

YEAR 1 WEEKLY GUIDANCE

As stated in the Overview, HIPPY recognizes the competence of parents. Training in the new curriculum also extends that recognition to home visitors. Ultimately, the result will be home visitors and parents who are able to:

1. Have an ever increasing knowledge base in early childhood concepts and terminology
2. Share instructional information in a conversational manner versus having to read word for word
3. Apply specific knowledge to general applications.

This section provides guidance in how to train home visiting staff in specific activities each week to reach that goal. Included are:

1. General comments around early childhood concepts and terminology
2. Definitions of early childhood concepts and terminology relating to activities for the week
3. Additional guidance to accompany the Tips in the activity packet
4. Special Notes to share with home visitors in what to say to facilitate the parent's growing comprehension
5. Alternate suggestions for how to simulate activities that are challenging to do at a staff meeting
6. Rationales for some why things are done the way they are
7. Additional "Things to think about and do".

Note: At first, it is recommended that the coordinator take the lead in certain activities (i.e., discussion of the "What your child will learn from this activity"). However, the coordinator should make this section interactive so that staff will be comfortable sharing the information with parents. The expectation is that with growing familiarity, home visitors will be able to share the lead in these activities.

Contents

Domains

The weekly activity packets are arranged in domains. Many teachers use this language in the school system and we need to familiarize our parents with language used in the school. There are five activities covering: Literacy, Math, Science, Motor, and Language. Review a short description of each domain.

Literacy – Being able to read and write. (Pre-Literacy addresses the skills needed to be ready to read and write.)

Math – Learning numbers, number relationships, one-to-one correspondence, meaningful counting, measurements, shapes, etc.

Science – Gaining an understanding of the world around them by observation, identification, investigation, problem solving and describing.

Motor – Activities using gross (large) and fine (small) muscles designed to improve muscle control, balance, coordination, strength, and eye-hand coordination.

Language – Building a vocabulary for understanding words either spoken and/or heard.

TIP HIPPY parents need to make sure the HIPPY time with their child is uninterrupted. The parent's actions will reinforce that "HIPPY time" (learning time) is important. Help guide parents in choosing a good time to complete the activities. Examples for "HIPPY time" might include: a time when the child's favorite television show is **not** on or after naptime when the child is well rested. Encourage parents to try and pick a time that will work with their own schedule. Remind parents: *The best time is a consistent time*. The HIPPY child will look forward to this time and the parent will establish an educational routine. This routine will help as the child transitions into the school environment.

TIP The HIPPY curriculum will show parents how to use a "book walk" to help children build several early literacy skills – book knowledge, vocabulary, predication and story comprehension. For this week, some of the steps of the "book walk" are incorporated in the literacy activity. In Year 1, Week 5, there is an information sheet for parents titled, *What's Good About Sharing Books* listing the steps in a "book walk."

Special Note: Give the home visitors time to read the **TIPS** as well as **Things to Think About and Do**. Then have one or more home visitors role play sharing the information with the parent. This will increase their ability to share this information in a conversation with parents. It is optimum if staff is able to paraphrase the information, but in the beginning it is fine for them to read it.

Literacy

What your child will learn from this activity

In this first year of the new curriculum, it is recommended that the coordinator take the lead on paraphrasing – or reading – this section **in each domain** for new and veteran staff. Ask new home visitors to look up terminology in the Glossary or have experienced home visitors explain terminology or concepts in their own words. Encourage guided discussion between the parent and home visitor by suggesting questions to go along with comments in the activity packet.

Example: “Your child will enjoy spending time with you.” Home visitors can lead guided discussion by asking questions such as: “What was your favorite book read to you as a child? Why do you like reading to your child?”

Special Note: After home visitors become comfortable with this new format, have them paraphrase the information as they would with a parent. As the coordinator, you should still lead a discussion regarding terminology and concepts to ensure home visitors understand them.

What to do

The first book we read in Year 1 is a “flap book”. Children will lift the flap to find the pictures hidden behind a flap. Encourage parents to emphasize the positional words “**inside**” the clock, “**under**” the bed, etc.

Many opportunities are included in this activity for the child to respond orally. Remind home visitors to encourage parents to give their child **time** to answer. Some children may need a moment to verbalize the answer. But, a good balance is needed. Too long of a wait could cause the child to become anxious to “get it right”. Home visitors should show parents how to model the correct responses. (Repeat the answer given / 3 Cs.) It is important to remember children need language modeled correctly to learn.

At the end of this activity, children will “draw anything they want on the picture and talk about what they drew.” The parent will write the child’s name and title of the picture. Parents need to model upper and lower case. In other words, have home visitor explain not to write the child’s name and title of picture in ALL CAPS.

Things to think about and do

- Encourage the parent to take care of the book and not let it get lost or torn by younger siblings.
- Model appropriate pencil grip for the parent.

Math

What your child will learn from this activity

Rote counting is simply counting verbally, while meaningful counting includes understanding what numbers represent. Example: The number 2 represents two objects.

What to do

As the child counts, it is important to teach the child to touch each item (nose, head, etc.) and verbally say the number. This is a strategy that helps reinforce meaningful counting.

Later in the lesson, children will be asked to hide their fingers. It is important for the child to take a leadership role. In this role, it will help the parent know if their child is grasping the concept (counting).

Make sure parents understand it is important to revisit this activity if the child had trouble counting. Many opportunities should be provided for the child to count.

Special Note: On Activity Sheet 2 (page 10), if the child's hands are too large to trace two handprints on one page, use an additional page. The traced hands can then be placed side by side to count.

Things to think about and do

Throughout the week, counting for purpose will help reinforce the activity. Give examples to the HIPPIY parent on how they can incorporate this lesson into their daily routine. Example: "I will read **two** stories at bedtime" or "We have **four** spoons on the table."

Science

What your child will learn from this activity

Self-awareness in preschoolers is important in many ways, including drawing. Have you ever noticed a three-year-old child's drawing of a person that has arms coming out of their head? That is literally how they see themselves at this age. Their self awareness is limited.

What to do

The parent will draw around the child to trace the shape of the child's body on the paper. The Home Visitor will need to provide paper or make sure the parent has paper available. Most wrapping paper has a plain back and could be used to complete this activity.

Special Note: The body outline will be used for **four** weeks. Home Visitors should help parents find a good place to display the drawing. Example: The back of a door or the parent may choose to roll up the outline and bring out when needed to complete Week 2. Let the parents know that in the next few weeks they will be adding more details, such as clothing, fingers, etc., so they need to follow the weekly lesson.

Things to think about and do

Encourage the parent to complete "Things to think about and do". These activities reinforce the daily activity.

Motor

What your child will learn from this activity

A child being aware of where their body is within a room is an important concept for school. Have you ever “high fived” a child and they missed? Or have you seen a child bump into an item? They are not “clumsy”, but learning to see two or more objects in relation to each other and to one’s self.

What to do

Home visitors may need to provide materials (yarn) so the family can complete the activity. Possible items found around the home that could be used include; string, a jump rope, chalk to draw on a driveway, etc.

Special Note: The circle needs to be large enough in diameter for the child to make several marches, steps, etc. around.

Things to think about and do

Be sure to encourage the parent to use the vocabulary (march, fast, slowly) throughout the week. **Modeling vocabulary is very important.** On your visit next week, ask the parent if the child used any of the vocabulary learned from this motor activity while doing other things.

