



Coordinator Guide

Year 1 and 2



Language



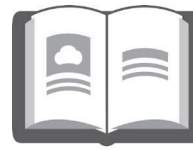
Math



Science



Motor



Literacy

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SECTION I

INTRODUCTION

The purpose of the Coordinator Guide is to provide an overview of the curriculum, glossary and guidance to the weekly packets. The Guide also includes access to on-line resources and training strategies for running effective weekly staff trainings.

- Every Coordinator must have a copy of the Guide available at staff meetings. The Guide may be printed or downloaded to an electronic device (laptop or tablet), whichever makes sense for the coordinator.

The [Home Visitor Guide](#) is designed as resource for home visitors. It will have some of the same components as the Coordinator's Guide (Scope and Sequence, Curriculum Domains, Glossary), as well as brief descriptions of the Essential Features of the HIPPY model plus best practices related to role play and home visits.

APPROACH TO THE CURRICULUM

The approach taken in the HIPPY curriculum included many aspects of early childhood and family development theory and research. *The HIPPY Early Childhood Education Learning Goals* was a guiding document in the revision project, providing the framework for the domains and activities in the curriculum. The Head Start Early Learning Framework and early childhood learning standards of several states were reviewed to ensure the HIPPY curriculum revisions will allow children to develop the fundamental skills designated by state and federal entities.

The Common Core Standards for kindergarten were reviewed to make certain the early learning skills presented in the curriculum were aligned with the kindergarten standards. A review of prominent early childhood education practices and approaches such as Dialogic Reading, NAEYC Position Statements and Standards, STEM (Science, Technology, Engineering and Math), and the Let's Move Initiative were consulted.

The following values were paramount during the revision process:

Parents are their children's first and most important teachers: Parents are the experts on their children and they are competent teachers. The HIPPY curriculum, home visitors, and program provide support for the parent through the teaching process.

The curriculum is scripted to help parents deliver the lessons to their children with confidence: Many of the questions parents ask have correct answers. However, the script also allows for parents to use open-ended questions (questions that require more than yes/no or one word responses) to encourage creative thinking and independent problem solving. The curriculum gives parents tools and suggestions to encourage their children to explore, ask questions and make choices.

The curriculum still facilitates the use of the child's home environment and outside world to promote discovery. Parents are guided to help their children find answers through "trying new things" and hands-on explorations, as the HIPPY curriculum encourages conversation, communication, interaction, and observation with the child.

The format of the HIPPY activities helps parents observe their children's learning styles and focus on the child's accomplishments. Parents are encouraged to talk with their home visitors about their child's strengths and areas of development.

Children are competent learners: Children have an innate predisposition for learning. Besides the actual activities, the curriculum has additional ideas at the end of each activity to extend learning throughout the week. Parents are encouraged through interaction and observation, to look for and expand upon things their child seems to find interesting. Expanding upon a child's interests encourages the development of a lifelong love of learning.

Children learn through play and hands-on participation in activities, inquiry, and exploration: Through the use of hands-on activities and manipulatives, children engage in active learning. Because children learn about their world through sensory experiences, manipulating real objects in the activities allows them rich and interesting learning experiences. The Year 1 curriculum requires additional supplies to provide a larger number of hands-on activities that are interesting to the child and meaningful to the parent.

CURRICULUM OVERVIEW

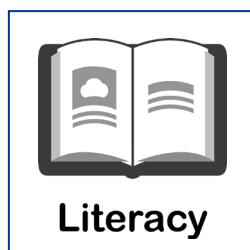
The curriculum is presented through five domains: The material in the HIPPY curriculum is presented through the key learning areas of literacy, language, science, motor, and math to expose children to a variety of activities that build and reinforce school readiness skills.

- An activity in each domain is incorporated into every weekly packet for a total of five activities per week. An additional alphabet page is added in weeks 4-30 in the Year 2 curriculum.
- The domains are designated by icons in the upper right corner of the packet pages to help parents distinguish the beginning and end of the activities.
- The activities for each domain are presented in units.
- Each activity also integrates many different skills,
- Activities which develop skills in other critical domains: cognitive, social-emotional and creativity are integrated throughout the weekly packets.

Components of each curriculum packet. The features below are now part of each activity packet:

- **Tips** – on the Contents page of each packet give parents additional information on the skills being presented or parenting hints on different topics
- **What your child will learn from this activity** – is a basic description of the skills that will be practiced in each activity. This helps the parent to become familiar with early childhood education terms and helps them to know what the focus of each activity is.
- **What to do** – is the “script” and is role-played verbatim.
- **Things to think about and do** – are the extension activities and are added to the end of each activity to encourage parents to generalize the activities to other parts of their days.

DOMAIN: LITERACY



Literacy is the ability to read and write. Early literacy encompasses the learning about reading and writing that occurs before a child enters school. Some early literacy skills are book handling, story comprehension, picture reading, and scribbling. Reading to children and talking about books is fundamental to developing an early interest in learning to read and is therefore a key element in HIPPY.

Activities in the literacy domain are centered on the books. Repeated readings of the books, along with the accompanying activities, build children's comprehension of the stories and familiarity with print. Parents are introduced to the technique of basic dialogic reading, a research-based reading technique that supports oral language and concept development through talking about books.

Emergent writing skill building is sequenced throughout the curriculum, as children watch their parents write and spell their names, trace letters in flour, practice writing the first letter in their name and then begin writing other letters in their names by the end of the year.

Several resource sheets are available to help parents support their children's early literacy skills:

- Resources for Families: What is good about sharing books? (in the Yr 1 Wk 5, and Yr 2 Wk 1 packets and referred to with each new book)
- Resources for Families: Supporting Your Child with Writing (handout with Yr 1 Wk 15)
- Resources for Families: Supporting Your Child with Cutting (handout with Yr 1 Wk 17)

Year 1 Literacy Domain Units and Activities

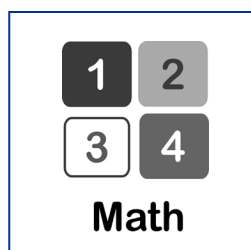
Weeks 1-4	<i>Where's Spot</i>	Week 1: <i>Where's Spot</i> Introduction Week 2: <i>Where's Spot</i> Picture Reading Week 3: Make a <i>Where's Spot</i> Book Week 4: Make a Bed for Spot
Weeks 5-7	<i>Jump, Frog, Jump!</i>	Week 5 : <i>Jump, Frog, Jump</i> Introduction Week 6: Jumping Like a Frog and Rhyme Week 7: Animal Stick Puppets
Weeks 8-10	<i>Ten Black Dots</i>	Week 8: <i>Ten Black Dots</i> Parts of the Book Week 9: Squares and Circles Week 10: Make a <i>Ten Black Dots</i> Book
Weeks 11-14	<i>My Five Senses</i>	Week 11: <i>My Five Senses</i> Introduction Week 12: Touch: Hard and Soft Week 13: Hearing: Make a Drum Week 14: Senses and Parts of the Body
Weeks 15-17	<i>Is Your Mama a Llama?</i>	Week 15: <i>Is Your Mama a Llama</i> Introduction Week 16: Animals and Where they Live Week 17: Create an Animal Book

Week 18-20	<i>The Snowy Day</i>	Week 18: <i>The Snowy Day</i> Introduction Week 19: Shapes that make a snowman Week 20: Story Recall
Week 21-24	<i>In the Cow's Backyard</i>	Week 21: <i>In the Cow's Backyard</i> Introduction Week 22: Matching Game Week 23: Ordering Events Week 24: Acting out a Story
Week 25-27	<i>Corduroy</i>	Week 25: <i>Corduroy</i> Introduction Week 26: Making Corduroy a New Button Week 27: Writing a Lullaby
Week 28-30	<i>The Alphabet Parade</i>	Week 28: <i>The Alphabet Parade</i> Introduction Week 29: Practicing Movement Week 30: Rebus Story

Year 2 Literacy Domain Units and Activities

Weeks 1-3	<i>Sounds I Hear</i>	Week 1: <i>Sounds I Hear</i> Introduction Week 2: <i>Animal Sounds</i> Week 3: Transportation Sounds
Weeks 5-7	<i>Sometimes Big, Sometimes Small</i>	Week 4: <i>Sometimes Big, Sometimes Small</i> Intro Week 5: Feeling Big and Small Week 6: Happy and Sad Puppets Week 7: Comparing Big and Small Items
Weeks 8-10	<i>The Alphabet Parade</i>	Week 8: <i>The Alphabet Parade</i> Introduction Week 9: Matching game Week 10: Making a Book
Weeks 11-14	<i>A Surprise for Reggie</i>	Week 11: <i>A Surprise for Reggie</i> Introduction Week 12: <i>A Surprise for Reggie</i> Puzzle Week 13: <i>A Surprise for Reggie</i> Page Hunt Week 14: <i>A Surprise for Reggie</i> Story Map
Weeks 15-17	<i>Down the Path</i>	Week 15: <i>Down the Path</i> Introduction Week 16: <i>Down the Path</i> Memory Games Week 17: <i>Down the Path</i> Story Map
Week 18-20	<i>Maria's School</i>	Week 18: <i>Maria's School</i> Introduction Week 19: <i>Maria's School</i> Puzzle Week 20: Matching Game
Week 21-23	<i>Beware! Ducks Crossing</i>	Week 21: <i>Beware! Ducks Crossing</i> Introduction Week 22: <i>Beware! Ducks Crossing</i> Road Signs Week 23: <i>Beware! Ducks Crossing</i> Story Ordering
Week 24-26	<i>Stella and the Kittens</i>	Week 24: <i>Stella and the Kittens</i> Introduction Week 25: <i>Stella and the Kittens</i> Matching Games Week 26: <i>Stella and the Kittens</i> Book Making
Week 27-30	<i>What I Saw</i>	Week 27: <i>What I Saw</i> Introduction & Animal Book Week 28: <i>What I Saw</i> Birds Week 29: <i>What I Saw</i> Fish Week 30: <i>Sorting Animals</i>

DOMAIN: MATH



Math is the study of measurement, properties and relationship of things using numbers or symbols. Children have a natural propensity to make comparisons, notice similarities and differences in objects and people, and to engage in math activities as they group their toys and materials.

The activities in this key learning area focus on giving children opportunities to explore and manipulate objects in ways that support them in learning about numbers and counting, classifying and sequencing objects, determining spatial relations, comparing and measuring. Toward the end of the year patterning is introduced on a very basic level to help children see relationships and patterns in the world around them, another important skill in developing a strong math foundation for children. In the Classification unit of the Math Domain, colors are introduced. While learning colors is not typically a math-related activity, using colors to classify items and create patterns are math skills. Because the colors and shapes are so closely related in the HIPPIY curriculum, we have introduced colors with the shapes in this domain.

In Year 2, children are introduced to larger numbers, special awareness, sorting and using matrices and simple addition and subtraction.

