.”

- **Repeat:** Get your child to repeat the instruction to ensure that they have understood what they need to do (e.g. “Hold the toy gently in your arms. What do I want you to do?”).
- **Visual aids and clues:** Model the instruction with them.

What to do:

2-11. If a child has trouble following the instructions, break the instruction down into simple steps.

13. Make sure the towel or blanket is child size.

Consider all the skills being covered in this activity as the child lifts the blanket up and down:

- strengthening core muscles and muscles in arms and shoulders
- fine motor as they grasp the ends of the towel/blanket.
- One to one correspondence as they count
- Following directions
- Language (vocabulary) – corners, lift, high

HIPPY integrates multiple learning domains into an activity.

THINK

Reinforce this activity throughout the week by encouraging the parent to include into their daily routine.

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.

What did your child like (or not like) about the book *Families*?

Loved the REAL pictures!

What food does your child like to eat for a snack?

Goldfish crackers and apples

What new food has your child tried lately?

He refuses to try new foods. I was encouraged by Home Visitor to offer multiple times. I did not realize it might take many exposures before he would try a new food

What was your experience with pretending to visit with your child and talking to them?

Confused at first, but then enjoyed it.

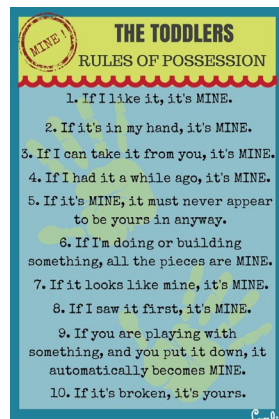
"To be in your children's memories tomorrow, you have to be in their lives today."

Barbara Johnson

Spotlight on Development

Parents should be reassured the "mine" stage occurs in most two-year olds. The definition of turn-taking and sharing is included in the spotlight. Have home visitors highlight these words.

Sharing means willingly give up something you have with no expectation that you will get it back. Many children have a definite expectation of "getting their toy back". Some children have an expectation of about 60 seconds and others a few minutes and some even longer.



What might my child do or say?

Ask parents to share an example of how they have seen or see this "mine" stage exhibited in **their** child.

What can I do to help my child develop?

Discuss the following strategies with Home Visitors:

1. Set kids up for success. Prepare them ahead of time. Practice at home asking for toys and waiting for turns.
2. Reassure kids they will get their toys back. Acknowledge their feelings. "It is hard to take turns with your toys. Susie is playing with your doll, but you can have a turn when she is done. Do you want to play with the puzzle while we wait?"

3. Don't engage in a power struggle – **you will not win**. If they constantly walk around the house saying “mine”, do not react to the words. They are just beginning to understand ownership. Model the language you want them to use and praise them when they aren't constantly saying mine. Praise the positive behavior, not the “mine” behavior.

4. Give kids some power and ownership. If there is a certain toy that is special to your child, put it away when other children come to play. Let the child be involved in finding the special place for the toy while having a playdate.

Equipping Home Visitors to be prepared to answer a variety of questions is key to meeting the individual needs of a family.

Activity 1: Language and Literacy – Families

What your child will learn from this activity

It is important for a child to feel like they are a part of a family. It is also important for the family to remember how important they are in the child's life. Family members are the first people that a child interacts with. This interaction is a child's first opportunity in socialization. It is because of these connections a child begins to have a better understanding of themselves and of people around them. **Key statement: The way a child is loved, cared and nurtured at home provides the opportunities for a child to thrive better in his life. A family's impact on child development is like a foundation, which may help in shaping up the future of a child.**

What to do

3 – 6. The child will focus in on the pictures and how people/animal are taking care of their babies. The seeing the picture from the story should help the child answer, but if needed the parent could ask the child to show the “turtle giving her baby a ride.” Then repeat the questions and allow the child to respond verbally.

7 –16. The book becomes a song book as you follow the pictures and sing the phrase related to each page. The song allows the child to be active and sing their comprehension about what is happening in each picture. The child will enjoy adding motions for each action.

Example: Kisses, pretend laughing, etc.

Activity 2: Language and Literacy – Families

What to do

2. The **animal** family (not people) is the choice. (turtle, bear, giraffe. etc.) Allow the child time to tell you what they like about their choice.

3. The **people** family is the choice.

4. For this activity, the activity focuses on the people who **live** in the child's house. Parent will list the names of their family on a piece of paper (sites may provide). Save this list of people as we will use later in the week.

Important Note: You are writing the **name** of the person, not the relationship, on your list.
Example: Mom and Dad have names. You will write their **names** and talk about that person's **relationship**.

5. The chairs are arranged side by side, like a pretend car. (A front seat and a back seat.) The child will be the driver and the parent will be the passenger. The other members of the family (written on your sheet) will be represented by stuffed animals selected by the child.

The paper plate is representing the steering wheel of a car.

Depending on where the child is pretending to go, but all pretend play can be increased and be more engaging by adding props. As Home Visitors roleplay this with the parent, have a few possible props to go along with the "trip".

Remind Parents to have fun!

6 – 9. Your trip will include driving a sibling to school, going to the store, and one place chosen by the child.

Note: 8. We emphasize how nobody should stay in the car by themselves, but **ALL** get out of the car.

THINK

Children need to know their parent's real names, not just Mom and Dad. It is an important safety prevention tip. If a child becomes separated from their family, there are many "mommies" and "daddies".

Activity 3: Think and Explore – Math, Sharing

What your child will learn from this activity

One to one correspondence is matching one object to another. After role playing Activity 3, have each home visitor identify where in the lesson this skill is located:

- One to one correspondence, problem solving, eye-hand coordination, fine motor and social emotional.

You will need

Home visitors should talk with the parents about what they might choose for the 20 pieces of snack food. What do they have in the home?

What to do

3 – 7. One of the “What can I do to help my child develop” tips was to practice sharing/modeling. The activity models sharing, first with the child’s toys and then a snack.

Note: The curriculum is mindful of the Age 2 developmental “mine” stage. There is always **one for the child** and one for the adult.

Activity 4: Think and Explore – Math, Setting the Table

What to do

1. This allows the child to look through the book and “picture read”.

2. This activity, setting the table, can be in preparation for a meal when the family is all together.

Example: Breakfast or the evening meal. Some families may not normally sit down to eat as a family. Encourage the parent to use this activity to prepare for a “sit down” family meal wherever they take their meals. One suggestion might be to have an inside picnic and set up an area for the special meal.

5 – 8. As you place the items around the table, be sure and reinforce who they are for. Example: One for Mommy, one for Daddy, one for Joey, and one for me.

Note: Modeling manners is important for the child. This modeling is how they learn.

THINK

Which activity can the parent incorporate into their daily life? What will they use? Home visitors should help the parent by guiding them to use specific items.

Activity 5: Motor – Fine Motor and Creativity

What your child will learn from this activity

We are almost at the halfway point in the Age 2 Curriculum. Assessing and helping parents understand developmentally where the child is and what is expected is important. It can be as simple as why am I doing this? Noticing the skills their child is building?

What to do

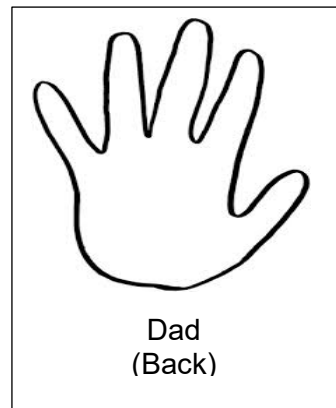
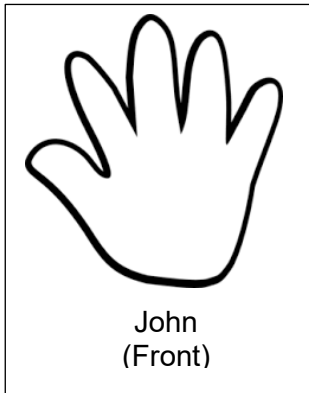
1. The other family members (list from Activity 2) will join in HIPPY by allowing their hand to be traced. Remind the parent to write each family member's name (not their relationship) on each handprint. The handprints will be cut out in a circle, not in detail.

Note: The HIPPY parent and HIPPY child will trace their hands during the activity.

4 – 5. Using the prepared handprints.

6. Any and all marks are acceptable. Allow the child to have fun and use their creativity.

Write the family member's name on the front of the hand. The relationship of each person will be written on the back of the hand.



8. Encourage parents to repeat setting the table again later in the week and use these handprints for name place cards. Place by each family member's plate.

THINK

The nameplate handprints can be made and used at extended family gatherings. Use the opportunity to extend the lesson to include grandparents, aunts, cousins, etc.

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.

What has your child learned about your family from the book *Families and activities*?

Allow home visitors to answer.

What types of marks does your child make with crayons?

Allow home visitors to answer.

When do you see your child wanting or not wanting to share?

Allow home visitors to answer.

ABILITY is what you're capable of doing. **MOTIVATION** determines what you do. **ATTITUDE** determines how well you do it.

Spotlight on Development

The Age 2 child is constantly on the move and it is important to remind parents to offer safe and supervised run and play time.

What might my child do or say?

It is important to review the developmental milestones of play with home visitors, as they need to be familiar with the developmental stages to help insure growth with their HIPPY children.

Developmental Milestones related to Play

12 to 18 months

Relational or Functional play – Example: The purpose of the toy can work according to its job. Cause and effect are important at this age.

Example: I push this button and the animal pops out.

18 to 24 months

Pretend and Symbolic Play

- The child can make an inanimate object perform an action. Example: A doll eating.
- The child also enjoys solitary play (playing alone) Example: Building with blocks or puzzles
- The child puts actions together in a sequence. Example: Placing people in their car and pushing it across the table.

2 to 3 years

- Combine actions for a complete scenario. Example: Feed the baby, bath time, put pajamas on, read a story and then bedtime.
- More social play. A group of children involved and taking turns.
- Pretend play – objects used to represent something. Example: Paper plate for a steering wheel.

What can I do to help my child develop?

Ask the parent to share what they have observed as their child plays. Home visitors can use their knowledge gained from staff training to help guide the parent in helping their child continue to develop.

During staff development have home visitors give a specific example for each bullet;

Example:

- Take some toys away and introduce new toys.
- Play with three cars instead of 10.
- Add boxes to help extend the play. (The boxes could be used for garages, bridges, etc.)

Activity 1: Language and Literacy – Families, My Family

What your child will learn from this activity

Illustrations in a story reinforce a child's understanding and comprehension.

Have your home visitors close their eyes as you read the following passage (or choose one of your own):

“Saturdays are full of the rich smell of newly mown grass, the criick-craack of the porch glider, the satisfying bite into a fresh tomato sandwich.”

Have the home visitor describe what they saw in their mind. Did they form a picture as you read the passage? Does the picture in your mind help you comprehend the passage? Show the illustration in the book.

- Mental images help readers to understand and remember what they have read.
- Does background knowledge help comprehension? Certainly. The preschool child cannot read words, but he can listen. **Pictures/illustrations will help the child comprehend the story and they will begin to build background knowledge.**

There are three types of connections that support understanding.

- **Text to self** – How does it relate to something I have experienced?
- **Text to Text** – How does it relate to something I have read or heard?
- **Text to World** – How does it relate to something I know about the world?

What to do

3. The parent will choose one of the six photos on the cover and the child will find in the book.

Note: Some children may forget the cover picture the parent chose as they search through the book. If needed, after looking at each page, ask the child if that picture matches the one they chose. "Is this the picture?" Or, the parent can choose a picture in the book and allow the child to point to that picture on the cover. After the child has been successful, try and choose a picture from the cover and find that picture in the book.

4 – 5. The parent will read the text related to the picture. "**All families** like to swim."

6. Read the entire story.

Some children may need a **short** (3 to 5 minutes) break before continuing the activity. Allow the child to move around or get a drink of water before continuing (if needed).

7. The sunflower on **Activity Sheet 1** will be used to record answers – kissing, laughing, etc.

10. Child's opinion – No right or wrong answer, but this allows parents to get insight on what **their child thinks** is important in **their** family. This activity allows the child to link what they know and what they are discovering to their own family.

Activity 2: Language and Literacy – Families, Family Tree

What to do

3 – 4. Why do we have the child point to a picture on the cover What is the purpose for this?

Answer:

It allows the child to take an active role and allow us to check for understanding (comprehension) of the story. The activity allows the child to point to a picture that identifies an activity.

5. We ask the child to "tell" (verbally expression/language) us what is happening.

6. Asking questions like: "who gives kisses in our family?", "Who do you go on walks with?", etc allows the child to relate the story to themselves. Children understand a story if they think (and link) their own experiences to the story (text to self). The answers to the questions are the child's and there is no right or wrong answer.

Some children may need a **short** (3 to 5 minutes) break before continuing the activity. Allow the child to move around or get a drink before continuing (if needed).

8. **Activity Sheet 2** - The child's fingers are the branches. (Position the base of the hand on the trunk with the child's fingers spreading out.)

9. The child will find the color and then color (make marks) on each circle. Each color represents a member of the family. Yellow circles = Female relatives, Blue Square = Male relatives, Red/Green color = # of siblings. Don't forget the pets. Triangles (color chosen by child) represent pets in the family.

10. The child will verbally express the color of each circle and who that colored circle represents (Mom = yellow) The child may not remember the color for each family member, what is important is to recognize the differences in the colors and if possible name the colors.

THINK

It is important to review and discuss each week how the previous week's **THINK** activities were completed. Are the parents completing the activities? Why or why not?

Activity 3: Think and Explore – Shaving Cream

What your child will learn from this activity

To improve a grasp, you must strengthen the small muscles in the hand. This activity allows the child to have fun while strengthening those muscles. In addition, sensory play encourages children to manipulate, building up their fine motor skills and coordination. Remind home visitors the child processes information through their senses. They learn through exploring with their senses.

You will need

Sites need to make sure shaving cream and other materials are available in the home. Freezer bags will be more durable (thicker) and a zipper lock might help make sure the shaving cream stays in the bag.

What to do

2. Finger isolation is the ability to move each finger one at a time. It helps the child develop an efficient pencil grasp, typing on a keyboard, playing musical instruments, tying shoelaces and countless other daily living skills. If you cannot isolate your fingers, putting on a sock can prove difficult for the child.

4. Try and “squirt” the shaving cream into the bottom of the bag. Also, it is key to get as much air out of the bag as you can before closing.

19. The shaving cream will only stay fluffy for about 24 hours, but it is easy to make these bags up. Remind parents to keep the bag under their watchful eye.

Activity 4: Think and Explore – Shaving Cream

What to do:

1. Place the flat container (cookie sheet, plastic tray) at a level easy for the child to access. The floor or on seat of a chair is a perfect level. Encourage parents to use a towel on floor to keep cookie sheet from sliding and also to prevent slippery spills.
2. Some children may refuse to feel the shaving cream. Parents should model the activity using their hands and allow the child to “open shut them” their hands - shaving cream free. The child may use the parent’s hands to smell and describe what the shaving cream looks like. Slowly try and introduce to the child to accept small amounts of shaving cream on their hands.
5. Parents may need to model and say the directions. Example: “I am moving the shaving cream around with one hand.” and allow the child to join in.
- 6 - 10. You are using the pan of shaving cream.

