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**TIP** Being able to hear well is essential for auditory discrimination. For this reason, most hospitals administer a hearing screen to newborns before they leave the hospital. Children should continue to have their hearing evaluated during regular doctor appointments. It is important that children distinguish (hear the difference) between letter sounds. The letter “m” makes a different sound than the letter “n”, but the sounds are very close. In the words of one HIPPO child when asked if the sounds were the same or different – the response was “almost.”

Encourage home visitors to be observant of speech development. Is it hard to understand the HIPPO child’s speech? Let your staff know that if they suspect a child has a problem, they need to share this information with you in order to ensure the parent can receive support in their efforts to access resources (school nurse, local doctor or health clinic).

**TIP** Many adults do not like math because they were unsuccessful in school. Ask home visitors how they felt about math when they were in school. Did they feel they were “good” at math? Explain to them that the basic math skills in HIPPO will help establish a solid foundation for the child to learn more advanced math concepts. This positive early exposure to math will increase the children’s comfort level and lead them to believe they are **good at math**.

## Literacy

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### What your child will learn from this activity

Review **Dialogic Reading** with home visitors. **Dialogic reading** makes “reading a story” into an interactive experience by asking simple questions and talking about the pictures in the storybook. [Reading Rockets](#) has a great article to reference during weekly staff development, [Dialogic Reading: An Effective Way to Read to Preschoolers](#).

### What to do

*My Five Senses* is longer than the two previous books (*Where’s Spot* & *Ten Black Dots*). The knowledge learned in the **My Body** and **Healthy Habits** activities will help the child to better comprehend, as well as, enjoy the story.

The majority of the Year 1 books are “trade” books – published for the public – and they are not paginated. **It will be helpful for parents, if staff number the pages before delivering the books or, they need to remind parents to number the pages before they work with their child.**

**Activity Sheet 1** will allow the child to make personal connections from text to self. Text to self occurs when a book you are reading reminds you of something from your own life. Why is this important? This connection will help the child better understand the content of what they are reading. Children are thinking when they are connecting, which makes them more engaged in the reading experience. Engaged readers = good comprehension. In addition, on **Activity Sheet 1**, the parent writes down the child's responses. This sheet will document the child's progress in comprehension skills. Encourage staff to review/discuss the child's answers with the parent.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Talking, responding, etc., to questions will increase language development in the child. The parent should be reminded they may have to model responses. Encourage them to ask open-ended questions to help the child respond.

## Math

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### What your child will learn from this activity

This activity will review and reinforce the four shapes (circle, triangle, square and rectangle) and introduce a new shape: the star.

**Common Core Kindergarten Standard** – CCSS.Math.Content.K.G.A.2 / Correctly name shapes regardless of their orientation or overall size.

### What to do

This activity introduces the star. The activity has the child **say** the name of the shape, **feel** the shape, **see** the shape and use language to **describe** the shape. On **Activity Sheet 2**, the child will match and **verbally** name the shape. Home visitors should reinforce the **3 Cs – Confirm, Complete and Correct**.

**Special Note:** This is a good activity to have the parent take the lead as the "parent".

### Things to think about and do

As an option, the mobile could contain all of the shapes learned so far, or stars along with the child's favorite shape.

## Science

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### What your child will learn from this activity

Playing games involves many social emotional skills: taking turns, sharing play space, accepting loss/winning, following rules, etc. Encourage parents to model these skills as they play the game during this activity.

### What to do

Brainstorm with home visitors what non-breakable containers could be used for role play in the home. Example: empty yogurt containers, small baby food containers, etc. Home visitors may need to help parents select items around the house to place in the jars/ bottles, in addition to selecting appropriate containers for the activity. It is preferable to use bottles/jars with tops. But, if none are available, a parent could cover the top of a cup with aluminum foil (secured with a rubber band/tape).

### Things to think about and do

Staff should encourage the parent to think about opaque containers they have around the house that could be used to complete the extension activity.

## Motor

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### What your child will learn from this activity

Ask home visitors to share feedback on the **Jumping** activities from Week 10. Are parents actively participating in role play? Example: Did the **parent** have difficulty modeling all the different movements (bear, bird, rabbit or frog)? Possible suggestion for a parent that is unable/not willing to model jumping for their child: “Is there an older sibling that could show your child how to jump?” Did the **child** enjoy the Week 10 Jumping activity? Use this feedback to guide the discussion about motor skills during the weekly training.

### What to do

The focus this week is on jumping up, side to side, forward, backward, over objects, etc. Discuss why the jumping is being done in different directions. The idea of direction is a difficult concept for three year old children. This activity allows the child to physically experience where their body is in space.

### Things to think about and do

Staff should discuss the activities with the parent and why they will help the child to calm down.

## Language

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### What your child will learn from this activity

How does a child learn to listen? **Modeling** is the key to developing good listening skills.

Home visitors should remind parents to model good listening skills, which include: making eye contact, using facial expressions and asking questions about what the child is saying. All these skills will show the child they are being heard and that what they say matters.

### What to do

The “**I Spy**” game will be used to bring out details in the story *My Five Senses*. Some vocabulary may be new to the child. Staff should review with parents how to provide child

friendly definitions. Examples of possible new vocabulary for a three year old: racing, floating, wide, etc.

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

If there are no magazines in the house, the parent could take the child to the library to look through magazines and search for patterns.

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**TIP** Ask home visitors to give an example of number recognition that they observed with their own/practice HIPYPY child. Discuss how the children of the HIPYPY families did on the **HIPYPY Review Weeks 1-10 / Counting**. Were most children able to count to 5? Make sure home visitor know to check that parents understand the term numeral.

**TIP** Conduct a guided discussion with home visitors about fine motor skills to assess their level of knowledge.

- New home visitors share examples of fine motor skills. **Example:** “cutting”
- Veteran home visitors share strategies to help a child strengthen fine motor skills. **Example:** “tearing paper, working with play dough, etc.”

There are many web sites that offer great suggestions for fine motor activities. [Pre-Kinders](#) is one example.

**Special Note:** The goal is for home visitors to be able to **apply** their knowledge to help parents and children.

## Literacy

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Review **Literacy, Sharing Books** (page 2) by having each home visitor select a bulleted item (or two) and explain what it means (expand on it.)

Example: *Your child will learn listening skills.* Have the home visitor explain how a child learns listening skills from sharing books.

**Special Note: Literacy, Sharing Books** is meant to be a reference sheet for parents. Each time a new book is introduced home visitors should review a few key points from the **Literacy, Sharing Books** sheet with the parent. Allow the parent to choose a few bullets and share how their child is progressing. **Example:** Is their child enjoying reading time? What time of the day is their special reading time?

### What your child will learn from this activity

Repetition is essential to mastering a skill. A simple phrase to emphasize this concept is “Repeat to learn, learn to repeat”.

### What to do

The child and parent will review pages throughout the *My Five Senses* book and discuss the items touched by the child. On page 5, # 6, the parent will provide a few items for their child to

touch and then describe how the item feels. Using concrete items will allow the child to **see and feel**. Parents may have to model, or use questioning, to help the child use language to describe how each item feels. Then the child will grab items out of a bag and identify by *touch* only. The parent needs to be reminded that the child should identify the item **before** taking it out of the bag.