Year 1 Math Domain Units and Activities

Weeks 1-6	Numbers and Counting	Week 1: Counting Fingers Week 2: Counting Objects Week 3: Hide and Seek Week 4: Play Dough Cake Week 5: Counting Worksheet and Body Week 6: Lunchtime Counting
Weeks 7-16	Classification and Sequencing	Week 7: Classifying Circles Week 8: Classifying Triangles Week 9: Classifying Squares Week 10: Shapes and Number Book Week 11: Classifying Stars Week 12: Classifying Colors: Red Week 13: Classifying Colors: Yellow Week 14: Classifying Colors: Blue Week 15: Classifying Color and Shapes Week 16: Classifying Color and Shapes
Week 17-21	Spatial Relations	Week 17: Up and Down Week 18: Over and Under Week 19: Next to Week 20: In front and Behind Week 21: Forward and Backward
Week 22	Math Concepts	Week 22: Something and Nothing

Week 23-26	Visual Discrimination	Week 23: Same and Different Week 24: Big and Small Week 25: Tall and Short Week 26: Length
Week 27-30	Math Foundations: Patterns	Week 27: Pattern Week 28: Pattern Week 29: Complex vs Simple Pattern Week 30: Pattern Problem Solving

Year 2 Math Domain Units and Activities

Weeks 1-7	Numbers and Counting	Week 1: Counting to 10 with Fingers Week 2: Counting to 10 with Sound Week 3: Counting to 10 with Beans Week 4: Counting to 10 and Cutting Week 5: Making a Matrix 1-5 Week 6: Play Dough and addition Week 7: Counting to 10 Matching
Weeks 8-9	Spatial Awareness	Week 8: Inside and Outside Week 9: Between
Week 10-17	Sorting and Matrix	Week 10: Sorting by Color Week 11: Sorting by Shape Week 12: Patterns and Sorting Shapes Week 13: Recognizing Shapes Week 14: Making a Simple Matrix Week 15: Sorting Containers Week 16: Sorting Large and Small Week 17: Matrix Memory Game
Week 18-22	Numbers and Counting	Week 18: Counting to 20 Week 19: Counting to 20 and Subtraction Week 20: Adding and Subtracting Week 21: More and Less Week 22: More and Less Week 23: More and Less Bean Counting
Week 24-26	Comparison	Week 24: Same and Different Week 25: Measuring Furniture with String Week 26: Measuring with a Ruler
Week 27-30	Patterns	Week 27: Recognizing Patterns Week 28: Making Patterns with Shapes Week 29: Making Patterns with Shapes Week 30: Creating Patterns with Sounds

DOMAIN: SCIENCE



Children have a marvelous sense of wonder and exploration. They are interested in the natural world and enjoy asking questions about the world around them. When we nurture this sense of wonderment we can help to create scientific thinkers who explore, experiment and think logically. The promoters of STEM (Science, Technology, Engineering and Math) education see science education, even in the early years, as a means to improving educational outcomes.

To develop scientific thinking skills, children need to be actively engaged in exploring with different materials, talking about their observations, and reading or listening to stories that encourage asking questions, interpreting and looking for different solutions. The initial science units build on each other as children learn about their bodies, then about self-care and their senses. Children use all of their senses in their explorations as they observe, collect, interpret and record data and draw conclusions. As young children consciously use their senses, they become more aware of their surroundings and begin to understand and appreciate their environment.

In the latter part of Year 1 and in Year 2, many of the activities introduce children to the scientific method. A question or problem is proposed, children are asked to predict an answer or what will happen, an experiment or exploration is conducted, and then children analyze the results and are encouraged to summarize what they learned. The inquiring minds of preschoolers make this a prime time to begin introducing children to these processes that will help them learn about themselves and the world around them.

Year 1 Science Domain Units and Activities

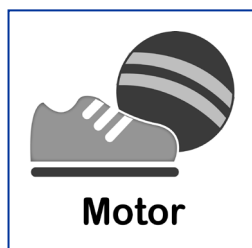
Weeks 1-4	My Body	Week 1: Parts of the Body and Body Outline Week 2: How Parts of the Body Work Week 3: Arms and Their Parts Week 4: Legs and Their Parts
Weeks 5-8	Healthy Habits	Week 5: Washing Your Hands Week 6: Brushing Your Teeth Week 7: Covering Your Mouth and Nose Week 8: How to Take Care of Ourselves
Weeks 9-14	My Senses	Week 9: Using our Senses around the House Week 10: Touch: Powder, Rice, Ice, Cream Week 11: Hearing: Objects in a Jar Week 12: Tasting: Fruit Week 13: Smelling: Spice, Lotion, Flavorings Week 14: Sensory Walk
Weeks 15-18	Living Things	Week 15: Growing Seeds Week 16: Pets and Where They Live Week 17: Growing Seeds Continued Week 18: Farm Animals

Week 19-23	Science Experiments	Week 19: Floating vs. Sinking Week 20: Properties of Water: Liquid and Solid Week 21: Evaporation and Dissolving Solids Week 22: Properties of Air Week 23: Sense of Touch and Water
Week 23-26	Physical Science	Week 24: Types of Soil Week 25: Geology Week 26: Comparing Leaves
Week 27-30	Kitchen Chemistry	Week 27: Making Paste Week 28: Making Slime Week 29: Making Play dough Week 30: Mixing Colors

Year 2 Science Domain Units and Activities

Weeks 1-5	Weather	Week 1: Creating a Weather Chart Week 2: Looking at Forecasts Week 3: Understanding Wind Week 4: Shadow Play Week 5: Making Rainbows
Weeks 6-10	Physical Science	Week 6: Making a Parachute Week 7: Properties of Magnets Week 8: Salt Water and Buoyancy Week 9: Bubble Making Week 10: Using a Scale
Weeks 11-14	Building Structures	Week 11: Making Buildings Week 12: Building Towers Week 13: Making Buildings with Doors Week 14: Bridges, Ramps, and Tunnels
Weeks 15-18	Kitchen Chemistry	Week 15: Making Applesauce Week 16: Removing Corrosion: Salt and Vinegar Week 17: Salt and Oil Bubbles Week 18: Baking Soda Volcano
Week 19-20	Environment: Water	Week 19: Floating and Sinking Week 20: How Water Moves Week 21: How Water Forms Drops Week 22: Boat Making
Week 23-26	Life Science	Week 23: Living and Nonliving things Week 24: Animals and Their Homes Week 25: Matching Animals Week 26: Insects
Week 27	Nature Science	Week 27: Rubbing Bark Patterns Week 28: Scavenger Hunt Week 29: Sorting Week 30: Creating a Nature Journal

DOMAIN: MOTOR



From birth, children eagerly explore how to use their bodies. They examine and perform with concentration the motions that lead to the mastery of fine and large motor movements. Children learn through all of their senses and with their whole bodies as they explore their environments. They gain muscle control and learn how to improve their strength, balance and coordination. As children learn to sit, crawl, walk, or hold a spoon, they lay the foundation for more complex skills like understanding spatial relations, problem solving and learning to write.

The Motor Domain is focused on *gross motor development* with one activity introduced each week. There are several current initiatives and projects in the United States that promote daily active play for children and their families as a way of supporting healthy weight and physical well-being. The HIPPY activities focus on muscle groups in various parts of the body with fun games and activities that families can enjoy together. The motor activities also offer many opportunities to foster listening skills and following directions

In the HIPPY curriculum, activities that promote *fine motor development* are woven throughout the key learning areas. Using the pincer grasp to pick up small objects, coloring, drawing, gluing, cutting and using play dough all contribute to the development of fine motor skills.

Year 1 Motor Domain Units and Activities

Weeks 1-4	Moving My Body	Week 1: Walking around a Circle Week 2: Big and Little Steps Week 3: Walking on Tip-toe Week 4: Play Follow the Leader
Weeks 5-8	Throwing	Week 5: Making a Paper Ball to Play Catch Week 6: Playing Catch Week 7: Following Directions Week 8: Throwing the Ball Week 9: Soda Bottle Bowling
Weeks 10-13	Jumping	Week 10: Show Me How Animals Move Week 11: Directional Jumping Week 12: Jumping Inside and Out Week 13: <i>Are You Sleeping</i> Movement Song
Weeks 14-18	Kicking	Week 14: Pushing a Ball into a Basket Week 15: Kicking Left and Right Week 16: Green Light Go, Red Light Stop Week 17: Kicking a Ball Through Boxes Week 18: Simon Says
Week 18-22	Balance	Week 19: Balance: Walking on Tip-toe Week 20: Balance: Bean bag on head Week 21: Balance: One Foot, Tip-toe, etc Week 22: Hopping and Jumping

Week 23-25	Muscle Development	Week 23: Parachute Cooperation Week 24: Parachute Song Week 25: Parachute Waves
Week 26-28	Flexibility	Week 26: Obstacle Course Week 27: Animal Obstacle Course Week 28: Numbers Obstacle Course
Week 29-30	Hand Eye Coordination	Week 29: Milk Jug Catch Week 30: Scarf Dancing

Year 2 Motor Domain Units and Activities

Weeks 1	Review	Week 1: Parts of the body
Weeks 2	Jumping	Week 2: Jump Collector Week 3: Jumping Scavenger hunt Week 4: Jumping Over the Stream
Weeks 5-9	Eye-Hand Coordination	Week 5: Throwing and Catching Week 6: Beanbag Target Week 7: Over-hand and Underhand-throws Week 8: Throwing and Catching Over a Line Week 9: Red-light, Green light
Weeks 10-13	Jumping	Week 10: Jumping and Counting Week 11: Jumping and Skipping Week 12: Moving and Letters Week 13: Jumping-Jaxs vs. Kangaroo Jumps
Week 14-17	Kicking	Week 14: Ball War Week 15: Kicking Through Cones Week 16: Kickball Week 17: Big Kicks and Little Kicks
Week 18-22	Balancing	Week 18: Paper Plate Tennis Week 19: Tip-toes vs. Flat feet Week 20: Handkerchief Hop Week 21: Hopscotch and Bean Bag Balance Week 22: Yoga
Week 23-25	Parachute Play	Week 23: Popcorn Bounce Week 24: Worm Jump Week 25: Follow the leader
Week 26-28	Obstacle Courses	Week 26: Obstacle Course Week 27: Activity Stations Week 28: Number Hop
Week 29-30	Hand-eye Coordination	Week 29: Golf Week 30: Scarf Dancing

DOMAIN: LANGUAGE



Children are hard-wired from birth to learn language, and listening to adults is a key component for language acquisition by children.

The Language Domain activities are designed to help parents to talk with their children and teach them new vocabulary. Recent research has indicated that children from families with lower incomes are exposed to only 600 words per hour, while children from professional families are exposed to more than 2,000 per hour. By age 3, children from lower income families will have heard 30 million fewer words in their home environments than children from professional families. Research further indicates that this disparity matters; children who are exposed to more words tend to perform better in school and have a higher IQs.

The HIPPY curriculum helps parents provide meaningful opportunities for children to be exposed to language by being read to and through conversations. The activities encourage parents to ask open-ended questions and invite children to share their opinions. They can also help children learn how to listen to and understand others.