THINK

Using concrete items engages multiple senses which help form pathways to learning. Shaving cream and popping bubble wrap are wonderful sensory play activity. The child can feel, see, smell and hear the activity.

Activity 5: Motor – Moving Vehicles

What your child will learn from this activity

Have home visitors demonstrate how they would deliver the skill information using guided discussion.

What to do

1. If you have a toy car, train, airplane, etc use the concrete item (**vehicle**) and the picture card. Show the child the toy (or card) and say a race car is a vehicle, a train is a vehicle, etc.
2. The child and parent identify all vehicle pictures. Race car, train, rocket, helicopter, truck, airplane.
3. Cut out all cards and if a child is easily distracted start with three cards and add as the child gains understanding.

4. Make sure parents understand how to move and sound like each vehicle. Remember have fun!

5. The cards will be chosen at random and the child will have to identify the vehicle by the parent movements. If the child has trouble verbalizing the vehicle, parent may give the child a choice "Am I a rocket ship or a race car?"

6. **"Repeat to Learn, Learn to Repeat"** Encourage the Parent to play the game throughout the week.

This game covers many skills. Ask Home Visitors to name a few.

THINK

Using Concrete (real) objects enhances learning. Ask staff (and parents) to hold the picture of the race car. Using language talk about (describe) the car. How many wheels do you see? What color is the car?, etc. Now place the real toy race car in their hands. How much more descriptive can the language be. Can you feel the car? Is it soft or hard? How many wheels does the race car have? Can you make it move?

Encourage parents to talk about (build language) and ask questions about what they see in their home and world around them.

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.

Were the vehicle pictures easy or hard for your child to identify?

We had all the real toy items and compared to the picture cards.

Why do you think the shaving cream activities were important?

It allowed us to work on fine motor activities and I was surprised he didn't want to play in the shaving cream tray (at first) NOW I can't keep him out of it.

When did your child learn by creating their family tree?

Names of people. I don't think he realized I had another name besides Mommy.

I am a Toddler... I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line or keep quiet. I need motion, I need novelty, I need adventure and I need to engage the world with my whole body. Let me PLAY, trust me, I am LEARNING!

Spotlight on Development

School readiness refers to whether a child is ready to make an easy and successful transition into school. Many parents are familiar with the academics (e.g. writing their name, counting to 10, knowing the colors) as important school readiness skills, but this term applies to many other important motor and social emotional skills. Review motor developmental milestones in the Home Visitor Guide (pages 18-19).

Age 2 Typical Growth and Development – Motor

Gross Motor:

- Walk, run and start learning to jump with both feet
- Pull or carry toys while walking
- Throw and kick a ball
- Try to catch with both hands
- Stand on tiptoes
- Balance on one foot
- Walk up stairs, holding on to your hand – using one foot and then the other

Fine Motor:

- Start brushing own teeth and hair
- Pulling pants up and down, pulling on socks
- Turn on the faucet
- Wash hands
- Build a block tower of at least four blocks
- Hold utensils and crayons with fingers – not fist grasp

What might my child do or say?

Have home visitors give an example for each bullet.

Example: Shows increasing strength and stamina in movement activities.

Answer: The child is able to walk with parent to the store without asking to be carried.

In the home, have the parent share examples of what their child does/does not. Remind Home Visitors, guided discussion is the method of delivery.

What can I do to help my child develop?

Review the bullets with the parent and ask the parent if there are any new activities? Can the parent name a few HIPPY past activities that have helped their child develop motor skills?

- Water play
- Fingerplays
- Moving like cat, elephant, etc.
- Manipulating the clothes pin

Ask home visitors to identify each bullet and identify if the activity will develop fine or gross motor skills.

Activity 1: Language and Literacy – Growing Vegetable Soup

What your child will learn from this activity

This new book is a nonfiction book about “growing vegetable soup”. Children will learn the process, seed to soup pot. In this story, a father and child share the joys of planting, watering and watching seeds grow. Once their harvest of tomatoes, potatoes, cabbage and corn is ready, they'll cook it up into the best soup ever!

Most children only have the reference point of the grocery store as where our food comes from. This book will allow the child to gain background knowledge about gardening and how food “comes” to the grocery store.

You will need

Sites may want to provide a seed plastic bag complete with seeds (2 or 3), cotton balls, and the small clear bag. It is important that the seeds you provide are large and will germinate (do not use outdated seeds). Peas or lima beans do well, as the child can see the seed swell and sprout.

What to do

1. Number the pages with Page 1 beginning with the first words written – “Dad says we are going...”

4. Encourage the parent to provide a child friendly definition of healthy – something that is good for you or give other examples of healthy. **Example:** We wash our hands, so we do not get germs. That helps keep us healthy.

Increasing the child's vocabulary will help a child's comprehension abilities, which is the ability to understand what is being read to them. A child's listening comprehension is predictive of potential reading comprehension level.

Example for staff: "Little Miss Muffett sat on a tuffett." What is a tuffett? If you do not know it is hard to comprehend the sentence.

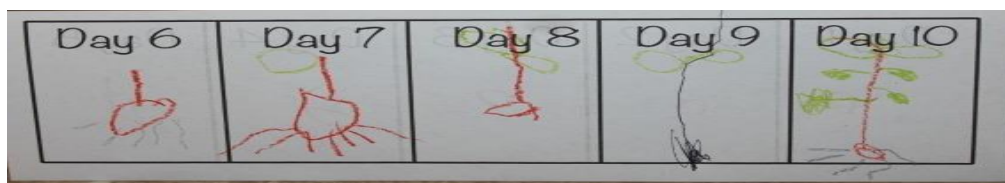
Note: Home visitors can turn to correct pages – mark the pages with a sticky note and page number.

When reading the book for the first time, do not try and read the labels, but talk about what you see.

9 -10. Joint attention is occurring as the parent points to an item and ask the child "what is it?" To help the child focus on the item– have the child point to the item and say the name.

11 -12. This hands-on activity will help the child's story comprehension by increasing background knowledge of a seed sprouting.

13. Encourage parents to record (draw) on a piece of paper how the seed is growing. The child can describe what they see each day and parent can draw a simple version. This allows the child to see the changes of the seed over the course of the activity.



Note: Make sure the plastic bag is in a warm place to encourage germination. Remind parents to keep the cotton ball moist (soaking wet = rotten seeds)

Activity 2: Language and Literacy – Growing Vegetable Soup

What to do

4. What is a vegetable? If you have some real vegetables in your home, allow the child to look and hold them. Talk about each vegetable- color, shape, texture, etc. If real items are unavailable, show the child the vegetable pictures in the book.

6. Allow the child to move around as you sing.

Note: Why dance as we sing? Music and dance engage the brain.

Children learn new things, like sounds, words and patterns through music. And with dance, they can explore and control their body movements, plus burn off some of their energy.

Note: Music, movement and how it affects brain development is a possible topic for a staff development.

THINK

Reminder to home visitors – It is important to review and discuss each week how the **THINK** activity was completed. Are the parents completing the activities? Why or why not?

Activity 3: Think and Explore – Block Matching

What your child will learn from this activity

Sorting is an important early math skill. We begin the sorting and matching activity by learning to sort by color. Sorting is part of our everyday world. Have each home visitor share an example of how **they** sort everyday:

- Sort the mail (or emails) keep and trash
- Laundry
- Utensil drawer

You will need

HIPPY shape sorter – remind the parents to keep the blocks and sorter with the other HIPPY materials. We will use the shape sorter several times in the next few weeks.

What to do

1. Allow the child to have a little time to touch and play with the HIPPY shape sorter before beginning the activity.
- 2 - 4. The child will be sorting by **one** attribute – shape. (If the child is easily distracted or overwhelmed, move the other shapes out of view and introduce as the activity progresses.)
6. Make sure the surface the block will be stacked on is hard (a floor, table, etc.) Parent will model stacking the circles and then unstack and allow the child to imitate. If the child is easily distracted or overwhelmed, move the other shapes out of view and introduce as the activity progresses.
7. If needed, parent can model by placing one shape and allowing the child to complete by stacking like shapes. One square and child completes, one triangle and child completes. The last shape will be the only shape left and the child should understand stacking like shapes.
10. Parents identify the shape by **name** as parent and child place on the shape sorter.

Activity 4: Think and Explore – Block Matching

What to do

2-5. The child will be sorting by **one** attribute – color. Each colored shape will be placed on their peg. (If the child is easily distracted or overwhelmed, move the other shapes out of view and introduces as the activity progresses.)

5. Point to the yellow shape on the bottom row.

6 - 7. “What color is next?” – blue **Point** to the color shape *Children may not see the stack as a row.*

9 - 10. The child will stack the shape by color. Red triangle, red square, red rectangle, red circle (any order). If needed, the parent may model stacking by color (not shape).

11. The shapes are named by **color** as the child place the shapes on the shape sorter.

THINK

Home visitors can help parents by using guided discussion to determine parent/child daily routines that include organizing/sorting skills. It is important to help guide the parent into incorporating sorting by color and item into their daily routine.

Activity 5: Motor – Matching and Moving

What your child will learn from this activity

Exercise increases strength in muscles and bones and can even improve concentration. It is a vital component of child development. Playtime (exercise) can boost a child’s mood. Ask home visitors if they agree or disagree. Do they feel better after a walk? A workout?

What to do

1. The shapes (only) will be used for this activity.

2. Reinforce the color and shape. Confirm, Complete, Correct

3. The parent may need to model and “walk through” the activity. Walk with the child to the paper and show the child where to place the red circle on the paper and then return. To help the child define the starting area, parents could place a towel, rope, etc. to designate the starting point.

4. The child is hearing the name and color of the shape and moving. Ask Home Visitors why the movement in this activity is important.
5. The child is following simple 2 step directions. Parent may model or repeat if needed.

THINK

How can they incorporate this tip into their daily routine? Home visitors should guide the parent to give specific examples.

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.

What did your child think about the new book? Were they familiar with any of the vegetables?

No, we do not have fresh vegetables, but may try carrots and ranch dressing for a new snack this week.

What are some ways you keep your child physically active?

We take walks and a few times a week visit the park. Also, the Motor activity this week has given me a few inside activity ideas.

What do you like about using the HIPPY Shape Sorter in the activities?

My child loved stacking them and kept her engaged.

“Play is the highest form of research.”

Albert Einstein

Have staff think about the quote. What does Einstein mean? In a child's eyes, the playground is more than just wood, metal and plastic. It is where their imagination can be set free. They may become whatever they want to be. A princess in her castle, a knight defending the fort, etc.

Spotlight on Development

Ask parents what their child likes to do while playing? What does a typical day look like?

Ask parents if there is an activity they would like to try or if they would like to share an activity with their home visitor. Home visitors can share additional examples of fun activities. **Example:** Chasing and catching bubbles.

Physical activity boosts mood and also helps us rest better at night. Have home visitors apply this to their life. Do they agree? Busy active day = better sleep at night.

What might my child do or say?

It is important to remind parents that physical skills such as; climbing a ladder, catching a ball, etc. are important playground skills. Discuss the why?

Playground skills (or lack of) can affect the child socially and emotionally. A child lacking in some skills compared to their peers, may feel they cannot join in the game.

What can I do to help my child develop?

- Limit TV and other technology time

Provide the following information to staff and share with parents. It is important for parents to set guidelines on media and this plan has many helpful suggestions:

Family Media Plan

The AAP (American Academy of Pediatrics) believes media when used thoughtfully & appropriately can enhance daily life, but when used inappropriately or without thought, media can displace many important activities such as face-to-face interaction, family-time, outdoor-play, exercise, unplugged downtime & sleep.

This agency offers a **Personalized Family Media Use Plan** you can be aware of when you are using media to achieve your purpose. This requires parents and users to think about what they want those purposes to be. The tool below will help you to think about media and create goals and rules that are in line with your family's values. In staff development, fill out a Family Media Plan for a pretend child. Print out and review the results. Encourage your HIPPY families to create a free family media plan. The plan will include important information; screen-free zones in the home, limiting screen time, recreational screen time guidance, etc.

[AAP Family Media Plan](#)

Source: The link below targets the Birth to Five age group and the current research regarding technology.

[Media and Young Minds](#)

Activity 1: Language and Literacy – Growing Vegetable Soup

What your child will learn from this activity

How did the family enjoy the new book? Was the child able to understand the pictures in the book? Parent feedback is important and will allow home visitors to help guide the future lessons.

Memory, Vocabulary, Language, Visual Discrimination – After role playing the activity, allow the home visitors to link the skills listed to the following **Language and Literacy** activity.

What to do

1. Pictures on **Activity Sheet 1** are cut out **before** beginning the activity.

4. The label names each tool. What is a **tool** to the child? A child friendly definition to go along with the pictures in the book is provided below.

Tool: We hold it in our hands and it helps us do a special job. A shovel helps us dig, a rake smooths the dirt, etc.

Note: Do not assume the child has background knowledge of the word **tool**. If the parent has a real garden tool in the home, reinforce understanding of the word tool by showing the child the shovel, rake, etc.

5. Parent and child will read the book and identify tools.

6. Allow the child to look through the book and point or tell the parent some of the tools. The child will show the parent some of the tools she remembers from reading.

8.

8. It is important to name and point to each picture before taking one away. Why? It focuses the child on the card, it reinforces both visual and auditorily.

10. Only add the third card to the “What’s missing?” game if the child has been successful in identifying the missing picture with two cards.

Activity Sheet 2: Language and Literacy – Vegetable Names

What to do

4. If the child does not verbally name the vegetables, have the child point to the vegetable and the parent reinforce the vegetable name. Repeated readings will help the child begin to identify the vegetable by name.

6. The pictures used in the rhyme are located on the page numbers in parenthesis. Parents are more likely to engage in a rhyming activity, if they realize the importance of rhyming. Research shows how rhythm and rhyme play an important role in pre-literacy.

What children gain by rhyme:

- To be able to listen for and keep a steady beat
- To learn retell and be able to repeat Ex. Brown bear brown bear what do you see, I see a red bird looking at me.”
- Be able to retell and sing by themselves. Example:” Twinkle, Twinkle Little Star”
- Be able to complete a rhyming sentence by predicting the word that is missing
- Be able to discriminate rhyming words and identify those that don’t rhyme

7 – 9. Turn to the pages noted in parenthesis as you repeat the rhyme Allow the child to be active by pointing to each item. If needed, the first time through, the parent can point to the vegetable. **Example:** The broccoli (point) saw the bean (point) ...

10 – 12. The rhyme is read in parts with each part linked to certain pages. Home visitors may need to mark these pages for roleplay in the home

13. As you repeat the rhyme refer to the pages in the book. The pictures will be a visual cue and will reinforce the rhyme. The child will be picture reading.

Reminder: Have home visitors link the skills discussed to the activity.

