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**TIP** It is very important Home Visitors understand which fingers are used in the **Pincer Grasp**. The **Pincer Grasp** enables a child to pick up small items using the thumb and index finger. Review the websites located in the Home Visitor Guide (Page 28).

Have Home Visitor choose one strategy from the Pincer Grasp websites (found in Home Visitors manual) and share during training and with their families. Encourage Home Visitors to observe (or ask parent) how the child holds the crayon. (Ex. full fist, too high, correctly, etc.)

**TIP** According to the Centers for Disease Control and Prevention (CDC), one in eight preschoolers in the United States are obese. Children who are overweight or obese as preschoolers are 5 times as likely as normal-weight children to be overweight or obese as adults. Utilize [this link](#) and print out the fact sheet and discuss with Home Visitors. Identify your state – is it showing an increase, decrease or no change in childhood obesity? The HIPPIY **Motor** activities encourage the child to move and burn calories.

## Literacy

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### What your child will learn from this activity

A new story is introduced this week – **In the Cow’s Backyard**. One by one, many animals come to the cow’s back-yard. Each one is greeted by the ant, who is enjoying the shade laying on the hammock in the cow’s back-yard. Each animal accepts the ant’s invitation to lie on the hammock. And all goes well until the arrival of mother elephant. What is the ant to do now? If the elephant climbs on the hammock, it will surely break...

Explain to Home Visitors this story is a **cumulative or add-on** story. Each time a new event occurs; all previous events in the story are repeated. Have Home Visitors share examples of other **cumulative or add-on** stories. (Examples include; The House that Jack Built, The Old Lady Who Swallowed a Fly, The Napping House, etc.)

### What to do

*As the story is read during role-play* - Have all the Home Visitor listen for any words that they feel may be new vocabulary words for some of their children. Ask them to “jot down” the new words. After role-play, allow each Home Visitor to share the words they identified as possible “new vocabulary.” *Examples: shade, backyard, squeeze*

Have Home Visitors use this same method with their Parents. Which words will be new to their child? It encourages active listening.

On **Activity Sheet 1** the child will identify animals in the story and animals “not” in the story. The child will make an X on the picture of the animal that was not in the story.

**Note:** Next week observe the child’s “X’s”. Were they able to make the mark without difficulty? Are they two continuous lines?

### Things to think about and do

Reinforce the **Things to think about and do** activities. This extension could be completed using the **Activity Sheet 1**. **Example:** Where does a horse live? What does it eat? Can it be a pet or is it wild?

## Math, Spatial Relations

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### What your child will learn from this activity

Math skills taught in early childhood education are designed to provide the foundation children need to succeed in elementary school and beyond. Discuss with Home Visitor how the basics of learning about numbers, is the first vital math skill a child must develop before reaching kindergarten. In this **Math, Spatial Relations** activity the HIPPIY child will count and move forwards and backwards. This will allow the child to learn the relationship between numbers in the future.

### What to do

Point out to the Home Visitor, (Page 6, #1) instructs the dice (**Activity Sheet 2**) be made and the two pieces of tape placed parallel to each other be setup **prior** to beginning the activity.

*Tip: The dice works better if you place tissue or crumbled up paper inside before taping the sides.*

Be careful and slow down and read the instructions in parenthesis carefully.

(Page 6, #1) The dice will be rolled many times until the child reaches the second line of tape.

(Page 6, #2) The child will roll the dice and move backwards until the child gets back to the first taped line.

(Page 8, #5) The child will look at the Parent’s five fingers and count backward. Explain to Home Visitor how seeing the fingers will help the child understand the concept - **they can visually see it.**

### Things to think about and do

Reinforce the **Things to think about and do** activities. **Children** enjoy “count down” activities. Encourage Parents to “count down” from 5 when you are getting ready for bed, bath, etc.

## Science, Physical Properties

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### What your child will learn from this activity

Using the Home Visitor Guide review the term **prediction** in the **Glossary** section. Access the [Illinois Learning website](#) – to review the term prediction.

### What to do

**It is important that Home Visitors actually do this activity during the staff training with the water and all the supplies the parent and child will use at home.** Coordinators should provide the **You will need materials** for weekly staff training roleplay. Home Visitors need to experience this activity first hand to get a good understanding of the activity.

In the *Parent's* home, it may not be possible (or necessary) to have access to water.

Coordinators may choose to allow Home Visitors to pantomime this activity without using water. The “hands on” experience obtained during the weekly staff training will benefit the Home Visitor as she role-plays with the Parent.

This activity requires the Parent and Child to check the water every day and record the answer on **Activity Sheet 3**. This will provide sites with good accountability for how thoroughly the activity was completed. Make sure to emphasize to parents how important it is to take the time to check and record the water each day.

(page 12, # 5) Point out to the Parent - **do not pour out the water**. They will measure and record each day.

Note: Coordinators should observe and record daily the cup used in weekly training. **In training the following week, review the recording sheet.**

### Things to think about and do

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

## Motor, Balance

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### What your child will learn from this activity

**Balance** is the ability to maintain and control body position while in place or moving. It is a learned ability that develops with experience and practice. In this **balance** activity the HIPPIY child will maintain **balance** in different planes while controlling weight distribution.

### What to do

On *Page 14*, # 1 and # 2, have the Parent write down how long the child could stay up on tiptoes, **balance** on one foot. Encourage the parent to repeat the activities several times during the week to help the child gain **balance**. An Age 3 child should be able to **balance** on one foot

(without help) for five seconds (Age 4 for ten seconds.)

Home Visitors should make sure the parent understands the importance of completing the activities even if they have to assist the child. Home Visitors should reinforce that **balance** is a learned ability and develops with practice.

### Things to think about and do

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

## Language

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### What your child will learn from this activity

Review the term **visual discrimination** in the Glossary section of the Home Visitor's Guide. Ask Home Visitors to give an example of how visual discrimination is used in:

- **Reading and Writing** - distinguish between different letters in order to read and write words. "cat" is not the same as "can" or a "m" is not the same as "n" - As Winnie the Pooh famously said, "To the uneducated, an A is just three sticks."
- **Math** – distinguish between different number symbols. "6" and "9" are tricky numbers.
- **Social Studies and Science** make a model or observations about the project or experiment or by drawing a picture.
- **Social Interaction** - be able to interpret and understand details in facial expressions and body language to interact comfortably with others.

### What to do

The Parent will review the animals of the story, **In the Cow's Backyard** by playing the game "Who Am I?" The child will say each animal by name and make the animals sound.

Using the animal cards (**Activity Sheet 4**) from the story, the child will choose a card and sing Old MacDonald about that animal.

### Things to think about and do

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

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- TIP** By Week 22 in the curriculum year, most HIPPY children should know some of the letters in their name. The parent has been writing and saying the name of the letters as they print their child's name since Week 3. HIPPY has been introducing important readiness skills for the child's learning and setting the stage for **Letter Recognition**. Remind your Parents, *say the names of the letters as you write them*.
- TIP** Suggest Home Visitors to talk about the Tip as written, but then re-review from a parent perspective: Are you (the parent) bored or disinterested with HIPPY? Are you hungry and thinking about what you are going to fix for lunch? Are you tired? Is the TV on? Are there other distractions (cell phone) that make it difficult to concentrate? If so, this may not be the best HIPPY time for the parent. Remember your enthusiasm and excitement for learning affects how the child "feels" about learning.

## Literacy

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### What your child will learn from this activity

Ask the Home Visitor to use the Home Visitor Guide and find the term **Visual Discrimination** (page 33) and share the definition with the group.

Review [Preschooler. The bump website](#).

As you role-play the activity have Home Visitor's point out where visual discrimination is occurring specifically in the activity.

### What to do

Notice the first instruction # 1 is to reread the book, *In the Cow's Backyard*.

(Page 2, # 2) Point out to parents that the 18 animal cards, **Activity Sheet 1 and 2**, are to be **cutout** and placed on table.

Tell Parents that if their child has difficulty with this activity. They should use only three of the animals in the memory game, until the child becomes comfortable with the rules and can successfully remember where the animal pictures are so they can make matches.

