

## Contents

**TIP** We are down to our last 10 weeks of curriculum. Take time to praise the families for their effort. The pre-reading skill tip will allow the family to reinforce pre-reading skills by reading signs in their environment. Ask families to name a few signs their **Child** can identify. **Home Visitors** should lead the discussion by asking if the child can identify their favorite cereal. Can the **Child** recognize common street signs? Not all signs have letters, but symbols that help us know what we need to do to be safe. Encourage families to have their **Child** “tell” them what the sign stands for. Example: no cell phone sign in school parking lot, handicap symbol in a parking lot, the exit sign above a door, etc.

Something to think about: Do not assume the **Child** knows what the symbols on a sign mean. As adults, we know what the sign represents, but does a **Child**? An example was when a **Child** saw a handicap sign and was asked what does it represent – the child was quick to answer, “go potty.” This makes perfect sense – many times the symbol is posted by a bathroom.

**TIP** Using guided discussion, **Home Visitors** should involve the **Parent** in teaching pedestrian safety rules. What are some rules the **Parent** has in place for their **Child**? Below are a few examples to share:

- **Model pedestrian safety.** Show your **Child** how to cross safely – talk about what you are doing. **Example:** I am stopping, looking both ways, checking again, etc.
- Always stop before stepping into a road.
- Make eye contact with the driver before crossing.
- Teach the **Child** to be careful walking past driveways, especially if there are trees and bushes hiding the driveway.

**Home Visitors** can share a few (not all) all of these examples. Identify the example that might be the most meaningful to the family. Do they live in a rural area? In town? Apartment complex? Individualize to the family.

## Literacy, *Beware! Ducks Crossing*

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### What your child will learn from this activity

*Beware! Ducks Crossing* has many new vocabulary words. Engage the **Parent** in an active reading activity. As you or the **Parent** read the new story, have the **Parent** write down words they think may be new vocabulary to their **Child**.

### What to do

The **Home Visitor** might have the **Parent** read the new book. Encourage the **Parent** to use some of the information gained from **How do you share books?** Do they point to the pictures? Do they use voice inflections? Do they ask their **Child** questions about the book? Allowing the **Parent** to take the lead in this Literacy activity might be a good way to assess if the **Parent** is implementing some of the **Sharing Books** suggestions.

**IMPORTANT:** We never want to make a **Parent** feel uneasy. If the **Parent** has low literacy skills, the **Home Visitor** should read the book and encourage the **Parent** to point out what the **Home Visitor** did well. Letting the **Parent** assess the **Home Visitor's** skills can help to reinforce skills in a different way.

### Things to think about and do

Reinforce the **Things to think about and do** activities. **Parents** should point out and talk with their **Child** about the signs they see on their everyday trips. Be sure to remind the **Parent** to **ask** (not always tell) what the sign means. Ex. Stop, children crossing, etc.

## Math, Numbers and Counting

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### What your child will learn from this activity

The **Child** will compare groups of objects and use math terms such as *more*, *less*, *fewer*, and *same* to describe comparisons. You will also graph the objects. Graphing is a real-life, relevant reason to use math concepts. The **Child** will graph and count objects from the graph, as well as to compare and contrast them.

### What to do

Explain to **Home Visitors** to help the **Parent** decide what 4 groups will be used. Offer substitutions that are available in the home. Be mindful that the item substituted must fit in the graph on **Activity Sheet 2**.

### Points for Home Visitors:

(Page 6, #1) The differences must be obvious. Using a clear container will allow the **Child** to see the concept of more/less.

(Page 6, #2) It is important to use concrete items. Seeing, touching and manipulating concrete items helps the **Child** gain understanding of the concept.

(Page 6, #3) Using 2 different items (beans and pennies) allows the **Child** to compare items that have different attributes and not be distracted by the size of the item. The activity is focused on more/less.

(Page 6, #4) Taping **Activity Sheet 3** to the bottom of **Activity Sheet 2** will help stabilize the graph. This graph paper will need to be placed on a big area (the graph taped is very long.) - table, floor, etc. Point out to **Home Visitor** we are to begin at the **bottom** of the paper.

(Page 6, #5) Each column will be compared for more/less. The quantity of each column is written at the bottom of the graph.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Environment

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### What your child will learn from this activity

If your area has a local *Modern Woodman* group, this company has a wonderful Ecology Awareness Program. Through a local representative, HIPPY sites are able to complete a request for a variety of resources. Magnifying glasses are available for the pre-k ecology awareness.

**Note:** *Modern Woodman* also has an Exercise and Nutrition Program. Through the local representative your site can receive jump ropes. These jump ropes are helpful to use in many Motor activities.

### What to do

If sites, or families, are unable to provide an eyedropper a cotton swab (Qtip) works well. To help **Parents** with the supplies needed, sites may choose to provide an eye dropper and sheet of aluminum foil for the activity.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Are **Parents** completing these activities? If so, take pictures to document and validate the effort.

## Motor, Balancing

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### What your child will learn from this activity

Have **Home Visitors** stand up (very straight) and balance on one foot. How long can they balance? Now ask them to lean forward or to the side and try balancing on one foot. Is it harder? Did they waver? Explain to **Home Visitors** that balancing helps strengthen core muscles. Good **core stability** will help the child maintain a good **sitting posture**, and will help develop a stable, supportive base for gross motor and fine motor movements.

**Note:** Developing a **Child's** core muscles will help the **Child** to **avoid the lower back pain** which so many adults are plagued with.

### What to do

Ask **Home Visitors** to think about the families they are currently serving? How many families have played Hopscotch with the Year 2 HIPPIY **Child**? This activity is best completed outside. If possible, provide sidewalk chalk to the family. (Just one piece is necessary.) Brainstorm with Home Visitors how this activity could be completed if a family **did not** have a driveway, sidewalk, masking tape, etc. One possible solution – sites could purchase a few vinyl tablecloths and using masking tape and create the hopscotch on the tablecloth. Several hopscotch tablecloths could be made for checkout. (These tablecloths are also great for the role-play with **Parents** in the home.) The beanbags are easy to make, but **Home Visitors** should provide examples to make sure **Parents** understand what they are making.

(Page 18, #3) This will take many tries and a lot of concentration. The **Parent** must allow the **Child** many attempts/opportunities to practice.

### Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *Beware! Ducks Crossing*

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### What your child will learn from this activity

Ask **Home Visitor** to define each term and give a specific HIPPIY example. (They may use the Home Visitor guide if necessary.)

### What to do

[Stop, Look, and Listen](#) contains an important safety message about crossing streets safely. The tune can be Row, Row, Your Boat or another rhythmic tune. Families can make one up. To check for understanding, **Home Visitors** might ask **Parents** to role-play. (If needed)

**Note:** View this [Stop, Look, and Listen](#) video. It might be an excellent addition to a group meeting.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

### My Alphabet Book

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Remind the **Parent** to stress the /s/ sound when completing the activity.

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**TIP** How are the Parents enjoying the **dramatic play** activities? Ask Home Visitors for specific information Parents have shared (or Home Visitors have seen) regarding the **dramatic play** activities in Year 2. Have the families been using props? Do they have a **dramatic play** box in their home? Home Visitors might offer these type of suggestions to families to help encourage more detailed **dramatic play**. Props added to dramatic play help increase language.