THINK

Make sure the parent understands how to trace the hand on the top of the carrot. If possible, make an example during staff training. Ask home visitors what skill tearing pieces of paper works on? What fingers are used to tear the paper?

Activity 3: Think and Explore – What’s Missing?

What your child will learn from this activity

Integrating learning shapes into a game allows the child to be fully engaged in learning the circle, triangle and square shapes. Discuss with home visitors the skills involved and where the specific skill is located in **Activity 3: Think and Explore**.

What to do

1. 4 Yellow shapes are used. The parent holds the shape while the child slides their finger around each side of the shape for the activity. Touch each corner as you count the sides of the square, triangle and rectangle. Allow the child to feel the edge of the circle.

5. The simple story about the shape family is to add interest, however if the story distracts focus on shape and color missing. If the child has trouble identifying “what is missing?” using 4 shapes, start with two most recognizable shapes – circle and square.

Note: The stories are to add interest to the activity. If the stories become a distraction, focus on taking a shape away and identifying what is missing. *Example: the red circle*

Activity 4: Think and Explore – What’s Missing?

What to do

1. 4 – 2 Blue and 2 green. Make sure all 4 shapes are represented; square, circle, rectangle and triangle. This activity reinforces the previous activity, but uses two colors in the “What’s Missing?” game.

2. If the child cannot verbalize the shape and color have them point to the shape/color or green ask in multiple choice form; “is it the blue circle or green square?”

Activity 5: Motor – Moving, Finding Circles and Squares

What your child will learn from this activity

The child will connect the concept of shapes to their real world. This connection specific to the world (home) they live in will help the child gain a deeper understanding.

What to do

4 -6. Parent is modeling how to find circles in the environment. Have the child take a square and circle from the shape sorter along as they find items in their home. (Remember a square has equal sides. Rectangles and squares are similar, but not the same. Allow the child to use the shape sorter square and compare to the item found.)

6. The **Activity Sheet 2** is used by the **parent** to record the items found on the shape scavenger hunt. Ask Home Visitors why recording the answers is important? The squiggle lines (written words) have meaning.
7. Child will make marks to represent the items found on **Activity Sheet 3 (not 2)**. This will allow the child to see the differences in a smaller group of items. This activity can be repeated in other rooms of the house, outside, in the car, etc.
8. The child is just predicting.
- 9 –10. Count the items found and make a tally mark to represent the item.
11. The child will use the visual clues (tally marks and words) to answer the question. **Note:** Some children may need concrete items for tally marks. **Example:** cheerios, cut straws, etc.

THINK

Home visitors should talk with parents (using guided discussion) about other places they can “hunt” shapes. Also consider circles and squares may be easier to find in the home. Make sure and emphasize the difference in a square and a rectangle.

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. After all have been completed, have each one share their answers with the group.

How successful was the circle and square hunt? Were you surprised how many things are in the shape of a circle or square? What surprised you or your child the most?

What activity did you like best this week? What activity do you think your child liked best this week?

What activity did you like least this week? What activity do you think your child liked least this week?

If you read just **one** book a day to your child, they will have been read **1825** books by their 5th birthday.

Source: We are Teachers

Spotlight on Development

Children need sleep. Sleep promotes growth, is heart healthy, helps battle germs, and boosts learning? Do you agree? How does a sleepless night affect home visitors? Discuss as a group. [Sleepfoundation.org](https://www.sleepfoundation.org) has an informative article related to how **set** bedtimes boost preschooler's health. This is a possible topic for a group meeting and a topic that reinforces the importance of routines.

Have Home Visitors consider what the research says on poor sleep and adults:



SIGNS OF NOT GETTING ENOUGH SLEEP INCLUDE



POOR WORK PERFORMANCE

MOOD SWINGS

DECREASED ALERTNESS

LOW ENERGY

INCREASED SIGNS OF AGING

BRAIN FOG

WEIGHT GAIN

INCREASED IRRITABILITY

What might my child do or say?

Ask the parent about their child's bedtime routine. Do they wake during the night? How does the child transition to bedtime? Does their child have a set bedtime? Use the information gained from guided discussion to gain understanding of the current routines in place. During role play practice guided discussion by using what, why, when, why and how questions.

What can I do to help my child develop?

One of the most important tips for a bedtime routine is **be consistent**. Routines allow a child to know what to expect. Children's fear of the unknown includes everything from a "suspicious" new food to a major change in their life like a new baby or a move. Just like adults, they handle change better if they expect it and it comes in the form of a familiar routine. Why? Routines make a child feel safe and secure.

How can a routine benefit a family? Below are just a few benefits.

1. Routines reduce power struggles. **Example:** bedtime is bedtime, brushing our teeth. It is part of our routine.
2. Routines help kids cooperate. They know what is expected and what comes next.
Example: Bath time, then story time and finally it leads to bedtime. Over time children will learn this routine and begin to perform the routine by themselves (independently).
3. Children learn the idea of "looking forward" to an activity they enjoy. **Example:** Playground time is after naptime.

Activity 1: Language and Literacy – Growing Vegetable Soup

What your child will learn from this activity

What does the parent see in their child regarding food choices? Does the child separate their food – no touching allowed? Has the family tried any new foods this week? One family shared with how they baked sweet potato fries with cinnamon. It is now a favorite in their home.

The average child sees 10,000 food commercials per year, and many of these commercials are related to fast food. Fast foods generally contain more fat sugar and salt (and a toy) and when frequently offered to children they are less likely to choose healthy food.

Note: Healthy Eating is a possible Group Meeting topic. Many presenters, such as extension offices, offer a child/parent cooking program, or the food service directors in many public schools are another great resource for a presenter.

What to do

5. Home Visitors should see how the beans are progressing in past weeks. The child should have observed their bean seeds swell, sprout, roots appear and even a few leaves over the last few weeks. This concrete connection will help as we view the pictorial representation. (**Activity Sheet 1**)

6-8. Parent and child look at the pictures from the book and review what a seed needs to grow into a plant.

10-13. Using the first three pictures in a row (reading left to right) (the seed, seedlings and tomato plant). Parents should use the words (vocabulary) from the book. Planted, sprouted, growing, plants, etc.

14-15. The remaining four pictures are used and placed on table in order in a row (side by side). Parents should use the words (vocabulary) from the book. Pick, dig, wash, cut, etc.

Note: The pictures will be visual cues (prompts) to help the child “tell” the story.

Activity 2: Language and Literacy – Making Vegetable Soup

What to do

6. What is a recipe? It shows us what we need and how to cook.

7. Activity Sheet 2 contains the vegetables needed to make our pretend soup. If a child is easily distracted keep the vegetables in groups (groups of celery, carrots, tomatoes, etc.)

8. The child will picture read the recipe card. Allow the child to repeat “one onion” and find the onion on the table.

9. Child points to picture and says, “two potatoes” and chooses two potatoes.

10. “three tomatoes, “four celery stalks”, “five carrots”

11. Using the cutout vegetables (picture representational) pretend play washing the vegetable cards.

12. Pretend play peeling the vegetables.

13. Use a plastic knife or a knife from a child’s play set. Make sure the parent understands the knife is for pretend-play and not to really cut the vegetables. After parent makes the “real” cut the paper vegetables will be added to a pot for cooking.

14-19. These steps and props used are enhancing the make-believe play.

The activity allows the parent to enhance and support the child's pretend play. The activity is creating an opportunity to experience something new and build on what they already know. Consider how many opportunities there are for language development in this activity.

The script allows the parent to work through important stages of make-believe play.

1. Plan – there are defined roles and a beginning scenario.
2. Roles – The roles are defined.
3. Props – used with a purpose
4. Language – describes what is happening.

THINK

Reinforce and guide family to be successful with the THINK activities.

Activity 3: Think and Explore – Learning with Blocks

What your child will learn from this activity

What does a child learn from playing with blocks? Review the following benefits of playing with blocks. (Feel free to add additional benefits.)

1. Problem solving – this can be intentional or accidental.
2. Imagination – create individual creations or work together with a buddy and create something together.
3. Math – length, measurement, comparison, colors, numbers, etc.
4. Motor – fine and gross motor; stacking blocks in a tower.

It is important for parents (and home visitors) to understand the “why” behind an activity.

What to do

1. We are teaching a directional term – standing up (vertical) and lying down (horizontal). We will begin by allowing the child to use their own body to stand up or lie down.

8. Child transfers information to using a toy (doll) to represent spatial terms.

13-18. Parent will build (model) and child will replicate. Remind parent to reinforce using language – standing up or lying down.

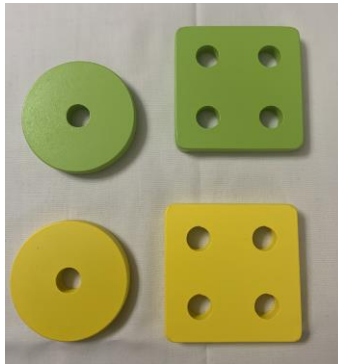
Note: The child will need to follow directions. Remind parents to model and repeat the directions. It is important to allow the child time and reinforce the direction. Help the **child by repeating** Ex. “place 2 standing blocks and **emphasize in front of me.**”

Activity 4: Think and Explore – Learning with Blocks

What to do

Note: A hard even surface is needed for this activity.

1. Limit the number of blocks if needed.
2. Flat (an additional term to describe the block lying down). The focus is visual discrimination. The child will replicate the parent design using their blocks.



Note: Focus is on shape not color.

3. The parent will use blocks in multiple combinations to build 2 dimensional structure. Blocks may be placed; standing up, flat or both.



4. The parent will make a flat design.
5. The parent and child will build a structure using 3 blocks. *Repeat 2 or 3 times using 3 blocks.*



6. The parent and child will build a structure using 4 blocks. *Repeat 2 more times using 4 blocks.*

7-8. Child choice – parent's job is to copy the design.

Note: The focus is not on the color of the blocks. The focus is replicating and building block structures (problem solving and visual discrimination.) Remind parents to talk about (use language) their structure as they build. Ask Home Visitors to identify other skills contained in this activity? Example: fine motor, eye-hand coordination, shape recognition, thinking and reasonings, etc.

THINK

A set of dominoes can add to block fun.

- Parent and child can set up blocks close and then start the “domino chain effect” by tapping one. Don’t be surprised if your Age 2 child only allows you to setup a few before “tapping” the first domino.
- Stacking domino blocks into a tower. The fun is knocking them down.
- Building structures with dominos

Activity 5: Motor – Kindness Stones

What your child will learn from this activity

Kindness is taught by modeling and can be strengthened by practicing. Reading stories and pretend play help children understand and begin to actively be aware of other feelings.

What to do

1 – 2. Palm size stones will be used. As the parent and child gather the stones, the parent may want to take a small shovel (spade) to help unearth the rock.

3. Limit to 4 stones.

4. Allow the child to use a child size brush to wash the stones (old toothbrush.)

6. Parent and child identify who the stones will be for. (Extra tags are included for additional stones.)

7. Allow the child to decorate one stone at a time. Markers work well on stones.

9. The tags will be cut out and placed in the bag with the stone.

Encourage the parent to allow the child to make these special kindness deliveries to each person listed. The activity is to share kindness and make people happy.

THINK

Home visitors should talk with parents (using guided discussion) about other places they can “hunt” shapes.

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.

Who did your child give the kindness stones to?

What are your thoughts about cooking with your child?

What vegetable does your family enjoy eating?

"You cannot make people learn. You can only provide the right conditions for learning to happen."
Vince Gowmon

Spotlight on Development

There are many wonderful "how the brain works" studies and training that can be accessed for staff development. A child's brain experiences an incredible period of development from **birth to three**. The brain produces more than a million neural connections each second! When a connection is made it forms a **synapse**. During the preschool years, the number of synapses hits the highest level, but after this period of peak synaptic growth (connections being made), the brain starts to remove synapses that are not used (pruning). Once the brain forms a synapse, it can either be strengthened or weakened. The process follows the "use it or lose it" principle.

Consider this metaphor:

Imagine creating a path through the forest. If no one has ever walked before you, there will be no path for you to follow. The first time you walk through the forest it will be very difficult. You may even be unsure which way you should go. You will need to do a little clearing by cutting branches and small trees as you move through the forest. If your path is walked repeatedly, a trail through the forest begins to appear. The result is the path becomes easier to follow. However, you may still get lost sometimes, but at least you're done with major clearing. Over the course of time, you walk down this path daily and the trail becomes a road.

Caution: Once the path has been established you only need to revisit it occasionally to maintain it, but if left unattended, plants and trees will begin to grow back on the trail.

Compare it to a learner: Clearing the forest represents the struggle of learning something new, **the struggle of beginner learner**.

Once the noticeable trail begins to appear and the path becomes easier to follow. This is what it's like to have a **basic understanding of a new idea**.

After the trail is walked many times, the path becomes a road. This is what it's like to have a **strong understanding of an idea**.

The road fading back into the forest possibly disappearing completely is what it is like to become **rusty**. Without practice, you'll lose the skills you have already mastered. This principle is usually summarized by neuroscientists as simply, **"Use it or lose it."**

What might my child do or say?

The development of the brain is influenced by many factors, including a child's relationships, experiences and environment (nature and nurture). After reviewing and discussing this section with the parent, the home visitor should gain understanding of where the parent feels the HIPPY child is developmentally. What the child is doing or saying?

What can I do to help my child develop?

Talk with your child a lot. Use different words, some familiar to your child and some that are new.

This is an excellent time to discuss how to give a child friendly definition of new words. Some parents may skip over a new word or substitute an easier word for the child to understand.

Example: Tool – What is a tool? Can you show me in the book?

Definition: A tool is something we hold in our hands and helps us do a special job. **Show** the child a real tool.

Read the text – *We're are ready to work and our tools are ready, too.*

Use and reinforce the word throughout the week. **"Use it to own it."**

Activity 1: Language and Literacy – Ten Little Fingers and Ten Little Toes

What your child will learn from this activity

Mem Fox's web site provides a wonderful summary of this book. "As everyone knows, nothing is sweeter than tiny baby fingers and chubby baby toes, here is a celebration of baby fingers, baby toes and the joy they – and the babies they belong to – bring to everyone."

Information about the author: Mem Fox is from Australia. *Possum Magic*, her first book, is still available in hardback after 34 years and has become a favorite for millions of Australian families. She has written over 40 children's books and several non-fiction books for adults. Her books have been translated into twenty-one languages, and many of them have been international best sellers.

What to do

Key: The parent models what they want to see in their child's book walk.

Note: You are to find pictures of the child at three stages: a baby, 1 year of age, and as a two-year-old.

6. Home visitors should write or mark the pages in the book that correspond with the script.

7. Newborn picture – wrapped in blanket or toes showing. Either will match the story.

8. One-year old picture used.

13. The 3rd picture will be a current photo of the HIPPY child.

Note: Many pictures are in digital format (on phones, computer, etc.)