Like the Literacy domain, Language domain activities are focused on the HIPPY books. The activities are designed to help children learn and use new vocabulary; express their ideas, thoughts and predictions about the stories in the books. Many open-ended questions in the language activities build greater comprehension and promote communication between the parent and child.

Year 1 Language Domain Units and Activities

Weeks 1-4	<i>Where's Spot</i>	Week 1: Hiding Spot Week 2: Relative Sizes Week 3: Make a Spot Sock Puppet Week 4: Empty and Full
Weeks 5-7	<i>Jump, Frog, Jump!</i>	Week 5: Matching Game Week 6: Bottle Cap Frogs Week 7: Frog Song
Weeks 8-10	<i>Ten Black Dots</i>	Week 8: Making a Picture Out of Dots Week 9: Monkey's in the Bed Counting Song Week 10: Play Connect the Dots
Weeks 11-14	<i>My Five Senses</i>	Week 11: Sight: Eye Spy Week 12: Touch: Name Writing Week 13: Sound: Quiet and Loud Week 14: Taste: Sweet, Sour, Bland
Weeks 15-17	<i>Is Your Mama a Llama?</i>	Week 15: Animal Stick Puppets Week 16: Matching and Memory Game Week 17: Babies and their Mothers
Week 18-20	<i>The Snowy Day</i>	Week 18: Event Sequencing Week 19: Snowman Freeze and Snowball Throwing

		Week 20: Five Snowmen Song
Week 21-24	<i>The Cow's Backyard</i>	Week 21: Old MacDonald Song Week 22: Toy Hammock Week 23: Learning New Animal Sounds Week 24 Elephant Spider Web Song
Week 25-27	<i>Corduroy</i>	Week 25: 3 Cup Monte Week 26: If Your Happy and You Know It song Week 27: Teddy Bear, Teddy Bear Body Parts
Week 28-30	<i>The Alphabet Parade</i>	Week 28: Alphabet Marching Week 29: Learning the Letter in Your Name Week 30: Story Recall

Year 2 Language Domain Units and Activities

Weeks 1-4	<i>Sounds I Hear</i>	Week 1: How to Write My Name Week 2: Matching with Sounds Week 3: Sound Matching Game
Weeks 5-7	<i>Sometimes Big, Sometimes Small</i>	Week 4: Feeling Big and Small Week 5: Matching Week 6: Comparing Family Member Height Week 7: Happy and Sad in the Mirror
Weeks 8-10	<i>The Alphabet Parade</i>	Week 8: Recognizing the Letters of your Name Week 9: Parts of the a Book Week 10: Planning a Parade
Weeks 11-14	<i>A Surprise For Reggie</i>	Week 11: Following Clues Week 12: Mini Board Game Week 13: Ordering Story Events Week 14: Going on a Treasure Hunt
Weeks 15-17	<i>Down the Path</i>	Week 15: Planning a Picnic Week 16: Movement and Storytelling Week 17: Straight vs. Curved Lines
Week 18-20	<i>Maria's School</i>	Week 18: School vs. Home Venn Diagram Week 19: Things to do at School Week 20: Story Sequencing
Week 21-23	<i>Beware! Ducks Crossing</i>	Week 21: Stop, Look, and Listen at the Street Week 22: Duck Red Light, Green Light Week 23: Road Signs and Crosswalks
Week 24-26	<i>Stella and The Kittens</i>	Week 24: Vocabulary Word Usage Week 25: Describe a Pet you want Week 26: Puppet Play
Week 27-29	<i>What I Saw</i>	Week 27: Mammals Week 28: Reptiles Week 29: Reading the Animal Book
Week 30	<i>Story Time</i>	Week 30: Parent and Child Read their Favorite HIPPIY Book

ADDITIONAL DEVELOPMENT DOMAINS

Cognitive

Cognitive development is the growth in intellectual abilities such as thinking and reasoning. It also includes acquiring knowledge and building mental frameworks for understanding.

Cognitive development is another domain that is integrated throughout the curriculum activities, including problem solving, memory and processing facts. Open-ended questions help children evaluate, synthesize, and analyze the facts.

Social-Emotional

Children's interactions with peers and adults help them build a sense of self. Children are naturally curious, and the way adults react to and nurture their children's curiosity helps them develop a strong sense of identity and security. Children who develop self-concept and self-esteem will be able to grow both intellectually and emotionally, as they begin to see themselves as competent learners.

Building children's confidence and their feelings of competence are important pieces in their social-emotional development. Incorporated throughout the HIPPY activities are hints for parents on how to respond to their children's thoughts, responses, or answers and work in ways that support this development.

Parents are encouraged to use the practice of *confirm, complete and correct* (also called the 3-Cs) when working with their children. This enables parents to accept their child's attempts and ask additional questions or give further information to guide children to the correct response if there is a right and wrong answer. In many cases, there are multiple ways to answer or respond without being wrong. These positive approaches help a child develop feelings of competence and confidence. In addition, the script for the activities gives parents the words to use to acknowledge and praise the work of their children in ways that are authentic and supportive of their emotional well-being.

There are many opportunities throughout the language and literacy activities for children to think about and identify their own feelings as well as those of the characters in the books. As children learn to identify their own feelings and emotions, they become more proficient in reading other's feelings. These are important skills in the process of learning to interact positively with peers and adults.

Parents and other significant adults can help children negotiate the rules, responsibilities and challenging issues that they face daily. This support from adults will help them to understand and respect the values, beliefs, expectations and feelings of others in society.

The curriculum also includes many occasions where parents can give their children an opportunity to be the leader of the activity after following the parent's directions. Once again, these experiences help to promote confidence and leadership skills in children.

Creativity

Experimenting with and appreciating different forms of art and creative expression helps children to integrate a number of different domains and numerous skills. The arts offer children additional avenues to express their ideas and feelings and to solve problems in ways that both convey meaning and are aesthetically pleasing. This can be in the form of music, movements, drama, creative arts and puppetry.

Through experimentation with sounds, music, colors, forms, motions and words, children learn to communicate in a variety of ways that are distinctly their own and reflect their own styles. Whether drawing a picture, making a collage, illustrating a book or story, acting out story characters, singing songs, reciting rhymes, creating with play dough or moving to music, children gain skills to express themselves through various creative forms.

Year 1

Scope and Sequence

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Skill Area																																
Literacy																																
Book Knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Enjoyment of Reading	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Story Comprehension	x	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Story Recall	x	x	x	x		x			x	x	x				x		x				x	x	x	x	x	x	x	x	x	x		
Story Retell			x	x					x								x	x						x		x		x	x	x		
Story Sequencing			x	x	x	x			x							x	x	x						x	x	x		x		x		
Print Concepts	x	x		x				x		x		x					x	x			x	x	x	x	x	x	x	x	x	x		
Letter Knowledge																							x						x	x	x	
Picture Reading	x	x		x	x					x	x	x				x	x	x	x		x	x		x		x		x	x	x	x	
Letter Recognition												x											x						x	x	x	
Visual Discrimination		x			x			x		x							x			x	x	x										
Math																																
Counting	x	x	x	x	x	x				x	x											x					x					
Sequencing/Sequential memory			x	x	x																							x	x	x	x	
One-to-one correspondence	x	x		x	x	x																x			x		x					
Math Concepts (quantity, numeral)	x	x	x	x	x	x																x	x			x						
Matching								x				x		x	x	x	x								x						x	
Sorting									x				x		x	x	x								x						x	
Math Concepts (shape)								x	x	x	x	x	x	x	x	x												x			x	
Visual discrimination								x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x		
Eye-hand coordination									x		x	x	x		x	x										x		x	x	x		
Comparing										x					x	x	x	x						x	x	x	x	x				
Math Concepts (measurement)										x																x	x				x	
Auditory memory																												x	x		x	
Visual memory																												x	x	x		
Pattern																								x	x	x	x	x	x	x		
Science																																
Observation skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	
Organizing																x	x	x	x	x				x	x	x						
Classifying																x	x			x					x	x						
Predicting						x	x											x	x	x	x	x	x	x	x	x	x	x			x	
Sensory Discrimination						x				x	x	x	x	x	x						x	x	x	x	x	x	x	x	x	x		
Independent thinking																					x	x	x	x	x	x		x	x		x	
Logical Reasoning	x	x	x				x	x			x						x		x	x	x	x	x	x		x	x	x				
Problem solving				x	x												x	x	x		x						x	x				
Scientific exploration											x	x				x		x		x	x	x	x	x	x			x	x	x	x	
Science Concepts						x	x	x	x			x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Physical and Motor																																
Gross Motor Control	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Eye-hand Coordination	x						x	x			x	x	x	x		x	x	x		x	x	x		x	x	x	x					
Spatial perception	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x	x	x		
Balance																	x				x	x	x							x	x	x
Fine motor Control	x					x	x	x	x	x	x	x	x			x		x	x	x	x	x			x	x	x	x				
Pincer Grasp	x					x	x	x			x						x	x						x			x	x				

Year 1

Scope and Sequence

(continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Skill Area																														
Language																														
Auditory Discrimination								x	x	x	x		x	x					x	x		x								
Vocabulary Development		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Receptive Language	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Expressive Language			x	x	x		x			x		x	x	x	x	x	x				x		x	x	x	x	x	x	x	x
Listening Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Phonemic/Phonological Awareness		x				x	x		x		x									x		x		x				x	x	x
Verbal expression			x	x	x		x			x		x	x	x	x	x	x				x		x	x	x	x	x	x	x	x
Early writing experiences	x					x			x			x	x			x			x			x				x		x	x	x
Social Emotional																														
Body Awareness	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Self Awareness/Self Concept	x	x	x	x	x	x					x	x	x	x					x						x					x
Cultural Awareness							x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Self-Esteem		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Leadership		x		x									x					x				x				x				x
Expressing opinions and feelings	x	x	x	x	x		x				x			x	x	x				x					x	x	x			
Following Directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Expressing feelings and emotions					x	x								x	x			x		x	x			x	x	x	x			
Concentration/attending to tasks	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Social Relationships					x	x								x	x			x		x	x			x	x	x	x			
Self Regulation					x	x								x	x			x			x							x	x	
Creativity																														
Dramatic/Pretend Play	x				x	x	x			x	x				x			x		x	x		x	x					x	x
Imagination/creativity	x				x	x	x			x	x				x			x			x		x						x	x
Creative Expression	x				x			x			x				x			x			x			x	x			x	x	

Year 2

Scope and Sequence

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Skill Area																														
Literacy																														
Book Knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Enjoyment of Reading	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Story Comprehension	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Story Recall	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x			x	x	x		x	x	x	x
Story Retell			x	x	x	x		x	x		x	x	x	x		x						x		x	x	x		x	x	x
Story Sequencing			x	x	x				x		x	x	x		x										x	x		x	x	
Print Concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Letter Knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Picture Reading	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Letter Recognition	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Visual Discrimination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Year 2

