


CURRICULUM



HIPPY
UNITED STATES



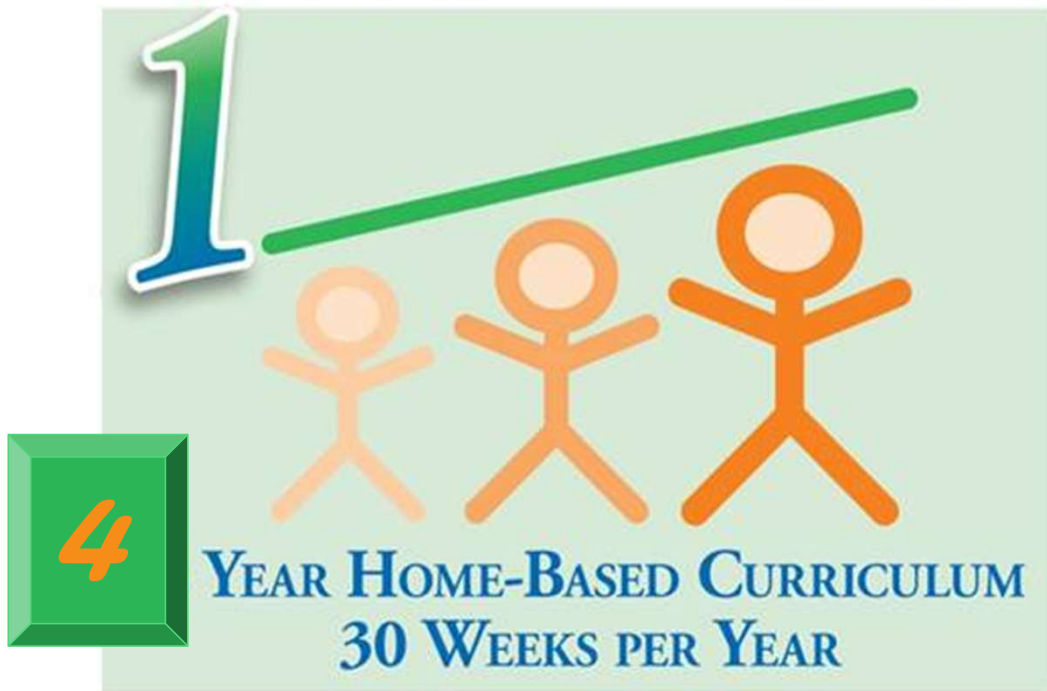
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- # domains covered
- Ages served
- # books each year
- # activities each week
- # pages each activity
- # minutes each day
- # geometric shapes used

[Quiz Wheel!](#)

Activity 1: Literacy, *Where's Spot?*



Literacy

What your child will learn from this activity

This is the first time you will share this book with your child. Children learn many things when you read books to them.

- Your child will enjoy spending time with you.
- Your child will learn about what books are and how to use them.
- Your child will learn listening skills.
- Looking at pictures, listening to you read the book and talking about it will help your child learn new words and ideas.

You will need

- The book *Where's Spot?* by Eric Hill
- Activity Sheet 1
- Crayons

What to do

1. (Find a comfortable spot and choose a good time to share the book.)

Look at the picture on the cover of this book. Can you tell me what you think this book is about from the picture?

(Accept your child's answers.)

This book is about a dog named Spot. He is hiding.

(Point to the title.) **The book is called, *Where's Spot?***

(Point to the author's name.) **Eric Hill is the author. He wrote the story. He also drew the pictures in the story.**

2. (Open to page 1 and point to the dog and say:)

This is Sally. She is looking for Spot.

(Read and point to the names on the food bowls on page 1 out loud.)

Sally. Spot.



Elements of Curriculum Design

- Who
- What
- Where
- How
- When
- Why



2. Listen. I will ask you to point to different parts of your body.

Show me your head. (Your child may need assistance pointing to or touching their head.)

Show me your arms.

Show me your hands.

Show me your tummy.

Show me your legs.

Show me your feet.

3. (Take out the large paper, crayons or markers, and scissors. You can either lay the paper on the floor or tape it on the wall.)

Ok, now let's draw a body like yours. First, you will need to lie down on this paper or against it. I will draw all around your body.

4. You can get up and look at what I drew.

Look, I traced the shape of your body. I'm going to cut it out now.

(Cut out the body outline.)

5. Let's look for a place to hang up your body. We need to save it so that we can work on it another day. Where would be a safe place to hang up our work?

Note: If you do not have a place to hang up your child's outline, fold it gently and store it somewhere safe. It will be used for other lessons in the coming weeks.

Things to think about and do

- Name body parts when you are getting dressed, walking to the park, or reading a book this week. You can always use your child's body outline to talk about body parts as well.
- When you see animals in books, pictures, magazines or in the real world, talk with your child about the animals' bodies.