**Special note:** The beginning of a HIPPY program year is a busy time. If you have not reviewed the [NAEYC article on make-believe play](#), take the time to review the article with staff. As you read the introduction – the story about children involved in dramatic play in an airport – have your Home Visitors take notes about the everyday objects (empty paper towel roll, egg cartons, etc.) used to enhance the dramatic play.

**TIP** Water play, both indoor and outdoor, is a unique activity for **Children** because it's always available. Have **Home Visitors** brainstorm an activity where using water play could target the following areas:

- Improving math concepts – *(possible answers – empty/full and more/less as they use measuring cups to pour water from one container to another.)*
- Strengthens motor skills – *(possible answers – Using a paint brush (large 3 to 5 inches) and a bucket of water and allow the **Child** to paint the sidewalk, the fence, etc. or fill some balloons with water put different quantities of water in them and let you **Child** squeeze them and manipulate them to strengthen his little hands.)*
- Eye/Hand coordination – *(possible answer – mix up bubble solution and blow bubbles outside – let the **Child** use their hand to pop the bubble.)*
- Strengthen gross motor – *(possible answer – running jumping through the water sprinkler)*

## Literacy, *Beware! Ducks Crossing*

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What your child will learn from this activity

Safety topics are excellent topics for a group meeting. Many extension offices offer presentations (at no charge) that could be presented to HIPPIY **Parents** and **Children**. The National Highway Traffic Administration website has many helpful links and materials for **Parents**. Under helpful links, there is a handout for **Parents** titled, [A Kid's Guide to Safe Walking](#). Another useful link is [NHTSA Pedestrian Safety](#).

### What to do

(Pages 2 and 3, #'s 1-5) Be sure and remind **Home Visitors** and **Parents** how important it is to reread the text before answering the questions. The answers to the questions in this activity are found directly in the text. This activity allows a **Parent** to see how well their child is listening and comprehending. If a **Child** is unable to answer, **Home Visitors** should explain strategies to help the **Child** answer. A **Parent** can reread the section of text and ask the question again.

(Pages 3, 4 and 5, #'s 6-13) The focus will be on traffic signs. We are making the connection between the events in the story and real life.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Numbers and Counting

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### What your child will learn from this activity

This activity is reinforcing last week's activity - concepts more/less using 10 to 20 objects. Ask **Home Visitors** if the **Child** had problems counting to 20. Lead a discussion: What suggestions can be made to **Parents**?

### What to do

Before role playing this activity, allow the **Home Visitors** to read through the entire activity. There are instructions in parenthesis that instruct the **Parent** what to do if the **Child** is incorrect. The **Child** and **Parent** will be using concrete items to count up to 20. (Any cereal or items can be used for counting in the homes, however for role-play in multiple homes, **Home Visitors** might choose to take beans, macaroni, something not edible.)

The second part of the activity we look at pictures in groups and compare. Some **Children** may need to mark the item in each group as they count to "keep up" with what has been counted.

**Note:** Make sure a periodic mistake (the **Child** is not able to tell which plate has more) is role-played during training. **Home Visitors** need to be able to model for **Parents** how to respond correctly and positively.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Environment

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### What your child will learn from this activity

Include a water play activity during a group meeting. It will be a good way to reinforce the environment unit.

### What to do

(Page 12, #2) For role play in the homes: **Home Visitors** should take a few sink or float items. Coordinator's need to make the decision if they are going to require the **Home Visitor** to use water (during in the home role-play) or allow the **Home Visitor** to "pretend" water is in the bowl.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Are **Parents** completing these activities? If so, take pictures to document and validate the effort.

## Motor, Balancing

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### What your child will learn from this activity

This week we continue building on balance. What is a strategy to help **Children** that have difficulty balancing? What will be suggestions to help the **Child** gain more core strength to be able to balance? If possible, have a physical therapist, occupational therapist, or physical education teacher share some exercises that help **Children** increase their balancing skills.

### What to do



(Page 16, #1) **Home Visitors** are to model the directions softly and slowly modeling a calming mood.

(Page 17, #3) This bowing activity where a Home Visitor is required to lay down on the floor may be difficult in some homes (issues like space, cleanliness, etc.) However, **it should be conducted in staff role-play**. (Note: This is an example of a core strengthening and stretching activity.)

(Page 18, #5) Ask the **Home Visitor** that role-played the activity, “how do you feel?” more relaxed? more alert? Most **Home Visitors** will say yes!

If the **Child** had difficulty with the poses - remind the **Parent** to repeat the exercises over the week.

### Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *Beware! Ducks Crossing*

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### What your child will learn from this activity

Ask **Home Visitor** to define each term and give a specific HIPPY example. (They may use the Home Visitor guide if necessary.)

### What to do

The **Parent** and **Child** will play a version of “Red Light, Green Light.” Different movements, waddling, flying, hopping, galloping, etc. will be used as the **Child** crosses a pretend road. Remember to remind them to watch carefully.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Several of these extensions could be incorporated into a group meeting.

## My Alphabet Book

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Encourage the **Parent** to follow the strokes in order. The standing line of the letter “T” is formed first and then the laying down last.

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**TIP** Play is the way preschoolers learn. The preschool developmental stage is a period of creativity, fantasy, and play. **Children** learn from play and need active and purposeful learning opportunities.

**TIP** The definition of transition is a change from one place to another. Change can be overwhelming and seem unpredictable for the **Child**. Planning ahead and preparing (warning) the **Child** that the transition is coming will help the change occur smoothly. Review the following “at home” transition tips with **Home Visitors**:

- Use a timer, an instrument or a funny noise to give your **Child** advance warning of routine transition events. If possible, ask him to help “alert” everyone to the upcoming event.
- Let your **Child** pick out a special object or toy to transition with to the next activity or place. “Would kitty like to come with us to the grocery store? I wonder if she could help us find the items on our list?”
- Make the transition a game or activity where the **Child** has the opportunity to move around. “I wonder if today we can use this big shovel to scoop the cars into the bucket while we clean up?” If possible, let him think of the game. “I wonder how we could get to the car today?” You might be surprised at his creativity and how much fun you have roaring like a dinosaur or hopping like a rabbit.
- Sing songs as you transition. **Children** love to hear songs as they move about their day. Make up silly songs together about what you are doing or where you are going. You are sure to get a laugh and likely a smooth transition.
- Give your **Child** a job. **Children** are more cooperative when they can be part of the process.

Source: [www.challengingbehavior.org](http://www.challengingbehavior.org)

## Literacy, *Beware! Ducks Crossing*

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### What your child will learn from this activity

How well does the **Child** listen when the **Parent** reads the story? Listening comprehension is more than just hearing what is said, but rather understanding the meaning of the words he hears and to relate to them in some way.

### What to do

Review the following with **Parents** and **Home Visitor**.

**(Page 2, #3) The beginning** – it is the first part of the story.

Where the truck almost hits the ducks – screech...

**The middle** – it is where the bulk of the story rests. It explains the topic, gives important key details, and holds the reader's attention, but most importantly it is where we reach the turning point of the story. Where the new sign is posted and it allows the ducks to cross safely.