Language

What your child will learn from this activity

It is important to remind the parent to reread the story. Rereading increases story comprehension.

What to do

Using the toy dog allows children to **demonstrate** their understanding of spatial concepts. Next week (2), have staff to ask parents if their child able to place the toy dog “under the towel” or “in the closet”.

On page 16, Activity 5, when we ask the child “Was it easy to hide under all of those things? Why?” Parents should provide answers if the child is unable to respond. During role-play, model for the parent an example, such as “Spot could hide under all those things because he was a small puppy.”

Things to think about and do

The guessing game provides an excellent opportunity for the child to use logical thinking and listening skills.

Contents

TIP When children are developing *spatial awareness*, they are beginning to become aware of their placement in relation to things around them. They see themselves as the center of everything as they learn to understand their location as well as concepts like distance, speed and placement (over, under, behind etc.). Example: A child missing while trying to “high five” was given as an illustration last week. If a child is walking and doing a “high” five the difficulty level is increased. This is a simple example to help explain spatial perception to parents.

TIP Home visitors need to check that parents understanding the need to affirm the correct answer. The 3 Cs method – **Confirm, Complete, Correct** – should be (re)introduced.

Special Note: Reversing role-play is **critical** to ensure the lessons are being delivered to the child correctly. Home visitors may be doing an excellent job in the home role-playing the activities, but it is the parent who delivers the lesson to their child. This week’s **Math** and **Language** activities are good activities to begin reverse role-play. We must make sure the parent understands. Reversing the role-play is a great way to assess parent understanding.

Literacy

What your child will learn from this activity

The home visitor, and ultimately the parent, should give examples of a Rebus story - a story in which words or phrases are replaced or enhanced with pictures or symbols. If possible, provide the home visitor and parent with an additional example of a Rebus story. [Enchanted Learning](#) is an online resource that offers many online Rebus rhymes.

What to do

The Rebus story on Activity Sheet 3 will be sung to the tune of *Mary Had a Little Lamb*. Make sure **each** home visitor practices this tune with the Rebus story. (For some home visitors it can be a little bumpy at first.) **Be sure to remind them to move their finger along the words as they go.**

Things to think about and do

Excitement is contagious – make sure home visitors model the singing of the Rebus with enthusiasm and a smile. It is a catchy song and helps the child reinforce reading comprehension for *Where’s Spot* as well as supporting knowledge of positional words (under, in, etc.)

Math

What your child will learn from this activity

Parents may need to be reminded of the difference between rote counting (saying numbers in a row), versus meaningful counting (understanding what numbers mean). Example: The numeral 2 represents two objects.

What to do

As the child counts, it is important to teach the child to **touch each item and move it away from the group** (bottle caps, pennies, etc.) and verbally say the numeral. This strategy helps children concretely identify what has been counted.

Later in the lesson, the child will be asked to find 3 toys in their home. Finding items that belong to the child makes the lesson more purposeful; they are applying counting to their life and the world around them. **(This activity also includes following 2 step directions. Example: Find 2 socks and bring them to me.)**

Make sure parents understand that they can improve their children's ability to count by including counting in their day-to-day activities.

Things to think about and do

Encourage the parent to share **specifically** how counting could be integrated into their daily life. How **did** they integrate last week's lesson? Home visitors need to be prepared to guide the parent with specific examples, such as "How many chairs do we have around our table?", "Let's count out five blocks to build our structure."

Science

What your child will learn from this activity

Development in self-awareness continues. Children will observe themselves in a mirror (where possible) as they learn new vocabulary about their bodies.

What to do

In this activity, many opportunities to talk about each body part (head, eyes, etc.) are provided. The child will be using descriptive words as they respond. Home visitors need to model how to encourage language in a three year old child. Example: When saying, "Tell me some things about your hair?" the parent might take the lead and offer to share some things about their own hair.

Things to think about and do

Home visitors should use guided discussion to receive feedback from the parent that demonstrates the **Things to think about and do** are understood.

Example: “Talk with your child about different animal’s heads.” Possible guided discussion topic could be: A cat’s ears compared to a dog’s ears. The point is to observe likes and differences and use language to communicate those differences. One three year-old made the observation: “Cat’s ears are standing up and Spot’s ears are down.” Encourage home visitors to allow time for the parent to give their own examples.

Motor

What your child will learn from this activity

Gross motor movements are important and help the child learn how to use both sides of the body smoothly.

What to do

This **Moving My Body** activity will also reinforce previous math activities. The child will count steps, color footprints, take big and little steps (graded movement), etc. Make sure the parent understands they will need 12 foot tracings to complete the activity. Take note on the instructions on Page 12, Activity 4. The child is to color **3 or 4 footprints** (different colors), and with the parent’s help, color the remaining prints. **A 3 year old would tire easily, coloring 12 foot tracings.** The parent can choose to use a rainbow of colors, stickers, designs of shapes, etc. – anything that makes each footprint unique. The child will need to be able to recognize what footprint they are to walk toward.

Special Note: It is important to allow the child to be the leader.

Things to think about and do

Reinforce the importance of the child taking the leadership role.

Language

What your child will learn from this activity

After role-playing this activity, have the home visitor/parent **point out** the examples of the mathematical concepts found in the activity. **Hint: comparing the child to each item, bigger or smaller.**

What to do

It is important for the parent to guide the child to answer the “**Why?**” Parents may need to model or ask guiding questions to encourage responses. A higher-level/older Age 3 child might be encouraged by modeling how to answer in a complete sentence. Remember to accept any reasonable answer – and allow the children to feel safe to express themselves.

Things to think about and do

What Are Open-Ended Questions? **Open-ended questions** are those that do not have one correct response and that require more than a one-word answer. **Open-ended questions** are ones that require children to use their brains, to problem solve, make decisions and use language. **Open-ended questions** are great language builders since “because” doesn’t count as an answer. Home visitors should explain to parents that children need time to respond. Parents should listen attentively showing the child that what they are saying is important and follow up with additional questions, if needed. Here are a few examples on questions that might help the child express their thoughts:

- Why do you think this happened?
- What do you think would happen if. . . ?
- Is there another way to . . . ?

Contents

TIP We cannot take for granted that a child has knowledge about book concepts. Children often don't realize that the book has parts such as covers, titles, pictures, words, etc. Engage the child when introducing a new book by having the child **show** you the pictures on the **cover** of the book or **point** to the words that make up the **title**.

TIP Discuss with Home Visitors

Good oral language development, both receptive and expressive, is a good predictor of a child's later ability to read and write. At about four years old, most children have a speaking vocabulary of about 2,300 words but a receptive language vocabulary of about 8,000 words. Here are a few parent tips for encouraging language:

- Talk to your child during daily routines. Describe what the child is doing and what others are doing. This helps the child to connect words with actions.
- Be aware of how you speak. You may need to talk more slowly and more distinctly to your child.
- Expand on what a child says. For example, if a child talks about a cow, offer additional information about cows: "They eat grass, and they give the milk that we drink." This helps children expand their knowledge base.

Literacy

What your child will learn from this activity

Make sure the parent knows to reread the book several times throughout the week. While rereading, the parent should review book knowledge with the child. Example: Hand the book to the child and ask them to show you the cover of the book.