This is a good activity for the parent to take the lead. The parent has completed several **Literacy** activities and should be very comfortable leading the role play. Encourage the home visitor to make “periodic mistakes” to insure the parent is using the **3 Cs – Confirm, Complete and Correct**.

### Things to think about and do

Talking, responding, etc., to questions will increase language development in the child. Staff should remind the parent they may have to provide responses in order to “model” for their child. Parents should be encouraged to ask open-ended questions to help the child respond.

If the families live in apartments, they probably will not have sandpaper – if so, have staff to recommend an appropriate substitute, unless your site is able to supply a small piece of sandpaper.

## Math

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### What your child will learn from this activity

This activity will introduce the color red. Home visitors should share with parents that red, blue and yellow are primary colors and that is why those colors will be introduced first.

### What to do

This activity introduces colors and reinforces shapes. The child will describe an object using two attributes – color and shape. On page 6, # 2, notice the parent instruction (in parenthesis) states **not to** mention the color of items added. The child will only focus on one color: red.

### Things to think about and do

Reinforce how the activities will strengthen the child’s skill development. Staff should encourage the parent to point out the color red in the child’s environment.

## Science

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### What your child will learn from this activity

Home visitors can share the following additional information: 1) Thousands of taste buds on the tongue distinguish only four separate flavors: salty, sweet, sour and bitter; 2) Receptors on the tongue discern texture and temperature in food, such as creamy, crunchy, hot or dry.

### What to do

Staff should help the parent identify items in the home that could be used for this activity. Once the choices have been made, they will role play the activity with the “child” pretending to taste the foods. Staff should remind parents to identify/name each photo on page 10, # 5, before asking the child which items are sweet/not sweet.

### Things to think about and do

Home visitors can remind the parent that young children are developing taste preferences and eating habits. Being a picky eater is normal for young children. Research shows that offering a young child a new food 10 to 20 times is often necessary before they develop a preference for a new taste and texture.

## Motor

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### What your child will learn from this activity

The activities have progressed to more advance jumping. Questions staff should ask of the parent: 1) Is the child becoming proficient? 2) Is the child able to jump with their heels off the ground? 3) Is the child able to maintain balance when landing? Discuss the following with your HIPPY Staff:

### Types of Jumps Arranged by Developmental Stages

1. Jump from the bottom step (24 months to 36 months)
2. Jump a distance of about 8 inches (24 months to 36 months)
3. Jump in place with two feet together (24 months to 36 months)
4. Jump over an object and land on both feet. (36 months to 48 months)
5. Jump forward 10 times without falling. (48 months to 60 months)

### What to do

The activity will require yarn/string to create 3 circles large enough for the parent and child to fit inside. Make sure home visitors understand the circles need to be close enough for the child to

be able to jump from to the next one. This activity is a great listening and following directions activity for the child to complete, but the parent needs to be reminded to give the child time to respond to a direction.

The parent should be allowed to take the lead in the role play of this activity.

### Things to think about and do

The Hokey Pokey is a great activity for Group meeting. It will reinforce the extension activity, as well as allow home visitors to observe:

- Can the child follow 2 step directions?
- Can the child demonstrate knowledge of in/out?

## Language

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### What your child will learn from this activity

Children (and adults) learn best and retain the most information when they engage their senses. Angie Dorrell, a NAEYC accreditation validator and former commissioner, puts this in perspective when she says, “Imagine trying to teach a group of four-year olds about melting without allowing them to hold an ice cube as it melts in their hands or to watch cheese on bread in the microwave. As a grownup, imagine learning how to use a computer without actually sitting in front of a computer!” Ultimately, and without a doubt, we need to experience certain properties with our own senses in order to comprehend and communicate important properties.

### What to do

Home visitors should help the parent decide which supplies, already available in the home, will be used for this activity. A small baking sheet makes a wonderful shallow pan to place the rice or flour. As noted in the “**You will need**” section, there are many substitutions possible for the rice or flour.

On page 15, # 5, it is important that the parent write the child’s name correctly on the name card – **NOT IN ALL CAPS**. This **Language** activity begins familiarizing the child with letters, starting with letters contained in their own name. It is important for the parent to **say** the name and **point** to each letter. Emphasize this parent instruction as you role play with your home visitors.

**Special Note:** Have the parent save the Name Card from **Activity Sheet 3** (page 17), it will be used again in Lesson 14.

### Things to think about and do

Parents should definitely place an emphasis on where to use writing tools (positive approach). However, a caution about not writing on walls might be appropriate for some children.



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**TIP** **Hand dominance**, on average, is established between the ages of 3 and 4. However, some children are still developing a dominant hand at 5 years of age. Home visitors should let parents know that forcing a child to be right handed or left handed will only cause frustration and poor habits to form. **Forcing a child into hand dominance (making them use the right hand if they are left handed), will make learning more difficult for the child.** Making a child use the “wrong” hand will make the brain have to “translate” what they are writing.

One suggestion to help a child choose which hand is the dominant hand: Give the crayon, scissors or eating utensil in midline and allow the child to decide which hand to use. **Once an activity (coloring, writing, cutting or eating) has started, be sure the child stays with the same hand for the duration.** On the next activity, start again by presenting materials in midline and allowing for choice. Over time, the child will naturally become either right handed or left-handed. Talk with your local occupational therapists, kindergarten teachers, etc., to ask for additional suggestions on how a parent can **help** a child **choose** hand dominance.

**Reference:** Levin, Vanessa. "[Preschool Handwriting | Fine Motor Skills | Pre-K | Pre-K Pages](#)." *Pre-K Pages: Education | Teaching | Preschool Teacher | Kindergarten teachers | Teaching | Early Childhood*. N.p., n.d. Web. 18 Aug. 2013.

**TIP** **Emotional literacy** is the ability to identify, understand and respond to emotions in oneself, as well as others, in a healthy manner.

**Several factors that impact children’s ability to understand emotions are:**

- Body language
- Tone of voice
- Facial expression
- Physiological response (e.g., crying, sweating)

**The research shows that children that have emotional literacy:**

- Tolerate frustration better – are more focused, less impulsive
- Are less lonely
- Get in fewer fights and show less destructive behavior
- Are healthier
- Demonstrate greater academic achievement

## Literacy

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### What your child will learn from this activity

It is important for children to have an annual vision and hearing exam. Ear infections, fluid in the ear, etc., can cause a child to not be able to hear sounds clearly.

### What to do

The child and parent will make a drum using a round cylinder container.

Home visitors should help the parent choose a container that is already in the home to complete the activity. (If a round container is not found, a parent could use another shape (ex. shoebox).

### Things to think about and do

Reinforce the **Things to think about and do** activities. It is recommended that home visitors role play at least one extension activity during the home visit.

**Special Note:** Home Visitors should bring one of the “instruments” made during the weekly staff meeting to show parents. If feasible, sites could provide small paper plates and beans to the families.