**The end** – this is where the story comes to a close; it is the conclusion and solution to the problem. It is where the character learns a lesson from the events of what happened. The ducks can cross safely.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Numbers and Counting

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### What your child will learn from this activity

Counting and comparing using concrete objects increases reinforces the learning.

### What to do

Sites may choose to provide the “colored” beans. These beans are inexpensive substitutions from the 2 sided tokens/counters used in school classroom math time.

**Children** will love playing with the “bean tokens.” To prepare “bean tokens” packets for the home – spread out on paper and spray paint a large group of beans (on one side). Place in ziplock bags for families.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Life Science

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### What your child will learn from this activity

This lesson will target three objectives:

- Develop criteria to decide if something is living or nonliving
- Classify things as living or nonliving, based on those criteria
- Recognize that living things grow, reproduce, and need food, air, and water

### What to do

(Page 7, #1) When looking at the pictures on **Activity Sheet 2** identify what is in the picture. (Blocks, butterfly, trees, etc.)

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Parachute Play

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### What your child will learn from this activity

Review with **Home Visitor** the benefits of Parachute Play.

### Benefits of Parachute Play

- Encourages cooperation - Strengthens upper torso
- Non-competitive - Differing abilities are non-issue
- Refines perceptual skills - Reinforces turn-taking/ sharing
- Develops a sense of rhythm - Requires following directions

## What to do

**Home Visitors** should help define an area in each home that is large enough to conduct the activity. Help the Parent decide what will be used for the parachute. (Suggestions: twin size sheet, large towel, large piece of fabric, etc.)

(Page 12, #5) Sites may choose to provide cotton balls or small paper balls made from scrap paper may be substituted.

## Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *Beware! Ducks Crossing*

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### What your child will learn from this activity

**Home Visitors** should provide feedback on how the **Children** are enjoying this story. Each **Home Visitor** can share one comment with the group. Feedback starters could include: What vocabulary did **Parents** find new to their **Child**? Why do you think the **Children** enjoy or do not enjoy this story? It is important to get feedback from **Parents** and **Home Visitors**.

## What to do

The **Parent** and **Child** will discuss the meaning of road signs (and traffic lights) and how they play a part in keeping us safe. Pedestrian crosswalk may be new to the **Child**. Encourage the **Parent** to point out (**Home Visitor** should give an example.) where they can see a crosswalk in their community.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## My Alphabet Book

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**Home Visitors** should be reviewing the letters in the alphabet book each week and the progress the **Child** is making on letter identification.

Are the **Parents** keeping the **My Alphabet Book** pages in a book, envelope, etc.? Are they reviewing the letter and letters throughout the week? How many letters can the **Child** identify? **Home Visitor's** should be able to answer all these questions.

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- TIP** Music helps **Children** develop language. How? When young **Children** listen to familiar words in songs, the neural transmitters in their brains are firing away, and their brains are building connections to the sounds they are hearing and the words they are singing. Those pathways are becoming paved. Singing songs and reciting poems and rhymes with **Children** helps them develop early literacy skills. Have **Home Visitors** think about a song they learned as a child. Lead a discussion on the language/vocabulary/rhythm (fluency) contained in the song. Example: “The Wheels on the Bus” or “Old MacDonald Had a Farm”
- TIP** If possible, use this [Cooperate with Requests](#) handout from the Centers on the Social and Emotional Foundations for Learning for your weekly staff development.

## Literacy, *Stella and the Kittens*

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### What your child will learn from this activity

A new story will be introduced this week – *Stella and the Kittens*. This story is based on a true story and is written by retired HIPPY Coordinator/Rhode Island State Director, Mary Doyle. Take the time and review the inside cover not to families with your **Home Visitors**. Choose a **Home Visitor** to read the inside cover.

### What to do

Encourage **Home Visitors** to have the **Parent** provide an example in this **Literacy** activity for each of the terms.

- Book knowledge – talking about the parts of the book, author, etc.
- Story comprehension – asking questions about the story – connecting the book to the child
- Expressive language – the child expresses “How Stella was feeling” and Why?
- Fine motor control – drawing and coloring the picture (Activity Sheet 1)
- Imagination – What would Stella and her kittens like to play with...

## Things to think about and do

Reinforce the **Things to think about and do** activities. Have **Home Visitors** bring an example of another story about a pet or animal. Example: *Charlie the Ranch Dog*

## Math, Same and Different

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### What your child will learn from this activity

Many **Children** do not understand the vocabulary – same/different. They are able to understand when asked – which items match? The **Child** may be able to see differences, but not know how to express them using same/different comparative words.

### What to do

Make sure the **Parent** is reinforcing the answer (Confirm, Complete, Correct)

**Note:** If the **Child** has trouble understanding same/different use concrete items (the shapes) to help the **Child** see/feel the differences.

**Page 9:** Make sure the **Parent** points to the “same” or “different” column. The first time – the **Child** will not be able to “read” the words same/different.

An extension would be to have the **Child** tell the **Parent** how the pictures are the same or different. Example: rectangle and a square. This will help to assess if the **Child** understands the concept: same/different.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Life Science

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### What your child will learn from this activity

We are building and reinforcing on the previous living things activity. This week we will discuss animals and their habitats.

### What to do

(Page 12, #1) **Have you ever seen a cow?** (yes) **Tell me what you know about cows.** How do you think the **Child** will answer? Encourage the **Parent** to **ask** questions to help the **Child** if needed. Example: What do cows eat? What do cows give us?

(Page 13, #2) The **Child** will be asked to explain why each animal lives in the home the **Child** chooses. Once again, **Parent** should encourage and help the **Child** problem solve (if needed) to answer the question.

### **Interesting facts to share with Parents:**

**Cow** – Cows drink about a bathtub full of water and eat around 40 pounds of food a day.

**Fish** – Seahorses are a fish and the only fish that swims upright. Starfish and jellyfish are not a fish.

**Bird** – The chicken is the closest living relative to the Tyrannosaurus Rex.

### **Things to think about and do**

Reinforce the **Things to think about and do** activities.

## **Motor, Parachute Play**

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### **What your child will learn from this activity**

Discuss with **Home Visitors** how the **Parent** and **Child** enjoyed last week's parachute play. Were there any difficulties? What did they use? Did they enjoy? Coordinators should question **Home Visitors/Parents** to see if the activity had any challenges. This allows for feedback to make sure everyone understand the activity and how it can be completed.

### **What to do**

(Page 16, #2) Make sure **Home Visitor/Parent** understands this is a "pull and tug" motion.

(Page 17, #3) We will use yarn this week to bounce off the waves. What did we use in Week 23? *Cotton balls or paper balls*

### **Things to think about and do**

Reinforce the **Things to think about and do** activities



## Language, *Stella and the Kittens*

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### What your child will learn from this activity

Review the Vocabulary technique with **Home Visitors**. Did they find any words (other than the suggested) that may be new to the **Child**? Example: cozy

**Parents** and **Home Visitors** should demonstrate the technique. Encourage **Parents** to carry over and use with other books.

### What to do

Many of the questions are just opinion questions - no right or wrong answer. Example: What would you do if you found some kittens?

Remind the **Parent** to accept the **Child**'s answers and build on the idea.

