

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.