

Home Play Activity Guide

Skill Spotlight- Object Permanence

- ✚ Hide small toys under a transparent scarf. Invite your child to find the toy.
- ✚ Play peek-a-boo with your child. Use your hands or hide behind a chair!

Reading List Recommendation

- ✚ Peek-a Who? by Nina Laden
- ✚ Open the Barn Door by Christopher Santoro
- ✚ Dear Zoo by Rod Campbell

Hide and Seek

“Little Mouse Game”

1. Gather your set of paper houses and mouse.
2. Hide the mouse behind one of the colored houses.
3. Invite your child to pick a color.
4. Say, “Little mouse, little mouse, are you in the color house?” You can use a loud, quiet, or regular voice. 😊
5. If not, continue to search for the mouse. If so, hide the mouse again.

Read: The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear by Don and Audrey Wood

<p>“Here we are Together” <i>Here we are together, together, together Here we are together, just happy as can be. We’re clapping and tapping And smiling and singing. Here we are together, just happy as can be.</i></p>	<p>“Funny Fat Frog” <i>There was a funny fat frog, Winking and blinking. Looking so sleepy, Sitting and thinking. And all of a sudden, He jumped!</i></p>
<p>“Open, Shut Them” (chant) <i>Open, shut them, Open, shut them, Give a little clap. Open, shut them, Open, shut them, Lay them in your lap. Creep them, crawl them, Right up to your nose. Creep them, crawl them, Right down to your toes. Creep them, crawl them, Right up to your chin. Open up your mouth..... But, do-not-let-them-in!</i></p>	<p>“Blast Off!” Crouch down and say 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Jump up as you yell Blast off!!!</p>

Object Permanence

When they are very young babies don't give it a second thought when their mum and dad walk away from them. By five or six months old, though, babies will often fuss and cry when their parents attempt to leave them, believing that they have disappeared. It can take a few more months for them to understand that while they may not be able to see their parents, they still exist. This ability is called object permanence.

Jean Piaget. Mastering the concept of object permanence is a major milestone in a baby's life. The term was first coined by famed child psychologist Jean Piaget, who studied infants' responses to a toy appearing and then being removed from a child's line of sight. In his simple but effective research, Piaget would show a baby a toy and then place it under a blanket. Babies who had a clear concept of object permanence would grab at the blanket, trying to uncover the toy while babies who had not yet reached that milestone might be upset because the toy was gone. Piaget found that most babies seemed to have an understanding of object permanence at about 8-9 months of age, during the Sensory Motor Stage of Cognitive Development, but as all babies vary, so does the age when they reach this particular milestone.

Providing Reassurance for Babies. At about the time that babies come to understand the concept of object permanency, they are prone to their very first bouts of separation anxiety. This is completely logical since in the past, when mom or dad left, baby simply "forgot" until he or she returned. Once baby realizes that mom or dad still exists but is simply away, it is understandable that the baby would object (often loudly!) demanding that they return to play.

Parents and other caregivers can help their babies ease through this separation anxiety by moving from the baby's line of sight and then peeking back around the corner, assuring the baby that they are still nearby. In order to be able to leave without causing the baby excessive distress, parents may want to play this appear-disappear-reappear game frequently, each time increasing the time that it takes to reappear by just a little. With time, babies will relax, knowing that their parents will be returning soon.

Learning Through Play. Babies learn through playful interaction, so parents need not worry too much about trying to "teach" their infants to understand object permanence. Games of peek-a-boo are fun for babies and parents often enjoy them just as much, expressing delight every time that their baby squeals at the reappearance of mum or dad. Such games are precursors to object permanence, so parents, while playing and having fun, are helping their little ones along at the same time.

Babies grow and develop at their own pace, with even twins reaching developmental milestones at differing ages. As experienced parents will confirm, most of the worrying that parents (especially first-timers) do is completely unwarranted. Parents should simply play actively with their babies and enjoy every precious moment. One thing is certain; babies tend to grow up far too fast, so smart parents will take the time to relax and enjoy all of those simple baby games without giving too much thought to where their baby ranks on their achievement of developmental milestones.

Reference: Kids Development. "Object Permanence and Infants." Downloaded 12/30/2009.
<http://www.kidsdevelopment.co.uk/ObjectPermanenceInfants.html>

These materials were developed under a state grant awarded by the Michigan Department of Education
Julie Ogg, M.Ed., Parent Educator. Great Parents Great Start-Oakland. 248-209-2197 Julie.Ogg@oakland.k12.mi.us

Moving With Scarves

Moving arms, legs, and trunk has a direct effect on how tongue, lips, and jaw can move. So, in order to promote verbal skills in children, it is important to get kids moving! Scarves can promote gross motor movement. Here are some ideas.

1. Play music - some slow, some fast. Classical music is an excellent choice. Move your scarf around and make it fly in various ways. Freedom of movement is the goal here.

2. Imitation game. Sing this song to the tune “*The Farmer in the Dell*”, as you move your scarf in the way the song says.

My scarf goes up, up, up. My scarf goes up, up, up. Up, up, up, up, my scarf goes up.

My scarf goes down, down, down. My scarf goes down, down, down. Down, down, down, down, my scarf goes down.

My scarf goes round and round. My scarf goes round and round. Around and round and round and round, my scarf goes round and round.

My scarf goes in, in, in. My scarf goes in, in, in. In, in, in, in, my scarf goes in. (say “in” as you hide your scarf in your hand or up your sleeve.)

My scarf comes out, out, out. My scarf comes out, out, out. Out, out, out, out, my scarf comes out.

My scarf flies about. My scarf flies about. Fly, fly, fly, fly, my scarf flies about.

3. Hiding games. Kids love hide and seek games, which teach the important cognitive skill called object permanence – knowing that objects are there even when they are out of sight. Cover up an object and sing this song to the tune of “*Where is Thumbkin?*”

Where is monkey? Where is monkey? There he is. There he is. Hello monkey. Hello monkey. Hide him again. Hide him again.

Or hide the monkey under the scarf, cup your hands around your mouth, and chant, “Where are you?”

Or hide the scarf. Stuff it up your sleeve, in your hands, in a tube, in a box with a lid, or in your sock.

4. March. Tie a scarf to the end of a plastic pole to make it look like a flag. Wave your flag and walk to a John Sousa’s march as if you were marching in a parade.

5. Scarf pull. Pull scarves out of holes cut in posters or an old tissue box. Children will enjoy pulling the scarf out of the hole and putting the scarf in a hole for you to pull. This creates a turn-taking activity.

6. Match Colors. Collect a variety of common objects that are yellow, red, blue, and green. Have children place the objects on the scarf of the same color.

7. Imaginative play. The scarf can be a blanket for wrapping up a baby doll, a picnic blanket for pretend food and plates, a scarf to wear, a goofy hat that you can sneeze off your head, a wash cloth for cleaning off the table, a towel for baby doll’s bath time, or a handkerchief.

Arntson, Rachel. Kids Express Train, LLC. “Kids Express Train Scarves.” Downloaded 12/30/09. http://www.expressstrain.org/How_to_use_scarf.pdf

These materials were developed under a state grant awarded by the Michigan Department of Education
Julie Ogg, M.Ed., Parent Educator. Great Parents Great Start-Oakland. 248-209-2197 Julie.Ogg@oakland.k12.mi.us