(Page 20, #2) Breaks down the steps the **Parent** should be using to review the new vocabulary.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## My Alphabet Book

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Discuss with **Home Visitors** strategies to help **Children** increase letter knowledge. Twenty-six letters are too many to handle, so use four to six letters for a review. Teach letter recognition, ABC order (Alphabetic principle), letter sounds, in "chunks".

An example that can be used to help **Home Visitors** understand: Think about remembering a phone number (before smart phones). We tend to remember phone numbers in three chunks – area code, prefix, and final four. Area codes are easy because so many phone numbers that we call have one of the handful of same area codes.

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**TIP** Define the term **Life Science** for your **Home Visitors**. **Life Science** is any science that deals with living organisms, their life processes, and their interrelationships like biology, medicine, or ecology. Have **Home Visitors** consider past Science activities; which ones would be classified as part of **Life Science**?

**TIP** Stephen Elliott, Vanderbilt Peabody Education, identified the top 10 social skills needed for **Children** to succeed in school. Review the top 10 list with **Parents** and **Home Visitors**. Remind the **Parents/Home Visitors** that modeling is one way these skills are taught.

1. Listen to others
2. Follow the steps
3. Follow the rules
4. Ignore distractions
5. Ask for help
6. Take turns when you talk
7. Get along with others
8. Stay calm with others
9. Be responsible for your behavior
10. Do nice things for others

## Literacy, *Stella and the Kittens*

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### What your child will learn from this activity

**Home Visitors** should ask **Parents** which words were new vocabulary for their **Child**. How did they explain the new vocabulary word in **Child** friendly terms? Did the **Parent** incorporate (use) the new vocabulary word throughout the week?

### What to do

The story, *Stella and the Kittens*, will be reviewed this week while playing a lotto game. The **Child** will choose a picture and **tell** the **Parent** what they remember about that picture from the story. The activity is not just matching a picture to the lotto board, but rather the **Child** is showing story comprehension as they describe the event/details on the card. Example: A picture of the grey kitten with a white spot on his tail.

**Note:** Many of the picture cards will require the **Parent** to look through the book to find the matching picture. The **Parent** may need to read the text (on that particular page) to help the **Child** verbalize the answer. Example: Picture of Mom walking is located on **page 11**. *“I think she probably wants us to find a safe place for the kittens.”*

### Things to think about and do

Reinforce the **Things to think about and do** activities. An additional **Thing to think about and do** might be what if this book had been about Stella and her three puppies? How would it be different?

## Math, Measuring

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### What your child will learn from this activity

**Children** will gain experience with the *quantitative concept of same length*. In addition, because this activity involves measuring and counting, it will provide practice with other math concepts.

### What to do

This activity will require some work by the **Parent** *prior* to beginning the activity with their **Child**. **Parents** will measure (8 to 10 items) and cut string to length of the object. (It might be wise to allow the HIPPY **Child** to watch the **Parent** measure, so they will know what objects were measured in the room.) Sites may choose to provide string/yarn to the families.

(Page 6, #1) The **Parent** may have to guide the **Child** to what objects have been measured in the room or how it was measured.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Life Science

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### What your child will learn from this activity

We are building and reinforcing on the previous living things activity.

## What to do

(Page 8, #2) Make sure the **Parent** understands repeating the questions for each animal:

- What animal do you think likes a tree, eats seeds and lives in a nest?
- Which picture shows a living thing that likes sun, needs water and lives in the dirt?
- What living thing likes water, eats worms, and lives in the algae?

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Parachute Play

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### What your child will learn from this activity

We are building and reinforcing on the previous parachute activities. Encourage the **Parent** to take pictures if their **Child** engaged in parachute play.

### What to do

Make sure the parachute (sheet, blanket, fabric, etc.) is large enough for both **Parent** and **Child** to be under the parachute.

### Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *Stella and the Kittens*

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### What your child will learn from this activity

Imagination and creativity are important to develop in a child. Both of these skills allow the **Child** to be an original thinker and to understand that there isn't always one right answer to every situation.

### What to do

A series of questions are asked about the kind of pet the **Child** would choose to have. Encourage the **Parent** to write down the responses.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## My Alphabet Book

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Have the **Home Visitors/Parent** demonstrate writing the letter W. Did they form the letter using the correct order of strokes 1,2,3,4? It is important to help guide the **Child** in forming the letter correctly.

## Contents

**TIP** Have **Home Visitors** discuss the benefits of art:

- **Children** can express their feelings in a safe way.
- Practice fine motor control and strengthen eye-hand coordination.
- Develop an awareness of colors, shapes, forms, lines, etc.
- Allowed to make choices and solve problems.
- Seeing others have different points of views.
- Making connections between art and math, language, science, etc.

**TIP** Building Language is important. Introduce this website, [Building Language for Literacy](#), to **Home Visitors** and families. If technology is available (SMART Board) use this website during a group meeting.

## Literacy, *Stella and the Kittens*

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### What your child will learn from this activity

Reading pictures offers a way for the **Child** to partner with you in reading a book aloud. As the **Child** follows your finger along with the text, they can “read” the pictures in partnership with the parent who reads the print. This activity will reinforce to the **Child** that print carries concepts; and how print moves across the page, as they follow your finger to the next picture.

### What to do

The story *Stella and the Kittens* will be reviewed this week by making a book about the story.

(Page 3, #3) It is very important the **Parent points** to the words as they read. They are reinforcing print concepts and allowing the **Child** to know when it is their time to read the picture.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Measuring

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### What your child will learn from this activity

Learning to measure is a skill that must be taught – it is not an intuitive skill.

Practicing will help reinforce the steps of measuring.

### What to do

This activity will allow the **Child** to examine and learn about a ruler. After role-playing this lesson review what steps were covered:

- We discussed the purpose of a ruler.
- Introduced the concept of inch.
- Learn to read the ruler from left/to right (as we measured)

We begin by measuring concrete (real objects) and then on **Activity Sheet 3** pictorial representations. What would be the strategy to a **Child** having trouble measuring the pictures on **Activity Sheet 3**? Answer – measure more concrete items.

**Note:** The ruler (on page 7) can be made sturdier by gluing it to cardstock or a cereal box, etc. and cutting it out again.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Life Science

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### What your child will learn from this activity

Define **inventive spelling** for **Home Visitors**. Inventive spelling or phonetic spelling, is when **Children** listen to the sounds they hear in words and write down the letters that make those sounds.