Scope and Sequence

(continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Skill Area																														
Math																														
Counting	x	x	x	x	x	x	x			x	x			x		x			x	x	x	x	x					x		x
Sequencing/Sequential Memory					x	x																x	x					x	x	x
One-to-One Correspondence	x	x	x	x	x	x	x							x		x			x	x	x	x	x							
Math Concepts (Quantity, Numerals)	x	x	x	x	x	x	x							x		x			x	x	x	x	x	x	x	x	x	x	x	
Matching				x	x		x		x	x	x	x		x		x							x	x	x				x	
Sorting				x	x		x			x	x	x		x	x	x	x	x					x	x	x				x	
Patterns, Functions and Algebraic Structures						x					x	x	x	x														x	x	x
Math Concepts (Shapes)		x				x				x	x	x	x	x	x													x	x	x
Visual Discrimination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Eye-hand Coordination				x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Comparing				x	x	x	x	x		x							x	x					x	x	x	x				
Math Concepts (Measurement)				x	x	x	x	x		x		x										x	x	x	x	x				
Auditory Memory																											x	x		x
Number Recognition	x	x	x	x	x	x	x												x	x	x	x	x			x	x	x	x	
Number Sense		x	x	x	x	x	x												x	x	x	x	x				x	x		
Analysis, Statistics and Probability																							x	x				x	x	
Shape, Dimensions and Geometric Relationships						x				x	x	x	x	x	x															x
Science																														
Observation Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Organizing						x	x						x	x	x								x	x	x				x	x
Classifying					x	x								x	x								x	x	x	x		x	x	
Predicting			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	
Sensory Discrimination				x		x	x	x						x	x	x	x	x				x	x				x	x	x	x
Independent Thinking		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Problem Solving	x	x	x		x	x	x		x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Logical Reasoning		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Scientific Exploration				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Science Concepts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Physical and Motor																														
Fine Motor Control	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Pincer Grasp	x	x	x	x	x	x	x		x	x	x	x		x	x	x						x	x		x			x	x	x
Eye-hand Coordination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Spatial Perception	x	x		x	x				x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Balance				x						x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Gross Motor	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Language																														
Auditory Discrimination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
Vocabulary Development	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Receptive Language	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Expressive Language	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Listening Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Verbal Expression	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Early Writing Experiences	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Phonemic/Phonological Awareness	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Year 2

Scope and Sequence

(continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Skill Area																														
Social Emotional																														
Feelings/Emotions		x		x	x	x	x	x	x		x	x		x									x		x	x	x			x
Social Relationships	x	x		x	x	x	x	x		x	x	x		x			x	x					x		x	x	x			x
Self-Regulation	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Self Concept/Body Awareness	x	x	x	x		x	x														x	x	x							
Cultural Awareness	x	x	x			x		x			x	x	x	x	x		x	x			x	x	x		x	x	x	x		x
Self-Esteem	x	x	x	x	x	x	x			x				x			x	x			x	x	x	x	x	x				x
Leadership			x	x		x	x		x	x		x		x	x		x	x			x	x	x	x	x	x		x		x
Expressing Opinions and Feelings			x	x	x	x	x	x		x		x			x		x	x	x	x	x	x	x	x	x	x	x			x
Following Directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Concentration/Attending to Tasks	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Creative Arts																														
Dramatic Play		x	x	x	x	x	x	x		x				x				x					x	x	x		x	x		x
Creativity	x			x	x			x	x	x	x	x	x	x		x	x	x					x	x	x	x	x	x	x	x
Music & Movement	x									x												x		x						x
Cognitive Development																														
Concept Development	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Memory Recall	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

STAFF TRAINING

Comprehensive training is essential to ensure paraprofessional home visitors acquire the skills that will make them more effective with parents, which in turn will make parents more effective in their efforts to teach their children. Ultimately, these levels of training should result in the greatest positive impact on the academic success of HIPPY children. Training requirements may be found in the [Model, Guidance and Accreditation](#) manual.

- The foundation begins with the **Home Visitor Orientation** modules which are in the [HIPPY Excellence: Training Manual](#).
- Regular, **topic specific in-service trainings** should be provided periodically. [see Addendum
- The cornerstone of the HIPPY training program is the **weekly staff meeting** that provides on-going training in the curriculum.

WEEKLY STAFF MEETING

Arranging Meeting Logistics

1. Determine a meeting time with consideration to agency schedules, home visitor schedules and potential distractions (i.e., school dismissal, etc.)
2. Schedule the meeting for the same time, on the same day of the week
3. Establish the expectation that staff will attend except for true emergencies
4. Establish a policy where staff is required to notify you **in advance** of the meeting time if they are unable to attend or will be late; or to notify you immediately, if the emergency arises after the meeting start time. These absences must be documented for accreditation.

Establishing a Positive Learning Environment

It is fundamental to the child's success that parents know how to create a positive environment where learning is fun; where the child feels safe; and where the child does not feel ashamed if they cannot answer a question correctly. The same is true with adult learners. Staff meetings can be a place to model the behaviors we want home visitors to use with parents and parents to use with their children.

In HIPPY, this means never saying "No" or "That is wrong" when responding to someone's answer. Instead, we repeat the anticipated answer; we can also affirm the responder's answer, if it is correct. One way of reinforcing this concept is to train staff in the 3 Cs – Confirm, Complete, Correct, which is introduced in Year 1, Week 2 (see addendum) during curriculum training.

There is extensive information in the Home Visitor Guide that explains why, as well as shows home visitors what they should do to model a positive learning environment for parents. Please

review the information in the section, *Working With Parents*, adding your knowledge of the community and/or personal experiences to increase the comprehension of the home visitors.

Weekly Meeting Preparation

An important element of training is the preparation you do in advance. Your preparedness weekly will provide a model for home visitors for how they should be prepared to work with parents.

- Produce an Agenda and Sign-In Sheet for each meeting (can be one or two separate documents)
- Gather needed materials – role play supplies, post-it notes, pen and paper for writing
- Review the activity packet and storybook (if first time reading) that will be used that week
- Read the Weekly Guidance to the curriculum (Section II) for the week for guidance on how to train staff as well as expand upon, amplify or clarify the corresponding content in the activity packet. Determine what and where to incorporate the following:
 - **Tip** – sharing this information will probably be most effective after staff role plays the *Tip* in the activity packet
 - **What your child will learn** – incorporate this additional information while paraphrasing or reading the *What your child will learn* section in the activity packet
 - **What to do** – this information will usually be most effective after staff role plays the activity, however, some information is guidance to prepare you to train staff
 - **Things to think about and do** – this information will probably be most effective after staff role plays the activity, however, some information is guidance to prepare you to train the staff

Staff Meeting Agendas

The components of a typical staff meeting include:

1. Review successes and challenges encountered by staff the prior week
2. Discuss (brainstorm) how to prevent or remedy challenges
3. Collect and review of paperwork from the prior week - unless collected at some other time
4. Discuss upcoming events and staff assignments
5. Conduct an in-depth training/review of early childhood concepts and terminology as an additional segment the same day or as an in-service held at a separate time
6. Distribute upcoming week's materials, supplies and props
7. Check to ensure home visitor's have their Sample Packet and props prepared for the upcoming week
8. Conduct Curriculum Training by role playing the next week's activity packet

Curriculum Training

Just as there is a continuum of learning for children, the same is true for adults, especially when they are introduced to new knowledge. Many of the guidelines for training staff in the curriculum listed below are just that – guidelines. You will need to determine your staff's status and make adjustments to training based on their needs, experience and expertise.

Standard Procedures for Weekly Curriculum Training

1. Have staff read and then role play – as home visitor would talk with a parent – the **TIPS** in the activity packet
2. Paraphrase (best) or read the **What your child will learn from this activity** at top of page for each activity (see Year 1: Week 1: Guidance; Tip).
 - With each new early childhood development term or skill introduced – define and describe using your own words as much as possible
 - Direct staff to look up the word(s) in the Glossary
 - Have one home visitor read the description in the Glossary
 - Repeat the meaning of the word(s) as they are encountered in subsequent activities that week
3. Use the Round Robin technique to Role Play the **What to do** section in the packet, one entire activity at a time
 - Discuss the importance of completing the entire packet
4. Have staff paraphrase (best) or read **Things to think about and do** after role playing the activity
5. Encourage staff to make notes regarding the meaning of skills, concepts, the **TIPS**, **Things to think about and do** (from the activity packet) along with other items to be shared with parents
6. Review pertinent information in the Home Visitor Guide, especially the guidance in *Working with Parents*, which contains “best practices” from the HIPPY Excellence: Model, Guidance and Accreditation manual.

Adjust Training to Home Visitor Expertise

As home visitors gain knowledge, adjust your training to match their evolving skills and expertise. If there is great disparity among staff in this area, you may try some one-on-one coaching to determine exactly where the challenges lie. With increased skill development, you will want to involve the home visitors as active participants in the training to their fullest extent. In order to keep role playing interesting over time, it is recommended that you use the various strategies, training modules, games and links to other resources in this manual as well as materials that may be available on the internet.

When training new home visitors

First Week

1. Instruct them to **guide parents** to
 - Find a place to keep the HIPPY materials and supplies safe - out of the reach of children
 - Select a time period to do HIPPY when the child is most alert and attentive
 - Understand the value of establishing a regular time and routine with their child
 - Understand how vital their role is in teaching their child
2. Review the content of the Home Visitor Guide, with special emphasis on the Glossary (see Page 21 for *Guidance in the Use of the Home Visitor Guide*).
3. Review the *Keys to Successful Role Play* (see addendum)
 - Discuss the rationale for and benefits of role play
4. Using the instructions in the Standard Procedures section above, role play Week 1.

When training home visitors with growing expertise

1. Review the *Keys to Successful Role Play*
 - Make each home visitor responsible for a particular “Key” – they will be in charge of making sure that their assigned “Key” is used during role play
2. Review which skills are repeated that week, select on which day each particular skill will be discussed. An in-depth discussion can occur once that week, with just a mention when it appears on other days that week
3. Direct a home visitor to look up the selected early childhood development word(s) in the Glossary and paraphrase the description
 - Read the skill(s) being developed, if it will not be focused on that day
 - Encourage staff to utilize the links in the Glossary to read alternate descriptions of terms, as well as seek out additional ways to further develop a particular skill area

When training experienced home visitors

1. Actively involve home visitors in all aspects of the training.
2. If they need more practice in the *Keys to Successful Role Play*, allow each home visitor to choose which “Key” they will be responsible for – they will be in charge in making sure that their “Key” is used during role play.
3. Review which skills are repeated that week, select on which day each particular skill will be discussed. An in-depth discussion can occur once that week, with just a mention when it appears on other days that week.
4. Ask home visitors how they describe/explain a word or term when working with parents.
5. Ask which extension activity they would recommend to parents based on any challenges being faced by the child.
6. Ask what additional comments they will make to parents based on the nature of their assigned parents, the HIPPY children and/or the community served.

The Home Visitor Guide is referenced several times in the information above. For more clarification on how to best utilize the manual, please see the following information.

GUIDANCE IN THE USE OF THE HOME VISITOR GUIDE

The purpose of the Home Visitor Guide is to provide your staff with a tangible reference to support the training that you provide for them. The information in the Guide provides background information on HIPPY and the curriculum.