### Things to think about and do

Reinforce the **Things to think about and do** activities. After completing the activities - The animal cards could be used for the extension.

## Math, Compare and Measure

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### What your child will learn from this activity

Review the Kindergarten Common Core State Standard with Home Visitor. What strand would something-nothing be related to?

Describe and compare measurable attributes.

- CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

### What to do

The child will see, hear and point to **something-nothing**. Encourage the child to say the words **something-nothing** as they point or guess.

### Things to think about and do

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

## Science, Physical Properties

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### What your child will learn from this activity

Ask Home Visitors to think about their own approach to problem solving. How do you work through a problem? Should I use a different paper? I wonder if this would work better? Remind the parent whether they are aware of it or not, children are always watching them. Children observe how a parent, peers, etc. deal with problems as examples of ways they might solve problems themselves. Home Visitors should encourage parents to talk aloud about problem solving. Suggest to the parent to discuss the thought process used as they work through a problem. For example, you might say, "I have a problem. I planned to have cereal today, but I have run out of milk. What do you think we should do? Could we use chocolate milk? I wonder how that would taste? Should we wait until I can buy some milk or what could we make instead? Or maybe I could ask the neighbor next door if she has some we could borrow " In other words, model thinking and a positive attitude as well as the process for solving the small problems of everyday life.

**Note: Don't forget to review the recording sheet (cup of water) from last week (Week 21, Science). How much (or little) evaporated? Why?**

## What to do

Sites may want to provide a pushpin or small nail to families. During weekly training, experiment with several different items; small nail, push pin, straight pin, etc. and decide which works the best. On (page 11, top part of the activity) the child will need help folding (lining up dots to center) and securing with the pin to create a pinwheel.

Role-play in the home: Home Visitors need to allow the parent to follow all the steps of creating the pinwheel. (The steps can be confusing.) During the weekly training, Home Visitors will create their own pinwheels for role-play, but it is recommended they disassemble (or make another one) so the parents can experience the process of creating the pinwheel.

**Note:** The pinwheel will spin more freely if the pin does not pushed in all the way to the eraser.

## Things to think about and do

Reinforce the **Things to think about and do** activities. Remember to role-play at least one of the **Things to think about and do** activities. Coordinators might provide each Home Visitor with a packet that contains a few cotton balls and a straw.

# Motor, Balance

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## What your child will learn from this activity

The curriculum integrates many skills into the **Motor** activities. As you role-play this activity have Home Visitors identify where **counting** and **number recognition** are found specifically in the activity. In addition, ask Home Visitor to share how many of their children can recognize numbers to 5? 10? If the child is having trouble with **number recognition** have Home Visitors share a strategy. (Refer to Home Visitor Guide Glossary: **number recognition**.)

## What to do

The cards should be placed 12 inches apart. Home Visitors should help parents define a large open area in the home. Point out to the parent the instruction is to jump “next to” the number - reinforcing spatial perception concept next to.

## Things to think about and do

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

# Language

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## What your child will learn from this activity

It is important to teach children positive skills that will help them successfully interact with other children. Point out to Home Visitors – good social skills are learned (bad or good). It is important for the parent to model good social skills.

Share a few examples of skills that are useful for interacting with others and building social relationships. Examples could include:

- Getting a friend's attention
- Sharing objects
- Asking other children to share things
- Saying something nice to someone

For a staff development, the [Centers on the Social and Emotional Foundations for Early Learning](#) is an excellent resource.

## What to do

The Parent will review the part of the story where the animals joined each other in the hammock. The child will choose several of their own stuffed animals or dolls. Parent and child will make their own hammock and gently swing the animals. Home Visitors need to help parents identify 2 chairs (or substitute item) and blanket, towel, etc. that will be used to complete the activity.

**Hint:** The blanket, sheet, towel, etc. needs to be large enough and pliant to tie the 2 corners to a chair and still swing. This needs to be practiced in the staff training because it is very important Home Visitors and parents understand how to tie the corners together to make the hammock. Also, the chairs need to be stable enough to support the hammock. Brainstorm with Home Visitors possible substitutions for families that may not have chairs to tie the blanket on to. Example: the handle on a cabinet, refrigerator, could provide one end of the hammock and the parent could hold the other.

## Things to think about and do

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



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**TIP** Preschoolers are naturally curious and enjoy exploring their environment. Ask Home Visitors if they feel their families have been enjoying the HIPPY **Science** activities? Allow the Home Visitors to give detailed feedback about the Pinwheel activity last week (Week 22). Did their families enjoy the activity? Close the discussion by reminding Home Visitors to encourage their parents to help their child develop **scientific exploration** skills by:

- asking questions
- making observations
- making guesses (hypotheses)
- experimenting
- drawing conclusions
- documenting the results

***Don't forget to remind your Parents to "give the child time to respond" when asking questions.***

**TIP** The HIPPY year is winding down and summer time is coming. Provide **Home Visitors** and **Parents** information on their local library summer time hours and activities. Home Visitors should encourage **Parents** to visit their local library. Reading to their child throughout the summer is important and often overlooked during this busy time. If possible, ask the local librarian to speak at an end of the year Group Meeting.

## Literacy

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### What your child will learn from this activity

The **beginning**, **middle**, and **end** can be defined as the 3 parts that make up a story and when all parts are put together you have a complete story.

Review the three parts with Home Visitors:

**The beginning** – it is the first part of the story. It is where the writer captures the reader's attention, either with a great opening line, a detailed description of the character or setting, or a peek into the topic, problem, or theme of the story. The beginning will also set the mood for the reader; will it be happy and exciting, dark and mysterious, or silly and entertaining? A good beginning makes you want to read more.

**The middle** – it is where the bulk of the story rests. It explains the topic, gives important details, and holds the reader’s attention, but most important it is where we reach the climax or turning point of the story. If the middle is good, it will start the reader thinking about how the story is going to end.

**The end** – this is where the story comes to a close; it is the conclusion and solution to the problem. It is where the character learns a lesson or comes to terms with the events of what happened. A good ending will keep the reader thinking about the story long after it is finished.

Source cited: *The Picture Book Teachers Edition; April 9, 2013*

### What to do

Have Home Visitors emphasize to parents the importance of reinforcing the **three story parts**. Point out how each story part is underlined in the activity to bring out emphasis. The child will identify and “tell” the parent what is happening in each picture on **Activity Sheet 1**. Remind the parent to give the child time to “tell” them what is happening. If a child has difficulty expressing “what’s happening in a picture”, have the parent reread that part of the story in the book – *In the Cow’s Backyard*.

The second part of the activity the Parent mixes up the pictures and removes one. The **Child** then uses language to “tell” the parent which picture is missing. The **Parent** will ask the child “Is that – the **beginning** – the **middle** or – the **end** of the story?” This activity will allow the Parent to assess the child for understanding. Is the child able to identify the three story parts? Identifying the beginning, middle and end of the story will help the child understand how organization, sequence, and plot make a good story.

### Things to think about and do

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

## Math, Compare and Measure

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### What your child will learn from this activity

The concept of **Same** and **Different** can be difficult for some children to understand. Preschoolers need to be able to differentiate between things that are the same and things that are different. This concept of **same/different** is used later for sorting, grouping and classifying objects. It is one of the basic building blocks of math. Remind Home Visitors: Some children simply do not understand the vocabulary **Same/Different**. Using the concrete activities in **Activity 2: Year 1: Week 23** will help the child understand the meaning of **Same/Different**.

### What to do

Remind the Home Visitor/Parent that real items (concrete) are to be used in this activity. Home Visitors need to re-emphasize **Confirm, Complete, and Correct** method. It is important for the child to say the words **same** and **different**.

This activity is ideal for reverse role-play. Home Visitors should encourage their Parents to help the child to repeat the **complete** answer. **Example: The pictures are the same.** The HIPPY curriculum encourages children to use complete sentences.

**Special Note: Things to think about and do** are at on the bottom of page 8. Have Home Visitors make a note on **their** packet on page 9 to not forget to return to page 8 to review extensions.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Encourage parents to use the vocabulary words **same** and **different** throughout the week.