Research Based Design

- Expert designed
- School readiness skills
- Developmentally appropriate
- Starts simple and builds
- Curriculum, books & other materials

YEAR 1: WEEK 1

Activity 3: Science, My Body



Science

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Show me your arms.

Show me your hands.

Show me your tummy.

Show me your legs.

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Parent Friendly by Design

- Scripted for parents
- Builds skills and confidence
- Lesson plan format
- Domains and skills are discussed
- Adult learning principles

Domains



Literacy



Math



Science



Motor

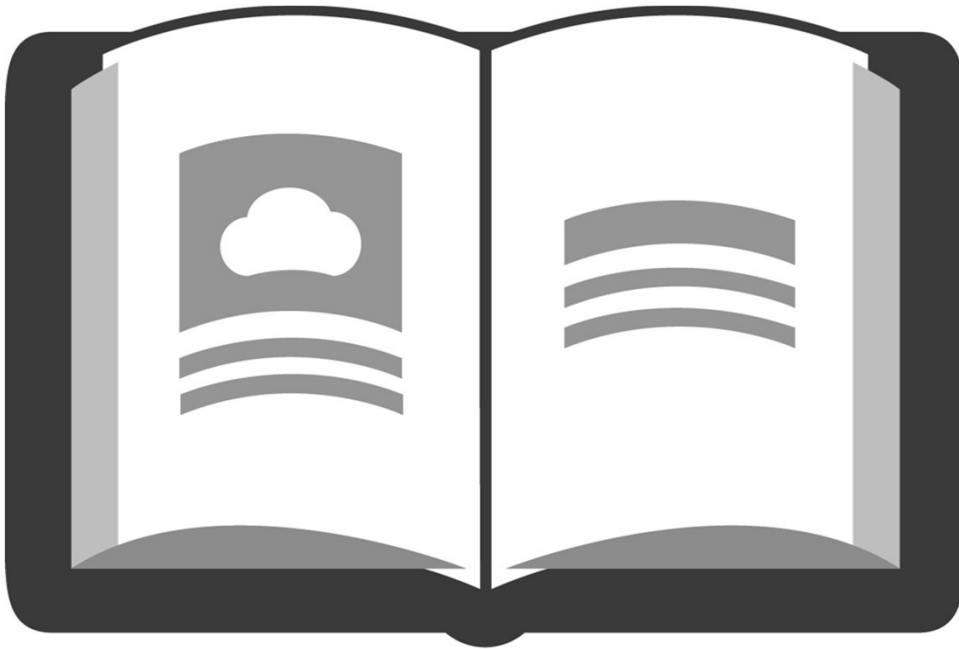


Language

Throughout

- Cognitive development
- Social and emotional skills
- Creativity

Literacy



- Oral language development
- Phonological awareness
- Print awareness
- Alphabetic principle

Math

1

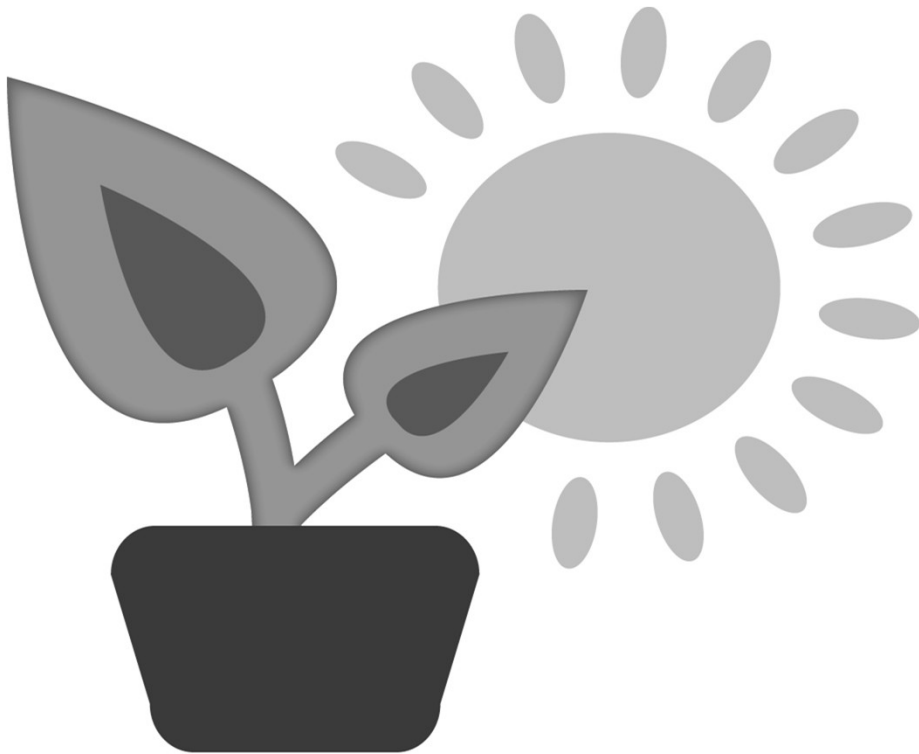
2

3

4

- Number sense
- Representation/symbols
- Spatial sense
- Measurement
- Estimation
- Patterns
- Problem solving