## Math

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### What your child will learn from this activity

This activity will introduce the color yellow and review previous colors. Ask home visitors: Do you know how many primary colors the child is able to identify?

### What to do

The child will place yellow shapes on **Activity Sheet 1** – Grocery Advertisement.

The parent will write the name of the food found on a blank piece of white paper (the back of an activity sheet works great). After role playing this activity, have your home visitors point out examples of the following skills that were contained in this activity:

- 1) Parent models writing
- 2) Color matching
- 3) Fine motor control
- 4) Language - expressive language
- 5) Writing readiness
- 6) Listening
- 7) Following directions

The purpose of this simple exercise is for home visitors to identify skills, as well as understand how many **different** skills are embedded in the activity.

In the second portion of this activity (Activity Sheet 2), the parent will help the child position HIPPY shapes (dotted lines indicate where on the page the shapes should be placed); the child then traces the individual shapes using a yellow crayon and writes the first letter of their name before drawing a yellow picture on the back of the sheet.

### Things to think about and do

**Special Note:** If a parent does not have food coloring, placing just the tip of a marker into a glass of water, will color the water.

## Science

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### What your child will learn from this activity

The sense of smell can act as a powerful memory trigger. When you first smell a new scent, you link it to an event, a person, a thing or even a moment. Your brain forges a link between the smell and a memory. Often a particular scent might remind you of a certain memory from childhood, or other important event in your past. These types of “smell memories” might outlast memories involving other senses. Have home visitors discuss smells and the memories associated with them. An example: I remember my grandmother’s house, when I smelled homemade bread.

### What to do

This activity will allow the child to use their nose to smell three different scents found in the home. In addition, the child will use language to express their opinion. Home visitors should help parents select the specific items that will be used for the activity. On **Activity Sheet 3**, the parents will record the child’s answer to several questions. Writing down the child’s responses allows the parent to model writing for the child. If necessary, staff should remind parents to print answers, versus using script. Discuss some of the important writing skills a parent will be modeling (i.e., left to right progression, letter formation, letter spacing, symbols carry a message, etc.).

### Things to think about and do

To help reinforce the learning, include a lesson about the **five senses** in a group meeting. This [link](#) can be used with HIPPY children at a group meeting or home visitors can share it with parents. It is important to help parents access high quality, safe and developmentally appropriate web sites for their children. Consider including Technology as a possible topic for a group meeting. The media specialist at the local elementary school could be a great source of information for HIPPY parents and home visitors.

## Motor

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### What your child will learn from this activity

This is the last **Motor, Jumping** activity. In Week 14, **Motor, Kicking** begins.

## What to do

As the child and parent sing the song and perform the actions, the child will be actively listening. Home visitors should make sure the parents know the tune to “Are You Sleeping?”

**Special Note:** Match “Walking, walking” to “Are You Sleeping?”; “Hop, hop, hop” to “Brother John”; “Running, running, running” to “Morning Bells Are Ringing”; and “Now let’s stop” to “Ding, Ding, Dong”.

This is a good activity for the parent to take the lead as a way to make sure the parent understands how to do it. The home visitor can gently guide the parent, if necessary.

## Things to think about and do

If the magazines and/or books in the household are limited, staff can suggest the parent and child use a dictionary, or go online to look for different animals.

# Language

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## What your child will learn from this activity

Children will become familiar with descriptive words such as loud, soft, whisper, and quiet. Discuss with home visitors the learning children will receive as they explore sounds:

- Sounds have a source (a sound can be tracked to its source)
- An action has to happen to make a sound
- Different objects make different sounds
- A sound becomes louder when the force of the action that is creating the sound is increased (for example, when you hit a drum harder); a sound becomes softer, or quieter, when the force is decreased

## What to do

Home visitors should help the parent decide which of the supplies needed for this activity are available in the home. On page 16, # 5 and # 6, the instructions say to repeat the steps for each chosen item. Home visitors need to be well-grounded in what to do so that they can make sure the parents clearly understand how to deliver this activity.

## Things to think about and do

Have staff share with parents: Have you ever gotten a child’s attention by whispering? A child usually will quiet down in order to hear you.

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- TIP** Home visitors should remind the parent how important real world learning (applying knowledge acquired in HIPPY to daily life) is to their child's success. Parents should be encouraged and praised for efforts made in this area.
- TIP** Home visitors should encourage the parent to repeat activities, especially if the child's ability in a skill area is not developing/developing slowly. **Repetition** is an essential key to the physical development of a child's brain. Have home visitors think about a skill they learned by repetition. Did they become more proficient as they repeated the skill? Staff should lead parents in a similar discussion

## Literacy

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### What your child will learn from this activity

Parents should be encouraged to ask their child to identify the parts of the book by asking questions. For instance, "Can you show me the cover?" "What does the author do?" So often we "tell" the child, but we need to remember to "ask" the child in order to check for their understanding.

### What to do

On page 2, # 1, the child is asked to **tell** the parent the title of the book. This activity allows the parent to learn how much the child has comprehended from the *My Five Senses* activities. If a child has experienced difficulty, this is a good example of an activity a parent could **repeat** later in the week.

On page 4, the parent will place the Name Card from Week 12 in front of the child. The child will write the first letter and the parent will write the rest of the letters in the child's name. **Parents should be reminded to say each letter as they write.**

**Special Note:** On page 4, there is space provided for the child to practice writing their name.

For the final part of this activity, the child will turn Activity Sheet 1 over and draw standing and lying down lines. Home visitors should point out that standing and lying down lines are pre-handwriting strokes. They could also have the parent give them examples of a letter that contains standing and lying down lines. Example: The letter "H" can be described as two standing lines and a short lying down line across the middle. The parent should be reminded that the child is supposed to name (identify) the line as they draw them. Have home visitors discuss how important this skill is for letter formation.

## Things to think about and do

It might be helpful for staff to demonstrate the song as they connect the “sense” with the correct body part, especially for a parent who is not familiar with the original song.

## Math

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### What your child will learn from this activity

Ask home visitors to check with parents to determine how well their children are doing with color recognition – how many colors can the child identify? If a child already knows the colors, staff can point out to the parent that this activity will also reinforce following two and three step directions.

### What to do

On page 6, # 3, the instruction has the child place blue, yellow, and red shapes in a bowl of the same color. Many families will not have three different color bowls. Home visitors could take out three pieces of construction paper (1 sheet of each color could be cut into thirds – one piece given to three different families – for relatively inexpensive distribution), or the parent could use three different color books.

On page 7, # 4, the parent is to use blue items gathered from around the home. Staff should refer to the **You will need** list of items to create a blue picture on **Activity Sheet 2**. Home visitors should help parents choose (identify) a few items available in the home to create the “blue picture.” Once again, in the last part of the activity, the child will write the first letter of their name and the parent will write the rest. It is very important that the parents **say the letters as they write them**.

**Special Note:** To individualize the learning, an older (based on their birth month), or more developmentally advanced, three year child could be asked to write two or more of the letters in their name.