## Science, Environment

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### What your child will learn from this activity

Water is everywhere in our lives. We bathe in it, drink it, cook with it, and use it to wash our hands on a daily basis. And even though we use water everyday, there's still something mesmerizing about it, especially for children. Children love to scoop, pour, and explore, over and over again.

### What to do

**It is important that Home Visitors actually role play with the same materials the parent and child will use during an activity.** Coordinators should provide the **“You will need” materials** for weekly staff training role-play. Home Visitors need to “feel”, “put a few drops of soap into water”, “stir water”, “pour water”, etc. to get a good understanding of the activity.

In the **Parent’s** home, it may not be possible (or necessary) to have access to water. Coordinators may choose to allow Home Visitors to pantomime this activity without using water. The “hands on” experience obtained during the weekly staff training will benefit the Home Visitor as she role-plays with the Parent.

### Things to think about and do

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

Home Visitors should encourage Parents to allow their child to explore different volumes of liquids by observing how they fit into different containers. Using measuring cups gives the HIPPY child a concrete way to compare volumes or pour different amounts of colorful liquids into different cups that are all the same size.

## Motor, Parachute Play

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### What your child will learn from this activity

Developing **listening** and **following directions** are important skills needed to prepare the child for the school setting. Remind Home Visitors/Parents modeling and repetition is important in teaching preschoolers.

### What to do

**Parent** and **Child** will take a blanket or sheet (child size) and perform different movements focusing on using the muscles in the child's upper body. **Home Visitors** should bring a "bath size" towel or fabric into the home to use during role-play. Help the parent decide what item in the home can be used to complete the activity. **Remember:** The sheet, blanket, etc. needs to be a size that can be easily handle by the child. This activity also focuses on **following directions** and **listening**. Remind the parent how important it is to model the movements. Repeating several times will help reinforce understanding. **Example:** Slowly and gently. (**Gently** may be a new vocabulary word to the child.)

### Things to think about and do

Reinforce the **Things to think about and do** activities. When you add family members, increase the size of the parachute by using a bigger sheet or blanket. Paper balls can be added to the middle of the sheet **and** don't forget to "talk" about what happened.

## Language

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### What your child will learn from this activity

Recalling a story increases a child's reading comprehension. Studies have shown that the learning experiences that occur before, during and after reading a story have an equally important impact on literacy development. **Story retelling** - the process by which a child listens to or reads a story and then summarizes, or "retells," the story in his or her own words - is a technique is an effective way to improve children's reading comprehension.

### What to do

The Parent will review parts of the story, **In the Cow's Backyard** by rereading the story and focusing on the animals and the sounds the animal makes.

**Activity Sheet 2** (page 18) The Parent and Child will:

- name the animals
- make that animal's sound
- move like that animal, **Example: Horse = Neigh = Gallop**

**Note:** These animals are not from the story

**Activity Sheet 3** (page 19) The Parent and Child will play a game. The steps in the game include:

- The **Parent** will say the animal's name.
- The **Child** will find the picture of the animal.
- The **Child** will make the sound of the animal and place in the hammock.
- The **Child** will move like the animal placed in the hammock.

Home Visitors need to emphasize the importance of this dramatic play activity

Retelling the story using the props reinforces the story and takes the child from a passive listener to an active listener.

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

Reinforce the **Things to think about and do** activities. Home Visitors should review the definition of **auditory discrimination** with parents. Learning to tell the differences between sounds is an important part of reading. Have Home Visitors/Parent use the words **Same/Different** as they hear different sounds. This will reinforce this week's **Math** activity.  
**Example: go/so –do they sound the same?**

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**TIP** One advantage of the HIPPY program is the personal connection we have with the families. Home Visitors develop bonds with each family and learns about their individual likes and needs. Encourage **Home Visitor** to ask the **Parent** a few questions about their child's interests.

Possible suggested questions:

- What is your child's favorite HIPPY book?
- What is your child's favorite food?
- What is your child's favorite color?
- Who are your child's best friends?
- What is your favorite game to play outside?
- Does your child have a favorite chore they like to help you with?

**Home Visitors** should encourage the **Parent** to ask their child a few of these questions. Allowing the child to express their opinion is using language. Some of the child's answers might surprise the parent.

Review with Home Visitors the Kindergarten **Speaking and Listening** Common Core State Standard: **CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.**

It is helpful for **Home Visitors** and **Parents** to know what the child will be expected to know in kindergarten.

**TIP** The HIPPY curriculum encourages parents to collect/save items that the child can use to "create treasures." Ask **Home Visitors** if they feel HIPPY has encouraged the parent to save items for creative activities. Home Visitors should encourage parents to search for craft projects to complete over the summer break. There are many web sites that have wonderful craft ideas for preschoolers. [Pinterest](#) is a site familiar to many families. Encourage them to search for Creative Crafts for Kids.

Here are several examples that are located on [Pinterest](#):

- Foam Dough – corn starch and shaving cream
- Plastic Bottle Planters

- Paper Plate Jelly Fish
- Sponge Balls

## Literacy

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### What your child will learn from this activity

Review with Home Visitor the benefits of **Dramatic/Make Believe** play.

Use the [NAEYC article](#) about make believe to support what you are saying. Ask **Home Visitors/Parents** if they observe their child engaging in **dramatic play** activities with more detail. Are they using props or increasing language? Are parents scaffolding (modeling, supporting and encouraging) the play?

**Note:** The Coordinator's Guide suggests accessing this article in Week 3. During the first few weeks of the program year, Home Visitors are sometimes overwhelmed with the volume of new information. They may benefit by revisiting the article now.

### What to do

Focus on the instructions in parenthesis (page 2, #2) – (*We need to encourage the child to answer using the phrase, "Come join us! There is always room for one more friend. Please don't say you can't!"* The child will hear the phrase several times and eventually begin to say it on their own. Encourage the parent to say the phrase with the child until they are able to repeat on their own.)

### Things to think about and do

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

## Math, Compare and Measure

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### What your child will learn from this activity

We continue to reinforce measuring by describing and comparing measurable attributes. This will help prepare the child in sorting objects by attributes.

Example: *Put all the small blue circles in this bowl. (Sorting by 3 attributes)*

### What to do

Emphasize the importance of using real shoes instead of pictures on a page. Explain to Home Visitors the concept of using **concrete items** to help children learn. (*A child engages multiple senses when they look, touch and move objects to understand mathematical concepts.*)

Make sure the “steps” and “shoes and socks” used are visibly **big** and **small**. If possible, find a pair of the child’s baby shoes and socks. The child will be amazed to see how much his foot has grown.

On **Activity Sheet 1** if the hands do not fit on the page vertically, have the parent turn the page horizontally or trace the hands on the back of the sheet.

### Things to think about and do

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

## Science, Environment

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### What your child will learn from this activity

Observation is an important skill in science and other learning activities. Children need to be able to observe differences. In reading, we need to observe and visually discriminate between letters. In this **Science** activity, children will collect and observe differences in soil found in their own environment (backyard). How are they alike or different? Do they feel different? What can I see in the dirt (small rocks, sticks, etc.)?

### You will need

Sites may choose to provide a small sample of potting soil, a magnifying glass and paper cups for the activity. The magnifying glass is optional, but will make the activity more interesting. There are also several substitutions for a magnifying glass:

- Looking through a bottle or jar of water to magnify objects.
- Pour ½ inch of water into a plastic baggie. Press as much air out of the bag as you can. Seal it tightly. Roll the top of the bag down to make the magnifier easier to manage.

### What to do

Parent and child will collect 4 soil samples. Possible choices are:

Sample 1: Front yard

Sample 2: Back yard (under a tree, in a flower bed, etc.)

Sample 3: Park or playground area

Sample 4: Potting soil (provided)

The **Home Visitors** will need to individualize this activity for each **family** by helping the parent identify where the samples can be obtained and what item will be used to magnify the soil. If the family has difficulty collecting four samples, encourage them to gather a minimum of two soil samples.