Additional resource: [Reading Rockets Article on Inventive Spelling](#)

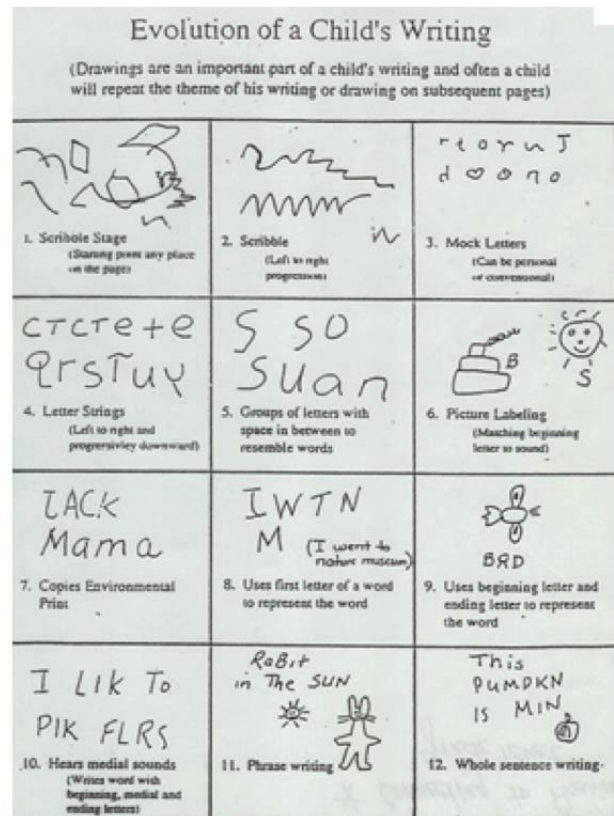
### What to do

**Parent** and **Child** will name the bugs in each picture on **Activity Sheet 4**. They will talk about the bug (does it have legs, wings, etc.) and how does the bug move.

(Page 10, #3) **Parent** will need a clear container (with a lid). Together they will go outside to catch their own bug to observe. **Home Visitors** need to help guide **Parents** in finding a clear (see through) container to complete the activity. In addition, talk about possible places we might find bugs (example under a tree, potted plant, etc.) **Home Visitors** should make sure they have individualized the items needed for each home. Guiding the **Parent** in choosing the items they will need helps insure success of the activity.

**In the Home role play suggestion for this activity** – For a prop – use a plastic bug in a clear container to represent the insect the **Parent** and **Child** will catch outside.

(Page 11, #4) The **Child** will write a few things about what they observed. This writing is the **Child's** and there will be many different stages of writing. Encourage **Parents** to allow their child the opportunity to “write” about the insect. **Home Visitors** should help **Parents** understand that writing has many stages. Talk about the stage of writing the **Child** is demonstrating. What do **Parents** think they will see?



**Note:** Sites may choose to purchase inexpensive bug jars for this activity. Oriental Trading offers discounts for larger quantities.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Obstacle Course

### What your child will learn from this activity

The obstacle course is a fun way to assess the gross motor skills the **Child** has learned over the 25 weeks in HIPPIY. They will crawl, jump, hop, run, etc. as they complete the course. (Compare this obstacle course with the Year 1 obstacle course (week 26). What is different?



## What to do

This activity requires a little pre-planning before role-play. Complete the following steps as a group. It will help all **Home Visitors** gain a better understanding of the activity and how to role play with a parent:

### Outside

Think about HIPPY homes and brainstorm items that could be used to create an obstacle course outside:

1. What could be substituted for walking on a hose? *Line drawn in dirt*, sidewalk chalk, etc.
2. What could be substituted for chairs and a broom?
3. What could we hop into? Make circles with strings, hula hoops, draw a circle in the dirt, sidewalk chalk, towels, etc. or Squares made from sticks
4. What could we jump and hit? Do they have balloons and yarn?

The purpose of this pre-planning is to allow **Home Visitors** to brainstorm substitutions for the materials needed to construct the obstacle course. Guide **Home Visitors** to consider their HIPPY homes and what would be available. Be mindful of safe substitutions.

Now choose two **Home Visitors** and role-play **What to do beginning** with #1. **You will** complete the obstacle course you have constructed in the training room.

**Special Note:** Encourage the **Parent** to take pictures of their obstacle course or review with **Parent** what items were used to create their obstacle course. Did the **Child** enjoy? What materials did they use? The feedback from **Parents** will help give your **Home Visitors** additional ideas of substitutions that can be shared.

## Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *Stella and the Kittens*

---

### What your child will learn from this activity

The **Child** will use puppets to act out the story. Puppets add a new and exciting element to children's language. Through puppets, **Children** feel empowered to speak and behave on behalf of the character they are portraying. **Children** can pick up a puppet, begin speaking in a different voice, and quickly adopt the personality of the character

they are portraying. Example: Stella or the Nolan and Gia (the children).

### **What to do**

(Page 18) **Note:** Parenthesis instruction state – Whoever has the children puppet starts the play.

Sites may choose to provide craft sticks to make the puppets easier to hold.

### **Things to think about and do**

Reinforce the **Things to think about and do** activities.

## **My Alphabet Book**

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Many **Children** have trouble “crossing” the x. There is a developmental approach to introducing line formations. As **Children** learn to write they are first able to write vertical lines, then horizontal lines, and circular lines. Integrating two diagonal lines to make an X doesn't come until later.

## Contents

- TIP** Sometimes we forget to explore the most obvious – what is around us in our local community. Remind **Home Visitors** what is “old news” to an adult may be very new and exciting to a child. Brainstorm with **Home Visitors** interesting places the **Parent** and **Child** might visit in your local community; museums, local parks, etc.
- TIP** Review the Math Scope and Sequence in the **Home Visitor** Guide. We have covered many math concepts in the Year 1 and Year 2 curriculum. Math knowledge is increased when the activities are meaningful – used in a real life situation. Discuss ways that Math can be used in meaningful way with **Children**.

## Literacy, *What I Saw*

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### What your child will learn from this activity

This is the last book in the Year 2 curriculum. Read the **Dear Families** page (located on the inside cover) for information pertaining to this new book. **Home Visitors** might have the **Parent** read and demonstrate ideas gained from the Sharing Books sheet.

**Note:** Ms. Hart’s class will visit animals located across the United States during *Show and Tell*. This will provide an opportunity for the HIPPIY **Child** to learn about animals from different parts of the United States.

### What to do

After reading the new story, *What I Saw*, the **Parent** and **Child** are going to make a non-fiction book. This book will be a work in progress as the **Parent** and **Child** add pages, for the next three weeks (Weeks 27, 28 and 29 – Language and Literacy). This week we will focus on the cover page. Have **Home Visitors** review the activity and point out examples of book knowledge -author, cover of the book, illustrator, dedication, a picture, etc.

It is important **not** to pull this page. The **Parent** and **Child** will work on the nonfiction book over the next few weeks. Review the progress, but leave the page in the home.

Reinforce the **Things to think about and do** activities. Have **Home Visitors** share one of their favorite children’s book or author. Examples might be: Mo Willems books, A Ball for Daisy – Caldecott medal winner, Scaredy Squirrel by Melanie Watts

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Patterns

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### What your child will learn from this activity

Patterns are things that repeat; relationships, and functions are things that are connected by some kind of reason. They help us feel confident and capable of knowing what will come next, even when we can't see it. Discuss with **Home Visitors** different patterns used in math: AB, ABC, AAAB, AABC, ABB, AAB, ABCC and AABB patterns. What kind of pattern is on page 7, #2? Answer: AAB pattern. We know the circle comes next in the pattern.

### What to do

Be sure to remind the **Home Visitor/Parent** how important it is to say the pattern aloud. If a **Child** had trouble understanding what comes next, repeat the pattern again. The **Child** will complete the pattern by drawing the next item.

Page 8, #4 the **Child** will place pictures from **Activity Sheet 2** to complete the pattern.