What to do

Activity Sheet 1 and 2 are both cut apart. You will have 5 total pages for the flap book – 4 flap book pages plus a cover page made by the child. The parent may use old lessons to make the cover or the HIPPIY site may choose to provide construction paper (one sheet will make 4 covers). On page 4, it states, "Look, now you have your very own flap book." The parent will ask the child to name the book – title – and then write the title given by the child on the cover page. Parents need to understand to attach the cover to the flap book.

When home visitors are role-playing it is important to model writing the title and child's name properly (not ALL CAPS).

Things to think about and do

Home visitors may choose to bring a few examples of other books the child can “picture read” into the home. A favorite (old HIPPY Age 3 book) is *Brown Bear* by Bill Martin Jr./Eric Carle. Remember to have the “child” show the “parent” the parts of the book.

Math

What your child will learn from this activity

Ask home visitors when a child counts to ten – “Is this meaningful or rote counting?” We want home visitors to understand math terms like rote counting, meaningful counting, one to one correspondence, etc. As the coordinator, you need to assess by asking for examples or questioning during weekly staff training.

What to do

Children will love this hide and seek counting game. When role-playing with the parent, allow the parent to hide somewhere very close and obvious. The activity’s focus is on counting.

When drawing a picture of their favorite hiding place (page 8), the child may need help. The parent can help guide the child by suggesting colors or adding an item to the drawing. It is important to remember the drawing is from the child’s perspective. Parents should praise the effort, not the product. Some examples of praise might be:

- “You are working so hard to get it just the way you want it.”
- “You had some great ideas for your hiding place. I love the color green you chose.”

Things to think about and do

Remind parent to reinforce counting daily. Give **specific** examples that are individualized to each parent’s home. Example: Count the steps going up to their home.

Science

What your child will learn from this activity

Ask for feedback from home visitors on how the **My Body** activities are going. What specifically are they seeing in the home? Remind them to take pictures (if possible) of the **body outline** to include in the child’s portfolio (pull pages).

What to do

Help the parent find a mirror to use to complete this activity (a bathroom mirror, a mirror on back of a door, etc.). If the home does not have a mirror, you could use the child’s body outline. On page 11, number 5, have the parent write down the parts of the body the child can identify. Was

the child was able to point to the shoulders, arms, elbows, etc.? Parent feedback is important and home visitors need to encourage the parent to provide this feedback in both written and verbal form.

Here is a [link](#) to a singing of the poem *Open Shut Them*. Do not assume home visitors know the song. The finger play (not the tune) is what is important. It is acceptable if the parent makes up a tune or just recites the poem.

Things to think about and do

Remind the parent that these activities are designed to reinforce the activity. Suggest appropriate times and ways these activities can be completed. Be sure to individualize for each home.

Motor

What your child will learn from this activity

Take ample time to explain phonemic awareness to your home visitors. Phonemic awareness is not phonics. Phonemic awareness is the ability to hear, identify, and manipulate individual sounds – phonemes – in spoken words. Discuss how the child will hear the different sounds and rhymes in the *Tippity, Tippity, Tippity Toe* poem.

What to do

While role-playing this activity, adults will feel the muscles in their calves tighten as they stand on their tiptoes. If you have a parent who has been hard to engage in role-play, this is an excellent activity to reverse role-play.

Things to think about and do

A child's spatial perception changes when walking on tiptoes. In addition, tiptoe walking strengthens calf muscles.

Language

What your child will learn from this activity

Take this opportunity to discuss the importance of make believe play with home visitors. When children talk about make-believe play – it is a fantasy world created by children where their imagination soars, their language expands and their social skills develop.

Special Note: Make Believe is a great topic for a staff development. [Here](#) is a useful link to an article published by NAEYC, which discusses Make Believe.

What to do

Home visitors should make their own Spot sock puppets to use during home visits. It is recommended this is done during the weekly staff meeting. Encourage the home visitor to be creative, but to use materials that could be found in the homes of the families they serve.

During the following week, be sure to take a picture (if possible) of the HIPPY family's sock puppet. The parent and child will appreciate the recognition of their work.

Remember: Props (dog puppet) can encourage pretend play. This pretend or make-believe play is a great way to encourage language. Children should be encouraged to add extra props as they play with the dog puppet. Encourage parents to allow the child to speak through the sock puppet to participate in the rereading of *Where's Spot*.

Things to think about and do

Ask parents if they will be able to complete **Things to think about and do** activities. Encourage them to write down (give feedback) on activities they are able to complete. Example: Have the parent write down the story the child told about the puppet.

Contents

- TIP** The benefits of **Dramatic Play** are research based. Dramatic play permits children to fit the reality of the world into their own interests and knowledge. Each new HIPPY storybook will create many opportunities for dramatic play. Encourage parents to consider creating a dramatic play box or corner. Suggestions should be made to parents for items to include: old clothes, shoes, backpacks, hats, old telephones, cooking utensils, dishes, plastic food containers, table napkins, silk flowers, stuffed animals and dolls of all sizes, blankets, or old sheets for making costumes or a fort, writing materials for taking phone messages, leaving notes, and making shopping lists.
- TIP** A Year 1 goal is for the HIPPY child to begin recognizing letters in their names. There will be many activities where the parent will write the child's name. Remind the parent to point to the letters and name them as they write (home visitor will model). Also, encourage the parent to find letters in their environment that are included in their child's name. Example: "M" for Molly, is like "M" for McDonald's.

Literacy

What your child will learn from this activity

Why does HIPPY repeat activities? Repetition in learning is essential to the physical development of a child's brain. Repetition creates a memory that creates a pathway between brain cells. It is like clearing a path through a dense forest. The first time that you do it, you have to fight your way through the undergrowth. If you don't travel that path again, it will quickly become overgrown and you may not even realize that you have been down that path. If however, you travel along that path before it begins to grow over, you will find it easier than your first journey along that way. Repeated journeys down that path mean that eventually your track will turn into a solid path. It is the same with memory: The more times that patterns of thought are repeated when learning new information, the more likely it is that information can be recalled. This makes repetition a key part of learning. Home visitors need to help parents understand the importance of repetition and why it is an integral part of the HIPPY curriculum.

What to do

The activity on page 2, number 2 requires the parent to write down the child's responses on a sheet of paper. Home visitors need to model this during role-play. If they skip this step during role-play, the parent might also leave it out.

Note: This week's **Literacy** activity is an excellent opportunity to assess parent learning by having them lead the activity. It is important to brainstorm ways to encourage any parent who is resistant to switching roles (parent and child).

Coordinators should help select weekly activities that are ideal for parents to lead and allow home visitors to assess how they handle the curriculum.

Things to think about and do

Have the home visitors discuss **Things to think about and do** and add specific details about their community. Does your community have a pet store? - a dog shelter? Also, this is the time of year many communities have county fairs. This event provides an opportunity to talk about the different animals which encourages language development.

Math

What your child will learn from this activity

The **math concept: counting** (1-5) will be reinforced by using concrete items. The use of concrete items (play dough candy balls) in this hands-on activity addresses the needs of auditory, visual and kinesthetic learners. The importance and purpose of using concrete items to build a solid foundation of understanding should be stressed to home visitors, and ultimately, to parents.