**Home Visitors** will need to take out soil samples and a magnifying glass to properly role-play the activity in the home. **Possible suggestion:** Home Visitor can take 4 plastic Baggies filled with 4 different soil samples. (For role-play the parent could look through the bag.) Encourage the **Parent** to allow the child to pour the samples gathered into a plate, box lid, etc. This will allow the child to observe the soil up close. As the child observes the differences in the soil samples, the parent writes down/records the child's words on **Activity Sheet 2**. Possible observations may be; it's brown, small rocks, a stick, grass, gravel/sandy, etc. (short one word responses).

Remind the parent to read the child's responses recorded on **Activity Sheet 2** (page 10, #5). Remind the parents to point to each word as they read.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Home Visitors might provide a sunflower seed for the extension activity.

## Motor, Parachute Play

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### What your child will learn from this activity

What is cooperation? *Working together for a common benefit.* Have **Home Visitor** consider the relationships in their lives – with friends, family members and coworkers – the value of cooperation cannot be underestimated.

What do children say about cooperation? Here are a few quotes from Kindergartners:

- "When everyone is cooperating it is nice because people are working together."
- "If dancers don't cooperate they will bang into each other and the dance will be ruined."
- "If you cooperate things get done faster and there is more time for fun!"

How do we teach cooperation? We **model** it.

### What to do

A twin size sheet or twin size piece of fabric works best for this activity. Following instructions is important. Remind the **Parent** to speak clearly, slowly and model the movements. Notice how many spatial words are integrated into the activity: low, down, up and high.

### Things to think about and do

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

# Language

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## What your child will learn from this activity

Using the Home Visitor Guide, have Home Visitors review the **Language** section (page18). Choose a Home Visitor to explain the differences in **Receptive Language** and **Expressive language**. Review the **Typical Growth and Development** (page 19).

## What to do

This activity integrates **math (counting)** and **language (dramatic play)**. The activity uses a popular song. If Home Visitors are unfamiliar with the song, this link, [\*One Elephant Went Out to Play Song\*](#), will allow them to hear the tune. The tune is not as important as the language and counting activity. Families can make up their own tune.

## Things to think about and do

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

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- TIP** A recent study in *Early Childhood News* reports that the best time for a child to learn another language is in the first three to four years of life.
- TIP** How much environmental print is the HIPPY child recognizing? Can they recognize signs in the environment such as: Stop, Danger, Handicap Access, Exit, Bus Stop, Railroad Crossings, etc.? There are many signs the child sees each day and we take for granted that the child understands their meaning. Encourage the **Parent** to point out informational environmental print that the child is exposed to daily.

## Literacy

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### What your child will learn from this activity

*Corduroy* was written by Don Freeman and published in 1968. Share with **Home Visitors** some additional information about Don Freeman. Did you know the story was rejected several times before it was finally accepted? Don Freeman is quoted on his website; “Much like the story of *Corduroy* if you believe something is good, then do not give up! *Corduroy* the bear did not give up when he was first rejected because he was missing a button! He perked up his courage and went looking too!”

### What to do

Review **Resources for Families: Sharing Books**. Ask the **Home Visitor/Parent** to choose three points they feel are important or they have learned from their HIPPY time.

Point out to **Home Visitors/Parents** that the majority of the questions in this activity are not “yes or no” questions. The child must use language to answer the questions. Remind the parent to give the child time to respond. Confirming and completing the child’s answer is important in helping the child increase language and story comprehension.

How will you decorate the bear (**page 5, #18**) with yarn? Long strips of yarn? Small snips of yarn glued down? Other ideas? If the parent does not have yarn (and the site does not provide) what could be some additional ways to decorate *Corduroy*? Brainstorm with **Home Visitors** other options for decorating the bear on **Activity Sheet 1**. Home Visitors should encourage parents to explore a variety of decorating options. Decorating doesn’t always have to mean crayons.

### Things to think about and do

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

## Math, Compare and Measure

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### What your child will learn from this activity

We continue to reinforce measuring by describing and comparing measurable attributes. The **concept: tall/short** may be new to the child. Many children try to use big/small to describe the size of many items. Using the words tall/short, we will compare the height of several items.

### What to do

Remind **Home Visitors** we use **concrete items** to introduce a new concept. The child will identify tall/short on **Activity 2** (page 8, #3). Some children may have trouble identifying the **tallest** or **shortest** items. They want to point to all the **short** ones and are unsure which is the **shortest**. Comparing concrete items (dolls, themselves, their parent, siblings) will help the child better understand the concept.

**Pages 9** and **10** will help assess the child's knowledge of the concept tall/short.

### Things to think about and do

Reinforce the **Things to think about and do** activities. **Home Visitors** need to remember to role-play (individualize) at least one of the extensions with families.

## Science, Environment

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### What your child will learn from this activity

In this **Science** activity, children will collect and observe differences in rocks found in their own environment. How are they alike and/or different? How do they feel? The child will also be introduced to several new vocabulary words: geologist, trowel, etc. Make sure and review with **Parents** how to explain these terms in child friendly ways.

### You will need

Sites may choose to provide a few different rocks for the family to complete the activities. The magnifying glass used in **Week 24** is recommended but not required. Review substitutions for a magnifying glass:

- Looking through a bottle or jar of water to magnify objects.
- Pour  $\frac{1}{2}$  inch of water into a plastic baggie. Press as much air out of the bag as you can. Seal it tightly. Roll the top of the bag down to make the magnifier easier to manage.

Did families use any of these suggestions last week?

**Hint:** Check with your state Geology Survey office as many offer student rock packets for studying rocks and minerals found in their state.

## What to do

**Parent and Child** will collect rocks from around the child's living environment. The gathering of rocks is an important part of the activity, but if the family is not able to collect the rocks – the activity cannot be completed. **Sites might provide a few sample rock packs to insure that the activity can be completed.**

The child will categorize the rocks by one attribute – big or small (**Activity Sheet 3, instructions on page 12, #5**).

The child will categorize the rocks by one attribute – texture (page 12, #6).

The color in the picture may not be as obvious to the child (**Activity Sheet 4, instructions on page 13, #7**). Explain to **Home Visitors/Parents** we will categorize/sort our rocks into three color groups – dark/black, grey/medium, and white/light.

**Home Visitors** need to take out several rocks and a magnifying glass to properly role-play the activity in the home.

## Things to think about and do

Reinforce the **Things to think about and do** activities. To reinforce the extension activities, have your **Home Visitors** make their own pet rocks. Modeling the extension may inspire the parent to complete the extension with the child. Have a pet rock art contest. If a child/parent completed the activity – a small reward ribbon (like in a real art show) could be given. These ribbons are inexpensive and available through many vendors (example: Oriental Trading Company).

## Motor, Parachute Play

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### What your child will learn from this activity

Did the children enjoy the parachute activity from last week? Is it possible to have a parachute activity at the next **Group Meeting**? Including a parachute activity during a **Group Meeting** will reinforce the concept covered in the curriculum and also give the **Home Visitor** the ability to assess how well the HIPPIY child can perform the activity. Information gained might help the **Home Visitor** offer suggestions to the parent how to complete activities with the child.

### What to do

A twin size sheet or twin size piece of fabric works best for this activity. Following instructions is important. Remind the **Parent** to speak clearly, slowly and model the movements.

### Things to think about and do

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

# Language

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## What your child will learn from this activity

Being able to identify feeling is the first step in being able to control them. Share with **Home Visitors** that teaching emotions to preschoolers is an important social emotional skill. Children get angry, sad, frustrated, nervous, happy or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways. We need to help **Parents**, by offering a few strategies to help a child regulate their emotions. If possible, provide a staff development for staff and include several calm down strategies (*examples: Turtle Technique, Three deep breaths*). The [Centers on the Social and Emotional Foundations for Learning](#) is an excellent resource for a staff development. These strategies could be shared with parents.

**Remember:** The first step in a child regulating their emotions is to identify that emotion.

## What to do

This activity will have the **Child** identify emotions by looking at facial expressions (page 18, #1). The **Parent** and **Child** will open the book and look at Corduroy's facial expressions: Is he happy or sad? How did you know?