Science



- Exploration of themselves and the natural world
- Integrates literacy, numeracy, creativity
- Establishes them as learners and leaders
- Growth mindset and resilience
- Higher order thinking skills

Motor



- Fine Motor
- Gross Motor

Language



- Receptive language
- Expressive language

Curriculum Packet

Domains

Tips – on the Contents page of each packet give parents additional information on the skills being presented or parenting hints on different topics

YEAR 1: WEEK 1

Contents

Domains

| | |
|----------------------|----|
| Activity 1: Literacy | 2 |
| Activity 2: Math | 6 |
| Activity 3: Science | 11 |
| Activity 4: Motor | 13 |
| Activity 5: Language | 15 |

You will need ...

Activity 1: Literacy
The book, *Where's Spot?*, by Eric Hill; Activity Sheet 1; crayons

Activity 2: Math
A mirror; Activity Sheet 2; crayons

Activity 3: Science
A large piece of paper the length of your child or several sheets of paper taped together (newspaper and brown grocery bags work well); marker or crayons; scissors; mirror

Activity 4: Motor
An open space; a music player (radio, portable music player, computer, cell phone, etc.); masking tape, string or ribbon

Activity 5: Language
The book, *Where's Spot?* by Eric Hill; towel; box or laundry basket; chair; a little stuffed animal; toy or paper dog from Activity Sheet 3; paper and crayon if using paper dog; scissors

Tip Choose a time, when there are no interruptions, to do the HIPPY activities so that you and your child can enjoy spending time together. The best time to do the activities is when it is quiet, so turn off the TV and radio before you start.

Tip When a new book is introduced in the HIPPY curriculum you will do a "book walk" with your child. Together you will identify the title, author, and illustrator of the book. Sometimes you will learn vocabulary words for the parts of the book. You will look at the pictures in the book to predict what the story might be. As you read the book you will ask questions and discuss what is happening in the story.

Literacy

Math

Science

Motor

Language

control and move about the letters
o move in my walking ring and

Playing with a toy,

paper dog (a small toy)

g

Where's

r the bed,

like to color

under

1

2

6

11

13

15

OF THE HEBREW UNIVERSITY OF JERUSALEM LTD.

Domains

You will need... materials & props needed for the lesson

Skills - read/
paraphrased

Materials
needed

Script and
instructions

YEAR 1: WEEK: 1

Activity 3: Science, My Body



What your child will learn from this activity

When children learn about their bodies they develop **self-awareness**. The My Body series begins with the whole body and will build upon each activity. Your child will discover more about the parts of the body during the next few weeks.

You will need

- Large piece of paper that is the length of your child or several sheets taped together (newspaper and brown grocery bags work well)
- Markers or crayons
- Scissors
- Mirror (full length, large enough for child to stand and see their body)



What to do

1. Today, let's talk about our bodies. First, let's go look in the mirror.

Tell me what you see.

– my body, me, etc.

I see you in the mirror!

I see your head (touch your child's head).

I see your arms (touch your child's arms).

I see your hands (touch your child's hands).

I see your tummy (touch your child's tummy/stomach).

I see your legs (touch your child's legs).

I see your feet (touch your child's feet).

Concept
or Skill

Visual
Cues

YEAR 1: WEEK 1

Activity 3: Science, My Body



2. Listen. I will ask you to point to different parts of your body.

Show me your head. (Your child may need assistance pointing to or touching their head.)

Show me your arms.

Show me your hands.

Show me your tummy.

Show me your legs.

Show me your feet.

3. (Take out the large paper, crayons or markers, and scissors. You can either lay the paper on the floor or tape it on the wall.)

Ok, now let's draw a body like yours. First, you will need to lie down on this paper or against it. I will draw all around your body.

4. You can get up and look at what I drew.

Look. I traced the shape of your body. I'm going to cut it out now.
(Cut out the body outline.)

extension activity

5. Let's look for a place to hang up your body. We need to save it so that we can work on it another day. Where would be a safe place to hang up our work?

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Things to think about and do

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- When you see animals in books, pictures, magazines or in the real world, talk with your child about the animals' bodies.