The *Home Visitor Guide* includes:

1. **HIPPY Basics** – Program Overview, Four Essential Features of the Model, Keys to Successful Role Play
2. **Year 1 Curriculum** – Overview, Glossary, Scope and Sequence chart (Year 2 curriculum will be added soon)
3. **Early Childhood Development Supports** – Typical Growth and Development, Five Important Steps
4. **General Guidance** – Working With Parents, including the 3 Cs

Please review the contents of the Home Visitor Guide to determine how and when to incorporate the information into your on-going staff training and development. However, our recommendations are:

- **Encourage the home visiting staff to review** the Introduction, HIPPY Overview and Four Essential Features of the HIPPY – it might be advisable to provide time during your first staff meeting to ensure the home visitors become familiar with the Guide
- **Review critical sections** in the first week(s) - HIPPY Year I Curriculum, Scope and Sequence, Glossary and Keys to Successful Role-Play
- **Use the Glossary in each staff meeting** even if your expertise allows you to simply give them the definitions – it will help new or newer home visitors to retain and use the information if they find words in the Glossary for themselves. For more veteran staff, it is still suggested that they compare their personal definitions with those written in the Glossary and/or that can be found in the links to resources embedded in the Glossary
- **Encourage home visitors to utilize the links in the Glossary** to research ways to support development in any skill areas where the children of their assigned families are being challenged – remember to provide internet access!
- **Train/re-train in the 3 Cs** to ensure parents are being consistently positive with their children – this is not a new concept, just a new term for affirming correct answers.
- **Briefly review the Weekly Domains** section during the first weeks, with a mention of the types of activities that support the domains; request that the home visitors thoroughly read each section – reading to be completed by a date selected by you
- **Review the Milestones in each Domain** over a period of weeks to acquaint staff with the skills that are typical for the age child being served
- **Incorporate the information on Working With Parents** into your staff training beginning in week 1 with a special focus on items under First Contact, On-going Considerations, Advance Preparation and During the Visit.

TRAINING STRATEGIES

In-service Training

A positive learning environment during any training is fundamental to facilitate the amount and pace at which the home visitors will learn new information and skills. By establishing a positive learning environment for staff, they have a model that exemplifies what they are being taught. Here are some tried and true ways to establish a positive learning environment for your staff when providing in-service training:

1. Start with a Warm-Up or Connecting Activity that leads into or sets the tone for the theme of the training (see HIPPY Bingo in the Addendum)
 - A connecting activity is similar to a warm-up or ice breaker, the difference is that the activity connects to the topic that will be covered that day. For instance, a ice breaker that has participants to share recipes about their favorite food would be the “connection” to a workshop about cultural sensitivity
2. Establish “norms” or rules that the participants either generate or all agree to (i.e., active participation, no side-bar conversations, etc.)
3. Set out small manipulatives (squeeze balls, magnetic puzzles, a slinky or other trinkets) for participants for whom doing something with their hands will facilitate their concentration
4. Post quotes and/or topic related posters around the room
5. Develop strategies in advance to prevent anyone from dominating the conversations
6. Post a blank piece of chart paper, labeled “Parking Lot” somewhere in the room where it is accessible and does not block the flow of traffic, and where if someone is writing it won’t distract the group. This allows participants to write down their questions that are not appropriate to ask at the time (i.e., on another topic, may not pertain to entire group, not enough time). This may help keep the training on-track and reduce sidebars. Just be sure to address the questions before the end of the training.

Training Techniques

We know that home visitors serve as role models for parents. Enthusiastic home visitors also inspire parents. A way to keep/re-energize a high level of excitement in home visitors is to “spice” up training when working with staff members who are no longer novices. The various concepts below have been used successfully by coordinators or by the national office. You are encouraged to try them and see what works best with your staff.

The Principle of the Four Ps

This theory of training has a focus on the Four Ps: **P**repare, **P**resent, **P**actice and **P**ersonalize. The goal is to expand the home visitor’s knowledge of early childhood development. This process is ideal for an in-service or during the weekly training. Consider covering one concept or skill for each curriculum year.

The objectives are to have home visitors:

- Experience a skill/concept as a child or parent tapping into and building upon prior knowledge
- Define and discuss the concept/skill
- Identify HIPPY activities that reinforce the skill/concept. It is best if you select a skill/concept that is present in that week's packet. If not, staff should describe an activity that would represent the skill/concept.
- Be equipped to help parents identify ways they can reinforce the skill/concept – this is usually accomplished by brainstorming with staff, questions they can ask parents.

In this example, the skill is Auditory Discrimination

The steps to follow are:

Prepare: Make 30 second recordings of at least as many different instruments as the number of home visitors.

Activity: based on 30 second recordings made in advance. Record at least as many different instruments as the number of home visitors. Instruct the home visitors to write down numbers along the left side of a piece of paper; the numbers need to match the number of instruments.

Present: Instruct staff to write down numbers along the left side of a piece of paper; the numbers need to equal the number of recordings. Tell home visitors to close their eyes and identify and write down the name of the different musical instruments as they are played.

Then ask: How did you determine what instruments you heard? Have you heard the instrument before? Were some instruments more difficult to identify than others? Why?

Practice: Shake cups containing different items (i.e., coins, forks, etc.) and identify the item by the sound it makes.

Personalize: Discuss: How we can expose children to a variety of sounds not commonly found in our community? Can we listen to music and identify the instruments played while listening to the radio? How can we expose children to live music?

Using Games

Using games can add excitement and allows for great creativity. Any childhood game can be adapted.

Example: Musical Chairs can be used for training in early childhood terms. Apply the same rules as in the children's version. Start with the same number of chairs as people; participants will walk around the chairs while the music is playing and sit down when the music stops. Remove one chair per each round.

When the music stops, the person without a chair has to answer a question about a term or skill listed in the Glossary. You can provide a small consolation prize for correct answers. Continue

to play until there is one remaining participant. Provide a better prize for the winner along with a bonus prize if they are able to name the correct skill.

Example: Memory is another fun game using the Glossary. Write down a term/skill on one card and the definition on another card. You can have as many cards in a set as you like, 10 is recommended; you should make as many sets as will be needed for the size of your staff. It will be easier to manage if each set is in a different color. All cards should all be the same size and shape. Have staff work in small groups with each person taking a turn trying to match up the skill to what it means.

Example: Bingo can be used as an Ice Breaker [see directions and Game Board in the Addendum]

Example: Family Feud is played like the popular TV game show. The first team to ring the buzzer must immediately provide the correct answer or the other team can “steal” the points.

Example: Jeopardy, again like its TV namesake, the rules are the same, including that teams must answer in the form of a question.

With the last two examples, you need to establish ground rules (i.e., the amount of points per correct answer; any penalties for incorrect answers; point for bonus responses; along with the amount of time to be allocated for each portion of the game.

You can develop your own questions, or you can use or adapt the questions listed in the HIPPY Game Show Questions and Answers in the Addendum. The sample lists questions in both English and Spanish.

Strategies for Addressing Common Home Visitor Issues

Role Playing Solutions

Role Play can be used successfully in areas other than the curriculum. The purpose is to develop staff skills in problem solving through role play; thinking through potential challenges as a prevention strategy; and increase their confidence as a home visitor.

Communication: It is recommended that home visitors role play the first phone calls to assigned parents. On these “calls”, home visitors introduce themselves, mention the organization they represent, describe the content and length of the first home visit, decide upon a time when distractions will be minimal and schedule the visit.

Prevention/Resolution: For new home visitors, role playing of the first home visits, based on “home visitor fears”, is included in the HIPPY Excellence: Training manual. In this session, the coordinator should end the role play when objectives are met (i.e., how to handle rejection). When the scenario is over, the coordinator asks all participants for feedback – comments should cover how well the visit went, as well as any recommendations for alternate ways to handle the challenge.

Role play using scenarios is a fun way to develop skills on an on-going basis. Scenarios can address a variety of topics or even the more challenging portions of the home visit.

For example, role play the entrance:

- When the packet has not been completed
- When a parent states they are busy and want the home visitor to work directly with their child
- When the parent asks for the packet to be dropped off.

Below are some additional recommendations on how to design a Mock Home Visit. Scenarios to use with staff can be found in the Addendum.

Mock Home Visits

This is a particularly good strategy when home visitors are still new; when staff is encountering challenges while trying to engage parents at home visits; and when new staff is added (new staff will benefit from role playing difficult situations, as well as observing how more veteran staff handle situations).

Guidelines in how to execute mock visits follow:

- Select “volunteers” to role play a home visit as part of the staff meeting
- If possible, “actors” should sit at their own table away from other staff so they can be clearly seen
- Two people are always needed, more may be needed based on the scenario
- Real situations brought up by staff can be used – or ones from the list in the Addendum
- Remaining staff observe what is, and what is not, done
- Staff should use the Home Visit Observation form to check off what they see/hear
- Observers should refrain from making any comments until the home visit is finished
- Staff will refer to the Home Visit Observation form to discuss each home visit role play when completed – what went well; what didn’t; an alternate approach, etc.

Mentoring – works well when bringing on a new home visitor or if one is struggling

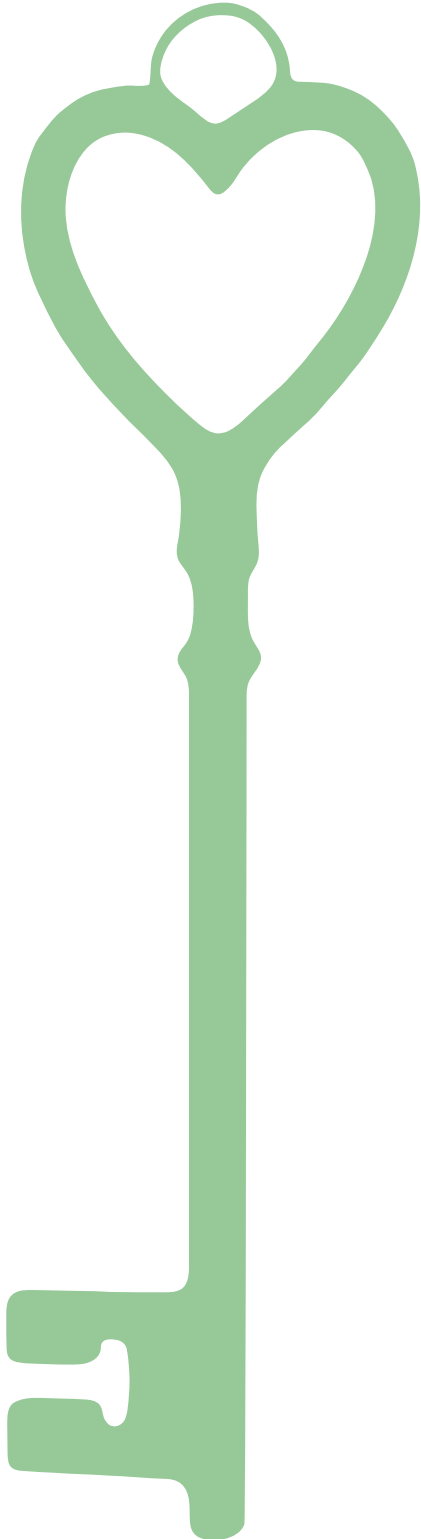
Allowing one home visitor to shadow another provides staff with an opportunity to learn new techniques and strategies to use when working with their own parents.