The **Parent** and **Child** will play a game and the **Parent** will model a sad face and the child will identify the emotion (page 18, #2).

## Things to think about and do

Reinforce the **Things to think about and do** activities. The online game, [About Face](#), could be utilized on a Smart Board for a **Group Meeting**. Several different scenarios are offered and the characters respond with a range of emotions. If the technology (Smart Board) is not available for a Group Meeting, share the [website](#) with parents.

## Contents

- TIP** Using a ruler or an object to measure will help a child develop a sense of understanding that every day items are a certain length. This length can be determined by measuring the item with a ruler or an object (shapes).
- TIP** Remind **Home Visitors** to promote your local library and any summer events planned. Ask **Home Visitors** what their favorite book was as a child. Who read the story to them? Where did they get this book? Did the reader influence their interest in reading? Allow **Home Visitors** time to respond and discuss as a whole group.

## Literacy

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### What your child will learn from this activity

*Corduroy* is a longer (more words and pages) story than other books we have shared so far. Did the **HIPPY Child** stay engaged while the parent read to them last week? Get specific feedback from **Home Visitors** on last week's role-play. What vocabulary words in the story *Corduroy* did the parents feel were new to their child?

### What to do

**Special Hint:** The cut out bear and circle is to be hole-punched by the **Parent**. If the family does not have a hole-punch, sites should decide how this task will be accomplished. Could sites provide an inexpensive hole-punch to each family? Or could **Home Visitors** bring a hole-punch and allow **Parents** to prepare the cut out bear and circle before leaving the home visit? Or, **Parents** can punch a hole with a pencil.

**Parent** and **Child** will make a stuffed bear (**Activity Sheet 1**). Sites might provide cardstock (glue the bear to the cardstock) to make the bear more stable to lace. The family will need yarn (taped on one end) or an old shoestring to lace the bear with. It is important to have **Home Visitors** show how the cut-out bear is to be laced. Don't forget to remind **Parents** to leave enough of an opening to stuff the bear.

The child will take their completed stuffed bear and review parts of the story (page 3, #5). Point out to **Home Visitors** that the word escalator may be a new vocabulary word for some children. In some areas, the child may have never seen an escalator or may not know that is what it is called.

**Hint:** To sew the front and back together, **Parents** will need to help their **Child** line up the holes. A small piece of tape will help keep the holes lined up while the **Child** sews.

### Things to think about and do

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

## Math, Compare and Measure

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### What your child will learn from this activity

"Inches" or "centimeters" are much too abstract for a preschooler's grasp, a non-standard measuring tool – counting hands is more concrete and can be a great way to introduce measurement.

### What to do

The **Parent** will fold four sheets of paper (old activity sheets will work) in fourths and trace the **Child's** hand. There will be a **total of 16** handprints cut out. Tape the handprints **end to end** to create a "hand-ruler." For documentation purposes, encourage the **Parent** to record the object measured and how many "hands" each object measured.

### Things to think about and do

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

## Science, Environment

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### What your child will learn from this activity

In this **Science** activity, children will collect and observe differences in leaves found in their own environment. How are they alike and/or different? Some children have trouble classifying by different attributes. Encourage the **Parent** to use open-ended questions to encourage language.

### What to do

This time of year there are many leaves and plants available to complete this activity. Spring has sprung! (Don't forget shrubs have leaves.) Encourage **Parents** to take their **Child** on the nature walk and collect many different leaves. The activity calls for yarn to define the two groups. There are many substitutions for the yarn (example: napkins, paper plates, etc.). The purpose of the yarn is to define separate sets.

The child will observe the leaf and look for characteristics (page 11, #4). Does the leaf have veins?



The child will make a leaf rubbing (page11, #5). Have the **Home Visitor** take an extra leaf and piece of paper and actually model how to correctly produce a leaf rubbing. Modeling is the best way to ensure success of the activity.

A few extra tips:

- Place a leaf on a hard, flat surface with the rough side up.
- Put the piece of plain paper on top of the leaf and hold the paper so it does not move.
- Use the side of a crayon (you will have to peel the paper off) and gently rub the paper. Make sure you rub the entire area, **especially** around the edges of the leaf.

### Things to think about and do

Reinforce the **Things to think about and do** activities. These activities all are wonderful ways to explore science.

## Motor, Obstacle Course

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### What your child will learn from this activity

The obstacle course is a fun way to assess the gross motor skills the **Child** has learned over the 25 weeks in HIPPY. They will crawl, jump, hop, run, etc. as they complete the course.

### What to do

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

### Inside

- Read the **You will need** and **What to Do** part of the activity silently.
- Have Home Visitors refer to **Activity Sheet 4**.
- Think about HIPPY homes and brainstorm items that could be used to create an obstacle course inside:
  - 1) What could be substituted for masking tape Xs (plastic cups, a book, etc.)?
  - 2) What could be substituted for a large box? What could you go through (a chair, 2 chairs make a tent, etc.)?
  - 3) What could we go under (2 chairs with a broom on top)?
  - 4) What could we jump over (a pillow, large stuffed animal)?
  - 5) What could we hop into (make circles with string, hula hoops)?

## Outside

- Think about HIPPY homes and brainstorm items that could be used to create an obstacle course outside:
  - 1) What could be substituted for masking tape Xs (sidewalk chalk, draw in dirt, stick Xs)?
  - 2) What could be substituted for a large box? What could you go through (lawn chairs)?
  - 3) What could we go under (2 lawn chairs with a broom on top)?
  - 4) What could we jump over (scrap piece of wood)?
  - 5) What could we hop into (squares made from sticks)?

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

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

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

### Things to think about and do

Reinforce the **Things to think about and do** activities. Role-play one of the extensions – Time the Home Visitors.

## Language

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### What your child will learn from this activity

Using the Home Visitors Guide, choose several glossary topics that pertain to **Social Emotional skills**.

### What to do

The **Child** will have to verbally express answers to the story comprehension questions. The **Child** will look at the characters in the story and explain how we can tell if Lisa is sad or happy. Then the **Child** will share a time they were sad. Explain to the **Parent** it may be necessary to ask question prompts to help the child express their answers.

The **Parent** and **Child** will sing a song (tune: If you are Happy and You Know It) and add feeling motions (page 18, #5). Example: Boo Hoo – wipe pretend tears.

Point out to **Home Visitor** there may be some new vocabulary – blink, stomp, etc.

## Things to think about and do

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

## Contents

**TIP** Ask **Home Visitors** how much sleep did they receive last night? Do they feel lack of sleep can impact their day? Review the following chart from the National Sleep Foundation. According to the chart, what is the recommended number of hours of sleep for a school-age child? What would the bedtime hour be for a **Child** beginning Kindergarten? Answer: If they are getting up for school at 7:00 a.m., then bedtime would be 8:00 p.m.

How Much Sleep Do You Really Need?	
Age	Sleep Needs
Newborns (0-2 months)	12-18 hours
Infants (3 to 11 months)	14 to 15 hours
Toddlers (1-3 years)	12 to 14 hours
Preschoolers (3-5 years)	11 to 13 hours
School-age children (5-10 years)	10 to 11 hours
Teens (10-17)	8.5-9.25 hours
Adults	7-9 hours

*Source: National Sleep Foundation*

It is important for children to have a bedtime routine. Encourage **Home Visitors** to have a guided discussion with **Parents** about the routine the family has currently. **Home Visitors** should remind the **Parents** how important it is to do the HIPPIY activities when the **Child** is rested.

**TIP** Chemistry in preschool? Yes! Chemistry is happening all around us. Children love observing changes and are naturally curious. NAEYC includes Science in their criteria for curriculum. Take the time to review and discuss with **Home Visitors** how the examples of these standards (see below) have been covered in the HIPPIY **Science** domains.

### NAEYC Standard 2

**2.G.02** Children are provided varied opportunities and materials to learn key content and principles of science such as

- the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).

- earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars).
- structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting).