TTAD – Enrich and extend learning

Parent Tips

Coordinator Resources



Coordinator Guide

Year 1 and 2

Hello
Language

1 2
3 4
Math

Science

Motor

Literacy

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 activities (i.e., discussion of the "What y However, the coordinator should make t be comfortable sharing the information v with growing familiarity, home visitors w activities.



Home Visitor Resources



- Home Visitor Guide
- Home Visitor Tip Sheets
- Training videos
- FAQ's



HIPPYUSA
Home Instruction for Parents of Preschool Youngsters

Home Visitor Guide

Year 1 and 2



Language



Math



Science



Motor



Literacy

1221 Bishop Street | Little Rock, AR 72202 | Telephone 501.537.7726 | Fax 501.537.7716
www.hippyusa.org



List of this week's supplies

Tips and reminders for each domain's activities.

Vocabulary words that might need to be defined during this week's activities

Reminders for the week.

| HOME VISITOR TIP SHEET | | Year 1: Week 1 |
|--|---|--------------------------------|
| <p>HIPPY supplies needed for this home visit:</p> <ul style="list-style-type: none"> • <i>Where is Spot?</i> by Eric Hill • Crayons or markers • Scissors • Masking tape or string/ribbon • A large sheet of paper the length of your child (wrapping paper or several sheets taped together) | <p>Upcoming supplies families should collect: Year 1, Week 2 supplies</p> <ul style="list-style-type: none"> • Mirror • 2 collections of 5 small items (bottle caps, pennies, buttons, crackers, etc) • Body outline from Week 1 • Large box or laundry basket | |
| <p>Things to remember during role play</p> <p>Literacy: This is the first time we are reading <i>Where is Spot</i>. Read it in its entirety. Be sure to emphasize positional words such as "under" and "inside".</p> <p>Math: It is important to emphasize that the child is to touch each item (nose, head, etc.) during the role play while verbally saying each number. This is a strategy that helps reinforce meaningful counting.</p> <p>Science: This activity is about building a child's self-awareness, so that they more accurately know things about their body; narrate what part of the body you are drawing while tracing the child. Also include a discussion on the best place to store this drawing since it will be needed for the next few weeks. You may need to role play a parent-child conversation about how to treat the drawing, being gentle, etc.</p> <p>Gross Motor: Be sure to emphasize the activity's vocabulary such as march, fast, slowly, etc., as the parent should use it throughout the week. Modeling vocabulary is very important.</p> <p>Language: Be sure to emphasize the importance of rereading the entire story to the child for each literacy or language activity.</p> <p>Words that might need defining: Self-awareness: is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. Spatial perception: is an awareness of the body in space, and the child's relationship to the objects in the space.</p> <p>This week's reminders:</p> <hr/> <hr/> | <p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |
| | | <p>HIPPY USA August 2015</p> |

List of next week's supplies

Space to take notes

List of this week's domains

Gives examples of concept

Tips and reminders for each week's activities.

Reminders for the week.

Age 2: Week 1 Contents

Domains (*Subject Areas*)
Activities 1-2: Language and Literacy
Activities 3-4: Thinking and Exploring
Activity 5: Motor (using small and large muscles)


Spotlight on Development
One of the great things about children between the ages of 2 and 3 is that they want to be **independent**. That "I can do it" attitude gives your child chances to learn new things and is a great boost to their self-esteem.

What might my child do or say?

- Your child may want to feed themselves using a fork or spoon, or may want to put on or take off their shoes and clothes.
- When you try to help your child with these tasks, your child may say things like, "I can do it by myself."
- Sometimes your child may have a hard time with a task and get upset but still not let you help.

What can I do to help my child develop?

- Be patient. Let your child try safe tasks that they want to try or that you ask them to try.
- Use simple words to let your child know you noticed, and to praise your child for trying to finish a task. Say things like, "You did a nice job putting on your shirt," or "That was a hard puzzle, but you worked until you finished it," or "thanks for trying to sort the socks for me."
- If your child gets frustrated and wants to give up, offer another, simpler task. Choose something that they can do and feel good about.

 **Tip**
Welcome to HIPPY. You and your child are going to get fun activities each week. They focus on important developmental skills for children between the ages of 2 and 3. Find a time and place each day to work with your child. Make sure this place is quiet and has no distractions. Find a time when your child is wide awake and excited to spend some time with you. The time you spend with your child on HIPPY each day will be a comfort for your child. It will also help your child get used to a homework routine before they start school.

The activities this week will help your child be more independent. Use these tips to help:

- For the Literacy activities, let your child hold the book and turn the pages.
- For Thinking and Exploring, let your child know that you notice their effort for using the towel to clean up some spilled water.
- For Motor activities, give your child enough time to explore and try things on their own.

Important ideas for parents

Examples of supportive actions

Q+A