**Note:** There is no line to write the name on. Have the **Child** write their name on the dotted line by the week #.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Nature

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### What your child will learn from this activity

**Children** will go outside and look at all textures that surround where they live. What kind of words will the **Child** use to describe the objects? Examples: hard, soft, rough, bumpy and smooth. As your **Home Visitor** role-play the activity during training alter the pressure of their crayons to get different types of rubbings. If they press hard, it will create a strong image, and softer strokes create a soft, blurry image.

**Note:** You may need to define the term texture for the child. Texture is how something (a surface) feels when you touch it.

### What to do

**Home Visitors** should help the **Parent** identify different textures around the outside of their home. Sidewalks, trees, flowers, leaves, etc. The **Parent** will help the **Child** by holding the paper as the **Child** rubs the over the paper with a crayon.

**Note:** Ask the **Parent** to save the papers they completed the rubbings on. Some sites make an end of the year booklet and these rubbings would be a nice addition.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Obstacle Course

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### What your child will learn from this activity

Talk with **Home Visitors** how HIPPY integrates multiple domains/skills into an activity. Have **Home Visitors** find examples of numeral recognition, number sequence, gross motor, spatial perception, eye hand coordination, etc. in the Motor activity.

**Note:** Do some of the HIPPY **Children** have trouble balancing? Are they able to stand on one foot for 10 seconds? Strengthening the core muscles improves balance. The crab walk (page 16, #5) is a core strengthening activity. A possible staff development idea: have an Occupational Therapist come and talk with HIPPY **Home Visitors** about how the activities in the obstacle course are beneficial to a child's academic development.

### What to do

This activity requires a little pre-planning before role-play. The **Home Visitor** will setup 6 stations prior to roleplaying the activity: (If possible role-play outside.)

Station 1 – activity card only

Station 2 – activity card and a ball

Station 3 – activity card only

Station 4 – activity card, 4 beanbags and a bucket

Station 5 – activity card only

Station 6 – activity card only

Page 6, #1 The **Parent** and **Child** will walk through and identify all the cards (number and activity). The walk through is very important for **Parent** and **Child** to know “where to go.” Then the **Parent** and **Child** will go back to number 1 and begin the activity.

### Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *What I Saw*

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### What your child will learn from this activity

Review the vocabulary terms (front cover) and have Home Visitors demonstrate knowledge of how to introduce the new vocabulary words – **After reading the storybook with your child....**

**Possible training extension:** Read a non-HIPPY book and have the **Home Visitors** identify possible new vocabulary. Have each **Home Visitor** demonstrate how to introduce the new vocabulary words.

### What to do

The focus will be on the animals shared by the children during Show and Tell.

Mammal may be a new word to the **Child**. The story gives a brief definition on pages 12 and 13 – Mammals have fur. The activity will go into more depth (bottom of page 18) explaining more characteristics of a mammal.

**Activity Sheet 5** will be reviewing/reinforcing what the **Child** learned about mammals. If the **Child** has trouble answering the questions, the parent might review what makes a mammal special at the bottom of page 18.

This page will be added to the cover page completed earlier this week. It is important **not** to pull this page. The **Parent** and **Child** will work on the nonfiction book over the next few weeks. Review the progress, but leave the page in the home.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## My Alphabet Book

---

Brainstorm with **Home Visitors** ways to use the alphabet pages to increase letter recognition. The **Parents** should almost have their alphabet book completed.

## Contents

**TIP** Review the following benefits of playing games with **Home Visitors**:

- number and shape recognition, grouping, and counting
- letter recognition and reading
- visual perception and color recognition
- eye-hand coordination and manual dexterity
- social skills (communicating verbally, sharing, waiting, taking turns, etc.)
- the ability to focus, and lengthen your **Child's** attention span

**TIP** Nature learning happens whenever children are outdoors. Review with **Home Visitors** what the research says on the benefits of being outdoors.

- **Children** with symptoms of Attention Deficit Hyperactivity Disorder (ADHD) are better able to concentrate after contact with nature (Faber Taylor et al., 2001).
- **Children** with views of and contact with nature score higher on tests of concentration and self-discipline. The greener the view, the better the scores (Faber Taylor et al., 2002; Wells 2000).
- **Children** who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often (Fjortoft 2001; Grahn et al., 1997).
- Exposure to natural environments improves **Children's** cognitive development by improving their awareness, reasoning, and observational skills (Pyle, 2002).
- Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder (Cobb, 1977; Louv, 1991). Wonder is an important motivator for lifelong learning (Wilson, 1997).

Cited Source: *Real Science in Preschool: Here, There, and Everywhere*, by Polly Neill, HighScope Press, 2008.



## Literacy, *What I Saw*

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### What your child will learn from this activity

Review the **Home Visitor** Guide Scope and Sequence (page 9) and discuss the activities covered in the **Literacy** domain. Ask **Home Visitors** to give an example of a skill. **Example:** Give me an example of where we see letter knowledge in this Literacy activity.

### What to do

The focus will be on birds. The story gives a brief definition on pages 6 and 7 – Birds lay eggs and have feathers. The activity will go into more depth (middle of page 3) explaining more characteristics of a bird.

It is important **not** to pull this page. The **Parent** and **Child** will work on the nonfiction book over the next few weeks. Review the progress, but leave the page in the home.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Patterns

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### What your child will learn from this activity

Review the **Home Visitor** Guide Scope and Sequence (page 10) and discuss the activities covered in the **Math** domain. Ask Home Visitors to give an example of a skill. **Example:** Give me an example of where we see **sorting** in this **Math** activity.

### What to do

The patterns covered in this activity are AAB, AABB, and AB. Be sure to remind the **Home Visitor/Parent** how important it is to say the pattern aloud. If a **Child** had trouble understanding what comes next, repeat the pattern again. The **Child** will complete the pattern by drawing the next item.

Page 7, #4 the **Child** will create his/her own pattern on **Activity Sheet 3**.

**Note:** It is important to use one color for the rectangles, one color for squares and one for the circles.

Page 7, #5 **Parent** and **Child** will use the cut-out shapes (**Activity Sheet 2**) to copy the pattern at the bottom of page 7

Page 8, #6 It is important to repeat the pattern 2 or 3 times.

**Note:** It is important to use one color for the rectangles, one color for squares and one for the circles.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Nature

---

### What your child will learn from this activity

How did the texture activity go last week? Did a **Home Visitor** work with a practice **Child**? Have them discuss the results of the activity.

### What to do

The **Parent** and **Child** will make a list of possible different texture items they may find outside. This list will be recorded on **Activity Sheet 4** prior to going outside for the scavenger hunt. Taking the recording sheet and a paper bag (something to hold the items found) you will walk outside and try and find items on the list.

Page 12, #3 The **Parent** and **Child** may or may not find all the items recorded on **Activity Sheet 4**.

Page 13, #4 The **Parent** and **Child** will observe the items collected and talk about the differences. Sites may choose to provide magnifying glasses or instruct the **Parent** how to make a magnifying tool (Instructions found in the **You will need** section)

If your area has a local [\*Modern Woodman\*](#) group, this company has a wonderful Ecology Awareness Program. Through a local representative, HIPPY sites are able to complete a request for a variety of resources. Magnifying glasses are available for the pre-K ecology awareness.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Obstacle Course

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### What your child will learn from this activity

Review the **Home Visitor** Guide Scope and Sequence (page 10) and discuss the activities covered in the **Physical and Motor** domain. Ask Home Visitors to give an example of a skill. **Example:** Give me an example of where we see **fine motor control** in this **Motor** activity.