## Literacy

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### What your child will learn from this activity

Ask **Home Visitors** to share a story comprehension strategy. Allow them to use their Home Visitors Guides and find the term in the **glossary** section. Allow time for them to access the **Glossary** web sites provided in the guide. As a group discuss some comprehension strategies. Example: Rereading for understanding is an excellent comprehension strategy.

### What to do

The **Parent** and **Child** will review the end of the story and make a dramatic play prop – Corduroy’s bed. The **Home Visitor** should bring their “Corduroy bed” into the home to serve as an example.

**Home Visitors** should practice this tune (Rock-a-bye-Baby) and the words (page 3, #5). It is very easy once **Home Visitors** have sung the song a few times.

**Parent** and **Child** will make up their own lullaby for the stuffed bear (page 4, #6). On **Activity Sheet 1**, the **Parent** will write down what the **Child** says. **Home Visitors** need to model a few questions/prompts that **Parents** may use to help the **Child** write their lullaby. **Parents** may have to help the **Child** by asking questions or offering suggestions. (The tune can be made up.)

### Things to think about and do

Reinforce the **Things to think about and do** activities. Writing the names of family members will help the **Child** in letter recognition. Encourage the **Parent** to point and name the first letter in each family member’s name.

## Math, Patterns

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### What your child will learn from this activity

Ask **Home Visitors**, “what do you think a pattern is?” Discuss a few pattern basics with Home Visitors:

- A pattern is a pattern if it is repeated twice.

- The easiest patterns are those involving two variables. Example: AB, AB, AB pattern or red, blue – red, blue – red, blue.

### What to do

In this activity, the **Child** will create a simple AB pattern using his feet (stomp) and hands (clap) and then move to objects (spoon and forks, rocks and coins). Make sure **Home Visitors** and **Parents** realize we are using concrete objects, not the pictures on page 7.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Personalize the extension activity for each family by identifying items in their home. AB, AB pattern could be made using a child's Lego blocks, dolls, HIPPY shapes, etc.

## Science, Kitchen Chemistry

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### What your child will learn from this activity

In this **Science** activity, the **Child** will observe a **chemical reaction**. A **chemical reaction** is something that happens when two or more substances come into contact with each other. One substance combines with another and creates a whole new substance (paste) that was not there when the reaction started.

### What to do

The **Child** will **feel** and **describe** each of the materials (flour, water). The questions are asking the **Child** to observe and predict. Encourage the **Parent** to record what the **Child** says about each material after each question. Ask the **Parent** to write the answers directly on the **Activity Sheets** (pages 8-10) as the **Child** answers. This will allow the **Home Visitor** to receive feedback on the lesson the following week. An additional bonus is accountability to the lesson. Sites may even choose to use this as a pull page, if **Parents** record the answers.

The **Child** will use the mixture created – paste – to create a picture (page 10, #3). **Home Visitors** should identify other items that could be used if newspapers or magazines are not available. Examples: wrapping paper, old activity sheets, coloring books, junk mail, etc.

### Things to think about and do

Reinforce the **Things to think about and do** activities. These activities all are wonderful ways to explore science.

## Motor, Obstacle Course

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### What your child will learn from this activity

The obstacle course is a fun way to assess the gross motor skills the **Child** has learned over the 26 weeks in HIPPIY. The **Child** will crawl, jump, hop, run, etc.

### What to do

The **Child** will identify the 6 animals and how they move on **Activity Sheet 2 and 3** (page 11, #2). Explain how each animal moves. It is important for the **Home Visitor** to understand and be able to demonstrate each “animal move.” Example: The bear –crawls on four feet, the frog – jumps with four feet.

**Hint:** Most children have trouble galloping (horse). Make sure the **Parent** knows to model and remind the **Parent** to repeat the galloping movement if the child has difficulty.

### Things to think about and do

Reinforce the **Things to think about and do** activities. What math skill would this extension work on? (number recognition)

## Language

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### What your child will learn from this activity

Ask Home Visitors to refer to the **Home Visitor Guide Glossary** section and define **Phonological Awareness**. Extend the definition by comparing **phonological awareness** and **phonemic awareness**.

**Phonological awareness** is the ability to recognize that sentences and words are made up of smaller units. When children can clap along with words, syllables or sentences they demonstrate that they can hear the different sounds.

**Phonemic awareness** deals with only one aspect of sound: the phoneme. **Phonemic awareness** is **one** aspect of **phonological awareness**. When a child can tell that the word “cat” is made up of three distinct sounds, they are developing their phonemic awareness. The ability to rhyme also demonstrates phonemic awareness.

### What to do

The **Parent** and **Child** will hear a rhyme and act out the rhyme. Encourage the **Parent** to repeat the rhyme many times. After several times saying the rhyme and motions, an extra extension would be to leave out the second rhyming word and giving the child the opportunity to say the missing word. Example: toes/nose, ground/around.

Ask **Home Visitors** to look over the activity and point out where listening skills and following directions can be found.

### Things to think about and do

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

## Contents

- TIP** **Home Visitors** should remind **Parents** that sunscreens include an expiration date. Sunscreen past its expiration date should be discarded. Explain to **Home Visitors/Parents** that after sunscreen expires, the chemicals begin to degrade and separate, making them less effective. Remind **Parents** to keep in mind that extreme temperatures can also make sunscreen become less effective, **despite** its expiration date.
- TIP** HIPPY tries to assist **Parents** in a smooth transition into the school setting. **Coordinators** should be aware of immunization and health physical regulations required in each state to enroll in Kindergarten. Share with **Home Visitors** and **HIPPY families** the requirements needed to enroll a child in Kindergarten. This will allow the family to obtain necessary immunization and health physicals (if applicable) during Year 2. It is better to give the **Parents** advanced notice of all enrollment requirements.

## Literacy

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### What your child will learn from this activity

Provide an overview of **dialogic reading**. A simple definition of **dialogic reading** is: **a conversation about the book**. Usually we read and the **Child** listens. The goal of **dialogic reading** is to make the **Child** more active in the reading of the story. How we read is just as important as “how often” we read. The following **C.A.R.** method is a tool to help stimulate conversations with a **Child** about a story. The **C.A.R.** method is a simple way for adults to remember some of these conversation strategies.

#### **C – Stands for COMMENT and wait.**

Describing pictures in books (modeling language), then pausing to allow time for a response, is an effective way to get a conversation going. Children need time to think and code their thoughts into language, so it is important for adults to give children at least 5 seconds to respond.

#### **A – Stands for ASK questions and wait.**

Use two major types of questions to encourage children to talk or respond:  
open-ended and closed questions.

#### **R – Stands for RESPOND by adding a little more.**



Expanding on what children say helps build oral language.

After this short training, test the **Home Visitors** knowledge by asking them to identify the **C.A.R.** method in **Week 28 Activity 1: Literacy**.

Possible responses include:

C – Comments and wait (page 2, #2, page 3, #5)

A – Questions and wait (page 3, #8)

R – Responds by adding more (page 4, #10)

### What to do

Read and use guided discussion to role-play the inside front and back covers of ***The Alphabet Parade From A to Z*** book. Explain how the following information is included:

**Dear Families:** Provides an overview of the story and some helpful hints on extending the story. Included is information on alphabet recognition – what Kindergarten programs expect a child to know.

**Vocabulary Words:** Words in the story that may be new to the **Child**. Included is:

- The vocabulary word
- A child-friendly definition
- The page number where the vocabulary word is found
- The word used in a sentence.

**After Reading The Storybook...(Inside back cover):** The method on how to properly introduce a new vocabulary word is explained.

Coordinators should make sure the **Home Visitors** have a good understanding of how these pages should be delivered. We want **Home Visitors** to be able to “talk about” and demonstrate “how” the **Parent** will use this information to benefit the **HIPPY Child**. It is recommended that the coordinator choose two **Home Visitors** to role-play the delivery of “How to introduce the new book information.”