Special Note: Coordinators might want to review the three stages of learning if an assessment of home visitor knowledge indicates that staff would benefit.

- **Concrete (Manipulative)** stage consists of actual contact with objects. The child will look at, touch and move objects to understand mathematical concepts.
- **Representational (Pictorial)** stage bridges the gap between the concrete and the abstract. The child is engaged through various strategies such as drawing pictures and talking about math.
- **Abstract (Numbers/Signs)** stage is when real objects and pictures are connected to the abstract numerals and signs of math. **The child gains an understanding of abstract concepts from experiences in the concrete and representational stages.**

What to do

HIPPY sites can choose to use the play dough recipe provided (***this recipe is fantastic***), provide play dough or offer another play dough recipe (that does not use cream of tartar if this ingredient is not common in the households served).

The HIPPY child will make a play dough cake. The cake will need to be large enough to hold five candy balls. Rolling, shaping and pinching the play dough exercises the muscles in the child's hand to develop fine muscle skills.

Then the child will draw a circle and place cut out candles on the cake. This will be the optional Pull Page for week 2, you may give parents the special activity sheet to use (see website).

Things to think about and do

Remind parent to reinforce counting 1-5. Next week we will increase counting to 1-10.

Science

What your child will learn from this activity

Discuss with home visitors how their parents are doing with the **My Body** activities. Are their HIPPY children able to name the body parts? How does the home visitor know? Did the parent record the child's answers from last week on the activity sheet?

What to do

The child will point to the following body parts: legs, thighs, knees, calves, ankles, feet, toes, head, shoulders, eyes, ears, mouth and nose. HIPPY has introduced thirteen body parts during the last 4 weeks. In this week's activity, the child shows or points to various body parts. If they are successful in pointing, the parent should have them name each body part as they point to it.

The optional "Pull Page" for this week will be a photo of the body outline that can be placed in the child's folder. [see Pull Pages, 1-30 on the HIPPY USA website]

Things to think about and do

For the child that was able to identify all the body parts, encourage the parent to introduce some new ones: wrist, jaw, heel, etc.

For the child that has some difficulty, have the parent use the names of body parts during their day-to-day routines.

Motor

What your child will learn from this activity

Have a home visitor give you the definition of spatial perception and one example. After role-play, assign each home visitor a key word (ex. gross motor control, follow directions, etc.) and have them identify what part of the activity addresses this area.

What to do

Children learn by modeling. Home visitors should make sure the parent has a clear understanding of each command: walking slowly, marching, etc.

Things to think about and do

The concept could be further developed by using footprints of other family members.

Language

What your child will learn from this activity

Point out to home visitors how **Math** is integrated into the language activity.

What to do

On page 15, number 1, notice the parent instruction is to point out the two bowls at the beginning and end of the book. The parent and child use the book (not the pictures on the activity page).

Later in this activity, the parent and child will use real bowls (concrete items) and fill one full of water. This activity will allow the child to use multiple senses as they learn about empty and full.

Things to think about and do

Remind the parent to link this activity to their day-to-day activities. Learning connected to everyday activities will help the child remember new information.

Contents

TIP Ask home visitors to give a few examples of **Eye-Hand Coordination**. Reaching for a glass, swatting at a bug, playing catch, putting a key into a door lock or touching an item on the iPad/iPhone, are all examples of using eye-hand coordination. In this week's gross motor activity, eye-hand coordination will be needed for the child to catch and roll a ball. Brainstorm with home visitors to develop a list of **Eye-Hand Coordination** activities. **(These ideas can be shared with families if their child is having trouble with eye-hand coordination activities.)**

- Bubbles – the child can watch them move and then catch them. This requires coordination between the eyes and hands. When chasing bubbles, the whole body gets involved.
- Puzzles, board games and arts and crafts are activities where the eyes and hands work together.

Assure parents that if their child is being challenged, there will be many opportunities to practice by engaging in **Eye-Hand Coordination** activities in the weeks to come.

TIP Accepting children's answers to questions with no right or wrong answers allows a child to speak freely – to practice communicating their ideas and opinions. These types of conversations allow parents to better understand how their child thinks and sees the world; they also contribute to building the parent-child bond. Ask your home visitors about times children said things that were surprising or gave them a different perspective about the child. These are frequently those “cute things” children say.

Literacy

What your child will learn from this activity

Home visitors will review *Literacy, Sharing Books* with the parents. This page lays out the steps of a “book walk” and parents should keep this sheet to review when reading books to their children. The techniques used in the book walk have been shown to improve early literacy skills. As the coordinator, when any new book is introduced, highlight a few points from *Literacy, Sharing Books* and expand on them.

This is a good week to model a book walk with your staff. You might choose to introduce a favorite story or an award winner. Example: *Three Hens and a Peacock* by Lester Lamineck or *Z is for Moose* by Kelly Bingham and Paul Zelinsky. Home visitors need to see examples of a book walk from a variety of books.

Special Note: The home visitor chosen to role-play *Literacy, Jump, Frog, Jump* will conduct a book walk with the HIPPIY book *Jump, Frog, Jump*.

What to do

The first part of the activity contains a script for parents to help them be successful in conducting a "Book Walk."

Parents will:

- Introduce the new book and have the child look at the cover and predict what they think the book will be about
- Point out the two words "Jump" in the title and talk about how they are the same word (structure of the text)
- Talk about the author and the illustrator
- Read the book, stopping on each page asking questions about the pictures.

Many of the Literacy activities contain open-ended questions. Remind the home visitors to model for parents how to ask questions that will promote a response from the child.

Example: (page 4, number 3) "What part of the story did you like?" If the child experiences difficulty in forming a response, the parent can ask the child to turn pages in the book until they locate their favorite part. The parent can encourage the child to talk about the picture or act it out.

Note: The name and title of the child's picture can be placed on both sides of **Activity Sheet 1** (page 6).

Note: Pull pages are an important part of documenting the HIPPY child's work. Activity Sheet 1 (page 6) provides excellent documentation of how the HIPPY curriculum is being completed. Things to look for:

- Is the child's name and title written appropriately? (NOT ALL CAPS)
- Did the child draw other animals that were in the pond?
- Did they draw anything on the blank side of the page?

Remind the home visitor that reviewing the previous week allows them to assess how the parent is delivering the lesson **and** how the child is progressing.

Things to think about and do

[This](#) is a great web site that you could use during a group meeting to reinforce the *Jump, Frog, Jump* book.

Math

What your child will learn from this activity

This activity reinforces and reviews counting and body parts. The curriculum builds on the knowledge gained from previous weeks.

What to do

Remember to have the child touch each item as they count.

On page 8, number 5, be sure and place the items in a row. Lining objects up in row helps the child to not count the same object twice. This skill is helpful as the counting increases to 10.

This is a good opportunity to have home visitors – and subsequently, parents - look back over the activity and find examples of rote counting, meaningful counting, number recognition and one-to-one correspondence. Parents need to understand the purpose (what we are learning) of each activity.

Things to think about and do

These wonderful extensions reinforce the activity. If parents are not completing them, try to encourage them to try and complete one **Things to think about and do** activity.

Science

What your child will learn from this activity

Did you know? The Centers for Disease Control and Prevention (CDC) reports that up to 80% of all infections are transmitted by hands. The flu and cold season will be coming up soon which means that teaching **parents** and **children** to properly wash their hands is important.