Activity2: Language and Literacy – Getting Cozy

What to do

3. The child will remember, but also use the visual clues to respond – 10 little fingers and 10 little toes.

8. Encourage the parent to share special stories about their child's delivery. Was it snowing? How long did it take you to get to the hospital? What time of the day was the child born? Encourage the parents to share the events (child friendly) of the special day with your child.

9. An eider is a northern sea duck and the female has soft down feathers that are used to line the nest. The definition of **eiderdown** is a quilt filled with down (originally from the eider) or some other soft material.

11. The "Hey Diddle, Diddle" was referenced earlier in the program year, so the child may be familiar with this very common rhyme. Remind the parent to say the rhyme slowly and in "chunks" and allow the child time to repeat. Encourage the parent to say the rhyme in a rhythmic manner.

Example: Hey Diddle Diddle – *Hey Diddle Diddle*

If the child responds only with "diddle, diddle" The parent should respond **Complete, Confirm, Correct** with the full verse.

12. What is a child friendly definition of divine? Child friendly example: very special

If the child does not know what the word means, comprehension is less.

THINK

Reinforce and guide family to be successful with the **THINK** activities.

Wrapping up in their "eiderdown" helps bring the story into the child's world (Text to Self).

Activity 3: Think and Explore – Counting and Marking

What your child will learn from this activity

What is the difference in rote counting and one-to-one correspondence? It is important for home visitors to understand the difference and share this knowledge with parents. Rote counting and counting with one-to-one are very different. Rote counting is just **reciting (saying)** the numeral names in order, “One, two, three, four, five...” But counting with one-to-one involves **actually touching** each object and saying the numeral name aloud. Have home visitors identify this skill in Week 19, Activity 3.

Note: Have you had a parent say, “My child knows his numbers. He can count to 20.” This statement is similar to a parent thinking; my child can sing the ABC song, so they know their letters.

What to do

3. The activity requires the child to allow their hands to be traced. Some children just need to see a parent trace their own hand first. Once they see what is meant by “tracing your hand” they usually are excited to have their own hand traced. However, some children have sensory issues. One possible alternative is to allow the child to get their hand wet and place on a piece of paper. The parent can trace the outline of the child’s “wet print.”

5. One-to-one correspondence as the child **touches and counts** each finger.

Activity 4: Think and Explore – Counting and Marking

What to do

5. The activity requires the child to allow their feet and toes to be traced. If a child has sensory issues and will not allow the parent to trace think of alternatives. One possible alternative is to allow the child to get their foot wet and place on a piece of paper. The parent can trace the outline of the child’s “wet print.”

THINK

Using guided discussion talk with parents to see how their child is progressing with counting, one-to one correspondence. Include specific ways to incorporate the tips into their daily activities and stress how the activities reinforce and extends number literacy.

Activity 5: Motor – Moving – Hitting a Moving Target

What your child will learn from this activity

Define visual tracking. **Visual tracking** is defined as efficiently focusing on an object as it moves across a person's visual field. This skill is important for daily activities, including reading, writing, drawing, and playing.

The “why” behind the activity is explained in depth to allow you the opportunity to increase awareness in home visitors.

You will need

- The site may choose to provide a balloon for the activity. An alternative is a plastic shopping sack stuffed with other plastic bags. The completed bag needs to be lightweight.
- Rolled up activity sheets, newspaper or part of a magazine taped could be used if a paper towel tube is not available.

What to do

1. Define an area with string or if outside you could use sidewalk chalk. The size of the circle should be large enough to allow the child to stand and move comfortably without “getting out” of the special spot (a hula hoop size circle). The instructions say to stand next to your child. Instruct the parent to stand (beside) where the child can “hit” the balloon and the parent is not in the way. Remember, the balloon needs to be held chest level and two (2) feet away from the child.

Why? The balloon is tied to a string to allow the parent to control the balloon. A special spot secures the child and helps control the activity level. Notice the instruction is to hold the balloon at chest level (not eye level). We want the child’s arms to go straight out as they connect with the balloon.

2. Hit the balloon and parents can also add “tap” or “pat” as an extension to the activity.

Why? Some parents may be hesitant to use the word “hit”, but children need to know language. It is “ok” to hit a ball or balloon (or the right objects) but it is **not ok** to hit the dog. Children need to learn vocabulary behind their graded movements. Hit is much stronger force (graded movement) than tap or pat. We want our child to “pat” be gentle with their baby brother. Using the balloon, we can practice these graded movements.

3. When hitting the balloon watch how the child hits the balloon. From the front (balloon moves away) from the child or from the side the balloon moves side to side.

Why? Think about the eye movements used when the balloon is hit from the front – the eyes are watching the balloon move in and out. When the balloon is hit from the side the eyes are

watching the balloon move sideways. As you roleplay the activity, notice the difference in the eye movements.

4. The parent will move the balloon side to side, like a clock pendulum moving. The balloon now becomes a moving target.

Why? Timing and judging distance are necessary to connect with the balloon.

5. The parent will be counting, and the child can join in.

6-7. The child will be using an object to make contact with the balloon. (A few pieces of paper taped together will also work for the cardboard tube bat.)

Note: We are tracking in many different ways. Think about a child looking at a paper and drawing. How many times does the child look up at mom for affirmation and then look back down? How about in reading or looking at pictures in the book? Which way do the eyes move (side to side). One additional step – dropping the balloon from above the child would be tracking vertically. This is necessary for solving vertical math problems.

THINK

Try hitting the balloon when dropping from above or practice the graded movements. How far will the balloon travel if I tap it? Pat it? Hit It? Explore and have fun with the balloon but remind parents a deflated balloon is a possible hazard. **Supervision is key.**

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. After all have completed, have each one share their answers with the group.

What did you like best about the activities this week?

The balloon activity.

What did you and your child enjoy about the new book *Ten Little Fingers and Ten Little Toes*?

Didn't really like counting his toes but loved marking the fingers on the hand print and the toes on the foot print.

What are the things that your child is able to do alone?

He is able to dress himself now. I still give him a few choices, but he can dress alone.

How often does your child use crayons or markers?

ALL the time! Even on my walls 😊

"Reading reduces stress by 68 percent."

We are Teachers ~Reading

Spotlight on Development

Egocentrism is part of the pre-operational stage in child development. The egocentric child assumes that other people see, hear, and feel exactly the same as they do. The child lacks the ability to see a situation from another person's point of view.

This short clip demonstrates the three mountain task used by Piaget. A YouTube link to the Piaget Three Mountain Task [can be found here](#).

What might my child do or say?

Ask Home Visitors to share an example of egocentrism in a child. What did the child do or say? Below are a few examples:

A child might empathize with his or her father and try to comfort him by offering a favorite toy or stuffed animal, reasoning that what helps the child feel better will also comfort Dad.

Playing hide-and-seek is a great example of egocentrism. A preschool-aged child will "hide" from you – but sometimes not very effectively. For example, you might see them hiding in a corner with their eyes covered. That's because, what THEY see is what they think YOU see.

Imagine two children are playing right next to each other, one building with blocks and the other with a stuffed animal. They are talking to each other in sequence, but each child is completely unaware to what the other is saying.

Sydney: "I love my dog, her name is Bow Bow"

Blakely: "I'm going to build a tower "

Sydney: "She has long, curly hair and a purple bow like JoJo Siwa"

Blakely: "I am going to make a bridge in my tower"

Sydney: "I wonder what Bow-Bow's eyes are made of?"

Blakely: "I need a car for my tower"

Sydney: " Her eyes are made of glass."

What can I do to help my child develop?

Home Visitors should give and review the examples for the bullet. To encourage the guided discussion, ask the parent to give you an egocentric example of their child. Using their example ask what the child did and now after reviewing the bullets what they could do?

1. Affirm their feeling. Example: "I see you are not happy. You look very sad."
2. Remember they do not see the situation like you do, so help them make connections. "Sydney was happy when she had the doll, then you took it, and now she looks sad."
3. Encourage talking about feelings, and helping children put their feelings into words.

Activity 1: Language and Literacy – Same and Different

What your child will learn from this activity

Home Visitors should ask parents if they are noticing their child developing book knowledge, story comprehension, or emotional development. What would it look like? Discuss with Home Visitors what a parent might see as the child begins to develop each of these skills.

Possible Examples:

My child may not always say the words or names correctly, but I can hear the title of the book and hear her mimic my inflection as she says by.....

He is holding the book upright and turning the pages and pointing to pictures.

My child is starting to look at my face and realize if I am happy, sad, etc. I plan to work on labeling other emotions – excited, bored, comfortable, proud, etc.

What to do

5. The child becomes an active participant (engaged) as you read the story. They take pride in their part of "reading" the story.

Note: The prompts provided are not for any certain page, but for parent to ask as they stop from time to time.

Prompts: What is the baby doing? What is the baby wearing? How many babies do you see on the page?

6. Same may be a new word. Explain the word "same" means they match. The child may respond with yes – they are all babies. (turn to page 18)

Repeat the script, "Do all the babies look the **same**?"

8. If the child points to the incorrect baby the parent points to the correct baby and repeats "the baby had brown curly hair." (The child may not understand the words – curly, straight, etc.)

9. The parent may have to prompt the child by asking a few questions. Example: You have a pony tail, but your hair is brown.

10. **Activity Sheet 1** – Parents may use language and prompt the child. Long, short, color, curly, straight, etc.

11. **Activity Sheet 2** - Parents may need to guide the child by asking what crayon would we need to make your hair brown?

Activity 2: Language and Literacy – Happy Friends

What to do

2. Many picture books have their characters show emotions to help a child gain understanding. This lesson will help a child identify with the “happy” emotion. Happy is a basic word, but the parent can begin to use/model more expressive words like thrilled, joyous, loving, curious, etc.

Identifying facial expressions helps children understand emotions. Most children understand happy and sad but are not able to identify other important emotions – loved, lonely, proud, etc.

4. The child is identifying the emotion by looking at the facial expressions. How does the other baby feel? - “happy” “squished” “loved”.

5. The child becomes an active participant (engaged) as the child turns the pages and finds pictures of happy babies. They take pride in their part of “reading” the story.

9-10. The child becomes an active participant (engaged) as the child turns the pages and finds pictures of babies who are friends.

Ask Home Visitors to look through the book “Ten Little Fingers and Ten Little Toes” and from an adult viewpoint identify other emotions on the babies faces?

Possible answers: content, serene, curious, relaxed, trusting, excited, unsure, fascinated, reassured, friendly, playful, etc.

Note: We know as adults, different people can show the same emotion in different ways. We feel emotions on the inside but show them on the outside by our expressions on our face and the way we move our body (our posture) – body language. Body language can allow a parent to also know how a child is feeling. Rubbing her eyes (sleepy), a little whiny (hungry), etc. Remind the parent to teach emotions, we must model the way for their child to use words to express their feelings when they’re upset, angry, or frightened.

Resource for Staff and Parents

[Centers on the Social and Emotional Foundations for Early Learning - CSEFEL](#)

[Feeling Chart](#)

Ask Home Visitors to look through the book “Ten Little Fingers and Ten Little Toes” and from an adult viewpoint identify other emotions on the babies faces?

Possible answers: content, serene, curious, relaxed, trusting, excited, unsure, fascinated, reassured, friendly, playful, etc.

Note: We know as adults, different people can show the same emotion in different ways. We feel emotions on the inside but show them on the outside by our expressions on our face and the way you move your body (your posture) – body language. Body language can allow a parent to also know how a child is feeling. Rubbing her eyes (sleepy), a little whiny (hungry), etc. Remind the parent to teach emotions, we must model the way for their child to use words to express their feelings when they’re upset, angry, or frightened.

THINK

During staff development, give each Home Visitor a book and allow them time to look through and share the characters feelings. What made the character “feel “that way? What did you use to determine the feeling identified? Body language? The eyes? The mouth? The body postures? This simple training exercise will demonstrate how the Home Visitors could “role-play” the activity in the home and understand how to point out faces of characters.

Activity 3: Think and Explore: You Light Up My Life

What your child will learn from this activity

Allow the Home Visitors to silently read the “What your child will learn from these activities.” After reading, choose two Home Visitors to roleplay guided discussion. One Home Visitor will take on the role of a parent.

You will need

- Site may choose to provide 2 small flashlights.

What to do

1. The child has a flashlight and the parent has a flashlight. The room should be dim, but not dark (hard to read the script). Home Visitors should guide parents in to what room will be used. (Do they need to close a curtain, or if it is too dark turn on a lamp.) It is important for the flashlight to show on the ceiling. If needed, you can suggest parent have a “special spot” for the child to stand. A towel on the floor will help define the area and anchor the child.

Note: To have a well-defined “spot” on ceiling make sure you are standing and hold the flashlight overhead. The closer the light shines on the ceiling the more defined the “spot.”

5. Corner may be a new word for the child. Using the flashlight, the parent will reinforce by showing the child “corners” with the flashlight.

6. The child takes on the leadership role. If the child needs “directing”, the parent could say “tell me what to do.”

7. Parent turns off their flashlight and identifies items (items and colors) for the child to shine their flashlight on. Note: If 10 objects are too many for the child, reduce the number to 6. We want to stop the activity **before** we lose their attention.

8. Child becomes the leader. The parent is the only one with a flashlight on. The child directs the parent on what to shine the light on by using language.

9. The closer you stand to the wall the more defined the “spot”.

10. We will model two words that may be new to the child – top/bottom.

12. The child is following two step directions. The parent is modeling the direction, but encourage the parent to repeat the instruction as well if the child has difficulty following directions.

13. The rhyme is read and modeled by parent to familiarize the child. Purpose is for the child to hear the rhythm in the rhyme.

15. Remind parents to allow the child time to “do what it says” as they complete the rhyme and actions together.

16. Child only.

Note: This activity is longer than previous activity. Talk about where possible “brain breaks” (take a few minutes and get a drink of water, etc.) could be implemented. Remember brain breaks are short breaks and occur before you lose the child’s attention.

Activity 4: Think and Explore: You Light Up My Life

What to do

1. Many children are scared of a dark room. Turn a nightlight on or a lamp.

2. Taking (holding) the child’s flashlight will allow your child to focus on giving the parent instructions.

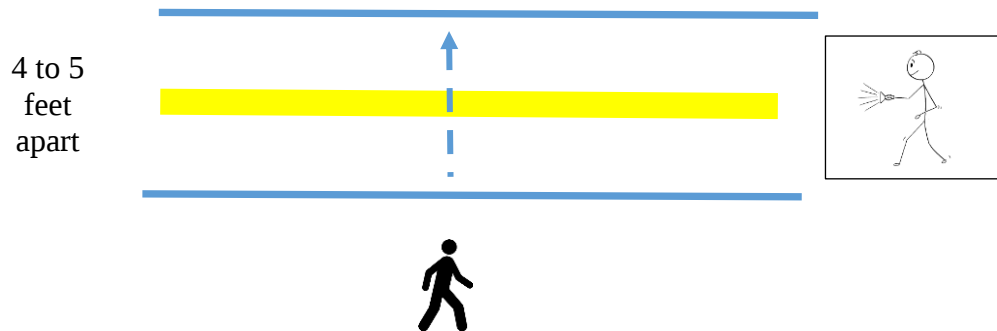
3. The child will complete 2 step instructions. Remind parent to just repeat instruction if necessary.