Explain to the **Parents** how the information is organized on the inside front and back covers. **Home Visitors** should use guided discussion (or read) to **Parents** (see parenthesis instructions, page 2, #1) prior to the bold face script. **The title of the book is *The Alphabet Parade From A to Z*.**

- Point out to the **Home Visitors/Parents** – “allow the **Child** to think and respond” (page 2, # 2).
- Ask questions: “I am happy when.....” or “Tell me when you were.....” (page 3, # 8).
- Respond by prompting the **Child** to add more detail (page 4, # 10). You saw a parade.

Tell me some of the things that were in the parade you saw.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Are there any additional vocabulary words from the book that the **Parent** thinks may be new to their **Child**?

## Math, Patterns

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### What your child will learn from this activity

- Review **Patterns** in the **Math Weekly Curriculum Domain** (page 12) in the Home Visitors Guide.
- Review the **Typical Growth and Development** (page 13). Have **Home Visitors** share what the three, four, and five year old milestones are for **patterning**.
- Ask a **Home Visitor** to read the definition of **patterns** found in the **Glossary** section of their **Home Visitor Guide** (page 28).

### What to do

In this activity the **Parent** and **Child** will review what was learned last week: AB patterns. On **Activity Sheet 2**, the **Child** will draw what comes next to complete the pattern.

**Note:** Some children may not be able to draw the shapes or “fit” their drawing on the **Activity Sheet** page.

The focus of the activity is for the **Child** to know how to complete the pattern. If needed, the **Parent** may help the **Child** in drawing the pattern. **Help drawing by placing your hand over your Child’s hand.**

### Things to think about and do

Reinforce the **Things to think about and do** activities. Personalize the extension activity for each family by identifying items in their home. AB, AB pattern could be made using a child’s Lego blocks, dolls, HIPPY shapes, etc.

## Science, Kitchen Chemistry

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### What your child will learn from this activity

Have the **Home Visitors** ever made “slime”? In this **Science** activity, the **Child** will observe a **chemical reaction** and explore the properties of liquid and solid.

It is important for your **Home Visitors** to go through the process of making their own slime (to use for role-play in **Parent** homes). Coordinators should provide all materials to allow **Home**

**Visitors** to have a “hands-on” experience with the slime during staff training.

### What to do

Sites may choose to provide **one cup** of cornstarch for the family. The **Child** will **feel** and **describe** each of the materials (cornstarch, water). The questions are asking the **Child** to observe solids and liquids. Encourage the **Parent** to record what the **Child** says about each material after each question.

### Hints to making slime:

- Continue adding cornstarch and water in **small** amounts until you get a mixture that has the consistency of honey. Notice that the mixture gets thicker or more viscous as you add more cornstarch.
- Sink your hand into the bowl of “slime” and notice its unusual consistency. Compare what it feels like to move your hand around slowly and then very quickly. You can’t move your hand around very fast! In fact, the faster you thrash around, the more like a solid the gooey stuff becomes. Sink your entire hand into the goo and try to grab the fluid and pull it up.
- Drop a plastic toy animal into the cornstarch mixture and then try to get it out. It’s pretty tough even for an adult.

Visit this [web site](#) as a resource.

### Things to think about and do

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

## Motor, Obstacle Course

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### What your child will learn from this activity

Ask **Home Visitors** how the **HIPPY Child** is enjoying the obstacle course activities from the last few weeks. Do **Home Visitors** feel as if the families are completing the activities? What have been some challenges in role-playing these activities?

Using the information gained from the answer to these questions, provide additional training to confirm, complete and correct. Allowing the **Home Visitors** to share **Parent** feedback on the obstacle course activities will help the coordinator assess the success of the activity. An added bonus is some **Parents** may have used substitutions that could be shared with families using the Year 1 curriculum next year.

### What to do

It is important the **Home Visitors/Parents** know how to fold the cards on **Activity Sheets 3 and 4**. When completed correctly, the cards will stand on their own with a number on one side and

the direction on the back side. The cards will be placed around the room and the **Child** will move in numerical order to each number and complete the directions on the back of the number card. Example: 8 = Jump 8 times.

Number recognition and sequencing numbers is integrated into this **Motor** activity.

**Special Note:** The number on the card and the number of actions performed is not the same. This is a correction HUSA is working on. **Sites have the option of completing the activity as written or changing the number of actions to represent the number on the front of the card.**

Example: 4 = Take 4 giant steps around the yard.

### Things to think about and do

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

## Language

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### What your child will learn from this activity

Remind **Home Visitors** that a **Child** singing the “Alphabet Song” does not mean the **Child** knows the letters of the alphabet. The song is a tool that supports letter knowledge.

### What to do

**Parent and Child** will reread the book *The Alphabet Parade From A to Z* and focus on the animals and letters contained in the story.

- Home Visitors should model questioning the child to help the child remember facts about the book (page 13, #1). Model the **C.A. R.** steps. Example: What was your favorite animal in the story? Tell me why you chose this animal? What letter does it begin with?
- When singing the “Alphabet Song” remind the parent to point to each letter as they sing (page 14).

### Things to think about and do

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

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**TIP** Ask **Home Visitors** if routine is important to them in their job? Do they function better if they know what the agenda is for weekly staff development (When the break is)? Routine is important in all areas of our lives. **Home Visitors** should discuss the importance of routines for the **HIPPY Child** (this is a follow-up to a previous tip). Ask **Parents**: What is the routine for HIPPY time? Does your **Child** have a bedtime routine? Encourage and guide the **Parent** to reinforce routines with their **Child**.

**TIP** **Home Visitors** should ask **Parents** if their **Child** is able to recognize a variety of facial expressions. The book *Corduroy* introduced happy/sad faces, but is the family building on the learning? Encourage the **Parent** to introduce other facial expressions: excited, bored, proud, hopeful, etc. Ask **Home Visitors** how reading facial expressions is an important skill for a **Child** entering Kindergarten?

Review this [website](#) with **Home Visitors**. The "[About Face](#)" [web site](#) is an excellent **FREE** online game. It presents a story and then the **Child** will chose how the character might feel by looking at the facial expression.

## Literacy

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### What your child will learn from this activity

The **Child** will be engaged in the reading process by acting out story characters' actions/movements. This takes the reader from a passive to active listening role.

### What to do

The **Child** and **Parent** will review the way the characters moved – marching and walking. On **Activity Sheet 1**, the **Child** will point to the action that is their favorite. The **Child** will then:

1. Identify their favorite action.
2. Draw that action on the bottom of **Activity Sheet 1**.
3. Talk about the picture.
4. Title their picture.
5. Write their name on the name line.

### Things to think about and do

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

## Math, Patterns

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### What your child will learn from this activity

The AB pattern was a **simple** pattern. An ABC pattern is a more **complex** pattern. Have **Home Visitors** demonstrate their knowledge by creating an ABC pattern **prior** to role-playing the activity. Encourage the **Home Visitor** to create a visual ABC pattern (pencil, pen, scissors) and an auditory ABC pattern (clap, stomp, pat).

### What to do

In this activity the **Parent** and **Child** will collect 3 groups of five (15 items total) and 3 groups of six (18 items total). It is important to identify the items the family will use to complete the activity. It is important to repeat patterns in at least three additional “sets” (ABC – ABC – ABC).

The **Child** will create their own pattern using the sticks, stones, and leaves gathered (page 6, #4). This will allow the **Parent** to assess for understanding. It is important to repeat patterns in at least three additional “sets” (ABC – ABC – ABC).

(Materials gathered for the patterns will be glued onto **Activity Sheet 2**, so if substitutions are made be mindful to choose items that can be glued. Example: Beans could be substituted for rocks.)

On **Activity Sheet 2**, the **Child** will glue the pieces in pattern order. It may not be possible to glue all three sets. Encourage the **Parent** to glue the entire ABC pattern set on the page. Do not break a “pattern” (ABC – ABC – ABC).

### Things to think about and do

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

## Science, Kitchen Chemistry

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### What your child will learn from this activity

Have the **Home Visitors** identify where the skills listed in the **What your child will learn from this activity** is contained in the **What to do section**.

#### Possible Answers

Scientific exploration – the change of form (flour to dough), #5.