### What to do

This activity requires a little pre-planning before role-play. The **Home Visitor** will place the number cards (1 through 12) in a 4 x 3 grid (one foot apart) on the floor. The suggestion is to tape the numbers to the floor – this will keep the numbers from moving as the Parent and Child play the game. Point out to **Home Visitors** the grid will be in random order not in numerical order.

The **Child** will hop through the numbers in numerical order. Remind Parents to give their **Child** time to find the next number.

Page 16, #3 The **Child** will use **Activity Sheet 5** and a pencil to connect all the numbers (in order).

### Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *What I Saw*

---

### What your child will learn from this activity

Review the **Home Visitor** Guide Scope and Sequence (page 10) and discuss the activities covered in the **Language** domain. Ask **Home Visitors** to give an example of a skill. **Example:** Give me an example of where we see **listening skills** in this **Language** activity.

### What to do

The focus will be on the animals shared by the children during Show and Tell.

Reptile may be a new word to the child. The story gives a brief definition on pages 9 – Reptiles have dry, scaly skin. The activity will go into more depth (middle of page 20) explaining more characteristics of a reptile.

**Activity Sheet 5** will be reviewing/reinforcing what the **Child** learned about reptiles. If the **Child** has trouble answering the questions, the parent might review what makes a reptile special (middle of page 20.)

This page will be added to the cover page completed earlier this week. It is important **not** to pull this page. The **Parent** and **Child** will work on the non-fiction book over the next few weeks. Review the progress, but leave the page in the home.

**Home Visitors** should review the progress of the book. Next week we will put our non-fiction book together.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## My Alphabet Book

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Our last letter and the alphabet book should be complete. This is the last activity for this series. Week 29 and Week 30 do not have an alphabet page activity. Sites may want to use these last two weeks to show ways for the family to use the Alphabet Book they have created over the last 28 weeks. Brainstorm with **Home Visitors** how the alphabet book could be used. Here are a few suggestions...

- If the **Child** is having trouble with letter recognition we could....
- If the **Child** is unable to write the letters in his name we could....
- I want to teach my **Child** the alphabetical principle we could.....

## Contents

- TIP** Ask the **Parent** what she has done to promote writing in their home. Does she have a variety of materials set aside that will allow the **Child** to use, or do they keep these items out of reach?
- TIP** Ask the **Parent** how the **Child** does with winning or losing playing games. **Children** take game playing seriously, so it's important that we help guide them. Think about a game of Chutes and Ladders, when a **Child's** playing piece falls to a lower level, our kids really feel sad; when it rises up high, they are remarkably proud and happy, even if we adults know that it happened only by chance. Therefore, you need to help balance your **Child's** pleasure in playing the game with his very limited ability to manage frustration and deal with the idea of losing.

## Literacy, *What I Saw*

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### What your child will learn from this activity

Ask **Home Visitors** which HIPPY book is their favorite. Ask them to explain why?

### What to do

The focus will be on fish. The story gives a brief definition on pages 20 and 21 – Fish have fins and swim. The activity will go into more depth (top of page 3) explaining more characteristics of a fish. **Activity Sheet 1** will be reviewing/reinforcing what the **Child** learned about fish. If the Child has trouble answering the questions, the **Parent** might review what makes a fish special (top of page 3.)

It is important **not** to pull this page. The **Parent** and **Child** will work on the non-fiction book over the next few weeks. Review the progress, but leave the page in the home.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Patterns

---

### What your child will learn from this activity

Ask **Home Visitors** which Math activity is their favorite. Ask them to explain why?

### What to do

Page 6, #1 **Parent** and **Child** will color the shapes on **Activity Sheet 2 and 3**. **Children** will only color one page. **Parent** will color the other shape page.

Page 7, #4 It is important that the Parent name the color and shape pattern aloud when naming the pattern.

Page 8, #8 The **Parent** and **Child** will use the white (uncolored) side of the shapes to make a pattern. The **Child** will name each shape as she adds to the pattern.

It is important to repeat the pattern 2 or 3 times.

By week 29 the HIPPIY **Child** should be able to identify each shape by name.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Nature

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### What your child will learn from this activity

Ask **Home Visitors** which **Science** activity is their favorite. Ask them to explain why?  
Example: A favorite might be the water and oil and the effects of the salt when sprinkled over the oil – lava effect. Did your staff try the extension that was suggested involving water, pepper and dishwashing detergent?

### What to do

The **Parent** and **Child** will go outside to collect 10 items to take back into the home and observe. It is acceptable to collect some of the items from last week on the **Child's** walk, but **Parents** should encourage the **Child** to find different items also.

Page 13, #4 **Parent** and **Child** will sort the ten items into groups. You will sort by how they are alike. (Example: wood, green, brown, etc.)

Page 14, #5 **Parent** and **Child** will sort the ten items into groups. You will sort by how they feel or by patterns. (Example: hard, rough, smooth, soft, green, brown, etc.) The

**Child** will choose the last way to sort the 10 items. Encourage the **Parents** to accept the answers as long as the idea is based on sorting.

**Home Visitors** should take 10 items, common to their area (remember they are to collect from the outdoors), to roleplay this activity. Also, **Parent** and **Child** may choose to sort the items (page 13, #4) by texture. If so, when sorting items, (page 14, #5) sort the items by patterns.

**Note:** Patterns are everywhere, but often adults forget to look. How will you see patterns in nature? Example: bumpy (pine cone), swirls, lines, etc.

Google or access this site [Patterns in Nature](#) to find patterns found in nature.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Obstacle Course

---

### What your child will learn from this activity

Ask **Home Visitors** which **Motor** activity is their favorite. Ask them to explain why? Which is their least favorite? Why?

### What to do

This activity requires a little pre-planning before role-play. The **Home Visitor** will prepare a golf club in advance. Wrapping paper tubes, a yardstick, a empty laminator role (found in schools), etc. Brainstorm with **Home Visitors** other items that may be used to form the handle of the “golf club.” Also, the cardboard for the end of the “golf club” needs to be made from heavier piece of cardboard **and taped securely** to the handle. **Home Visitors** and **Parents** will also need 8 plastic numbered cups (Parents could use cups, containers, etc. from the home and tape numbers on the cup).

Important Note: The paper balls need to be small enough to hit into the numbered cups.

Sites may choose to provide or brainstorm other substitutions.

The **Child** will hit the paper ball with the golf club into the cups. This may be difficult, but fun to practice.

**Home Visitors** need to help the **Parent** decide what they will use to make the golf club and provide or give examples on numbering the cups.

## Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, *What I Saw*

---

### What your child will learn from this activity

Ask Home Visitors which **Language** activity is their favorite. Ask them to explain why?

### What to do

The focus will be on the animals shared by the **Children** during Show and Tell. Amphibians may be a new word to the **Child**. The story gives a brief definition on pages 16-17 – Amphibians lay eggs in water and have smooth skin. The activity will go into more depth (bottom of page 17) explaining more characteristics of an amphibian.