6. Child will give parents instructions.

Note: This is a great stopping point for a brain break if needed.

7. The child may or may not understand the term “path of light” but they will actually “break” the path of light as they cross over the path.

Note: Yarn, string, and rope define the length and width of the path.



8 -10. Under the path (beam) of light. The child is playing a “limbo” path of light game.

TH!NK

Remind Home Visitors “best practices” is to roleplay one of each of the TH!nk activities. Choose 2 Home Visitors and have them use guided discussion and roleplay to demonstrate delivery.

Example: Guided discussion can be used on the first 2 bullets and the 3rd bullet the Home Visitors can chose a book and have the parent “spotlight” a picture.

Activity 5: Motor – Hitting a Moving Target

What your child will learn from this activity

What is posture? Posture is the position in which you hold your body and limbs when standing, sitting or lying down. To have good posture means that you need to be aware of always holding yourself in a way that puts the least strain on your back, whatever you are doing. Good posture allows us to feel comfortable, stable and function freely (movement).

You will need

- A paper ball tied with a string works well for this activity. Just make sure the item (ball) used is smaller than the balloon used last week.
- The “bat” this week needs to be smaller in diameter than the paper towel tube. Remind parents to be mindful of a child size item (not too long). Possible substitutions; a wooden spoon, a ruler, something safe in case they miss their target.

What to do

1. Define an area with string or if outside you could use sidewalk chalk. The size of the circle should be large enough to allow the child to stand and move comfortably without “getting out” of the special spot (a hula hoop size circle). The instructions say stand next to your child. Instruct the parent to stand (beside) where the child can “hit” the ball and the parent not be in the way. Remember the ball needs to be smaller than the balloon from last week and held chest level and 2 feet away from the child.
2. Hit the ball with their hand and parents can also add “tap” or “pat” as an extension to the activity. When hitting the ball watch how the child hits the balloon. From the front (ball moves away) from the child or from the side the balloon moves side to side.
3. Parent will move the ball side to side, like a clock pendulum moving. The balloon now becomes a moving target.
4. The parent will be counting, and the child can join in.
5. A wooden spoon, paint stirrer, etc. works well.

Note: The diameter of the object used is smaller than the paper tube.

TH!NK

Remind Home Visitors best practice is to roleplay one of each of the TH!nk activities.

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 think your child learned from the flashlight activities this week?

Path of light term and top and bottom.

What motor skill is your child struggling with?

My child had trouble connecting with the ball (in motion).

Is your child able to repeat any of the rhymes?

Partially – diddle diddle or can sometimes add the word that rhymes at the end.

Why do you think it is important for your child to hear and say rhymes?

Helps my child hear differences in sounds. (phonological awareness)

Spotlight on Development

Empathy is a social emotional skill and is strengthened by practice and modeling.

How does the developmental stage characteristic of egocentrism affect empathy in the Age 2 child? The Age 2 child in the egocentric stage of development views the world from their perspective. In regards to empathy, the child will show comfort from their perspective. It is important for Home Visitors to understand how a skill and the developmental age of a child correlate.

Example: A child might empathize with their father and try to comfort him by offering a favorite toy or stuffed animal, reasoning that what helps the child feel better will also comfort Dad.

What might my child do or say?

After reading and discussing the information ask Parents to share a specific example of how their child has shown empathy. Make sure to review specific guided questions during staff development to help encourage guided discussion.

Remember: Social emotional skills are like other developmental skills. These skills are developed and not all children **develop** at the same pace.

Have Home Visitors think of a child and compare the child's developmental skill areas. Is the child weaker in motor? Why? Possibly lack of exposure or opportunities to develop muscle control. Now consider a child social emotional development. Discuss factors that help develop these skills.

What can I do to help my child develop?

KEY: Children learn to be **empathetic** by being treated with **empathy**.

Remind parents to model and think aloud. Many toddlers don't fully understand what feeling words mean. A child may say "sorry", but it doesn't necessarily help the toddler learn empathy. We need to teach children to focus on specific feelings and learn to make the connection between **their action** and the **effect of their action**.

Example: "Lea, look at Graham—he's very sad. He's crying. Graham is rubbing his knee. Let's see if he is okay."

Activity 1: Language and Literacy – Ten Little Fingers and Ten Little Toes

What your child will learn from this activity

Ten Little Fingers and Ten Little Toes - Home Visitors should encourage the parents to be specific about what they liked or did not like about the story. This information allows them to assess parent individual likes and dislikes in reference to literature.

Possible Examples:

Example: We liked Oink, Moo, Meow. Why? My child enjoyed the real pictures of animals.

Example: We liked Ten Little Fingers and Ten Little Toes because it was about babies and we have a new baby in our home.

What to do

6. **Suffered** – a child friendly definition might be – something bad - not pleasant.

7. Accept the answer the child gives – complete, confirm, correct as needed.

Example: A child may say “This baby is feeling bad - sick.”

8. Many people may not have a hot water bottle. Parents can explain what a hot water bottle is by using the picture in the book to show the child. Parents may have a hot/cold gel pack that could be used to show how it can be warm or cold and used to soothe.

11. Which baby in the crib is sick? How do you know? Allow the child to see the baby’s “red/runny” nose and determine how the friend could help that baby.

15. This activity covers counting visually, auditorily, and tactilely (touch). The sense of touch is the strongest. The parent will point (or touch) the child’s toes as they count. Remind the parent to start on the left and count toes on each foot (left to right). Why left to right? This allows the child to track visually similar to reading.

Also, “wiggling” (rather than just a simple touch) a child’s toes/fingers creates a feedback loop from the body (toes) to the brain. “one touch = 1, two touches = 2, etc.

During staff training: Try touching and counting and then try wiggling each finger as you count. Which way did you receive more input from? The feedback loop has more sensory input.

16. This counting has the child and parent touching/wiggling their toes.

Note: The child may only repeat the last line in the rhyme at first, but this is a great start. Parents could leave out the last word and allow their child to answer. This allows the child to take part in the rhyme.

17. The child will hear the rhyme and completes the action. The child is physically touching their toes (making the connection).

Activity 2: Language and Literacy – Ten Little Fingers and Ten Little Toes

You will need

You will need a baby or stuffed animal and other items which could be used when someone is feeling sick. Home Visitors should talk about what props are available in the home and how they can be used in the dramatic play in **7-9**.

Note: What props will the Home Visitor take into the home? Small doll, cloth, bottle, lotion bottle, etc.

What to do

2 - 3. The child should begin to understand the term “book walk.” Have parents describe some of the things they are noticing in their child’s book walk. What is their child demonstrating?

- Turning pages left to right.
- Holding the book correctly.
- Pointing out and talking about the pictures
- Reading the title (sort of)

9. Dramatic play using a baby (or stuffed animal) as a prop allows the child to have a deeper understanding about the “sick” baby in the book. It also allows the child to begin thinking how a friend feels if they are sick and what they might do to help their friend feel better. Talk to parents about what props they might use to complete this portion of the activity.

Remind parents they may have to guide their child in pretend play.

Example: “Your baby’s nose is running. What should we do?”

As the parent observes the child in pretend play they may choose to add a few additional props to enhance the play. Brainstorm with parents’ appropriate props they may have in the home.

Examples: A tissue, a medicine spoon or dropper, lotion, a blanket to stay warm

Note: Review with Home Visitors skills involved in the dramatic play activity (sick baby). Review **Page 2 – “These activities will help your child with”**

It is important to “teach” social skills like wiping their nose and what to do with the tissue and washing our hands. This activity also allows the parent to incorporate and reinforce graded movement words like gentle, pat, etc.

THINK

In Week 19, the Tip focused on recognition and praise and the importance of focusing on positive behavior more than negative behavior. Pointing out the positive “kindness” is more important than pointing out the “negative.” Remind parents we want to praise the behavior we **want to see** in the child.

Activity 3: Think and Explore: Everyday Objects

What your child will learn from this activity

Children have a larger **receptive** (what they understand) vocabulary than **expressive** (what they use/speak) vocabulary. The Age 2 child may be able to point to a spoon, cup, bowl, etc. but may not be able to express the name of the object (correctly).

This activity will help children correctly pronounce an object. They may pronounce spoon “poon”, but the parent should complete, confirm, correct “spoon.” The child needs to hear the word pronounced correctly. In addition, some children have “childhood names” for some objects. Example: Lights – blink, blink - It is important for the child to hear the correct vocabulary.

You will need

Make sure Home Visitors have items needed to roleplay the activity in the home.

Note: Small doll/tea sets with plates, bowls, forks, etc. save space in the Home Visitors prop bag.

What to do

1. The child has to use language to verbally answer the question.
2. The child will connect the item and its purpose.
- 4-6. The parent is assessing for understanding.
7. The child is using their hands to “find” the item. The child will feel and “see” with their hands. After taking the item out their eyes confirm what their hands thought they felt. They make the connection of being able to see with their hands and understand what they are holding by responding (using language) with the item they have found and what the item is used for.

Note: A pillow case makes a bag that is large enough to put the items in.

- 8-12. The child will identify an item they wear (hat, jacket, pajamas) and **when** they would wear the item.

Note: We cannot assume the child can verbalize the item and the purpose. Remind parents to **confirm, complete, correct**. We want to encourage full answers.

Activity 4: Think and Explore: Everyday Objects

What to do

1. Home Visitors should make sure the parent understands to hide the items around the room at child level and **over** obvious. The child should be able to visually scan the room, find the item, and then shine the flashlight on the item. Using the same objects used in **Activity 3** will reinforce and build on previous knowledge.

A child uses visual scanning every day. Examples: find a picture on a page, looking around the room and finding their sock, etc.

THINK

Encourage parents to use correct and specific vocabulary and use these new words throughout the week. So often, children say a word and as adults we think it is “cute” and begin to reinforce it. Example: A child likes to “swing” and pronounces it “winging”. Another child correctly identified a broom but used the term “brooming” for “sweeping.” Made perfect sense to the child – a mop is mopping.

Activity 5: Motor – Dancing With Scarves

What your child will learn from this activity

After roleplaying the activity, have Home Visitors identify where the following skills are located in the activity - Gross Motor, Social Emotional and Spatial Awareness

What to do

1. Coordinators should guide Home Visitors towards appropriate music choices for roleplay in the home. Have each Home Visitor share an appropriate fast and slow music choice. Possible suggestions: **Slow:** Twinkle, Twinkle Little Star and **Fast:** Baby Shark. If possible, introduce classical music (instrumental) into the **Dancing With Scarves** activity.

2 - 10. It is important for the parent to model movement and give specific praise for their child's movements.

Example: I like the way you held your arms up high.

Note: Music is played for 1 to 2 minutes. The child is learning to move her body to the rhythm (beat) of the music.

15. During roleplay in the home, Home Visitor should guide the parents in the item which will be used to complete the scarf movement activity. (A possible substitution – a hand towel or kitchen towel.)

When the parent holds one end and the child holds the other end of the towel, their movements will be imitated (motor imitation). Encourage the parent to pull (back and forth), raise hands above the shoulders, move hands left and then right, etc.

16. The scarf (towel) when moved during the dance creates “wind”. The wind is fun and alerting to a child.

THINK

Encourage parents to allow their child to listen to a variety of music. Music allows a child, at the early age, build the ability to focus.

Share this link during staff development. The link counts down the top 10 iconic pieces of classical movements.

[Top 10 Classical Pieces](#)

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. After all have completed, have each one share their answers with the group.

What did your child enjoy the most about the story Ten Little and Ten Little Toes?

What type of music does your child enjoy?

What was the hardest activity for you and/or your child this week/ Why?

What time of the day is the best HIPPY time for you? Why?

“Play gives children a chance to practice what they are learning.”

Mr. Rogers

Spotlight on Development

Play is how children learn. Why? Research shows four key factors of successful learning:

Learning occurs best when children are:

1. Mentally active (not passive)
2. Engaged (not distracted)
3. Socially interactive (with peers or adults)
4. Meaningful connections are made with their lives.

What might my child do or say?

Review with Home Visitors the developmental stages of play:

Age	Play	Description
0 to 2 years	Solitary	Child plays alone. Example: A child can be in the same room but choose to play with blocks on their own.
2 to 2 ½ years	Spectator	The child observes other children playing.
2 ½ to 3 years	Parallel	The child plays alongside others but does not play with the same toys/activities.
3 to 4 years	Associate	Child starts to interact with others and you may begin to see cooperation (play the same games). Beginning to develop friendships and preferences for playing with some children.
4 to 6+ years	Cooperative	Plays together and interact with each other.

It is important for Home Visitors to know the developmental ages of play to help assess where the HIPPY child is developmentally.

What can I do to help my child develop?

Encourage parents to setup play environments that will create interesting experiences. When possible connect learning (through play) to their daily lives. Ask parents what activities or interest they have coming up in the future. A trip to the beach, a trip to grandmothers (flying, a

car), a visit to a restaurant, a visit to the doctor's office, etc. Encourage parents to build on these events – **start planning play!**

To enhance play – Parents should help extend play by asking questions, adding props, joining in, etc. Home Visitors should ask parents to share specific items (props) they could add to enhance and extend their child's play.

Example: Props for a “Bakery”

Initial Props could include: aprons, cookie sheets, bowls, containers (for “pretend” flour and sugar), oven mitts, rolling pins, playdough, etc.

Props added by parent after observing the child playing: pencil and paper, calendar, cookie cutters, dry-erase board, open/close sign, receipt book, tongs, timer etc.

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:

Why is a book walk important?

- Sparks interest
- Allows child to think and anticipate the story and make background connections.
- Sets a purpose for reading and children begin to predict what might happen.

As children make predictions, connections and set a purpose, comprehension of the story is increased.

Ask Home Visitors to think about how they choose a new magazine (or book). Do they:

- Look through the pages and the cover
- Read a few sections to see if it seems interesting (or look at pictures in a magazine to decide if you would like to purchase)
- See if it is the style of writing they like or if the pictures are interesting.
- Read the back to see if the plot holds your interest or if there is a project or recipe you want to try.

What to do:

1. Summary of the book: The Little Mouse will do all he can to save his strawberry from the Big, Hungry Bear, even if it means sharing the strawberry with the reader. The reader plays a key role in this story! Little Mouse loves strawberries, but so does the bear. How will Little Mouse stop the bear from eating his freshly picked, red, ripe strawberry?

Ask Home Visitors to observe the facial expressions of the Little Mouse on each page. What does the expression convey? How does it help you as a reader “read” the story? Does your voice or inflection change?

Take away: Illustrations help a child to comprehend a story.

Instruct the parent to take a pen and number the pages 1-22. Numbering the pages will allow them to quickly turn to the instructed page. Note: The instruction for page numbers in the script work when the page # 1 is the picture of the Mouse and ladder.

6. If the child is unable to “phrase” their answer the child may turn back through the book and find their favorite part by **showing you**. The picture will help the child describe their favorite part.