Observation Skills – “What does it look like?” #4.

Language – What happened? #6

Fine motor – when the child uses spoon and mixes

Eye-hand coordination – measure ingredients, #4.

Imagination – creating an item from the play dough, #7.

### What to do

**The making of the play dough is the activity.** Sites should not provide ready-made play dough, but rather provide materials needed to complete the activity. Most homes will have all these ingredients, but sites may choose to provide **one cup** of flour to families that may not flour available.

### Things to think about and do

Reinforce the **Things to think about and do** activities. **Home Visitors** should encourage their families to add materials to their play dough creations. Examples: Use a fork to make texture lines. Be creative.

## Motor, Obstacle Course

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### What your child will learn from this activity

- Review **Motor** in the **Math Weekly Curriculum Domain** (page 16) in the Home Visitors Guide.
- Review the **Typical Growth and Development** (page 17). Have **Home Visitors** share what the three, four, and five year old milestones are for **gross motor**.
- Ask a **Home Visitor** to read the definition of Gross Motor **control** found in the **Glossary** section of their **Home Visitor Guide** (page 24).
- Explore the web sites listed.

### What to do

Two plastic milk jugs will be cut into scoops and used to throw and catch a paper ball. If a **Parent** does not have two empty jugs, one could be used or sites might supply extras. This is a fun activity and the **HIPPY Child** will play many times after the lesson is completed.

**Note: Parents** should make the scoops **prior** to beginning the activity. The size of the scoop will determine the size of the paper ball.

The distance is 3 feet – more chance for success (page 13, #1). After several successful **catches** and **throws**, increase the distance – the difficulty level.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Encourage the **Parent** to decorate the scoops. These recycled toys will provide many hours of fun throughout the summer.

## Language

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### What your child will learn from this activity

Ask **Home Visitors** to emphasize to the **Parent** the importance of their **Child** being able to identify letters contained in the **HIPPY Child's name**. How many letters in their name can the **Child** identify? Review the **Letter Recognition** definition found in the **Home Visitor Guide** (page 25).

[Internet4Classrooms.com](http://Internet4Classrooms.com) offers a variety of links to online games that could be used during a group meeting or **Parent** and **Child** could access together.

### What to do

The **Parent** and **Child** will find the letters in the **HIPPY Child's** name in the book – *The Alphabet Parade*. Using the box on **Activity Sheet 3** is an important step. Remind the **Parent** capital letter first and then lowercase letters. It is very important the **Parent** model correctly how to write the **Child's** name. **(NOT ALL CAPS)**

**Hint:** To help the **Child** see what letters have been found, suggest the **Parent** place a mark under the letter or highlight the letter found. Example: **G**raham or Graham

### Things to think about and do

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



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**TIP** The **Home Visitor Guide** has some wonderful resources. Coordinators need to help **Home Visitors** understand this guide is available as a resource. Take the time to review the glossary links to web sites. If possible, have technology available so the links can be viewed during weekly training.

- Ask a **Home Visitor** to read the definition of **Open-Ended Questions** found in the **Glossary** section of their **Home Visitor Guide** (page 28).
- Access the **Links to Additional Resources**.

**TIP** Car seat safety is an important topic. [Safekids.org](http://Safekids.org) is a web site with information that includes: top tips, hard facts and videos showing how to properly install a car seat. Many local agencies (police, fire, hospital, etc.) offer car seat safety checks. If possible, try to coordinate one of these events for **HIPPY Parents**. As part of a collaboration effort, HIPPY sites could reach out and invite other pre-k programs in their area to join in for this important event.

## Literacy

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### What your child will learn from this activity

Congratulate **Home Visitors** for completing thirty weeks of the Year 1 curriculum. Take the time to review the Year 1 Scope and Sequence in the **Home Visitors Guide** (page 8). How many weeks have the HIPPY activities focused on the skill area of **print concept**?

### What to do

Reinforce the **C.A.R.** technique with this activity:

**C – COMMENT** and wait (at least 5 seconds)

**A – ASK** questions (to encourage language and understanding)

**R – RESPOND** by adding more

**Parent** and **Child** will identify pictures on **Activity Sheet 1** and then read the Rebus story on **Activity Sheet 2**. It is important for the **Child** to identify each picture by name. Remind the **Parent** to follow along with their finger under each word stopping under each picture and allowing the **Child** to supply the name. This is a pre-reading activity.

## Things to think about and do

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

## Math, Patterns

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### What your child will learn from this activity

Take the time to review the Year 1 Scope and Sequence in the **Home Visitors Guide** (page 8). In the **Math** section: How many weeks have the HIPPY activities focused on the skill area of **patterning**? What other Math skills are covered in Week 30?

### What to do

In this activity the **Parent** and **Child** will reinforce AB and ABC patterns. On **Activity Sheet 3**, the **Parent** will **say** and **point** to the pictures in the pattern and the **Child** will tell what is missing. The final step the **Child** will complete the pattern by drawing the missing part of the pattern.

## Things to think about and do

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

## Science, Kitchen Chemistry

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### What your child will learn from this activity

Take the time to review the Year 1 Scope and Sequence in the **Home Visitors Guide** (page 8). In the **Science** section: How many weeks have the HIPPY activities focused on the skill area of observing? What other Science skills are covered in Week 30?

### What to do

The **Parent** will prepare **three** clear glasses water and the **Child** will add food coloring to make the water:

- Glass 1 – red
- Glass 2 –yellow
- Glass 3 - blue

The **Child** will observe the color and water mixing (swirling) as they stir.

Now the **Parent** will add the empty three glasses (page 10, #3).

- Glass 4 – You will take the red and yellow water and add a little liquid from each to observe what will happen. (It will turn orange.)

- Glass 5 – You will mix blue + yellow = green
- Glass 6 – red + blue = purple

**Note:** The tip of a washable marker dipped into the water will turn the water that color. Markers are not as messy as the food coloring. Have **Home Visitors** use markers in the weekly staff development to role-play the activity to see how well it might work. Sites may choose to supply markers to families.

### Things to think about and do

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

## Motor, Moving to Music

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### What your child will learn from this activity

Take the time to review the Year 1 Scope and Sequence in the **Home Visitors Guide** (page 8). In the **Physical and Motor** section: How many weeks have the HIPPY activities focused on the skill area of Gross Motor Control? **ALL 30 WEEKS!**

### What to do

What are possible substitutions for scarves? Brainstorm with **Home Visitors/Parents** about items that can be substituted for scarves. Suggestions might include: handkerchiefs, bandannas, fabric scraps, etc.

The **Child** will follow directions and move the scarf to music – slow, fast, in a circle, and make a square. The **Child** will be using upper body strength and crossing the midline as they complete this activity. Ask **Home Visitors** to explain why crossing the midline is important in brain development.

**Crossing midline: using both sides of the body at the same time.** It's this connection that allows the two sides of the body to move together in coordination to perform a wide variety of tasks like reading, writing, running and riding a bike.

### Things to think about and do

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

## Language

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### What your child will learn from this activity

Take the time to review the Year 1 Scope and Sequence in the **Home Visitors Guide** (page 9). In the **Language** section: How many weeks have the HIPPY activities focused on the skill area of receptive and expressive language? Ask **Home Visitors** to explain the difference in expressive and receptive language.

## What to do

**Parents** should use the inside back cover and complete each step and review several new vocabulary words with their **Child**. **Home Visitors** should ask the **Parent** to “guide” them through the steps of introducing a new vocabulary word. Encourage the **Parent** to use this method as they introduce new books.

The **Child** will tell the **Parent** the title of the book and the **Child** will “picture read” the story to the **Parent**. This activity will require the **Child** to express language.

## Things to think about and do

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

## Review: Weeks 21-30

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This review is the third (of 3) included in the Year 1 curriculum. The purpose of each review is to allow parents and home visitors to see progress and identify skill areas that need additional practice. Home visitors should review the results with the parent. The review will allow the home visitor and parent to target areas (language, math, motor, etc.) where the child/parent might need additional help.

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

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

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

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