What to do

For this activity, you will need a water source, lotion, spice, etc. Take the time to allow each home visitor (if possible) to use some of lotion and spice. Feeling the oil and spice on their hands, washing the lotion off with cold/hot water will give the home visitor hands-on experience to share during role-play in the home. This activity can be challenging to role-play in the home. One suggestion is to provide each home visitor with a travel size lotion and small container of cinnamon (it will be used in subsequent weeks). The home visitor uses a small amount of hand lotion and cinnamon as they follow the script (page 11, number 2).

At the conclusion of this activity, the parent will “talk about times we wash our hands and **why**.” This is another language building opportunity and may require modeling or guided questioning to receive a response from the child.

Home visitors should encourage the parent to write down the child’s responses as they complete this activity. This written feedback will help home visitors assess the level of understanding and language development of the child.

Special Note: When reviewing the previous week, teach home visitors to ask the parent specific questions in order to assess whether the objective of the activity was achieved. They need to ask questions that require more than a “yes” or “no” answer. Example: What type of spice did you use? What was your child’s reaction to the oil/spice when rubbed?

Things to think about and do

The new curriculum has many hands-on project activities (Spot puppet, etc.). Have home visitors take pictures to validate/praise the efforts of the parent and child. These pictures can be printed out with the Week number and date completed. Many sites make an end-of-the year booklet; pictures of the child and their work would make a wonderful addition.

Special Note: Taking pictures of the child and their HIPYPY work is excellent documentation for their work portfolio, but home visitors need to be reminded of confidentiality. Pictures taken of the family's work/projects should not be shared with other families or on any type of social media (Facebook, etc.). Appropriate boundaries regarding social media, texting, email, etc. is a great and **necessary** topic for weekly staff development. Plan to include your sites policies regarding these issues. It is suggested you cover this topic within the first five weeks.

Motor

What your child will learn from this activity

This activity reviews and reinforces last week's activity.

What to do

When children crumple the paper to make the ball, they are strengthening their fine motor muscles. Make sure the parent understands how to make the paper ball and that the diameter of the ball should be grapefruit sized. The parent will begin the activity by rolling the ball across the table to the child. (The activity needs to be performed at eye level, on a level surface.)

Special Note: If the child was not able to roll and catch the ball, remind the parent to revisit and repeat the activity throughout the week.

Things to think about and do

This extension activity allows the child to roll/throw the ball from several different planes (eye level, floor level, etc.).

Language

What your child will learn from this activity

Increasing the child's vocabulary is essential for comprehension. Encourage the home visitor to discuss with parents words that may be new to their child. Have the home visitor point out words or ask the parent about words the child may not know. Have the parent stop and ask the child what the word means. For example, if you read, "This is the net that wrapped around the turtle," the parent will ask, "What does wrapped mean?" If the child does not know, the parent can

show the picture in the book or wrap an item with a towel. It is important that the child understand the meaning of what is being read to comprehend the story.

What to do

Parent and child will play a matching lotto game. After the parent and child play a few rounds, they will put the lotto boards away and use the playing cards to sequence the story. Make sure the home visitors ensure the parents know to place the pictures in order from **left to right**.

Special Note: The last instruction for this activity (page 18) has the parent pick up the pictures and instruct the child to place them in the order of the book. This is not an easy task (memory recall/sequencing), as home visitors and parents will find out as they role-play. Let the parent know if the child has trouble, refer to the book. Have the parent turn each page and allow the child to find the appropriate picture.

Things to think about and do

The child will enjoy playing the lotto game over and over.

Contents

TIP Sequencing is putting things in order, frequently this means chronologically. Being able to remember the sequence of events in a story builds memory, one of the critical components of early executive functioning. For more information on the importance of executive functioning, go [here](#).

TIP A goal of HIPPY is to prepare each child to be ready to start school. The HIPPY staff needs a working knowledge of the state standards required of a kindergarten student. These standards should be reviewed with home visitors. This will raise the home visitors' level of awareness that the concepts taught through the HIPPY curriculum prepares the child for starting school.

For the states that adopted Common Core State Standards, [here](#) is a link to and overview of the Common Core State Standards for Mathematical Practice.

Literacy

What your child will learn from this activity

Assign each home visitor an early childhood development term and have them give you a definition and find an example of this skill in the Activity 1: Literacy, *Jump, Frog, Jump*.

What to do

The parent will read the book, all the way through, two times during this activity.

-During the first reading (#1), the parent will ask the child to **tell** them what happens in the book before reading.

-During the second reading (#2), the child will become an **active listener**. Each time the child hears "jump, frog, jump" they will jump like a frog. Encourage the parent to ask questions throughout the story. Example: Where do you think the snake came from?

-During the third activity (#3), the child will **retell** the story.

Number 4: Make sure home visitors are familiar with and well coordinated when they role-play (model) the finger play poem with parents.

Things to think about and do

Ask parents how their child is responding to the comprehension questions. Do they see improvement?

Math

What your child will learn from this activity

One-to-one correspondence is an important early math skill and is the basis of counting to obtain a total. Example: When we want to know if we have a full deck of cards, we lay down each card as we count it. Without understanding one-to-one correspondence, children may – and do – count the same item two or three times. This is the skill children will work on as they match the ice cubes to the glasses of water and the cookies with the glasses of milk.

What to do

Make sure the home visitor has all the props needed to role-play this lesson in the home. Be sure to encourage the home visitor to model the dramatic play: “We are eating our lunch.” Pretend play is an **expressive** language builder. Make these activities fun!

Note: This is a good activity to reverse role-play. By Week 6, parents should feel comfortable and enjoy alternating between being the parent and child during role-play. Discuss with staff how to encourage any parent who still refuses to switch roles.

Things to think about and do

Home visitors should guide the parent by pointing out the items in their home that could be used to complete **Things to think about and do** activities.

Science

What your child will learn from this activity

Brushing teeth is science? Discuss with the home visitor how observing and predicting are part of the scientific method. **Observation** is a critical step in science. How many times have you observed the weather outside when deciding what to wear? In this activity, the child will observe what happens to the toothpaste when brushing their teeth.

What to do

Many state dental companies, local dentists and toothpaste companies (Colgate, Crest, etc.) offer student kits (toothbrush, sample toothpaste, dental floss, etc.) at no charge.

Suggestions for role-playing this activity: Provide the home visitor with a child size toothbrush and sample toothpaste. As home visitors role-play the activity they will use these props. Remind the home visitor to allow the parent time to answer the questions. Example: (Page 10, number 3) “What does the toothpaste look like?” “What do you think will happen?” Have staff also ask the parent how they think their child will respond.

Did the parent learn anything new from this activity? Did the parent realize you only need a pea-sized amount of toothpaste to brush your teeth?

This is an activity that requires verbal feedback to ensure the activity was completed. Home visitors can ask the parent questions about how the child enjoyed the activity. Have the home visitor record the overall impression in the note section of the ETO Home Visit Progress form.

Things to think about and do

If there are free dental clinics (or events) in your community, provide the parent with the information. Possibly schedule a local dentist to speak at a group meeting.

This is a great website to use during a group meeting: [Sesame Street – How To Brush Your Teeth](#).