**Activity Sheet 4** will be reviewing/reinforcing what the **Child** learned about amphibians. If the **Child** has trouble answering the questions, the parent might review what makes an amphibian special (bottom of page 17.)

Page 19, #5 We will put our non-fiction book together beginning with the cover page.

Do not take the book up, but review and leave in the home.

## Things to think about and do

Reinforce the **Things to think about and do** activities.



## Contents

**TIP** Offer information, flyers, etc. pertaining to library summer reading programs. Many communities have wonderful summer programs, which provide reading enrichment opportunities. To encourage summer reading, share the following information with **Home Visitors** and **Parents**.

Let's figure it out – mathematically!

Student A reads 20 minutes five nights of every week;

Student B reads only 4 minutes a night....or not at all!

**Step 1: Multiply minutes a night x 5 times each week.**

Student A reads 20 minutes x 5 times a week = 100 minutes a week

Student B reads only 4 minutes x 5 times a week = 20 minutes or less.

**Step 2: Multiply minutes a week x 4 weeks each month.**

Student A reads 400 minutes a month.

Student B reads 80 minutes a month or less.

**Step 3: Multiply minutes a month x 9 months in a school year.**

Student A reads 3600 minutes in a school year.

Student B reads 720 minutes or less in a school year.

**Step four: Divide by 360 (there are approximately 360 minutes in a school day)**

Student A practices reading the equivalent of ten whole school days a year.

Student B gets the equivalent of only two school days or less of reading practice.

**Step five: Multiply by 6 (for child going from Kindergarten through 5<sup>th</sup> grade)**

By the end of 5th grade, if Student A and Student B maintain these same reading habits,

Student A will have read the equivalent of 60 whole days.

Student B will have read the equivalent of only 12 school days or less.

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

**Some questions to consider?**

- 1) Which student would you expect to read better?
- 2) Which student would you expect to know more?
- 3) Which student would you expect to write better?
- 4) Which student would you expect to have better vocabulary?
- 5) Which student would you expect to be more successful in school...and in life?

**TIP** Remind **Parents** to review the Tip and extensions from the Year 2 curriculum over the summer. Many of these activities can be repeated and reinforce the concepts for the **Child**.

## Literacy, *What I Saw*

---

### What your child will learn from this activity

Encourage the **Parent** to read non-fiction to their **Child**. One way to make this fun is to relate the non-fiction book on a fiction book the **Child** likes. If the **Child** enjoys stories about horses, find non-fiction books to learn more about horse. The local library will have a wonderful selection and many books can even be found online – free.

### What to do

**Parent** and **Child** will review the animals in the story *What I Saw*. The **Child** will identify the animals in the book by the names: mammal, fish, amphibian, reptile, etc.

On **Activity Sheet 2** the **Child** will sort the animal cards cut out from **Activity Sheet 2** into 5 columns. Note: The top cards are animals from the story and are for the #3 activity and the bottom animal cards are for # 4 activity. *Cut out one set at a time.*

Page 4, #4 The **Child** will look at the animals not included in the story *What I Saw* and using the knowledge gained determine which group they belong to. Example: mammals, amphibians, reptiles, etc.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Math, Patterns

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### What your child will learn from this activity

Have **Home Visitors** share a summer fun math activity. Example: Estimate how many seeds in a watermelon piece before you eat it.

### What to do

Page 8, #1 **Parent** and **Child** will make a “sound” pattern. Using the shapes to help them determine what action: circle = clap, square = pat on knees. This activity requires the child to read a symbol to determine what sound to make for the pattern.

Page 9, #2 **Parent** and **Child** will use the front cover of their alphabet book to choose a letter and then determine what sound should be made. Example: A = stomp, C = clap.

The **Parent** may need to write the letter the **Child** chooses on small separate pieces of paper. This would allow the **Child** to place the letters on the line on the music sheet. This will provide an added visual for the **Child**. Some **Children** may not need this step. **Home Visitors** should consider each individual **Child** and where the **Child** is developmentally.

You will continue alternating between the shapes and letters until the lines on **Activity Sheet 3** are full.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Science, Nature

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### What your child will learn from this activity

A nature journal will foster early writing. Recording their observations will allow the **Child** to return and look again at his items – time to think and add more information.

### What to do

The **Parent** and **Child** will go outside to collect items from nature to make a journal.

**Activity Sheet 4** will be used for the nature journal cover. Additional pages will be folded and used to draw/write about the objects they found. Sites may want to have a few blank sheets of paper available for families that might not have extra. (Old activity sheets can be used, but when folded the print would show on one page.)

Page 12, #4 The **Child** will draw/write about items found on his nature walk. Remind parents it is okay if the drawing is basic and even unrecognizable. Just encourage the **Child** to notice details and to try to include them in the drawing. Example: veins in a leaf = lines in their drawing. As the **Child** talks about his drawing, the **Parent** can reinforce by writing it on his nature page.

### Things to think about and do

Reinforce the **Things to think about and do** activities.

## Motor, Moving with Scarves

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### What your child will learn from this activity

Have **Home Visitors** share a summer fun Motor activity that the families could play over summer break.

## What to do

Very little pre-planning will be needed before role play this week. All that will be required is a scarf. The **Child** will move the scarf up and down slowly to music.

## Things to think about and do

Reinforce the **Things to think about and do** activities

## Language, My Favorite Book

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### What your child will learn from this activity

Ask **Home Visitors** which HIPPY storybook was their favorite. Ask them to explain why?

## What to do

The **Home Visitor** role playing will choose their favorite book to role play this activity. Make sure and have all of the books used in Year 2 available for them to choose from. The **Parent** and **Child** will review the following information:

- Title
- Author
- Illustrator
- Cover of the book – what do we notice
- Title page

After reading the book chosen the **Child** will:

- Tell what they liked about it
- What happened in the beginning, middle and end
- Who were the characters

Page 18, # 7 The **Child** will talk about his favorite HIPPY activity and why he liked the activity.

The **Child** will draw a picture about his favorite story or activity **on Activity Sheet 5**.

Encourage the **Parent** to write down the responses on pages 17 and 18. Does the **Child** know what an author and illustrator do? Were they able to tell what happened at the beginning, middle and end of their favorite story? Do they know who the characters were? It will be interesting to see what the **Child** remembered and his views on what was his favorite book/activity.

## Things to think about and do

Reinforce the **Things to think about and do** activities.

## Review: Weeks 21-30

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This review is the third (of 3) included in the Year 2 curriculum. The purpose of each review is to allow parents and home visitors to see progress and identify skill areas that need additional practice. Home visitors should review the results with the parent. The review will allow the home visitor and parent to target areas (language, math, motor, etc.) where the child/parent might need additional help.

It is important for the home visitor/parent to know what the child understands, but it is equally important to know “what to do” if the child needs additional help. Again, the links in the Glossary, along with internet searches can help provide techniques for increasing the child’s skill development in identified areas.

The result of the reviews should be an opportunity for home visitors and parents to discuss what the child has learned the last few weeks. The review can provide confirmation for families that their child is on track. Praise the parent for their hard work these last few weeks!

Sites may collect the results on an Excel spreadsheet and use the information to assess the progress of all the families.

**Note:** Some sites may decide to allow home visitors to administer the HIPPY Review.