- Home visitor accompanies colleague as an observer utilizing Keys to successful Role Play and the Home Visitor Observation Sheet (Observers should not make any comments, unless specifically asked a question)
- The observing home visitor should share highlights of new learning at next staff meeting

SECTION II

ADDENDUMS

Keys to Role Play



1. Review “Things to think about and do” and role play at least one activity per week.
2. “Things to think about and do” should be reviewed with “parent”.
3. Use a sample packet to role play.
4. Take turns playing the role of “parent” and “child.”
5. Answer spontaneously when playing the child.
6. Model all activities.
7. Read the directions (in parenthesis) silently before beginning the role play when assuming the teacher/parent role.
8. Read the “script” to the child.
9. State the potential response, which follows a hyphen, regardless of the “child’s” answer.
10. Never tell the child “no” or that they are wrong if they answer incorrectly.
11. Provide the child with periodic praise.
12. Provide the title, author, and illustrator at the initial reading of each storybook.
13. Ask the parent to identify words in the storybook that may be unfamiliar to their child.

The 3 C's

The 3 C's should be used in role play to model to parents a positive way to encourage their child. When parents employ the 3 C's, children hear a positive response to their attempt. This is a reaction that occurs even when the response is a correction. In this way, children will feel confident to persist in their efforts.

3 C's – Confirm, Complete, Correct

Confirm

When the child **responds** and the answer is **correct** (matches the anticipated response listed in the activity packet), the parent **repeats** (**confirms**) the answer.

Complete

When the child **responds** with part of the correct or alternate correct answer, the parent **repeats** the child's answer and **completes** by providing any missing details (i.e., full sentence versus one word answer).

Correct

If the child has **no response** or says "**I don't know the answer**" or **gives an answer that does not fit the question**, the parent will **correct** by saying the anticipated response.

Dialogic Reading

Dialogic Reading is a technique based on research by Dr. Grover Whitehurst, who states "In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child." (Reach Out and Read). Essentially, it is:

- A technique to make reading interactive
- Parents and children having a conversation about the book being read
- Making children active participants in shared picture book reading rather than passive listeners to stories being read by adults
- An intervention to support emergent literacy and literacy acquisition among young children.

Dialogic Reading is, and has been, embedded in the HIPPY curriculum. Traditionally, a "taste" of the book is provided by asking the child what they think is going to happen.

However, Year 1 provides even more opportunities for discussion using the **CAR** Method to incorporate dialogic reading into all books shared by parent and child. (See Year 1, Week 5, Activity 1 on page 2.)

C – Comment and wait

A – Ask a question and wait

R – Respond by adding more information

An example of this is in Year 1, Week 5, Literacy, where the parent holds up the book, *Jump, Frog, Jump!* and says “**We are going to read a new book today.**” Then the parent says “**Look at the picture on the cover of this book. What do you think this story is going to be about?**” Then the parent repeats the child’s answer and adds “**I think this book is going to be about a frog and how the frog jumps around.**”

The technique simply provides a structure to help facilitate conversation about a book between parent and child. Children will enjoy this style of reading more than traditional reading as long as parents balance asking questions with straight reading and vary what they do from reading to reading based on the child’s interest. (Reading Rockets)

The HIPPY curriculum incorporates prompts to facilitate this approach.

Completion Prompts

- Say a sentence, leaving off the word at the end of a sentence and get the child to fill it in – typically used in books with rhyme or books with repetitive phases (similar to a Rebus)
- Provide children with information about the structure of language critical to reading
- Examples: I see with my _____. I hear with my _____.

Recall Prompts

- Include questions about what happened in a book a child has already read
 - Example: “Do you remember some the places Sally looked for Spot?”
- Works with most books, with the exception of alphabet books
- Help children to understand story plot and to describe sequences of events
- Can be used at the end of a book, as well as at the beginning of a familiar book

Open-ended Prompts

- Focus on the pictures in books
 - Example: “Tell me what’s happening in this picture.”
- Work best for books that have rich, detailed illustrations
- Help children increase their expressive fluency and attend to detail

Wh Prompts

- These prompts usually begin with what, where, when, why, and how questions
 - Example: “Where did Sally find Spot?”
- Wh prompts focus on the pictures in books
- Wh questions teach children new vocabulary

Distancing prompts

- These ask children to relate the pictures or words in the book they are reading to experiences outside the book
 - Example: “Where could Spot hide in our house?”

- Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

This [link](#) is to a video with Dr. Whitehurst talking about dialogic reading.

Here are some questions that can be used to explore dialogic reading with your home visitors:

- Why would dialogic reading improve what children learn from reading?
- What might be some challenges parents may face when trying to use dialogic reading with their child?

References

- (2012). Retrieved from Reach Out and Read: <http://www.reachoutandread.org/resource-center/literacy-materials/dialogic-reading>
- (2013). Retrieved from Reading Rockets: <http://www.readingrockets.org/article/400/>
- (2013). Retrieved from National Center for Learning Disabilities: <http://www.ncld.org/students-disabilities/homework-study-skills/dialogic-reading-video-series>

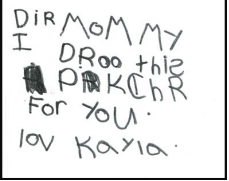
Glossary: A Practical Guide of Educational Terms and Skills

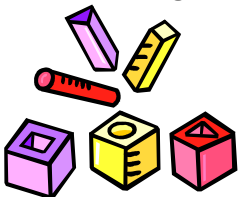
Term/Skill	Definition	Links to Additional Resources
Alphabetic Principle 	Understanding that words are composed of letters that represent sounds.	CTL Reading Clinic-Alphabetic Principle
Auditory Discrimination  beach and peach	Hearing and understanding differences between sounds that are similar, but not the same, and interpreting what the different sounds mean.	Teaching Expertise-Auditory Discrimination
Auditory Memory 	The ability to hear information spoken and remember it later. It is an important skill for following directions and instructions.	Talking Matters-Auditory Memory Live strong-Auditory Memory Home School Diner-Auditory Memory
Balance 	The ability to maintain an even distribution of weight enabling someone or something to remain upright and steady.	University of Wisconsin Balance Activities Gross Motor Balance Activities
Body Awareness 	Perceiving the relationship between one's body and the people and objects around them	Teacher Handout
Book Knowledge 	Understanding the components of a book, such as the cover, title, author, front, back and spine. Also knowing that print goes from left to right and top to bottom.	Education-Book Knowledge Teacher Quick Source-Book Knowledge Toddlers Through Preschool-Book Knowledge

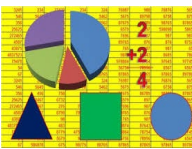
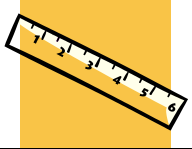
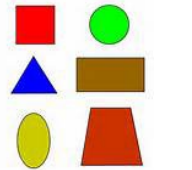
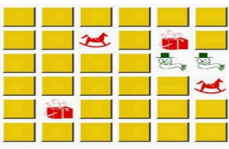
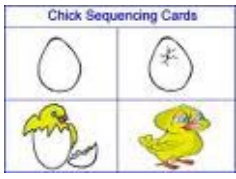
Classifying	See organizing.	
Comparing 	To be able to tell the differences and similarities between objects.	Comparison Worksheets
Cognitive Development 	Learning that pertains to knowledge, information and intellectual skills.	Little Children-Cognitive Development Teach Preschool-Cognitive Development Education-Cognitive Development
Concentration/ Attending to tasks 	The ability to concentrate and focus on tasks for a period of time.	KidSparkz-Concentration/Attending to Tasks Sensible Math Education-Concentration/Attending to Tasks Apples 4 The Teacher-Concentration/Attending to Tasks EHow-Concentration/Attending to Tasks
Concept Development 	Understanding specific idea or thoughts as they relate to a general class of objects: e.g. shapes, size, jobs, etc.	Prenhall-Concept Development Kids Chalkboard-Concept Development Livestrong-Concept Development
Counting 	Ability to recite numbers in ascending order or quantify a grouping of items.	PBS counting games
Creative Drawing 	Expressing an idea in an art form of one's own choice (does not have to represent real objects).	D. Peasley-Creative Drawing Education-Creative Drawing
Creative Expression 	A way of thinking, inquiring, and doing things that involves originality of thought and expressions.	Pinterest-Creative Expression Kinderiq-Creative Expression B Blocks-Creative Expression

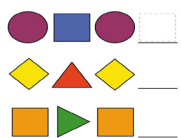
Creative Thinking 	Thinking of one's own stories or ideas.	EduGuide-Creative Thinking FreeWebs-Creative Thinking
Cultural Awareness 	Understanding and respecting the history, value, customs and language of people from different backgrounds.	Preschool Express-Cultural Awareness Preschool Rainbow-Cultural Awareness
Developmentally Appropriate Practices 	Taking into consideration a children's age, needs, differences and interests when planning activities that foster their cognitive, social, emotional and physical growth. In addition, DAP respects the cultural, social and linguistic background of each child and family.	Tricdc-Developmentally Appropriate Practices Tnstarquality-Develpomentally Appropriate Practices
Dramatic Play 	Engaging in pretend play or acting out a scenario.	Dexterplay.blogspot- Dramatic Play Teach Preschool-Dramatic Play
Early Writing Experiences 	Marks and scribbles made during preschool years that are precursors to formal writing.	Childccareexchange Article TN early literacy project
Emergent Literacy 	Beginning knowledge and understanding of some of the skills of reading and writing.	Cde.State.Us-Emergent Literacy Extension.Missouri- Emergent Literacy Kdl-Emergent Literacy
Emotional Development 	Developing a sense of self awareness, self-esteem and self confidence. Helping children to express their opinions, thoughts, and feelings and concerns to better understand who they are and feel good about themselves.	Pbs-Emotional Development Livestrong-Emotional Development Parents-Emotional Development

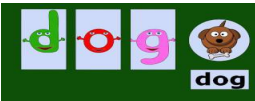
Enjoyment of Reading 	Fostering a love of literature so that children will seek out this activity as they mature.	Scholastic 2006 Study on reading for enjoyment Fostering a love of reading, UK Teachers
Environmental Print 	An emergent literacy skill involving the ability to read common words that are seen in the environment like a stop sign, a fast food restaurant sign, or the name on a cereal box.	Pinterest-Environmental Print Pre-Kpages-Environmental Print Blog.Kidsfunplaza-Environmental Print
Eye-hand Coordination 	When the eye and the hand work together so that the eye guides the hand for smooth completion of a task.	Voices-Eye-Hand Coordination Therapystreetforkids-Eye-Hand Coordination Families-Eye-Hand Coordination Ot.Mom-Learning-Activities-Eye-Hand Coordination
Expressive Feelings and Emotions 	Expressive feelings and emotions are observable verbal and non-verbal behaviors that communicate an internal emotional or affective state.	Child Development Research Study on Low-income children
Expressive Language 	The ability to communicate using language. Expressive language skills include being able to label objects in the environment, describe actions and events, put words together, use grammar correctly (e.g. " I had a drink" not "me dranked ", etc), retell a story, answer questions appropriately and write a short story, etc.	Pinterest-Expressive Language AloveforLanguage-Expressive Language
Expressive Opinions and Feelings 	Ability to describe one's thoughts and feelings	Social Emotional Development CA teachers
Fine Motor Control 	Fine motor skill is the coordination of small muscle movements which occur in body parts such as the fingers, usually in coordination with the eyes.	50 Fine Motor Activities