## Things to think about and do

Remember to choose and role play at least one **Things to think about and do** activity during weekly staff training; one that will later be role played in the home. **Note:** Children love to go on a color treasure hunt.

## Science

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### What your child will learn from this activity

The sensory walk allows the child to review previously learned knowledge about the senses and relate this information to **their** world.

### What to do

This activity requires the parent and child to take a sensory walk. Home visitors should remind the parent to take a pencil and paper to record the child’s answers. The parent will model writing

with a purpose and validate the child's answers given on the sensory walk.

### Things to think about and do

Staff should point out to parents that activities the child enjoys, or activities that will strengthen the child's skill development in needed areas, should be repeated over the coming weeks – not just in the week they were presented.

## Motor

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### What your child will learn from this activity

Discuss the following terms and how they apply to the activity:

**Graded movements** – knowing how much pressure is needed to complete a task (i.e., hold a cup of water, hold and write with a pencil, turn the page of a book, hit a golf ball into the hole, etc.).

**Motor planning** – conceptualizing and figuring out what each part of their body needs to do in order to move a certain way or complete a task.

### What to do

Home visitors should remind parents how important it is to model how to move the ball. The object of the activity is to move the ball by pushing (not kicking) it to the chair, door, etc.

**Special Note:** After role playing the activity, ask the home visitors doing the activity to recall which foot they used to push the ball with first. Was it their dominant foot? Was it harder to control the ball with the other foot? Staff should ask these same questions of the parent, after role playing the activity.

### Things to think about and do

Once the parent and child have played soccer, suggest that if the game was enjoyed, that they invite other children of a similar age to join them in playing the game.

## Language

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### What your child will learn from this activity

This is the last activity using the book, *My Five Senses*.

### What to do

Home visitors should explain that the bread, or tortilla, is important as a neutral base that won't add to, or change, the taste of the other items. The parent will add a sweet, salty, and sour food to the base. Help families determine several items found in the home that could be used in each group (sweet, salty, sour). On **Activity Sheet 4**, it may be helpful to identify each picture before asking the questions on page 16, # 4.

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

The activity has the child using the taste chart throughout the week. As they role play the extension, home visitors should model how the parent will point to the words, while saying salty, sweet and sour with emphasis.



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- TIP** Remind home visitors that switching roles between “parent” and “child” is the best way to check for parent understanding of the **3 Cs – Confirm, Complete, Correct**. Home visitors should also include periodic mistakes to assess how a parent responds to a different answer.
- TIP** Parents should create an environment where children feel safe to learn. Home visitors should encourage parents to give their child messages of respect, love, and approval as they complete the HIPPY activities. A safe learning environment will help enable the child to develop a positive attitude towards learning.

## Literacy

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### What your child will learn from this activity

A **Pincer Grasp** enables a child to pick up small items using the thumb and index finger. Define pincer grasp for home visitors. Discuss activities that could be used to strengthen this grasp. Examples include: using tweezers to grasp objects, placing clothespins (using pads on thumb and index fingers) around a plate, etc. (See [Grasp Strengthening Activities](#) sheet)

### What to do

On **Activity Sheet 1**, the **parent** will model writing by printing the llama’s name and “dedication recipient”. The **child** will write their own name. Home visitors need to remind parents that there are many stages to pre-handwriting, and that parents should validate their child by praising their beginning writing. Parents are told to review *Resources for Families: Supporting Your Child with Writing* with their home visitor. This document should be reviewed during the staff meeting.

**Special Note:** At the next week’s home visit, staff should ask parents if they allowed the children to write their own name. Discuss with staff why would this be important.

### Things to think about and do

There may be new vocabulary words introduced in *Is Your Mama a Llama?* Home visitors should remind the parent to take the time to explain (in child friendly terms) new words. The goal is to keep growing the child’s vocabulary.

## Math

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### What your child will learn from this activity

To help children learn and be ready for school, we must know what will be expected of them. One of the **Kindergarten Math Common Core State Standards** is classifying objects: *CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.*

### What to do

Home visitors should point out to parents how the child will classify shapes and colors in a **row**, as well as in a **column**. Make sure parents understand that a row is side to side and a column is up and down. Did you notice on page 7, # 2, that the parent models how to place shapes in a column? Children learn by example.

### Things to think about and do

If there is no zoo nearby, parents can look for programs on TV channels (i.e. Animal Planet) or look through magazines (i.e., National Geographic) at the library while doing the activity with their child. The Smithsonian National Zoological Park on the internet features “live cams” for observing the animals – viewers can click through the options for the various species.

## Science

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### What your child will learn from this activity

Living things will be the unit of study for the next few weeks. Children will explore, observe, and describe plants and animals.

### What to do

Home visitors might need to provide some of the materials for this activity. Most homes will probably have the needed supplies. But just in case, sites might prepare a few “seed kits”. The “kits” would include: a plastic sandwich bag, a paper towel, and 3 or 4 seeds (lima beans, pinto beans, sunflower seeds, etc.). It is very important to use 3 to 4 seeds, as each of the seeds will eventually be planted in its own cup and observed in different settings. In many sites, week 15 will be delivered in January and the window might be too cold which might prevent seeds from germinating. If this is the case, a warm sunny location to place the seeds should be suggested.

This activity requires parent and child to observe the seeds every day to see the changes that are occurring. In week 16, home visitors should observe the progress of the seeds in each family’s home.

## Things to think about and do

This activity includes a list of things to talk about as parent and child observe their seeds: One question is “Does the plant need more water?” If the paper towel has dried out, a plastic spray bottle can be used to add a little more moisture (water).

## Motor

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### What your child will learn from this activity

Kicking is a skill most Age 3 children have, but a controlled kick is more difficult. Running, catching, throwing and kicking are all basic motor skills that are the basis for many future motor activities.

### What to do

The activity will require the child to kick a ball to a target point. It is very important for the parent to model **how** to kick the ball. The activity also exposes the child to left and right directions. The parent models the direction – left and right – and the child copies the movements.

**Special Note:** This role play should be led by the home visitor: This will make the activity flow better because staff will have gained experience during the weekly training and through working with their own child.

Any time an activity is difficult for your home visitors during role play, you could have the next “round robin” pair repeat the activity for additional practice/greater clarity.

## Things to think about and do

The tune for *Five Little Ducks Went Out to Play* can be found [here](#). Staff can remind a parent that the poem can be spoken, if the tune is a challenge for them.

## Language

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### What your child will learn from this activity

Make believe play/dramatic play takes the child from a passive to an active role. A puppet can encourage the quietest of children to start talking (using language).

### What to do

Home visitors should provide coffee stirrers, craft stick, straws, etc., **or** remind parents to use spoons instead – taping the cut outs to the spoon. The parent models language by answering the questions the child is prompted to ask. To extend the learning, the activity could be repeated with the child taking the leadership role.

## Things to think about and do

The puppets will be used for extension activities. Home visitors should leave puppets in the home to encourage dramatic play.