Motor

What your child will learn from this activity

Why is throwing a ball lightly, throwing a ball up, throwing a ball further and throwing a ball with one hand important?

Dr. Melinda Johnson, Occupational Therapist, explains:

“Throwing a ball helps children learn to visually track the object, to converge his or her eyes, and to grade movements (change from gentle to hard movements). The **eye movements** are foundational for reading and copying from a board. Also, looking from teachers back to their own work. The **grading** of movement, meaning the ability to adjust force and speed of one’s movements, is integral in all function but especially social skills. Example: If I don’t grade my movement when I pat a friend on the back it is interpreted as a slap! Also, just by itself ball play is extremely important in our society. All kids should have basic ball skills or they feel socially ostracized. “

What to do

Make sure home visitors still have the paper ball (grapefruit size) from last week. Make sure and point out the parent instructions (in parenthesis). These instructions are designed to include many levels of movements at different planes.

From the floor:

1. Rolling the ball
2. Catching the ball
3. Throwing the ball.

From standing position:

1. Throwing the ball (from several different distances)
2. Throwing the ball up
3. Throwing the ball with one hand (alternating).

It is very important to slow down and follow the instructions.

Special Note: If a child has difficulty catching and throwing the ball, try washcloth instead. This slows the movement down and allows the child to be more successful. Once the child has mastered catching and throwing washcloth, they should try using the ball again.

Things to think about and do

Throwing and catching take practice. If the child had difficulty, suggest to the parent to repeat this activity later in the week.

Language

What your child will learn from this activity

Point out to home visitors how the curriculum activities integrate multiple domains and skill areas. In this language activity, **Social Emotional:** taking turns, **Math:** counting and **Motor: Eye Hand Coordination** are covered. The **Activity 5 Motor** activity involved throwing a ball and graded movements. After role-playing this activity, discuss with home visitors how the **Activity 5 Motor** activity will help the child complete **Activity 5 – Language**.

What to do

This activity suggests 5 plastic bottle caps be used. Home visitors can offer other appropriate alternatives for bottle caps: pennies, rocks, Lego blocks, etc. Most homes will probably have a shallow bowl, but alternate suggestions that work well are a pie pan or a pot used for cooking. Home visitors need to make suggestions based on the individual homes.

Things to think about and do

Reinforce the importance of these activities.

Contents

TIP How important is **play** for the preschool child? The National Association for the Education of Young Children (NAEYC) takes the following position: “Play is an important vehicle for developing self-regulation as well as promoting language, cognition, and social competence... Children of all ages love to play, and it gives them opportunities to explore the world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities and practice emerging skills. Research shows the links between play and foundational capacities such as memory, self-regulation, oral language abilities, social skills, and success in school.”

Familiarize your staff with professional early childhood organizations like [NAEYC](#). If possible, become a member and utilize some of the latest research to enhance your staff development.

TIP For a weekly staff development, it would be great to invite an occupational therapist to discuss “crossing the midline”? Collaborating with agencies (therapists) will enhance professional relationships. Your staff will learn what the therapists are doing to help children with developmental delays and the therapist will learn what HIPPY staff is doing to prepare children to be ready to learn.

Literacy

What your child will learn from this activity

Assign each home visitor a term and have them give you a definition and find an example of this skill in the Activity 1: Literacy, *Jump, Frog, Jump*.

What to do

The site will need to provide or suggest items that could be used to create the puppets. If your site has coffee stirrers, left from the old curriculum, you could provide them to the families. Straws are another excellent choice as they are easy to find and relatively inexpensive.

Things to think about and do

This is a short activity in which all families should be able to do.

Math

What your child will learn from this activity

Identifying and describing shapes is a Common Core State Standard for kindergarten. In Year 1, shapes are introduced beginning with the circle and triangle.

CCSS.Math.Content.K.G.A.2. Correctly, name shapes regardless of their orientations or overall size.

What to do

This activity allows children to **say** the name of the shape, **feel** the shape, **see** the shape, compare the shape to an everyday object (a ball), **draw** the shape in the air (crossing the midline) and finally, **mark** the circles on Activity Sheet 2. This approach covers several learning styles (kinesthetic, tactile, visual and auditory).

Things to think about and do

Home visitors should have the parent point out circles in the home to help the parent realize shapes are everywhere.

Science

What your child will learn from this activity

The Centers for Disease Control and Prevention (CDC) states that the best way to cover your cough if you don't have a tissue is to cough or sneeze into your upper sleeve or elbow, not your hands.

What to do

This may be new information for the parent. (In the past, people were taught to cover their mouth with their hand when coughing or sneezing.) Home visitors need to make sure the parent knows how to model the proper method, coughing into the elbow.

There may be several new vocabulary words for the child: breathe, nostrils, tissue, germs, etc. Ask the parent which words will be new for their child. How can they teach their child this new vocabulary? Home visitors should model child-friendly definitions.

Next week, as the home visitors review the child's work with the parent, they should ask specific questions to check for understanding. If the child is present, have them show you how to cover a cough.

Things to think about and do

This is a simple activity for parents to complete with their child. **Things to think about and do** will help the parent assess if the child understood the activity. Is the child able to "teach" his favorite toy how to cover their cough and sneeze? Parents can observe, model (if necessary) and encourage the child to "teach" their toy.

Motor

What your child will learn from this activity

After role-playing the activity, have home visitors show where **gross motor control** and **eye-hand coordination** are presented in the activity. We want the home visitor to have an understanding of the skill and how it relates specifically to an activity.

What to do

The parent models each throw (to the door, wall, chair) for the child (page 11, number 2). The child throws to the targets (to the door, wall, chair, feet). If the child has trouble, have the parent repeat the modeling step again.

Things to think about and do

Plastic bag balls are fun to make. Fill a plastic bag full of other bags until it is stuffed to the brim. Take a shoelace or piece of yarn and wrap around the plastic sack ball. Home visitors can encourage parents to use materials found in the home to create hours of fun.

Language

What your child will learn from this activity

Model the pincer grasp (the thumb and index finger) for the home visitor; instruct them to model the pincer grasp for their assigned parents.

What to do

Make sure the home visitor is familiar with the tune “The Little Green Frog”. This is a favorite song and children love to join in by acting out the song.

For this activity, it will help if sites can provide yarn for the child to lace around the frog on **Activity Sheet 3**. If the family does not have a hole punch, the home visitor might want to help out by punching the holes around the frog on **Activity Sheet 3**. Instruct the parent to help hold the frog (stabilize) while the child laces.

Special Note: It is recommended the “**lacing frog**” be glued on to heavier paper to prevent the holes from being torn.

Notice the last instruction on the activity requires the child to name the frog and the parent to write the name on the laced frog’s stomach. Next week, check to see if the parent followed this instruction. The quality of the activities depends on the quality of the parent delivery.

Things to think about and do

Suggest the parent keep the “lilly pads” to play the game again and again.

Contents

- TIP** During weekly staff training, have staff read each **TIP** silently. After reading the **TIP**, coordinators can expand on the information contained before engaging in a guided discussion where home visitors will paraphrase the information, sharing as home visitor to parent. **This will allow the coordinator to check for understanding.**
- TIP** Have home visitors remind parents that **rereading = comprehension**. Have the home visitor think about a passage in a book they have read. Have they ever gone back and reread a passage to gain better understanding? Did they pick up a detail they may have missed in the first reading?