7. The answers to these questions can vary and some children may not understand how to express their answers. Ask guiding questions (and model responses) to help the child understand how to respond. Repeat the questions as you reread throughout the week and child will begin responding(expressing).

Why do you think mouse was picking the strawberry? - To save it? or to eat it?
What was the mouse afraid of? – losing his strawberry, the bear eating his strawberry

8. The mouse pulling the strawberry may be hard for the child to understand by looking at the illustration. Allow the child to pull a leaf from a bush, pull grass up, etc. Connecting to the real world will help build understanding.

9. The parent sings the song and performs the **actions**. (Most parents are familiar with the tune *Wheel on the Bus* but if not, any tune sung with enthusiasm will work.)

10. Repeated the song and observing the actions will help the child become familiar and comfortable. Encourage the parent to sing several times over the week. How does the child do the 2nd time, the 5th time, etc.? *Pathways of learning are connecting.*

Activity 2: Language and Literacy – Dramatic Play

What to do:

2. The child may be able to recognize a ladder, but not verbalize the word ladder. Children may make-up their own word for ladder – step-step. If the child does not respond verbally have the child show you the ladder. Remind parents we want to reinforce the correct vocabulary term - ladder.

4. If the child cannot verbalize what they like best, have the child point to the picture and show you what they like best. Parents can encourage language by asking prompting questions about the page.

TH!NK

Remind Home Visitors “best practices” is to roleplay one of each of the TH!nk activities. Choose 2 Home Visitors and have them use guided discussion and roleplay to demonstrate delivery.

Activity 3: Think and Explore: Me and My Shadow

What your child will learn from this activity:

Introduce parents to [PBS PEEP Family Science](#) Apps.

Shadows – Peep

[Shadows Week 1](#) (outside) and [Shadows Week 2](#) (inside)

You will need:

How will you expect Home Visitors to roleplay this activity in the home? Be specific. If possible, roleplay in training using the sun and roleplay for a possible cloudy day. This will allow the Home Visitor to understand the activity and be prepared if the day of the Home Visit is cloudy.

What to do:

1. Define **shadows** in child friendly terms. **Shadows** are made when an item blocks light. Show the child a **shadow**. Check for understanding and have the child show you a **shadow**. Understanding vocabulary = comprehension.

2. Shadows are longest in the early morning and in the late afternoon. The sun makes the longest shadows at the beginning and at the end of the day because at that time, the sun is lowest in the sky and aimed at the sides of the various things on the earth. When the sun is directly above you, there is little or no shadow. Use this information to guide the parent for the optimum time of day to complete the activity.



The photo was taken mid-morning. Discuss how shadows would be different at noon. Home Visitor's should be prepared for all Home Visit times of the day and cloudy rainy weather.

Special Note: The PEEP videos are excellent training for Home Visitor to see a similar activity being demonstrated.

9. The parent will take two pictures. One picture of the child (no shadow) and one picture of the child's shadow.

10. Fold a piece of paper in half. One side write the word **Yes** and one side write the word **No**.

<u>Yes</u>	<u>No</u>
Arms	face
Legs	shirt color
Shoes (laces)	

Activity 4: Think and Explore: Wall Shadows

You will need:

Home Visitors should review the list of items and be specific to what will be used in each home. The materials are key to the success of the activity.

Hint: Use a HIPPY Board book. The size and stability of the board book will make it easier for the child to hold.

What to do:

1. Set aside - The towel or napkin is used to cover the spoon. These items will be used in **8**. The instructions include all materials needed to conduct the activity. Gathering all materials

before beginning will help the activity flow. Stopping an activity to retrieve needed materials can be distracting to a child.

2. A flashlight can be used and may be better choice than a lamp.

Note: The lamp or flashlight is key to the activity. Home Visitors should roleplay this activity in the home using the parent's choice of items (what they will use for their light source).

- Parents may need help in positioning the light – example: bring it to edge of table or place in front of a wall.
- Parents need guidance on what wall to use. A clear wall (behind a door, under a window, etc.) is best.

THINK

During staff development share and practice a few shadow puppets. Share the easiest and best shadow puppets with parents.

Activity 5: Motor – Hitting and kicking the ball

What your child will learn from this activity:

Intrinsic muscles are the small muscles in the hand. The intrinsic muscles are the muscles in the hand that define the arches of the hands, bending of the knuckles, and oppose the thumb. All of these muscles are important in handwriting (pencil grasp).

What to do:

1. Allow the child to “scrunch up” paper balls. This is building the small muscles in the hand.
2. Standing inside the circle anchors the child to a specific spot. When the child is asked to make a fist, we want to make sure the thumb is in front of the fingers – the thumb does not need to stick out/up. When the child is asked to punch the bag, their fist becomes tighter and we are strengthening those small (intrinsic) muscles.
- 3-4. The child is also strengthening shoulder muscles as they “punch” the bag. Alternating hands allows the child to use both sides of the brain.
5. You will lower the bag and allow the child to kick the bag. *The bag is almost touching the floor. Low enough to allow the child to kick the bag, but high enough to allow the parent to swing freely.*

Kicking requires balancing on one foot. If the child has trouble balancing, the activity could be completed from a chair or allow the child to hold onto a chair as they kick. Standing and kicking involves using both sides of the body as well as upper and lower extremities.

6. You are switching to a ball. A large paper ball will work for this activity. Remind parents to have all materials gathered before beginning the activity.

TH!NK

Remind Home Visitors best practice is to roleplay one of each of the TH!nk activities.

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 see when your child did the kicking activity?

How did these activities make your child more aware of shadows?

How do you think the activities this week strengthened your child's thinking skills?

Spotlight on Development

Many teachers feel the # 1 skill for entering kindergarten is **social skills**. These may include good listening, communication, working together and many, many other skills. Listening effectively, communicating the need for help (zipping a coat, opening a milk carton, etc.), following rules, and working with one another lead to cultivating cooperation. *Cooperation helps children succeed in the world, both academically and socially.*

What might my child do or say?

Use guided discussion ask parents to describe what they see when their child plays with friends. Do they join in group play? How does the child interact with other children?

What can I do to help my child develop?

- Why would a slight age difference (older children) be a positive for play? *Older peers model language and higher level of play.*
- What can Home Visitors share about opportunities in their community where children can play in a group? Library Hour, Mom's Day Out, parks and playgrounds, community events
- What HIPPY books relate to friendship? Be specific about books related to friendship.

Activity 1: Language and Literacy – Making a Disguise

What your child will learn from this activity

To help the child become aware of other's feelings, encourage parents to get into the habit of labeling (expressing) their own emotions for their child. Modeling helps children learn to identify and recognize other people's feelings. In *The Little Mouse*, *The Red Ripe Strawberry*, and *the Big Hungry Bear* observe the expressions of the mouse. What feelings can be identified by looking at the mouse? Thoughtful, proud, angry, happy, scared, excited, satisfied, etc. Illustrations help a reader understand the story.

What to do

5. The word **disguise** may be new to the child. Explain in a child friendly definition. **Disguise** is when we the mouse changed the way the strawberry looked so bear couldn't tell it was a strawberry.

7-8. A **paper** plate is easier to decorate with markers or crayons. (A Styrofoam plate does not work as well.) A large (8") size paper plate allows for the parent and child's face to be fully

“disguised” (covered.) The mask will help children understand that objects continue to exist even when we cannot see them (**object permanence**).

Example: Mom is still mom and there when her face is hidden.

A straw stapled or taped to the side of the mask is a possible substitution for a spoon or paint stirrer.

Note: Some children may be afraid of masks. This activity allows the child to see the mask from start to finish and they begin to understand it is simple covering for the face.

Activity 2: Language and Literacy – Faces

What to do

This activity will help the child identify the feeling through the illustration. Pictures are a great way to discuss feelings and help the Age 2 child learn to recognize other people’s (or the mouse) feelings through facial expressions. Understanding how the mouse feels is key to comprehending the story.

4. It is important to identify each child (picture) and their feeling. After pointing to each child and identifying their feeling some children may benefit by reinforcing. Ask the child to point to the excited child, sad child, etc.

6-8. If the child doesn’t tell you, ask them to point to the picture on the **Activity Sheet 1** that looks like the mouse feels.

Training Note:

Steps for the Activity

1. Read the words on the page
2. How does the mouse feel?
3. The child makes the face in the mirror.
4. Child points to the picture on the activity sheet.

9-14. The child will point to the face on the activity sheet that shows how they feel dancing, when they are hurt, broken toy, loud noise, park trip, etc. After the child points to the picture, have the parent repeat the word. Example: excited

An older Age 2 extension: Have the child point and say (**verbally express**) how the child on the activity sheet feels.

THINK

Provide a staff development on strategies on how to handle “meltdowns” in the Age 2 child. If possible, have a behavioral specialist, counselor, etc. present a short development piece.

Key points –To manage a meltdown is to understand a meltdown.

- 1.) Recognize the “why” behind the behavior. (attention seeker, did not get their way, tired, overwhelmed, etc.) What triggered the meltdown.
- 2.) Reinforce the positive behavior. Pay attention to the good behavior.

Activity 3: Think and Explore: Me and My Shadow

What your child will learn from this activity

Allow time for Home Visitors to watch the Peep videos during weekly staff training.

[Shadows Week 1](#) (outside) and [Shadows Week 2](#) (inside)

What to do

2. Shadows are longest in the early morning and in the late afternoon. The sun makes the longest shadows at the beginning and at the end of the day because at that time, the sun is lowest in the sky and aimed at the sides of the various things on the earth. When the sun is directly above you, there is little or no shadow. Use this information to guide the parent for the optimum time of day to complete the activity.

3. Shadows made by objects in the child’s environment. Encourage Home Visitors to help the family determine the location (backyard/front yard, park, etc.) for the shadow activity this week.



4. A building, tree, people, a flag etc. all different materials make a shadow.

8. It is important for parents to know how to position (stand) to get the best shadow of each movement.



Holding Hands



Hugging



Three Legs



Walking away

9. Move to shade. No sun = no shadow

Note: Weeks 22 and 23 include shadow activities. It is best that Home Visitors roleplay outside, but to be prepared for weather issues take pictures during your staff development roleplay. These pictures could be used on rainy day roleplay in the home.

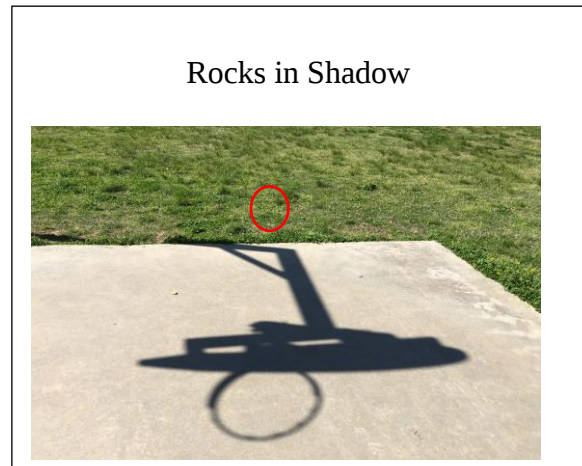
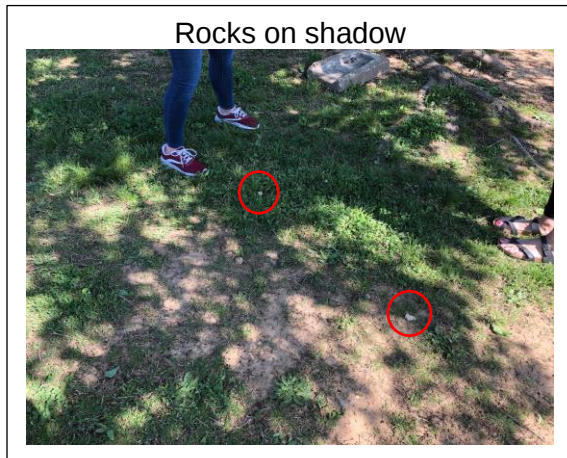
Training Note: The shadow activities are allowing the child to become aware of their body – arms, legs, head, etc. – Body awareness

Activity 4: Think and Explore: Me and My Shadow

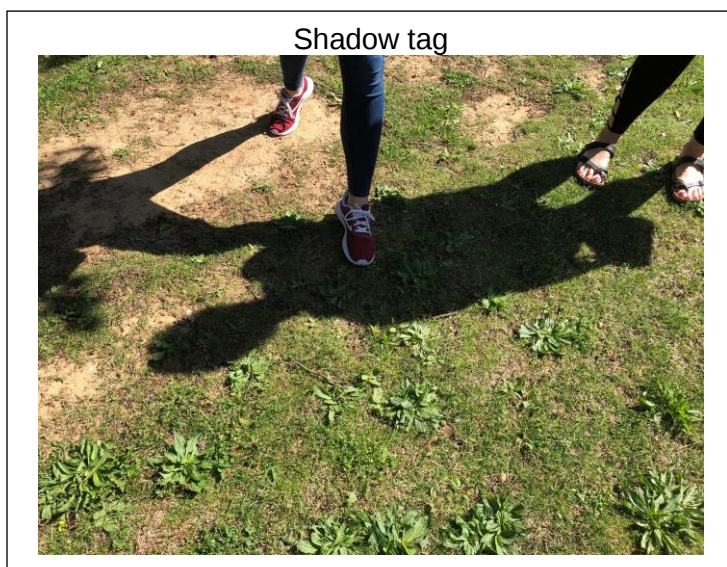
What to do

1. The rocks will be used to mark shadows. Allow the child to choose the rock. Some children may need the feel of a heavy rock, others a smaller rock would work. Guide the child to choose what works best for them.

2-4. The word “gently” is modeled by parent. It is important for children to understand and be able to demonstrate the graded movement - **gentle**.



5. Parent should move slow and allow time for the child to “catch” the shadow.



TH!NK

Ask Home Visitor to share feedback from parents about the Th!nk activities. Are parents completing the activities?

Activity 5: Motor – Pincer Grasp

You will need

Five of three different items (total of 15) will be needed for this activity. Home Visitors should discuss what items would be available in the homes. Possible items could be: cotton balls, paper balls, pasta, dried beans, cereal pieces, etc.

Note: Home Visitors should use common props that can be found in their family's homes for their roleplay props.

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, sorting, and visual tracking) in the activity. **Where is the skill located?** Have them share one skill building activity that would help a child that is struggling in that skill area.

Example: Skill: Fine Motor Activity - found in 2. Picking up a bottle cap. Skill builder: find objects in playdough (using small muscles to find and pull playdough away from the hidden object).

What to do

1. It is important that the Home Visitor helps the parent decide what combination of items they will use for the activity.



2. The child may use their pointer and thumb (pincer grasp) but also may use “tall man”. Do not encourage nor discourage the three-finger pincer grasp. What we do not want to see is a full fist grasp.

3. Using the pincer grasp the child will pick up the item and transfer to a container (visually tracking). The dish needs to be large enough to hold 15 items and be at child level.

Note: If needed: reduce the number of pieces.