## Contents

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**TIP** An important goal for our HIPPY children is to help them acquire the pre-reading skills necessary for school success. The web site, [Get Ready to Read!](#), is designed to support educators, parents and young children in the development of early literacy skills in the years **before** kindergarten. This site contains an online “get ready to read – pre-literacy” screening tool. Allow your home visitors to take the screening (20 questions). This will help reinforce what pre-literacy skills children must have to become successful readers. In addition, this website has free webinars on early literacy skills that can be used for staff training enrichment:

- Phonological (Sound) Awareness
- Speech to Print (Including Alphabet Knowledge)
- Shared Book Reading - Emphasizing Vocabulary
- Early Literacy Research and Language Development

**TIP** Discuss with home visitors the benefits of asking open-ended questions: 1) The practice helps to extend the child’s experience; 2) They help encourage meaningful conversation with a child. Remind home visitors to emphasize to parents how important it is to really “listen to” (or wait for) the child’s response to the questions. Ask each home visitor to give you an example of an open-ended question in each of the following areas shown below:

**To observe:** *“What do you see, hear, feel? What did you notice?”*

**To make predictions:** *“What do you think will happen if you keep adding more blocks?”*

**To think about similarities and differences:** *“How are these two blocks the same?”  
“What makes these two go together?”*

**To apply knowledge to solve a problem:** *“What could you do to keep the paint from dripping on the floor?”*

**To stretch thinking:** *“What would happen if there were not trains, boats, cars, planes, buses? How would you get around?”*

**To consider consequences:** *“What would happen if you left your drawing outside, and it rained?” “What do you think we could do to fix that?”*

**To evaluate:** *“What made you decide to choose this book to read?” How did that make you feel?”*

**To assess feelings:** *“How would you feel if that happened to you?”*

## Literacy

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### What your child will learn from this activity

Reading is vital to a child's success in school and in life. Parents sometimes resort to fancy computer software or an "App" to help give their child an extra advantage and overlook the simplest technique – reading to their child. Remind home visitors to encourage their parents to use simple everyday techniques, such as: 1) Help their child understand what is being read to them. 2) Explain new vocabulary to a child using child friendly definitions and 3) **Sequencing** – to put the story events in the order in which they occurred. Sequencing a story uses logical thinking and is fundamental to reading **and** everyday life.

### What to do

Point out to home visitors that for all the questions asked in # 3, beginning on page 2, (Ex. Where does a bat live?), that the answers are contained in the book *Is Your Mama A Llama?* Home visitors should instruct the parent to read the text on the appropriate page, if the child is not able to answer any of the questions. The parent would then ask the question again and allow the child to answer. This simple strategy will help strengthen the child's listening and story comprehension.

**After role playing the activity**, have the home visitors discuss any words they think will be new vocabulary for their assigned HIPPIY children. Remind the home visitors to ask the parent to identify words that might be new to their child.

**Special Note:** This is also a good activity for the parent to lead during role-play. This will allow the home visitor to make a purposeful mistake so that the parent will be able to practice the strategy of rereading the text for comprehension; this will also allow staff to assess how well the parent uses the "3 Cs" method.

### Things to think about and do

Emphasize that if the parent does not find the books mentioned, they should approach the children's librarian for assistance. This will model for their child how to request assistance from a librarian in the future.

## Math

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### What your child will learn from this activity

We discussed in Week 15 the link between children being ready for school and the **Kindergarten Math Common Core State Standards classifying objects: CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.** Do your home visitors know that sorting and organizing is also important for literacy?

## What to do

Point out to home visitors that they should emphasize to parents that on page 5, # 3, the **(bolded)** script has the parent guiding the child as to where to place the “circles” in the matrix. The matrix itself is on page 7 (Activity Sheet 2).

**Emphasize the parent instruction:** Point to each box in the first column of the matrix and say the name and color of the shape that needs to go in that box. **Continue until all three boxes** in the first column are filled.

## Things to think about and do

Suggest any interactive books with which you're familiar, especially if you feel that *Going on a Bear Hunt* will be difficult to find in your community.

# Science

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## What your child will learn from this activity

Animals and their habitats (where they live) will be the focus of this **Living Things** activity. If you see any words (i.e., hutch, aquarium, etc.) that may be new or unfamiliar to the children served, make sure your staff understands how to say and define the words to be able to share this understanding with parents. It is important that parents comprehend all the words: Understanding the definition of new vocabulary will help the HIPPIY child complete the activity.

## What to do

Encourage the home visitors to remind the parent that the **You will need** section instructs the parent to make a batch of play dough ahead of time using the recipe on page 11, or to purchase play dough. Sites may choose to provide a small container of play dough for each family, but know that the flour, salt, and water work very well for this activity.

On page 9, the child is asked, “**Can you think of other animals that people might have as pets?**” Encourage the parent to be sure to write down their child's responses.

Home visitors can further engage the parent by having them save (or take a picture) of the pet the child formed with the play dough to share with them the following week (page 10, #3).

**Special Note:** Remind home visitors to observe the progress of the seeds (from Week 15) as they visit each family's home.

**Note:** The 2013 Caldecott book winner: *One Cool Friend*, illustrated by David Small and written by Toni Buzzeo, is a humorous story about a child and his pet. If possible, read this book to your staff. (Most local and school Library Media Specialists purchase the award winners for their library.)

## Things to think about and do

Parents may be hesitant to obtain a pet because of the amount of care that will be needed. But, at a minimum, they should still be encouraged to obtain books about pets and how to care for them. This could serve as preparation for a pet in the future, when the child matures.

## Motor

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### What your child will learn from this activity

Discuss with staff how important balance is to the ability to perform kicking movements. A child must maintain a correct upright body posture when performing a kicking action.

### What to do

Make sure home visitors understand, and are able to model, how to place the string and move the ball.

- Each piece of string represents a starting and ending point. The string is placed approximately 18 feet apart.
- The child will use small kicks to move the ball from the starting line to the end.

This activity is not “one big kick”. Home visitors need to model for parents how to make small “soccer” like kicks to move the ball from one line to the other line.

**Note:** Yarn is inexpensive and works well for this activity. Sites could provide the yarn, if needed.

**Special Note:** This activity would be better led by staff. Home visitors will be able to model as a result of the experience gained during weekly training.

## Things to think about and do

Parents should be encouraged to involve their other children, or other family members, in the enrichment activities.

## Language

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### What your child will learn from this activity

Have the home visitors play a memory game by recalling the name of each animal (Llama = Lloyd). This should not be a difficult task for home visitors. They have read the story to each parent when they introduced the new book. In theory, the home visitor may have read the story *Is Your Mama a Llama?* ten or more times. This memory game is a good example/exercise that shows how rereading leads to story comprehension. (Many home visitors can recite HIPPY books by memory.)

### What to do

This is a good activity where the “real” parent leads the role play; this will allow home visitors to make sure the parent knows how to set-up and play the game.

### Things to think about and do

After the child has identified the type of animal (**vocabulary/story comprehension**) on page 15, # 3, Game 1, a great enrichment activity would be to see if the child is able to recall the individual animals individual names (*example: Llama/Lloyd*), **or** where the animal lives (*example: bat/cave*).