Following Directions (instructions) 	Understanding what one is asked to do and then doing it.	Naeyc-Following Directions School.Familyeducation-Following Directions
Gross Motor Control 	Using the large body muscle for movement in a balanced way, such as running, walking, and ball playing.	Nbexcellence-Gross Motor Control Collab4Kids-Gross Motor Control Parentteachplay-Gross Motor Control
Imagination 	Creating in one's mind new images and thinking of new ideas and ways to do things.	Kathyeugster-Imagination Livestrong-Imagination Momwhothink-Imagination Preschool.The Bump-Imagination
Independent Thinking 	Making sense of things or figuring things out using one's own reasoning, observations and experiences.	Education-Independent Thinking SavvySource-Independent Thinking Googolpower-Independent Thinking
Inventive Spelling 	Writing words using one's knowledge of letters and their sounds, but not following the rules for formal spelling to express an idea.	Manchester-Inventive Spelling GreatSchools-Inventive Spelling NaturalChild-Inventive Spelling Ccl.Cca.Ca-Inventive Spelling
Language Development 	Building a vocabulary for understanding words either spoken and/or heard.	Childdevelopmentinfo-Language Development PsvChology-Language Development Pinterest-Language Development AussieChildCareNetwork-Language Development
Leadership 	The action of leading a group of people or an organization.	CO state research on leadership in children

Letter Knowledge 	Letter knowledge enable a child to recognize all the letters of the alphabet, in both capital letter and lowercase form, and to know the names and sounds of each	All About Learning Press Alphabet Avenue
Letter Recognition 	Recalling and identifying the letters of the alphabet.	DrJeanandFriends-Letter Recognition Pre-K-Letter Recognition MakeandTakes-Letter Recognition
Listening Skills 	Having the ability to understand, retain and recall what was heard.	SchoolSparks-Listening Skills Brighthubeducation-Listening Skills Pinterest-Listening Skills
Literacy 	Having the ability to read and write.	GetReadyToRead-Literacy Scholastic-Literacy Decal-Literacy
Logical Thinking 	Using reason to understand and explain a sequence, fact, problem, idea or story.	Learninggamesforkids-Logical Thinking Getreadyyoread-Logical Thinking Abcand123Learning-Logical Thinking
Main Idea 	Understanding what the story is about.	PreschoolRainbow-Main Idea Squidoo-Main Idea WannabWestern-Main Idea
Matching 	Grouping items that are the same.	Free Printable Worksheets

Math Readiness 	Engaging in a variety of activities that develop an understanding of basic math concepts that prepare one for learning higher levels of mathematics.	Kidzone.ws-Math Readiness Kids.lovetoknow-Readiness Coolmath4Parnets-Readiness
Math Concepts 	Learning of numbers, number relationship, one-to-one correspondence, what numbers mean, quantities, size, volume, etc.	Ed-Math Concepts Education-Math Concepts Pinterest-Math Concepts
Math Concepts: Measurement 	Measuring is the ability to distinguish object by its volume, weight and linear.	Math Concepts for Preschoolers
Math Concepts Shape 	Understanding shapes and recognizing their similarities and differences.	Guide to Preschool math concepts
Memory (Recall) 	Being able to remember events, facts or people.	Preschooler.thebump-Memory Parents-Memory Abcteach-Memory
Memory (Sequential) 	Being able to remember events or facts in the order in which they happen.	Listenlovelearn-Memory(Sequential) Dltk-cards-Memory(Sequential) Busybeekindsprinttables-Memory(Sequential)
Number Recognition 	Connecting a numeral (a number's symbol) to its name. For example, when a child sees three apples and then says three.	ReadingConfetti-Number Recognition Themotherhuddle-Number Recognition Topmarks-Number Recognition

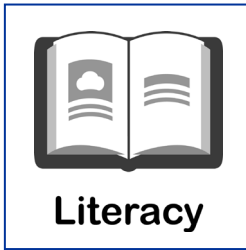
Number Sense 	The ability to use and understand numbers.	Parenting Science-Number Sense Pinterest-Number Sense Pinterest-Number Sense Education-Number Sense
Observation Skills 	Looking at and noticing the details in objects, pictures, or words.	Ehow-Observations Skills Education-Observation Skills Livestrong- Observation Skills
One-to-one Correspondence 	The ability to match one object to another object.	Education-One-to-one Correspondence Pre-KPages-One-to-one Correspondence Stayathomeeducator-One-to-one Correspondence
Open Ended Questions 	Questioning that requires more than a "yes/no" or one/two word factual answer and that may lead to a conversation. The answers are not necessarily right or wrong.	Toddlersthroughpreschool-Open Ended Questions Gardenpreschool-Open Ended Questions StoriesandChildren-Open Ended Questions
Organizing (classifying, categorizing, sorting) 	Arranging or putting belongings or ideas into specific groups or areas that make sense. Placing things together based on specific concerns. The ability to group objects into sets based on specific characteristics such as color, shape, size, etc.	Prekinders-Organizing(classifying,categorizing,sorting) Education-Organizing(classifying,categorizing,sorting) Teachpreschool-Organizing(classifying,categorizing,sorting) Nottimeforflashcards-Organizing(classifying,categorizing,sorting)
Pattern 	A repeated design or series.	Patterns for Children
Pincer Grasp 	The ability to hold objects between the thumb and the index finger.	Therapystreetforkids-Pincer Grasp Pinterest-Pincer Grasp SchoolSparks-Pincer Grasp

Phonological Awareness 	Identifying and manipulating larger parts of spoken language, such as words, syllables, and phonemes. An umbrella term that includes phonemic awareness and rhymes.	ReadingRockets-Phonological Awareness Pinterest-Phonological Awareness Teacherquicksources-Phonological Awareness
Phonemic Awareness 	Being able to hear, identify and manipulate the individual sounds-phonemes-in spoken words.	Teams.lacoe-Phonemic Awareness Education-Phonemic Awareness ReadingRockets-Phonemic Awareness
Phonics 	Understanding that sounds and letters have a relationship and that words are made up of sounds and letters.	Familylearning-Phonics Pinterest-Phonics Kidzone-Phonics
Prediction 	The ability to guess what will happen based on what is already known or learned.	Preschoolrainbow-Prediction Illinoisearlylearning-Prediction
Print Awareness 	Understanding that print and marks on pages have meaning.	Reading rockets-Print Awareness Bella online-Print Awareness Mymcpl-Print Awareness
Picture Reading 	Being able to make sense of directions, signs or stories or other written material by looking at the pictures or symbols.	Pinterest-Picture Reading Theeducatorspinonit-Picture Reading Children books-Picture Reading
Print Concepts 	Learning the concept that each book has a title, an author, and an illustrator. Learning how to hold a book, where a book begins, and how to turn the pages. Beginning to understand the differences between print and pictures.	Literacy Connection Print Concept Assessment
Problem Solving 	Thinking about and trying out possible solutions to a particular problem.	Pbskids-Problem Solving Scholastic-Problem Solving Pinterest-Problem Solving Ooeygoeey-Problem Solving

Reading Readiness 	Working with a variety of reading concepts and activities that prepare one for formal reading.	FaigeKobre.hubpages-Reading Readiness Pinterest-Reading Readiness
Receptive Language 	The ability to listen and understand the spoken word.	Wiki. Answers-Receptive Language Centralfltherapy-Receptive Language Children. WebMD-Receptive Language Pinterest-Receptive Language Pinterest-Receptive Language GetReadyToRead-Receptive Language
Recycle 	Using materials again in a new or refurbished way such as plastic bottles, paper, etc.	Pinterest-Recycle Teach preschool-Recycle Pinterest-Recycle Everything preschool-Recycle
Science Concepts 	Understanding the world around them through cause and effect.	Research supporting science play for preschool children STEM in preschool education
Scientific Exploration 	A way to learn about the world in a hands-on approach through manipulating and observing things.	Earlychildhoodnews-Scientific Exploration Jumpstart-Scientific Exploration Pbs-Scientific Exploration
Scientific Method 	A scientific way of learning that includes guessing and predicting outcomes, collecting data through experimentation and observation, analyzing and documenting results.	Momtriedit-Scientific Method Pinterest-Scientific Method Education-Scientific Method
Self-Awareness 	Being aware of one's feelings, thoughts, opinions, and concerns. A thinking skill that allows someone to judge their own behavior and act appropriately.	Live strong-Self-Awareness Ehow-Self-Awareness Educationworld-Self Awareness
Self-Esteem 	Self-esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.	KidsHealth.org

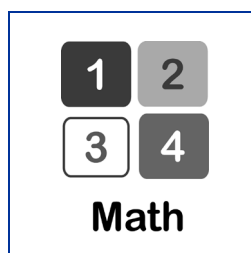
Self-Regulation 	Self-regulation refers to several complicated processes that allow children to appropriately respond to their environment.	What is Self Regulation PBS Self Regulation Tools
Sensory Discrimination 	Involving the use of one or more of the 5 senses (touch, taste, sight, hear, smell) to determine qualities and derive information about objects.	Ot-Mom-Learning-Activities-Sensory Discrimination Productive Parenting-Sensory Discrimination Mysmallpotatoes-Sensory Discrimination
Sequential Memory 	Recalling items in a specific order.	Sequential Memory Android Apps
Seriation 	The ability to arrange items in order by size.	Learningisfun-misslupita.blogspot-Seriation Pinterest-Seriation Magnasyotems-Seriation
Social Emotional Development 	A child's experiences, expressions and management of emotions, and the ability to interact appropriately and relate effectively with other people.	Pinterest-Social Emotional Development Parenting science-Social Emotional Development Simple kids-Social Emotional Development
Social Relationships 	Creating positive relationships between families and communities.	Social-Emotional Development
Sorting	See organizing.	Sorting Activities