4-8. Put one item on each napkin. This will allow the child to visually see where to place the items. Using the pincer grasp the child will pick up the item and transfer items to the appropriate napkin.

10. Slowly move the container - visual tracking

TH!NK

Remind Home Visitors best practice is to roleplay one of each of the TH!nk activities.

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.

**Is your child able to understand your mood or feeling by the look on your face?
How did they respond to you?**

Are there certain children that you're told likes to play with? Who are they?

What changes have you noticed about your child's fine motor muscles?

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:

-
- 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...
-

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?

Spotlight on Development

The great outdoors is the best place for preschoolers to practice and master emerging physical skills. They can fully and freely experience motor skills like running, leaping, and jumping. Additionally, being outside is also important because the outdoor light stimulates the part of the brain that regulates the "biological clock," which is vital to the immune system, and makes us feel happier.

Basic Tips for Outdoor Safety

- Supervision – never leave children alone outside
- Teach children not to play near the street – Explain if a toy rolls into the street – ask an adult for help
- Be aware of electric appliances such as air conditioners in the play area. (If possible, fence the area off)
- Use sunscreen
- Use playground equipment as it is intended

Note: Some children may be overwhelmed by the outside world (no boundary). The need for visual boundaries to help the child narrow their focus can be helpful. A smaller fenced area, a blanket anchoring the child to a certain space, a focus on an outside swing or slide, etc. are all examples of how to help make the outside world less overwhelming.

What might my child do or say?

Ask the parent if their child does or says any of the “**what might my child do or say**” bullets. Home Visitors should be prepared to encourage and help guide a parent to possible outdoor play opportunities. Example: a nearby park, etc.

What can I do to help my child develop?

Go outside and enjoy the great outdoors. “No equipment needed” Start with walks, digging in dirt, touching and examining flowers, trees, etc. Many studies have shown the benefit of spending time outdoors, both for children and adults. Ask Home Visitors if they agree. Do they feel calmer when they go outside for a short walk? Some of the many benefits that are often overlooked are:

- Outdoor play builds confidence – The child can play at their own pace – less structure. The ability for the child to choose their way through nature promotes creativity and imagination.

- Outdoor play reduces stress and fatigue. A natural environment allows the brain to practice an effortless type of attention. In a busy environment where there are many distractions our brains can become exhausted handling all this information.

Activity 1: Language and Literacy – Are You My Mother?

What your child will learn from this activity

Mother Bird leaves her egg to search for food; baby bird hatches and goes on a search to find his Mother. This story offers a simple adventure and an opportunity to identify common animals. Encourage Home Visitors and Parents to use your "animal voice" to be a kitten, dog, or cow as they read the story.

Note: Be mindful of children who may have not had a loving, caring, stable nurturing environment. "Are you my mother?" may be a question that may be emotional. Use this book to help and support children.

What to do

1. The page numbering begins on "A mother bird sat on her egg..."
3. Book Knowledge – reading the picture (cover) of the book. Home Visitors need to be able to demonstrate understanding of book knowledge. What does it include?
- 6-7. What if the child does not answer the questions? What would a parent do? Have Home Visitors discuss strategies.
 - 1.) Show me where the baby bird lives.
 - 2.) Use guiding questions – Does the baby bird live in the nest or on the ground?
 - 3.) Complete, Confirm, Correct – 3 C's
8. A paper plate (full size) will be used and folded. Sites may choose to provide the paper plate. Home Visitors should show the parent (on their prepared example) how to leave enough of the plate open to hold the "shape" bird.
12. Allow your child the opportunity to create the shape bird, but parents should also guide the child in creating.
13. Tissues, old magazines, colored paper, etc. can be torn into small pieces can be used to add feathers to the "shape" bird. Allow the child to help tear the paper.
14. Add a few tissues into the nest to allow the nest to "fluff" out.
15. Place the bird "stick first" into the opening at the top of the plate.

Note: Save the nest and “shape” bird. We will use in activities this week.

Activity 2: Language and Literacy – Are You My Mother?

What to do

5. The child will use the pictures in the book to help answer the questions.
6. You will need the nest and “shape” bird you made from **Activity 1**. Some children may benefit from the parent modeling what the baby bird did in the story. After modeling, repeat the reading and allow the child to use the puppet to model the actions.
- 7- 9. (Just using the baby bird puppet- not the paper plate nest.) The parent may have to model or prompt the child to ask the question “Are you my mother?”

THINK

Week 25 should be delivered during a time of the year that actual bird nests may be found in nature. Encourage parents to “take notice” and use this as a teachable moment.

Activity 3: Think and Explore: Opposites, Over and Under

What your child will learn from this activity

Have Home Visitors identify where the skill is contained in the Activity.

- Where is an example of spatial concepts? How is the child demonstrating knowledge?
- Where is the child following directions? What if the child has trouble following directions? What would be the strategy offered to parents? Examples: repeat the instruction, model, etc.
- Where is gross motor in this activity? Why is it important?

Note: The skills are covered in Activity 3 and Activity 4.

What to do

2. The parent will model each action for the child.

6-7. Using the small toy move the toy under and over the table. After modeling, the child may want to hold the toy over and under the table.

8. Home Visitors should guide the parent to use pillows or other items for the obstacle course that will allow the child to crawl over or under safely.

12. The child will begin to verbally respond using the word over and under. The parent may need to prompt the child to use their word (language.)

12. The toy will become a prop and the child will verbally express to the toy to go over or under the item. Encourage to observe how the child will go over or under an object taking their toy. The child may not help on “how” to hold the toy and go through the course. Parents may need to help the child problem solve how to “take their toy with them.”

Activity 4: Think and Explore: Opposites- Over/Under

What to do

2-3. The child will demonstrate understanding by using the bird puppet to fly over and under. Some children may need the instruction repeated.

5. The tune “The Bear Went Over the Mountain” works well for this song.

7. The child will be outside and observing nature.

9. The blanket can help define (visual boundary) the outdoor area as well as make the ground comfortable.

TH!NK

Ask Home Visitor to share feedback from parents about the Th!nk activities. Are parents completing the activities?

Activity 5: Motor – Fine Motor

What your child will learn from this activity

Discuss with staff. Pre-writing means getting children ready to write. What skills are necessary to develop writing readiness (pre-writing)?

- **Hand and finger strength**

- **Crossing the mid-line**
- **Pencil grasp**
- **Hand eye coordination**
- **Bilateral integration:** Using two hands together (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper).
- **Upper body strength:** The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control.
- **Object manipulation:** The ability to skillfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery).
- **Visual perception:** The brain's ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers.
- **Hand dominance:** The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop.
- **Hand division:** Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating.

You will need

Sites may choose to give a bag of small snacks. A large bag of cheerios can be purchased, and baggies made for parents. One large box of cereal will make 20 or more one cup baggies.

Note: Sites should be mindful that the child may enjoy sweetened and colorful snack items (fruit cereal, rainbow crackers, etc.), but there are many children allergic to red dye.

What to do

1. The line is vertical. This activity is focused on standing and lying down lines not column and rows. Begin the standing line at the top and work column down. Why? Reinforce letter formation - begin at the **top and go down**.

Top to bottom for standing line.

Left to right for lying down line.

4-5. Parent modeling the lines. **Top to bottom**

6. If the child has trouble with the fine motor step of using the crayon, try these steps:
 1. Have the child make a standing line with their hand (no crayon) on a wall or their own leg.
 2. Next have the child use their finger and make a standing line on the paper.
 3. Use the crayon. If needed the parent can use the hand over hand to help guide the child.

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.

How well is your child doing using small objects and coloring with crayons? Are they getting better? Do they like using crayons and markers?

What activity did you both like the most this week?

What changes have you noticed in your child's language and vocabulary?

Spotlight on Development

“STEM” stands for **science, technology, engineering and math**. The Age 2 (and Year 1 and Year 2) are perfectly geared to learn STEM concepts. Children of this age draw from their natural and instinctive curiosity about the world. Teachers and parents need to allow children opportunities to investigate by encouraging them and asking questions about the world.

Examples: A nature walk allows a child the opportunity to collect almost anything: rocks, fossils, seeds, leaves, sticks, bugs, or whatever interests the child. Discuss the skills developing as a child collects, counts, and looks at the different designs and shapes found in nature.

What might my child do or say?

Discuss with parents safe, supervised places to play in their surrounding neighborhood, community, etc. Share specific examples of “your child might” bullets. Example: My child can walk to the mailbox and back to the house without tiring. or My child can use his feet to help guide and stop “his car”.

Reminder: Some children may be overwhelmed by the outside world (no boundary). The need for visual boundaries to help the child narrow their focus can be helpful. A small fenced area, a blanket anchoring the child to a certain space, a focus on an outside swing or slide, etc. all are examples of how to help make the outside world less overwhelming to a child.

What can I do to help my child develop?

Parents need to understand the importance of outside play and the specifics of how to **maximize** learning while outside. Home Visitors will use the bullets to be aware of what parents are doing and how to continue to help their child develop. During guided discussion, allow the parent to share examples of learning that has occurred outside.

Activity 1: Language and Literacy – Sequencing

What your child will learn from this activity

The real **pictures** will help children align the storybook objects **with** their real-world reference. This helps the child transfer knowledge they have learned from the book.

What to do

2 - 8. Focus on re-reading and drawing out details – What question was baby bird asking?

17. Place in a long row left to right. Why? We read left to right and want to reinforce the pre-reading skill of visually tracking left to right.

18. The child will retell the story using the story cards. This retelling will allow the parent to assess for story comprehension and allow the child to use language (expressive) to recall the story. Parents should complete and confirm the child's responses.

Note: If the child has trouble retelling the story using all nine cards, start with three cards, then add three more cards, etc. Build the story.

19. Save the cards and allow the child to retell the story to another family member.

Activity 2: Language and Literacy – What's Missing?

What to do

4. If needed (do not assume), show the child the eyes of the baby bird and have the child make the same facial expression to help connect the feeling to the face.

7. Allow the child time to respond. Wait time = think time. If needed, the parent may need to give a helpful (leading) question/prompt.

14. What could the parent use to explain steam to the child. *Steam – a white spray of water.*
Examples: The shower, etc.

16. The parent should say/repeat what is happening in each picture. *Example: the cat, the dog and momma bird on the nest.* Hearing (auditory) and seeing (visual) will help the child remember "What is Missing?"

THINK

Talk to your child about what to do if they should become separated from a parent. This shouldn't be a discussion which makes children scared and alarmed. Instead, encourage the parents to approach the subject positively and calmly. Let parents know how important it is to teach their child their real name as soon as they can memorize it. Think about it, there are many mommy's and daddy's in a crowded supermarket. Another tip is to teach your child to FREEZE – stay put and ask another Mom for help.

Activity 3: Think and Explore – Opposites, Empty/Full

What your child will learn from this activity

Full and empty are terms used to identify quantities. The child will use language (empty/full) to describe the content of the cups. Opposites are best taught to children by demonstrating and teaching in related pairs. Wet/dry, empty/full, etc.

What to do

1. The cereal, rice, beans, etc. will be in a pan/bowl and the 2 cups are empty.

6-7. We want to encourage the parent to verbally express cause and effect. "If I turn the empty cup over, nothing comes out."

8. Encourage the child to use the spoon to fill the cups.

Training Note: Ask Home Visitors why we would encourage using a spoon? What skills are we working on? Possible answers - Fine Motor – holding the spoon and Visually Tracking - as the child fills up the cup.

9-10. Home Visitors should make sure parents understand the cup should be filled to the top (full). Be mindful of the size of the cup being used. The cup needs to be big enough (opening) for the child to be able to fill easily, but not so big that the child tires before filling the cup full.

16-20. The child may use a small cup or a small measuring cup with a handle to pour water into the cups.

21. A small piece of sponge, washcloth, or anything the child can squeeze water from into the cup. Home Visitors need to guide parents to find items in the home that could be used for the activity. Help the parent decide – the best plan is to have the material in mind **before** the activity.

Note: Squeezing the water into the cup helps strengthen the small muscles in the hand.

Activity 4: Think and Explore – Exploring

You will need

Sites may choose to provide small bags of pretzel sticks and 2 cupcake wrappers for the activity.

What to do

2. Lotto Board **Empty (p.17)** and a corresponding Lotto Board **Full (p.18)**.

3. The parent needs to identify/name the items on each Lotto Board. Example: full dog bowl/empty dog bowl or full wagon/empty wagon. It is important for the parent to use the terms **empty and full** to identify the item.

Encourage the parent to save the cards and Lotto Boards and play the game throughout the week.

Ask Home Visitor to share feedback from parents about the Th!nk activities. Are parents completing the activities?

The logo for 'TH!NK' is displayed in a bold, green, sans-serif font. The letter 'I' is replaced by an exclamation mark '!', and the letters are slightly shadowed to give a 3D effect.

Activity 5: Motor – Snipping

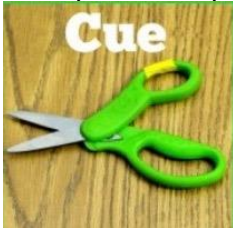
What your child will learn from this activity

Ask Home Visitors for feedback on the cutting activity from last week. Were the children successful? What problems did the parents encounter?

What to do

1. Have each home visitor demonstrate how they hold scissors. “Is there pointer finger guiding?” or “Do they place all fingers in the bottom scissor hole?” Have each home visitor demonstrate holding the scissors the correct way. So many of adults hold scissors incorrectly (many adults hold their pencil incorrectly) and this results in a tired hand. It is very important that the Home Visitor review this information with the parent. In the home, have parents show the Home Visitor how they hold their scissors.

A small piece of tape is wrapped around the small hole of the scissors.



6. Placement of the guiding eyes between the wrist and first knuckle. The purpose is to help the child keep their thumb pointed up.

7. The child is practicing picking up the scissors and placing their fingers correctly. If needed the child can repeat multiple times.



8. Parent is helping the child understand how to hold the scissors – what to check for (thumb/eye on to).

15. Home Visitors should demonstrate how the parent should hold the paper.

16. If the child had trouble cutting regular paper choose to repeat using same weight paper and build up to the heavier paper. Remember the child is only cutting **snips**.

Note: is important to remind the parents to keep the scissors in a safe place. We want the child to have many opportunities to practice cutting, but under parent supervision.

THINK

Snipping straws, playdough, etc. can be fun and great practice for the child. Repeat (with supervision) throughout the week.

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.

How comfortable are you letting your child use scissors?

Why do you think this is an important skill to learn?

What do you think your child learned from the book, *Are You My Mother?*

Spotlight on Development

What is a lifelong learner? A **lifelong learner** is a learner that continues to develop and improve their knowledge and skills because they desire to. John Dewey said it best “*Education is not preparation for life; education is life itself.*” **Positive** early experiences shape the foundation for later learning.

As Home Visitor’s discuss the “bulleted points” ask the parent to reflect back over the year in HIPPY Age 2. How (specifically) has the parent (or Home Visitor) seen growth in the child.