Literacy

What your child will learn from this activity

This is one of two new books added to the Year 1 curriculum. In the book *Ten Black Dots*, the black dots are used to make a variety of things. The parent will ask the child questions such as what else can be made with black dots. Donald Crews uses simple rhymes, everyday objects, and fantastic graphics in this wonderful **math** concept book.

What to do

The first part of the activity focuses on book knowledge: title, author, cover, back, spine, pages, etc. The parent will point out and talk about each part of the book. **Note:** Encourage the Parent to have the child point to parts of the book during the week. Have the parent ask the child: “Can you show me the back of the book?”

On Activity Sheet 1, point out the parent instruction for number 10. (Count aloud while child is making the dots.) Also, make sure the parent understands to write the child’s response about their “10 Black Dots” picture. Remind the parent that they are modeling writing, so use upper and lower case letters.

Things to think about and do

Look around the training room and have home visitors point out dots.

Encourage home visitors to try this activity with the parent on the home visit.

Math

What your child will learn from this activity

What are your state pre-k or kindergarten standards in **Math** regarding a child's knowledge of shapes?

What to do

This activity allows children to **say** the name of the shape, **feel** the shape, **see** the shape, and finally **mark** circles and triangles on Activity Sheet 2. This approach covers several learning styles (kinesthetic, tactile, visual and auditory). Define these terms for staff, if you have not already done so.

Things to think about and do

Home visitors should have the parent point out triangles found in the home. This will help reinforce the fact that shapes can be found everywhere.

Science

What your child will learn from this activity

It is important for children to enter kindergarten with social skills intact. Consider the **Healthy Habits** covered so far. Would it be helpful for a school-aged child to know how to cover a cough, wash their hands, or come to school clean and well kept? Some kindergarten teachers spend the first few weeks working on social skills that should have been taught at home. The **Healthy Habits** activities may help parent and child learn new information.

What to do

This is the last **Healthy Habit** activity. The activity begins with a review of the previous **Healthy Habit** activities, before introducing this week's activity – **Personal Hygiene**. The activity is designed to be fun and non-threatening to parents. Parents may not realize children (under parent supervision) can perform simple hygiene tasks like washing their faces.

Special Note: Page 10, Activity number 3 will require some “pantomiming” during role-play.

During the final part of the activity, parent and child will pretend to brush teeth, wash hands, etc. as they sing a song. The song reviews **all** the **Healthy Habits** activities. Make sure the home visitor is familiar with the tune of “The Mulberry Bush” and able to teach it to parents.

Things to think about and do

Educate the parent on bathtub safety. The most important rule of bathtub safety is **never leave young children alone in the bathtub**, not even for a few seconds. Tragically, young children have drowned in only a couple of inches of water.

Motor

What your child will learn from this activity

The **throwing** activity this week will focus on throwing the ball **into a target**.

What to do

This will be the last **throwing** activity.

The first part of the activity reviews the previous **throwing** activities. Sites may choose to provide string or they may substitute a bath-sized towel as a target area. A small wastebasket or box can make a wonderful “bucket.” Take the time to brainstorm with the home visitors possible substitutions that may be needed for their families to complete the activity.

Special Note: Don’t forget to move further back each time the ball is thrown into the circle and bucket.

Things to think about and do

Home visitors can point out to parents that this and other rhymes can be used at other times and with other members of the family joining in.

Language

What your child will learn from this activity

Is there any vocabulary in *Ten Black Dots* that may be new to a three year-old? How could we define this vocabulary in child-friendly terms? Why is it important to explain new vocabulary to the child? These are good questions to ask home visitors. Coordinators need to assess home visitors on knowledge received in the previous weekly staff training.

What to do

This is a good activity to have the parent assume the role of the parent.

On page 15, number 1, the activity script has the parent turn to the first page of the *Ten Black Dots* book and ask the child what one dot makes in each picture. Home visitors should point out the instruction at the bottom of page 15 to the parent. (**Continue through each page talking about the pictures.**) The activity does not stop with three dots.

On page 16, number 2, the child will create a picture on **Activity Sheet 2** using black dots.

Special Note: Sites will probably need to provide 10 black dots for each family or at least black paper.

Possible options:

- Use a die cut to punch out 10 construction paper black dots.
- Create a sheet of dots, for the parent to cut out.

Things to think about and do:

Remind parents that looking for numbers in the environment can include inside the house, while sorting the laundry, purchasing fruit in the grocery store, etc.

Contents

TIP Talk with home visitors and brainstorm ways to include **creativity** into your Group Meetings.

TIP We have covered two units of study in the HIPPY Year 1 Science domain. They include **My Body** and **Healthy Habits**. The **Science** units of study last approximately 4 weeks. This week a new unit of study begins: **My Senses**.

Sensory exploration and process of discovery contributes to cognitive development. However, it can be messy and many parents do not want to have to clean up a dirty child or untidy house. Have home visitors discuss how they might talk to parents about allowing their children time to have the opportunities to do things that might create messes – like using paints – but only when the parent has covered a table or other surface with disposal or protective materials (i.e., newspaper, oilcloth) or letting them play in mud when they can be rinsed off before coming back into the house.

Literacy

What your child will learn from this activity

The connection between **language** and **literacy** is powerful. **Language** and **literacy** are connected. Speaking, listening, reading and writing develop concurrently (together) rather than sequentially (one after the other). Discuss the difference between **Literacy** and **Language**. **Literacy** is the ability to understand and use the written word – reading and writing, while **language** is the ability use words – verbal and written – effectively to convey thoughts and ideas.

What to do

This activity has the HIPPY child review the details of the book, *Ten Black Dots*, and recreate the last page using **Activity Sheet 1** and **Activity Sheet 2**. This activity demonstrates the integration of skills from two domains – story comprehension and counting.

Special Note: “Cut out” dots are provided on **Activity Sheet 1**.

Things to think about and do

Point out to home visitors, and have them point out to parents how **Things to think about and do** review and reinforce learning from previous weeks.

Math

What your child will learn from this activity

Is the child able to identify the shapes (circle and triangle) introduced in previous weeks? If the child is having trouble, encourage the home visitor to offer suggestions to the parent that will help the child learn the shapes.

Coordinators should offer guidance to the home visitor concerning extra help for skills that the child is having trouble grasping. Home visitors should also use the links in the Glossary to obtain additional ideas and tips. Encourage the home visitor to share these ideas with the parent in the home.

What to do

This activity introduces square and reviews the circle and triangle. Allow children to **say** the name of the shape, **feel** the shape, use language to describe the shape, **see** the shape, **compare differences** in two shapes, **sort** shapes and **match** HIPPY squares to pictures on Activity Sheet 3.

Special Note: This is a good activity to assess parent comprehension by having them take the role of the parent.

Things to think about and do

Things to think about and do are offered after the last instruction of each activity. However, sometimes the home visitor/parent will have to turn back to the previous page to complete the **Things to think about and do**.

Science

What your child will learn from this activity

Later in the curriculum, another new book will be introduced: Alikì's *My Five Senses*. The background knowledge the child will acquire from the *My Five Senses* unit of study will increase the child's comprehension of the story.

What to do

The child will use their **sense** of sight to find items in the home. They will mark the items they found on **Activity Sheet 4** with a green color. In most homes, all items should be found.