Spatial Perception 	Being aware of one's physical position in relation to things or people in the environment; the ability to place objects in relation to each other, and/or spacing letters/words when writing.	Pbs-Spatial Perception Ehow-Spatial Perception Pbskids-Spatial Perception
Story Comprehension 	Understanding what and why something happens in a story.	Kidslearningstation-Story Comprehension Funder standing-Story Comprehension Preschooler.thebump-Comprehension
Story Recall 	Being able to remember and reference what happened in a story.	Improving 5 year olds Narrative Recall by Robert J Beck Top 15 apps to improve reading comprehension
Story Retell 	Telling a story in one's own words.	Facts in Action Meaning Matters Activities
Story Sequencing 	Putting events from a story in the correct order.	Reading Rocket Tips Arthur PBS Flash Game Pinterest-Sequencing Kid spark-Sequencing Brighthubeduaction-Sequencing Growinginpeacewordpress--Sequencing
Verbal Expression 	Being able to express in spoken words feeling and ideas.	Helping children express their wants and needs
Visual Discrimination 	Being able to see and perceive differences between forms, shapes and letters that are similar but not the same.	Prekinders-Visual Discrimination Prekinders-Visual Discrimination Preschooler.thebump-Visual Discrimination Pinterest-Visual Discrimination
Visual Memory 	Recalling items seen with one's eyes in their proper sequence.	Voices-Visual Memory Mow west-Visual Memory Preschooler.thebump-Visual Memory
Vocabulary Development 	Learning new words and using them to express one-self.	Pinterest-Vocabulary-Vocabulary(Building Vocabulary) Vocabulary-Vocabulary-Vocabulary Development(Building Vocabulary) Preschoolers. About-Vocabulary Development(Building Vocabulary)



TYPICAL GROWTH AND DEVELOPMENT

Age	Milestones
Three Years Old	- Enjoys listening to stories, rhymes, and songs - Delights in conversing and being listened and responded to - Understands their written name signifies something special - Scribbles enthusiastically - Understand words like “I”, “me”, “we” and “you” and some plurals, such as cars, dogs and cats - Understands concepts of today and tomorrow
Four Years Old	- Recognizes own name and some letters of the alphabet - Knows that writing is a form of communication - Enjoys dictating comments about artwork and letters - Understands that writing is used to convey a message and that there is a system writing - Writes some letters - Knows that people read for a purpose - Pretends to read, using visual cues to remember the words of their favorite stories
Five Years Old	- Realizes that reading moves left to right, top to bottom - Learns that print, rather than pictures, carries the meaning of a story - Enjoys playing games with words - Attempts to write using inventive and standard spelling - Begins to write words they hear - Enjoys reading favorite books, simple books and books they have written - Learns to leave spaces between words



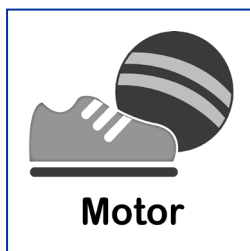
TYPICAL GROWTH AND DEVELOPMENT

Age	Milestones
Three Years Old	- Matches simple shapes - Visually determines whether very small collections have the same amount - Recognizes how many objects should be present when one is added or taken away - Begins to classify objects by their uses - Able to act out patterns, such as jumping left, right, left, right - Observes repeating patterns, such as a block standing, then lying down, then standing
Four Years Old	- Uses concepts such as heights, size and length to compare objects - Solves word problems using objects with sums up to five - Maintains the one-to-one rule in counting increasing larger collections; understands the last number word in counting tells how many are in the collection (cardinal rule) - Uses counting or matching to compare two collections - Recognizes and looks for geometric shapes in the environment - Recognizes and names variation of the circle, square, triangle, and rectangle - Copies simple repeating patterns, such as ABBAB-BABB
Five Years Old	- Begins to count based on classification, such as how many different colors of blocks there are - Uses counting to compare two collections - Enjoys games involving numbers - Counts objects or people ranging from 10 to 20 - Solves word problems using counting-based strategies - Understands that symbols represent complex patterns - Solves multiple piece puzzles by recognizing and matching geometric shapes - Classifies objects according to more than one characteristic - Counts to compare two collections even if objects are a mixture of sizes and types - Starts to recognize the parts of shapes, such as sides and angles



TYPICAL GROWTH AND DEVELOPMENT

Age	Science
Three Years Old	✚ Chooses sensory and physical activities over problem-solving activities ✚ Begins to “play with science for a purpose” ✚ Wants to talk about their findings but many not have the vocabulary ✚ Makes simple prediction and tests it out, with help ✚ Practices trial and error to find solutions ✚ Makes generalizations, such as smaller dog is the baby, bigger dog is the daddy ✚ Notices weather conditions and associates them with personal activities (i.e., I can’t go outside because it is raining)
Four Years Old	✚ Likes to use dramatic play to pretend to be scientists ✚ Makes simple drawings and fills in charts ✚ Explains certain properties of materials, such as hardness, color, texture ✚ Experiments with changing the characteristics of sound and light such as playing the drum or making shadows: Forms idea of how to change the size and shape of shadows ✚ Makes generalizations across and within species, such as most leaves of plants are green ✚ Describes parts of the life cycle
Five Years Old	✚ Follows directions for an experiment that involves many steps ✚ Finds answers to questions by designing and carrying out simple investigations based on past experience ✚ Understands one can find out about a group of things by studying a few of them ✚ Forms theories about “why” and “how” based on direct experience ✚ Knows that properties of materials can be changed by heating, freezing, mixing, etc. ✚ Differentiates between living and non-living things ✚ Recognizes diversity and variations in plants and animals ✚ Understands that rocks come in different shapes and sizes such as pebbles, stones, boulders



TYPICAL GROWTH AND DEVELOPMENT

Age	Motor
Three Years Old	Gross: ✚ Jumps up and down in place ✚ Rides a tricycle ✚ Catches a ball with arms straight ✚ Climbs stairs using alternating feet Fine: ✚ Builds towers of eight to ten blocks ✚ Cuts with scissors, with assistance ✚ Uses a fork and spoon with little spilling ✚ Can work simple toys (peg boards, turning a handle)
Four Years Old	Gross: ✚ Throws overhand with body control ✚ Jumps forward as well as in place ✚ Gallops and hops ✚ Walks downstairs using alternating feet Fine: ✚ Cuts on lines with scissors ✚ Laces shoes ✚ Draws a person with a head and one to three features ✚ Dresses and undresses self
Five Years Old	Gross: ✚ Walks heel to toe ✚ Stands and balances on tiptoe for short periods ✚ Skips, alternating feet ✚ Able to do a somersault Fine: ✚ Writes letters of the alphabet ✚ Buttons, snaps, and zips clothes; ties shoelaces ✚ Draws recognizable people ✚ Can sometimes use a table knife



TYPICAL GROWTH AND DEVELOPMENT

Age	Language
Three Years Old	- Recites name, age and sex - Says three word sentences - Uses two to three sentences at a time - Recites numbers up to ten, but only able to count three objects - Understands and can use: you, me, I , him, her, she, he and plurals - Plays with language, making up words and rhymes
Four Years Old	- Likes longer stories now; occasionally confuses reality with imaginings - Sings several songs or repeats rhymes from memory - Knows own name, age, and address - Knows some basic grammar rules; uses “he” and “she” correctly - Recalls latest events in conversation with others - Names colors - Understands adjectives - Names and identifies the letters of the alphabet - Knows that letters are associated with sounds - Has between 300 to 2,000 words
Five Years Old	- Loves to listen to stories and use them in play later on - Uses full sentences - Tells stories accurately - Likes humorous stories and witticisms - Understands the concept of opposites - Is aware that word can have more than one meaning - Begins to use language to control situations - Has between 5,000 to 8,000 words

PROFESSIONAL DEVELOPMENT

Preservice / In-Service Training

To help you prepare for in-service trainings for your staff, there is a year-at-a-glance **Professional Development Timeline** to guide you as you plan the periodic trainings that can be attached to a weekly staff meeting or held at a separate time. Look at the HIPPY USA website to find trainings or within your agency or to partner organizations to assist with professional development workshops.

Note: While Child Development is specified for certain months as an in-service topic, the weekly staff meetings should always include some element of child development – see recommendations above for how to include early childhood concept development/terminology in the weekly staff meeting.

Professional Development Timeline

Month	General Training Topics
August	Home Visitor Orientation (HIPPY Excellence: Training manual)
September	Home Visitor Safety
October	Child Development
November	Orientation/Mandated Reporting
December	Adult Learning
January	Personal Development
February	Child Development
March	Planning, Growth and Expansion
April	Child Development
May	Personal Development

Adjust this timeline to match your HIPPY year!

SCENARIOS

(for Mock Home Visits)

Scenarios

The dialog for the actors can be written on 3 x 5 index cards.

Note: These have been adapted from situations that actually happened. They are extreme and **probably** won't ever happen, but if home visitors can handle these scenarios, they probably will be able to handle anything that does occur.

Scenario 1

Parent: Opens doors and looks blank when home visitor introduces her/himself. Mom states that she doesn't remember anything about this HIPPY thing – this can be used any time new parents are recruited and a refresher on working with new participants would be helpful

Scenario 2

Parent: Invites home visitor into home. While home visitor tries to start the visit, the phone rings and the parent stays on the phone a very long time. When parent finally gets off phone, the baby cries.

Baby: Cries every time the parent sits back down with the home visitor.

Scenario 3

Parent: Is in the driveway taking bags of groceries out of the car as home visitor arrives. Parent states she does not have time to meet because the groceries need to be taken out of the car and put away.

Scenario 4

Mom: Invites home visitor into home. After they sit down, parent starts to talk about the soap opera she is watching, her boy friend, what happened at the bar last week, anything but HIPPY!

Scenario 5

Parent: Invites home visitor into home.

Cousin: Knocks and comes into the house. Cousin proceeds to light up and smoke a reefer (or "use" whatever drug is prevalent in your community).

Scenario 6*

Mom: Invites home visitor into home. Table is cluttered and dirty!

Child: Says she is starving and asks mom for something to eat.

Mom: Tells child to be quiet, she is not going to give her anything.

Child: Is persistent and keeps asking mom for something to eat.

Mom: Takes off her house shoe (slipper) and hits the child on the head.

*Scenario 6 can be a good lead-in for a session dealing with mandated reporting – contact whichever is the governing agency (DHS, CPS, CFS) in your community to schedule a training.

Scenario 7

Dad: Invites home visitor into home, explaining this is not the best time as all his children are home.

3 children: All swarm over the home visitor, playing with her hair, going into her bag, asking questions and generally making a nuisance of themselves!

Scenario 8

Mom: Invites home visitor into home and explains her husband is in the next room playing cards.

Dad: Yells to his wife, she doesn't have time for this silly stuff, and to bring him a beer.

Mom: Asks home visitor to have a seat.

Dad's friend 1: Yells – Hey man you better get your woman in line!

Dad's friend 2: I thought you had your household under control. Tell your wife I need a beer also!

Dad's friend 1: Comes into room, says to home visitor – you are so pretty, you can meet with me anytime!

Dad: Goes behind his wife's chair and pantomimes to the home visitor *call me!*

Scenario 9

Man: Comes to door in his underwear and tells the home visitor his wife is not home but that she (female home visitor) should come on in!

Scenario 10**

This one probably cannot be role played. But, you can set the stage for the home visitor and ask how they would act/react. There is a group of about 15 young men, with low-hanging, baggy pants who are playing very loud music and all unknown to the home visitor and who are standing around in the driveway of the home to be visited

**Scenario 10 can be a good lead-in for a discussion about when a call needs to be made to the coordinator versus the home visitor exercising their own judgment; how the staff's safety is always the priority; and to revisit any agency policies.