Key: It is important for the Home Visitor to share the progress of the child they have witnessed throughout the HIPPY for Little Learner curriculum year. All parents like to hear “positive” statements about their child.

Note: Confidentiality is a high priority – do not share information with parents about other children.

What might my child do or say?

There are many characteristics of a **lifelong learner** but a few may include;

- Curiosity – Learning starts with curiosity.
- Mistakes – Mistakes are an important tool in learning, but most of us like to avoid them. To encourage lifelong learning parents must remember that mistakes serve a purpose. Thomas Edison said, “I have not failed. I have just found 10,000 ways that won’t work.” Mistakes help us grow and Home Visitors should remind parents they are part of the tools of learning.

What can I do to help my child develop?

Home Visitors should familiarize parents with the term **teachable moment**. A **teachable moment** occurs when something of interest to a child happens and the ability to learn is possible.

Example: snow falling, a baby bird in a nest, etc.

Parents should try and “catch” these teachable moments. They occur spontaneously and may happen at any time. The key is to be paying attention and be prepared to find ways to make use of them. Teachable moments often happen when you least expect them.

Activity 1: Language and Literacy – Mother and Baby Animals

What your child will learn from this activity

Have the parent and child enjoyed the book, *Are You My Mother?* Encourage the parent to be specific on what the child did or did not like about the book.

Example: Did the child enjoy the illustrations? What was their favorite character?

What to do

1. Cut out the picture cards and **separate** the mother animals from the baby animals.

5. Does the child turn the pages independently? Explain to the parent how important it is to allow their child to turn the pages.

6-10. These questions will allow the parent to assess the child's comprehension of the story. The child may respond partially or may respond with a different answer. Remind the parent to complete, confirm, correct. **Note: We want the child to hear the correct response.**

Strategy: If a child does not respond the parent could turn to the corresponding page and reread the text and then repeat the question.

11. Spread the cards out so the child can clearly see each mother animal. Have the child identify each mother animal. Make sure the parent reinforces the correct animal name.

Example: horse not horsie, cow not moo-moo

12-13. Place the baby animal picture cards in a bag (or bowl). The child will choose a card and match the card to the mother. Make sure to reinforce the correct names (*not baby cow, baby dog, etc.*) as the child matches the cards.

cow/calf, cat/kitten, dog/puppy, hen/chick, duck/duckling, sheep/lamb

Note: We do not expect the child to use the terms calf, lamb, etc., but this is an opportunity to expose the child to new vocabulary.

Activity 2: Language and Literacy – Memory Game

What to do

2. The parent may need to ask “tell me or show me the character” on each page.

4. If needed, turn to the page with the baby bird and ask the question. The visual clue may help the child verbalize the answer.

Note: At almost age three, most children will have no problem responding.

5-6. This is an opinion question. We want the child to express **their** opinion. Home Visitors should encourage parents to allow their child time to respond.

8. You will only use three sets of mother/baby cards (total of 6 cards). The parent needs to place each card in each appropriate row (row of mothers and row of babies) and say the name of the animal as they place the card. We want the child to focus on each card as it is placed.

Ask staff how do children learn to answer questions? First the child must understand the question. Receptive language (what they understand) is critical. To help a child learn to answer questions here are a few tips;

- Provide choices – Where did we go yesterday? Did we go to the park or the store?
- Ask questions that the child can relate to or interests them.
- Model, model, model

THINK

Activity 3: Think and Explore - Who Lives Where?

What your child will learn from this activity

We have completed twenty-six weeks of curriculum and covered many developmental stages including language. Ask Home Visitors to share with the group how children “learn” language. Ask each Home Visitor to share a strategy for increasing language development?

Possible answers:

- Read, read, read
- Respond and listen to your child
- Joint attention – be present and focused on the child
- Model, expand and expose children to new vocabulary

Training Note: It is important Home Visitors encourage parents to read with their child daily and establish this positive habit early in their child’s life. Children learn to love the sound of language before they even notice the printed words on a page. Reading books **aloud** to children encourages their imagination and increases their understanding of the world. It helps them develop language and listening skills.

This chart is an example of the impact of reading for just 20 minutes a day.

What to do

1. What if the child does not answer? Give the child a choice. Do we live in a nest or in a house? "Complete, confirm, correct"

Note: Activity Sheet 2 (pages 12 through 14) are used for this activity

2- 4. Review each animal and where they live with parents. We want to use this activity to introduce and reinforce vocabulary.

Bird/nest, cow/barn, dog/doghouse, hen/coop or hen house, frog/pond, lion/grassland, horse/stable or barn, pig/pigpen.

6. **Animal homes** picture cards are placed at child's height around the room. The child will choose an animal and use a flashlight to "spotlight" the **animal home** in the room and bring to the parent. Why the flashlight? The flashlight allows the child to be more engaged in the activity. When a child is more interactive they are more engaged.

Activity 4: Think and Explore – Making a Bird's Nest

You will need

Sites may choose to provide small bags of pretzel sticks and 2 cupcake wrappers for the activity.

What to do

4. Parents may want to pre-gather a few of the supplies and place in an area (child level) that will allow the child to access (gather) and place on the table where the activity will be completed.

Bird Nest Snack

- 2 cupcake wrappers
- 5 thin pretzel sticks
- 2 Slices of bread
- Peanut butter & Jelly
- Plastic knife
- Oval cookie cutter

(Possible solutions)

- two small round bowls
- Crumbled crackers
- Tortilla round
- Any filling
- Should have
- a cup turned upside down (round is fine)

The parent is **modeling** each step in the recipe and **creating their bird nest snack**. There will be two snacks made – one by the parent and one by the child. It is important to allow the child to have time to try and complete each step and help only if needed.

Training Note: Ask Home Visitors to identify the skills used in this activity.

Example of skills embedded in this activity include; fine motor, following directions, vocabulary, math concept, social emotional, etc. It is important to know "the why" and "the what" we are accomplishing as the child works through the activity.

THINK

Home Visitors should encourage these simple recipes and ask the parent to share other snacks their child helps prepare. Review with Home Visitors and share this website [“Cooking with Kids”](#). If your HIPPY site has a Web page, Facebook, Twitter or Instagram feed provide the link for parents

Activity 5: Motor – Snipping and Gluing

What your child will learn from this activity

Ask Home Visitors for feedback on the cutting activity from last week. Were the children successful? What problems did the parents encounter?

What to do

1. Reviewing last week’s lesson. Encourage the parent to practice “the shark” and “open/shut” throughout the week.
2. Child friendly definition of collage is *different things on paper to make a picture*.
4. Using a cotton swab allows the child to keep their finger “glue free” and practice pincer grasp while applying a small amount of glue. The glue is placed on the snipped paper and then applied to cardboard.

Note: Kindergarten teachers teach a child to place glue on an object and then place on the paper. It helps reduce “glue blobs.”

5. Talking/focusing attention to creating the collage is important. Home Visitor should roleplay talking about the steps and materials the child is using to create the collage.

Note: is important to remind the parents to keep the scissors a safe place and to encourage the child to cut only under supervision.

THINK

Repeat the activities throughout the week. Reinforcing and repetition is skill building. Encourage the parent to practice “the shark” and “open/shut” throughout the week.

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 are some of the ways you have created a learning environment in your home?

Was there an activity this week that your child had problems with?

What surprised you, good or bad, about your child's ability to finish the activities this week?

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?

▪

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

▪

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

Spotlight on Development

Children develop food patterns by watching and eating what their parents eat. For better or worse, what food their family eats influences the “nutritional psyche” of their children’s diet. How parents eat (scheduled/random, skipping meals, snacking, eating on the run, etc.) and even **what** they eat impacts their children.

If fast food and sugary snacks are presented daily, the child learns to crave that type of food. However, a child exposed to fresh fruit, cheese, veggies, etc. establish this healthy preference. Also, an overloaded plate can be overwhelming and unappetizing.

Training Note: Review and discuss this informative handout on [Food Acceptance Patterns](#) with your staff. Assign each staff member a section and have them report back to the larger group what they learned from their section.

What might my child do or say?

Children like to eat foods that are familiar to them. To introduce a new food will require multiple exposures before the child decides they like or dislike the food. A new food may take 8 to 10 exposures before a child is willing to accept the new food.

Hint: When introducing a new food item, offer a small portion of the new food along with some familiar foods. Summer time is a great time to taste fresh foods. If there are farmers markets, neighborhood garden plots, etc. provide information to the parents.

Ask Home Visitors to think about their own food intake. Do they eat the same food over and over throughout the week? How do they feel - eating healthy versus eating unhealthy?

What can I do to help my child develop?

As with all learning and habits, children “do” what they “see”. **Model, Model, Model**

- Expose the child to healthy foods
- Model healthy eating
- Do not reward children for eating a particular food (broccoli) The child may reason “It’s so bad they have to “bribe” me to eat it.” *Example: “If you eat your carrots you can go out and play.”*
- Respect children’s ability to know when they are full. Do not make them clean their plate. Parents responsibility is to offer healthy choices and regular scheduled meal times. Children have the final say on how much they eat (or will not eat.)

Activity 1: Language and Literacy – Categorizing

What your child will learn from this activity

Text-to-self connections are highly personal **connections** that a reader/listener makes between a piece of reading material and their own experiences or life.

Why is this important? -Story comprehension

A child can use prior knowledge to help them understand what they are hearing and use this knowledge to make connections with the story based on their experiences. A child that has never ridden a bus or seen a bus will not have background knowledge to help understand how a bus operates.

Have Home Visitors consider something they have read but not experienced in life.

Examples: riding a train, airplane, boat, horse, etc. How would their understanding be if they did not have background knowledge?

What to do

6. It is important for the parent to introduce (say) each picture label. Remind the parent to “complete, confirm, correct.”
7. Parents may want to draw a bus and house (town) underneath the words bus/town in each column. This will allow the child to focus on which column they will place the picture cards.
11. If the child does not name the picture, the parent can say the name and have the child point to the card.

Activity 2: Language and Literacy – My Bus

What to do

6. A cereal box, card stock, paper box, etc. cut into a rectangle will work for the base of the bus. (The sturdier paper is easier for the child to hold and manipulate.) Decorate the bus in a variety of ways; colors, markers, stickers, etc.
7. To focus parents on the parent instruction “I will write their name on each window.” Ask parents who they think the child will choose to ride on their bus?

Ask Home Visitor why would we label? It is a way to bring print awareness into a child’s life in a natural way.

THINK

What other props could parents add in to increase pretend play.

Activity 3: Think and Explore – Let's Go Shopping

What your child will learn from this activity

Labeling is all around us; street signs, Mom's shopping list, a thank-you note to Grammie, restaurant signs, etc. and all help contribute to a child's ability to read.

Labeling basic guidelines:

- Use upper and lowercase letters properly—only proper names begin with an uppercase letter.
- Words are printed neatly.
- All words are spelled correctly.
- The letters used in a label are of the same size, type, and color.
- The words and letters in a label read from left to right.

You will need:

- Collect 12 or so items, but parents may choose to begin to "play store" using six to eight items. Fewer items will allow the child to be confident in the game and limit the choices.
 - Price tags are **Activity Sheet 4 and 5**. Color or highlight the color word on each block price tag.
 - HIPPY blocks – red, blue, green and yellow. The blocks will represent money.
 - Small gift bag that stands on its own or a paper sack. Any bag that allows the child to place the purchased items into with ease.
 - Small box to use as a cash register. A shoe box, shipping box, etc. The box needs to be big enough to hold several blocks.
- Get creative and add or draw additional buttons on the box or add a scanner.



What to do

1. Home Visitor props – make sure and determine (supply at training) a few items Home Visitors will take into the home for roleplaying of the activity. Make sure to place price tags shapes from **Activity Sheet 4 and 5** on each item. Include items that will be common in the homes they serve.

Home Visitors should guide families to find familiar items (12 to 16) to play **Let's Go Shopping**. Parents should prepare and gather items prior to beginning the activities. To create interest the child can help/watch the parent as they “get creative” making the cash register.

Note: (Fewer items are acceptable, just limit to sixteen.)

2. Pre-gathered items have been collected, prepared, cut-out and are available in the HIPPY area. (Area where parent and child complete the HIPPY activities.)

3-4. The parent will model each action for the child.

7. Play the game throughout the week and reverse roles. Allow the child to take the lead.

Note: Note: Save the price cards and cash register box. These items will be used in **Week 29, Activity 4**.

Activity 4: Think and Explore – Let's Go Shopping

What to do

1. Child chooses items to “sell” in the store. (Fewer items are acceptable, just limit to sixteen.)

Home Visitors should have several prop items to roleplay this activity in the home. Include items that will be common to the homes they serve.

4. If the child was successful in **Activity 4**, increase the cost of the items to more than 1 block. Example: Each block is worth one, but the item may cost three blocks or 1 red block and 2 green blocks. Remind parents to be mindful of the quantity of blocks in their block set and also the size of their cash register box.

6. The toothpaste is just an example of how to extend the dramatic play. If the family does not have “toothpaste” in their store any item can be “elaborated” on. Home Visitors should choose one of their prop items to demonstrate.

THINK

Invite other members of the family to “play store” and offer suggestions of a different store. A grocery store, a toy store, a furniture store, etc. Remind parents the activities are designed to allow the child to play again.

Activity 5: Motor – Pinch and Pick Up

What your child will learn from this activity

Have Home Visitors identify (find) each skill in the **Motor** activity.

You will need

- Deck of cards – a full deck of cards is not needed. Parents will need the following cards: 5 red and 5 black cards, 5 red heart and 5 red diamond cards, 5 black clubs and 5 black spades. Playing cards can be purchased at a very low cost at many dollar stores.
- A clothespin – If sites do not provide and/or parents do not have a clothespin, the activity can be completed by having the child pick up the cards with the pincer grasp.

What to do

1. It is important for the child to practice opening and closing the clothespin. This activity is best played on a rug or a towel or blanket to make the cards easier to pick up. If needed the child can point to the card and the parent can position/hold for the child to “clip it” with the clothespin.
2. Make sure parents understand how the child is to grasp the clothespin using the pointer finger and thumb. It is important to allow the child to practice open (squeeze) and relax (close) the clothespin **before** attempting to pick up the playing cards.
4. The child is picking up each red playing card scattered and “clipping it” with the clothespin and dropping in the box. Repeat with 3 black cards.
5. Clipping red shapes –hearts and diamonds and moving to the box. It is important to check for understanding of the color and shape. Have the child point to the card (red heart) and then clip it.
6. Clipping black shapes – black clubs and black spade. It is important to check for understanding of the shape – clubs and spades. Have the child point to the card and then clip it. The child does not name the shape, just is able to distinguish the difference in the shape.

Note: The child does not name the shape, just is able to distinguish the difference (**visual discrimination**) in the shape. If the child has trouble telling the difference between the two shapes, point out the differences – the spade has a point at the top and the clubs have three rounds.

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

THINK

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 like best about the shopping activities?

Why do you think it is important for your child to act out the story?

What is one thing you learned about your child or yourself this week?

“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.

TH!NK

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?