The purpose of this activity is for the child to **see** and **talk** about differences. If your child has difficulty "telling" you about the color, pattern, etc. of the item they found in their home, ask the child to tell you how the item is different than the picture on **Activity Sheet 4**.

Things to think about and do

A group meeting activity to reinforce *My Five Senses* could include a riddle game. The home visitor can have an item in a bag. She can describe the item by giving details and see if the child can guess the item in the bag. Example: “I have an item in my bag that is round, red, and is good to eat? What is it?” (**An apple**)

You can switch the roles and let the child describe an item to you.

Motor

What your child will learn from this activity

Taking turns, winning, losing, sharing, etc. are examples of **social skills**. The child will learn **Social Skills** by watching adults and their peers. Children learn by modeling, so encourage parents to model **good** social skills.

Social Skills is a great topic for a staff development.

[Here](#) is a link to an article published by NAEYC that can be used as an additional resource.

What to do

The parent will need 6 empty water/juice bottles, or plastic cups and a paper ball to complete the activity. If the parent **does not** have plastic bottles, the site could provide 6 Styrofoam (or paper) cups for the family. The ball used in previous activities (grapefruit size) can be used, but you may need a larger paper ball. It will depend on what size bottles/cups the parents will use to complete the activity. This activity is a version of “bowling” and the parent and children will enjoy playing over and over. The child will be using skills learned in previous weeks, **rolling the ball**, to play the game.

On **Activity Sheet 5**, the parent/child will use a chart to tally how many bottles are pushed over. The parent will write their name and their child’s name on the line. **Note:** Each “player” makes his or her own tally marks. The parent records her marks and the child records their marks.

Next week, the home visitor should take notice to see if the parent followed the instructions. Is the page completed as HIPPY intended? Was there a variation? If so, why? We do not want to make the parent feel uncomfortable about “missing a direction”, but we need to ensure the purpose of the activity is being achieved. Home visitors need to be good observers and be aware of areas that might need to be **emphasized** more to the parent.

Special Note: For role-play with the parent (in the home), 6 plastic/paper cups take up a small amount of space in the home visitors prop bag.

Things to think about and do

Remind the parent of the social skills included in playing games or activities.

Language

What your child will learn from this activity

A great language activity will integrate across the domains. Discuss the skills covered in this activity with home visitors. After role-play, have the home visitor show you examples of vocabulary, rhyming (phonological awareness), counting (subtraction), fine motor skills and dramatic play.

What to do

It is recommended that the site provide sticks and 10 one inch white dots (about the size of a quarter).

Make sure home visitors are familiar with the song "Ten in the Bed."

[Here](#) is a link to use in staff training and group meeting.

Using **Activity Sheet 7**, the child will decorate and parent will cut out and glue them (on three sides/leave top open) onto **Activity Sheet 6**. They will sing the song and use the puppets to count.

Things to think about and do

Suggest that other children in the family be involved in making up a story using the puppets.

Contents

TIP Discuss **Scientific Exploration** with home visitors. This week's **Science** activity will focus on sensory discrimination. How important are our senses in observation? Most people use multiple senses to observe – they hear it, see it, touch it, etc.

TIP **Concept development: classification** is how children categorize similar objects or experiences. For some young children, all furry animals with four legs may be dogs, until they gain more knowledge and can start to differentiate cats and horse from dogs. Discuss with home visitors other examples of how this concept is developed in children.

Literacy

What your child will learn from this activity

Point out to home visitors how **fine motor skills** are embedded in all domains of the weekly activities. As you go throughout **Week 10**, identify the fine motor skills contained in each activity domain.

What to do

The parent and child will reread the book *Ten Black Dots* and make their own counting book.

Using **Activity Sheets 1 and 2**, each block will be cut out (not folded). You will have 12 squares to staple or tape together on the left edge. The child will trace the numbers on each page. Home visitors need to make parents aware of the proper pencil grip. Good habits that begin in early years will last a lifetime – and holding a crayon or pencil correctly is a very important habit.

Note: Home visitors should leave the child's counting book in the home, so the child can read it to siblings, friends, and relatives. **Recommendation:** If home visitors have a camera, take a picture to document the counting book was completed. (Allow the child to hold the book when you take the picture.)

Things to think about and do

Pre-handwriting strokes include: |, –, /, 0. These basic strokes form many of the letters in the alphabet.

Math

What your child will learn from this activity

Is the child able to identify the shapes (circle, triangle, square)? Home visitors should be aware of what shapes the child knows and what shapes the child is still learning.

What to do

This activity introduces the rectangle. Allow children to **say** the name of the shape, **feel** the shape, use language to **describe** the shape, **see** the shape and **trace** the shape.

At the end of the activity, all 4 shapes will be placed in a bag. The child will pull shapes out of the bag and identify them. If the child has a solid concept of the shapes, the parent could have the child identify the shape by feel. The child could say the name of the shape **before** pulling it from the bag.

Note: This is another good activity to have the parent take the lead.

Things to think about and do

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

Science

What your child will learn from this activity

Hands on activities keep children engaged and focused. The **Science** activities are not just a set of facts. These activities require the child to observe, predict what might happen, test their predictions and make sense of their observations.

“Children acquire scientific knowledge by ‘construction’ not by instruction.” (Kamii & Lee-Katz, 1983).

What to do

Several items (or substitutions) will be required for parent and child to complete this activity. The **You Will Need** section includes a list of items and possible substitutions. This list is not meant to be all-inclusive. There are many other acceptable substitutions (baby powder will work for powder, etc). Home visitors should help the parent decide on **specific** items available in the parent’s home that work for the activity. **(Remember only a few spoonfuls of each item is needed.)**

It is encouraged that home visitors take a few “easy to take” items to role-play this activity with parents.

Things to think about and do

Reinforce **Things to think about and do** activities. When home visitors review the previous packets, encourage them to ask parents about activities that were completed. The parent will feel proud of their accomplishments and enjoy sharing with home visitors.

Motor

What your child will learn from this activity

Coordinators should discuss the movements involved in a jump. A **jump** raises the body vertically and covers a distance. There are three phases in a jump: the takeoff (arms back), flight and landing (balanced without falling).

Note: A possible weekly staff development topic: “Gross Motor Skills and Brain Development.” Why is gross motor so important to brain development in the preschool years? It is encouraged that coordinators use weekly staff development to offer enrichment topics on a variety of early childhood issues.

What to do

It is important that home visitors are able to explain to parents the differences between a hop, jump, bear walk, etc.

Demonstrate the different motor movements:

- Flapping: Both arms move up and down together
- Hop: Small jumps on one or two feet
- Jump: Longer jump on two feet (deeper bending of the knees).
- Bear walk: Move on hands and feet.

Things to think about and do

Discuss this activity with the parent.

Language

What your child will learn from this activity

By Week 10, the parent has reread the story *Ten Black Dots* to the child several times. Rereading increases story comprehension and will help the child recall details from the story.

What to do

Remind the parent about the **3 Cs – Confirm, Complete, Correct.**

On **Activity Sheet 5**, a crayon will make it easier for the child to see the line drawn between each dot.

Things to think about and do

Things to think about and do this week contains a review of several previous activities.

Review: Weeks 1-10

This review is the first (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.