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- TIP** Explain to home visitors how important it is for young children to be nurtured within a positive learning environment. It is also important to validate the parents' efforts to create a positive environment when using the HIPPY curriculum. The one-on-one time periods spent with a child are positive steps towards a lifetime of learning.
- TIP** Using the Year 1 Home Visitor Guide, select a home visitor to:
- Read the definition of the Literacy domain
  - Review/read Literacy related milestones for an age 3 child
  - Select a term/skill from the glossary that would reinforce emergent literacy.

## Literacy

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### What your child will learn from this activity

The packet recommends that parents review the *Supporting Your Child with Cutting Resource for Families* with their home visitor. Review this document, which can be found in the [HIPPY USA Library](#), with your staff during the staff meeting.

### What to do

On page 2, # 1, the child will cut out the book pages along the dotted lines. Remind home visitors to model for the parent how to hold the paper; this will increase the child's ability to cut in a straight line. **Note: The parents will cut out the animals.**

On page 3, # 3, the child will glue an animal to each sheet. Kindergarten teachers will appreciate HIPPY teaching the child how to glue properly. The glue goes on the back of the item (animal) being glued, pressure is then applied to secure the item. (We do not put glue directly on the page of the book.)

### Things to think about and do

If parents do not have animal books, magazines or access to the internet at home, staff should suggest a visit the public library. All three will be available there.

## Math

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### What your child will learn from this activity

Review the term **spatial perception** with your home visitors by selecting one of them to give the definition found in the *Year 1 Home Visitor Guide*. Ask a different home visitor to review the **spatial perception** links (under additional resources) found in the *Home Visitor Guide* glossary section.

**Special Note:** Take the time to review the links included in additional resources. During the weekly staff development, refer to the *Home Visitor Guide* so that home visitors will become very familiar with the guide and what it has to offer. The goal is for staff to view and use the *Home Visitor Guide* as a resource.

### What to do

The child will follow two-step directions as they demonstrate their knowledge of **up** and **down** (**receptive language**). On page 7, # 4, the child takes on the leadership role and gives (verbal expression) **up** and **down** instructions to the parent. It is very important for the child to have opportunities to develop **expressive language**.

### Things to think about and do

It may not be possible for some families to visit a commercial airport. Have staff to talk through other options. Perhaps, there is a model plane field close by. Or, parent and child could fly a kite. At a minimum, the parent and child can make paper airplanes and still have the same “up and down” discussion.

## Science

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### What your child will learn from this activity

Discuss with home visitors how the seeds from **Week 15** are progressing. Did they germinate? The parents will need three seeds to complete the activity this week. Brainstorm with home visitors how to modify the activity if only one or two seeds have germinated. Example of modification: If they have only 2 seeds, they can place one seed in the window and one seed in the closet.

### What to do

Several items are needed to complete this activity. Sites may choose to provide 3 inexpensive Styrofoam cups, Dixie cups, etc., and potting soil. If the items are not provided by the site, the home visitors need to help the parent decide on containers (items already in the home), and determine where the soil to plant the seeds will be obtained (yard, old pot, etc.)

This activity requires the child and parent to observe the three seeds over a period of **two weeks**. The efforts of the family should be validated and praised. The engagement of the parent

can be increased by them being asked to take pictures and sending to the home visitor's work email. At a minimum, the home visitor should document in writing how the project is progressing for each of their assigned families.

In addition, staff should remind parents to save instructions # 5 and # 6 in a convenient place or post them near their plants. In addition, staff needs to remind parents that using **open-ended questions** encourages children to think about their answers, as well as develops vocabulary. Some parent may need to be reminded to give the child time to respond.

### Things to think about and do

Parents should be encouraged to take the surviving seeds and transplant them into a bigger container\* and watch them continue to grow inside until the weather permits outdoor planting. (\*Example: cut the bottom off of a milk jug or plastic liter soda bottle) Parents could discuss with children the need to wait until the weather is appropriate (no chance of frost) to plant seeds (or germinated plants) outside.

## Motor

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### What your child will learn from this activity

Explain to home visitors that kicking an item through a target is a higher-level skill. The child must *rate the strength of the kick* and *spatially plan* motor movement to kick the ball through the box.

### What to do

This is a simple activity, but finding materials and setting up the course is very important. Many homes will not have 3 to 5 open-ended boxes. Brainstorm other ways this activity can be completed. Brainstorm with staff possible substitutions for the open-ended boxes. Make sure the home visitors are aware of several possibilities if they need to provide a family with alternate ideas for open-ended boxes. Examples of possible substitutions for open-ended boxes are:

- 2 large shoe boxes to form the sides, with a cookie sheet lying across to form the top
- A large pizza box standing up (like a teepee)
- 6 – 10 cans - depending upon their size, 3-5 cans will need to lined up side by side, in two parallel rows, with sufficient space down the middle to allow the ball to pass through
- Dining room chairs

**Special Note:** A balloon or a paper ball is used. Point out to home visitors the **option** of creating a path using string is used to define the course between the boxes. If the weather is nice, the course could be setup outside. If a concrete patio/driveway is available, chalk could be used to define the course between the boxes.

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

Another variation would be to see if it takes the same number of kicks to return back through the course as it did to originally go through the course.

## **Language**

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

Picture reading is a story comprehension strategy. The pictures in a story allow the child to make connections to characters and events they see depicted in the story. By connecting the child to the characters and events, the book will become more real to them.

### **What to do**

Some Age 3 children need help expressing the details they see in the pictures. Home visitors should encourage parents to assist the child in describing the picture. Parents should be encouraged to write down the child's responses. This will allow the home visitors to assess the success of the activity when they review the completed packet the following week.

The home visitor should lead this activity so that they can model how to assist the child with describing the picture.

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

Home visitors should select at least one extension to review with parents using guided discussion.

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**TIP** **Logical thinking** helps us recognize the truth, solve problems, and make good decisions. The **left** side of the brain is usually better at: logic, critical thinking, numbers, reasoning, etc. The **right** side of the brain is usually better at: recognizing faces, music, expressing emotion, reading emotions, color, images, intuition, creativity, etc. Ask your home visitors if they think they are left or right brain dominant. Summarize the discussion by emphasizing that the hemispheres of the brain work together. The key is to harness “both” sides of the brain.

**TIP** **Environmental print** is the name given to the print on road signs, restaurants, logos, boxes of food and other places in the environment. This print helps link connections between letters and words. Environmental print is a child’s first introduction to “reading”. Ask home visitors to name several examples of environmental print they encounter as they travel to work.

**Note:** Give the staff time to review and share a resource found in the *Glossary in the Home Visitor Guide*.

## Literacy

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### What your child will learn from this activity

The story *The Snowy Day* was a Caldecott winner in 1963. Explain to home visitors, the Caldecott Award is given for the **illustrations** in a picture book. The author, Ezra Jack Keats, developed the use of the collage made from paper, oilcloth and other materials to create the illustrations in the book. India ink and paint are used in several ways beside the traditional ones, including stamping and spattering. Have home visitors look through the book and discuss the various materials Keats used to create the collage illustrations.

