

"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](#)

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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.

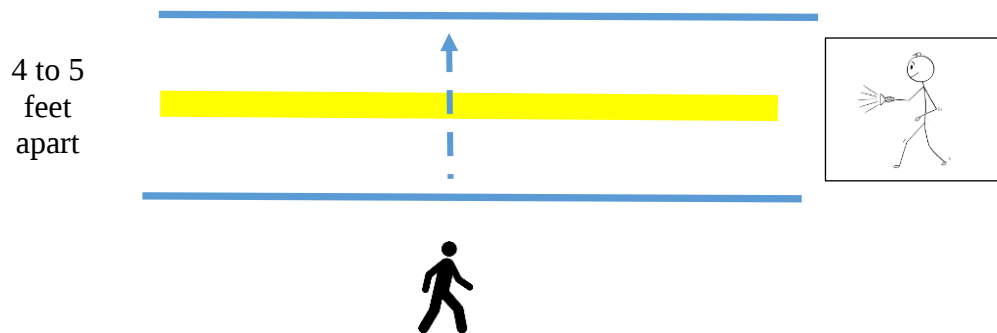
3. The child will complete 2 step instructions. Remind parent to just repeat instruction if necessary.

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)