### What to do

The parent will review pages in the story and ask comprehension questions of the child. The parent may need to guide the child to be able to respond. To assess home visitor knowledge, you can ask them to share tips that will help a child verbally respond to story comprehension questions.

Examples:

- Parents could flip back through the pages of the story

- Parents could ask additional questions to solicit a response, such as, “*What does Peter have on his head?*” “*What does he have on his hands?*”

**Note:** This is not new information. Several of these key points have been discussed in previous weeks. Home visitors should be modeling these techniques when a new book is introduced.

On **Activity Sheet 1**, the parent writes the title of the child’s picture – they should model how to write by using upper and lower case letters **and** say each letter as they write it. The child will write their own name on **Activity Sheet 1**.

### Things to think about and do

The “snowball” activity is a wonderful fine motor/grasp strengthening activity. Home visitors should take cotton balls and a clothespin, tongs, etc., on the home visits and role-play how to complete the activity. Sites may need to provide the parent the materials needed to complete the activity.

**Special Note:** When providing extra materials – it is wise to always determine if the family has the items. Sometimes home visitors already know. If not, they can ask. If the supplemental items are available in the home, there is no reason to provide those materials.

## Math

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### What your child will learn from this activity

Discuss with home visitors how **up** and **down** are used in Math:

- To know where to write an answer – on/under the line
- To help identify and describe variations in patterns, etc.

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind* and *next to*.

### What to do

This activity should be easy for parents to lead. Point out to home visitors the progressive steps utilized in this hands **on and under** activity:

- Step 1      Modeling (Do as I Do) – demonstrating while saying on/under
- Step 2      Following directions – verbally giving instructions, but no modeling
- Step 3      Reversing the leadership role – child gives the directions while saying the words on and under

## Things to think about and do

If possible, incorporate an **on** and **under** activity during a group meeting. Reinforcing the skills delivered in the basic activities is fundamental to progressive skill development.

## Science

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### What your child will learn from this activity

Classification and organization is important in life and is a learned behavior. Use the Home Visitor Guide to review with staff the milestones for the Age 3 child in the Math and Science domains. Classifying objects is done in Math and Science.

CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### What to do

After singing the Old MacDonald song, the child will use the **Activity Sheet 3** cutouts, and decide which animals live on a farm. (Note: The bolded script begins on page 9; the instructions to the parent for this next section are at the top of page10.)

### Things to think about and do

If the parent and child are not able to visit a zoo, a trip to the library for a book on the topic, or viewing a zoo on the internet, can be used to familiarize the child with the concepts.

## Motor

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### What your child will learn from this activity

The skill of **listening** is an essential component of a child's ability to follow directions. Remind home visitors that there are many parts of the listening process - a child not only has to hear what is being said, but also needs to understand the meaning of the sounds and words. Then, and only after *understanding*, can the child put the *direction into action*. Everyone needs to remember how challenging it can be for children to follow directions. Discuss with home visitors ways to help a child follow directions; staff can then share that information with parents.

Examples:

- Speak slowly and clearly
- Give directions the child can understand – simple and to the point
- Give a direction and model- show the child what you want to do, etc.

Wrap-up the discussion by having home visitors tell how the above techniques (or your added suggestions) are utilized throughout the HIPPY activities.

**Special Note:** The ability to follow directions is essential for a child to be “ready for kindergarten.” Kindergarten teachers place this skill at the top of their list!

### What to do

The **Simon Says** activity is played with “Simon” always saying what to do. In the typical game, some instructions are given without saying **Simon Says** first in order to “fool” a participant. However, this is deliberately **not part** of the instructions. This is to eliminate any confusion a three year old child might have if **Simon Says** was played in the usual manner. Encourage home visitors to share the importance of listening skills (above) with the parent. Home visitors need to model giving clear instructions.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Making the learning (following directions) part of their daily life will increase/reinforce the learning.

## Language

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### What your child will learn from this activity

It is hoped that home visitors will recognize, and be able to share, several strategies that can increase story comprehension. Sequencing the events in this week’s story, *The Snowy Day*, is a story comprehension strategy that will help the child gain a deeper understanding of the story.

### What to do

In this activity, the child will listen to a reading of the story and put pictures in the sequence of events as he follows the boy through a snowy day.

On page 16, when the parent is asked to place the picture in front of the child, home visitors should model how to place the pictures – side by side. Placing the pictures in a row will reinforce reading from left to right.



### Things to think about and do

Ask home visitors what would be an advantage of a child sequencing an event in their life?

**Example:** Bedtime routine

**Answer:** To reinforce the learning by applying it to the child’s real life – real world learning.



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- TIP** Children need a good sense of balance for lifelong well-being. Balance is the foundation for movement, and preschoolers need to exercise to develop the muscles that control posture and keep the body upright. Ask home visitors to share with the group how much physical activity they may have observed in their assigned HIPPY children. Are the children getting outside to play, or are they sitting in front of the television or playing video games, computer, etc.?
- TIP** This is a good opportunity to discuss bath time safety with the parents. Home visitors should remind parents that the simplest way to avoid bathroom injuries is to make this room inaccessible unless the child is accompanied by an adult. If possible, access the [healthychildren.org website](http://healthychildren.org) and review bathroom safety tips with home visitors.

## Literacy

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### What your child will learn from this activity

HIPPY integrates many skills into each activity. Have home visitors use their manual and define math concepts, fine motor and visual discrimination, and then share a strategy to extend the learning in that area for the child.

### What to do

The parent and child will review details from *The Snowy Day* and create their own snowman (**Activity Sheet 1**). Home visitors should make sure parents understand how to securely hold the circle item while the child traces. Staff should also demonstrate how the “torn-up” tissue will be dipped in glue and then placed on the snowman. It is very important the parent model the steps of how to dip the paper in the glue and press on the snowman for the child.

On **Activity Sheet 1**, the child will write their name on a line, and the parent will write the snowman’s name on the other line. Remind the parent to say each letter as both the child and the parent write the names.

### Things to think about and do

If the parent does not have cotton balls, staff should help them think of other **white** materials that could be used instead (i.e., wadded up tissue, paper towel, cloth, etc.).

## Math

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### What your child will learn from this activity

Ask a home visitor to give you the definition of **spatial awareness**. Explain to home visitors that as children develop their spatial awareness, they begin to become aware of their placement in relation to the things around them. They see themselves as the center, but, they also need to understand concepts like distance, speed and placement (over, under, behind, next to etc.).

### What to do

Parent and child will manipulate concrete objects (plate, eating utensils, parent and child) and place them *next to* one another.

### Things to think about and do

If possible, incorporate **spatial terms** (on, under, next to) in an activity for the HIPPY children at a group meeting.

## Science

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### What your child will learn from this activity

The HIPPY Year 1 curriculum introduces the Age 3 child and parent into the world of science by providing many opportunities to explore new ideas related to science, technology, engineering, and mathematics (STEM). STEM activities will continue in the Year 2 curriculum. In Year 2, living/ nonliving things, structures, chemistry (ex. using vinegar to clean a penny), environment, etc., will be covered.

### What to do

Parent and child will test several materials and observe if they sink or float. The parent will fill an open container (a pot, bowl, etc.) with water and gather 4 items (spoon, leaf, penny, and piece of paper). The child will complete three steps:

1. Predict if the item will sink or float
2. Observe the item
3. Conclude why the item sank or floated

This activity allows the child to make predictions and then test their predictions through experimentation. The child will categorize the items by stating whether it sank or floated. Home visitors should ask parents to provide feedback about the activity. It will make it easier if they write the child's responses on the activity sheets.

## Things to think about and do

Encourage the home visitors to explain to parents how to build upon this exploration; discuss similarities and differences in the material characteristics of objects that float or sink (i.e., objects made of wood will usually float; objects made of metal will usually sink). The conclusion is that heavier objects generally tend to sink in water. However, make sure that parents understand that while weight is the primary reason, water pressure, density, mass, etc are also factors.

## Motor

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### What your child will learn from this activity

HIPPY **balance** activities have moved from simple to more difficult. Remind home visitors how the series began with balancing in place and now has been combined movement with balancing.

### What to do

This activity can be done inside the house by placing six feet long strings (jump ropes), down on the floor. **Sites may choose to provide yarn/string to complete the activity.** If the floor texture will allow, have the parent tape the yarn (for stability) down on the floor. In the first part of the activity, the child walks and tiptoes between the *lines*. For the second part of the activity, the child will walk on one line and bend down to touch the floor when they get to the middle.

### Things to think about and do

An additional extension would be to have the child repeat the activity, but this time balance a beanbag on their head.

## Language

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### What your child will learn from this activity

Discuss with home visitors the social skills used when playing games. The child will take turns; engage in parallel play using the same materials; physically and verbally respond; follow game rules; etc.

### What to do

In this activity, the parent will take the lead and model how to “freeze” when the word snowman is spoken. The child will then take the leadership role and instruct the parent when to “freeze.” The second part of the activity includes a review of the story – where the boys had a snowball fight. The parent and child will make paper snowballs (from old activity lessons) and throw paper snowballs at a specific target. Point out to home visitors how the curriculum is reviewing the parts introduced in the **My Body** activities (example: stomach, feet, arm, etc.).

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

Remind home visitors to role-play at least one of the activities. Throwing the “snowballs” into the basket or bucket is a great example of activities where other family members can be invited to join in the fun.

## Contents

**TIP** Discuss with home visitors how pretend play encourages language. It is important that parents encourage pretend play by providing props, modeling actions and language and extending the play over multiple days. This [link](#) is to an NAEYC article on pretend play. It offers a multitude of suggestions that could be shared with staff and parents to enhance dramatic play activities.

**TIP** Define **Cognitive Development** for the home visitors – cognitive development is the building of thought processes, including remembering, problem solving, and decision-making. Among the areas of cognitive development are information processing, intelligence, reasoning, language development and memory.

## Literacy

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### What your child will learn from this activity

Puzzles are an important educational learning tool for young children.

- Problem Solving – how to complete the puzzle
- Fine Motor – manipulating the puzzle pieces
- Eye Hand Coordination - placing a piece onto the puzzle so that it will fit - their actions involve doing what they actually see
- Self Esteem – satisfaction of completing the goal

### What to do

The child will “picture read” *The Snowy Day* as the parent turns the pages. Encourage the parent to model good listening. (Turn the cell phone/television off.) This will show the child they have the parent’s full attention.

On **Activity Sheet 1 and 2**, the child will put a puzzle together using a picture of the snowman to guide them (placing cut-outs on top of picture). The second activity will have the child put the puzzle together **without** looking at the picture (page 3, # 4). Remind home visitors that **Activity Sheet 1** must be turned over during this portion of the activity.

## Things to think about and do

Home visitors should ask parents how often they visit the library with their child, and based on the answer, encourage parents to go more often to help support the child's literacy development.

## Math

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### What your child will learn from this activity

The spatial relation terms "in front" and "behind" will be reviewed during this activity. As discussed, children view the world in an egocentric manner. According to Piaget, the egocentric child assumes that other people see, hear and feel exactly the same things as they do. The activity leads children to place items in relationship to the position of someone other than themselves.

### What to do

Tell the home visitors to remind the parents that even if the child is familiar with the spatial terms "in front/behind", following directions is important when completing the activity. The child will follow 2 and 3 step directions. Learning to follow directions is essential for school success.

### Things to think about and do

Remind staff to role play at least one of the extension activities. This will encourage parents to engage their child in the **Things to think about and do** activities.

## Science

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### What your child will learn from this activity

Physical properties – solid and liquid – will be covered during the activity. Staff should explain to the parent that solid and liquid terminology can be shared with the child as they complete this activity.

**Example:** We see and use **solids** every day. A solid is something that has a shape. A solid is something that can be hard or soft, be big or little, thick or thin. You can hold something that is solid in your hands. A **liquid** is something that is runny. It does not have its own shape like a solid does. Some liquids flow slowly, and some liquids flow quickly. (You could demonstrate the slow flowing motion by pouring syrup into the bowl.)

### What to do

Parent and child handle solids (ice cubes) and liquids (melted ice). The child will make observations over a period of time (the ice must have time to melt.)

**Special Note: Discoveries** may be a new vocabulary word. Have home visitors give you a child friendly definition (i.e., **discovery** – to learn something new). Encourage home visitors to help

their parents use child friendly definitions to teach the child new vocabulary.

### Things to think about and do

Some activities, like the ones in this domain, cannot be role played. Staff should use **Guided Discussion** to review the activities.

## Motor

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### What your child will learn from this activity

The progression in HIPPY **balance** activities continues. Point out to home visitors how activities began by balancing in place and now the child is balancing an object on their head while moving.

### What to do

Home visitors should help parents plan how to make the beanbags needed to complete the activity. The sock filled with rice works very well and is easy for most families to make. Most socks can simply be tied in a knot at the open end to keep the rice from falling out. It is important for the parent to model how to balance the beanbag on the head and how to balance the beanbag on the back of the hand.

### Things to think about and do

Parents could use the suggestions and turn them into follow-the-leader activities as an added dimension.

## Language

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### What your child will learn from this activity

A finger play is when young children use their fingers and hands to represent, or act out, the words and actions such as in the *Five Little Snowman*. Children must listen to the story being told within the finger play so they will know when it is time to take away a melting snowman. The HIPPY child learns to listen to the parent saying each phrase of the rhyme, acting it out together and anticipating when they are supposed to “melt.”

### What to do

Make sure home visitors are able to “act out” the finger play *Five Little Snowmen*. It is important for the staff to be able to act out the words and actions smoothly and confidently. Home visitors may have to repeat it several times before they are comfortable with the actions and words.

### Things to think about and do

Staff should mention to parents that the indoor and outdoor temperatures will play a part in the activity. The colder it is in either location will make the melting may occur a bit slower.

## Review: Weeks 11-20

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This review is the second (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 HIPPIY Review.