

PREFACE

Home Visitor Guide

The Home Instruction for Parents of Preschool Youngsters (HIPPPY) is a home-based, early intervention/family support program that helps parents provide educational enrichment for their preschool child. HIPPPY was developed at the National Council of Jewish Woman Research Institute for Innovation in Education at The Hebrew University of Jerusalem. In the United States, all HIPPPY programs are affiliated with HIPPPY USA- the national HIPPPY center.

In Age Five, HIPPPY home visitors, themselves parents from the community being served, visit the program participants' homes every other week and provide them with activity packets, storybooks, and storybook activity booklets called *Let's Read, Talk, and Play*. In Age 5 parents meet on an alternate week as a group. These bi-weekly home activity packets and storybook activity booklets are a springboard for broader educational enrichment and support the learning that is taking place in kindergarten programs nationally. Activities are focused in six Learning Domains (Early Reading Literacy, Language and Communications, Thinking and Reasoning, Mathematics, Science and Social and Emotional), supporting a wide range of important developing skills. The materials provided in *The Home Visitor Guide* are designed to accompany the weekly activity packets and storybook activity booklets. Each activity, and each *Let's Read, Talk, and Play* booklet, has a corresponding page of explanation in this guide. The explanations and information are structured to provide coordinators with a training tool that supports home visitors' growth and understanding. The materials in the guide, along with the Skill Boxes attached to the activity packets, offer home visitors background information on each activity, early childhood terminology and information in regards to its application in the activities, key questions to stimulate dialogue between coordinators and home visitors, and also between home visitors and parents. It also includes suggested extension ideas, which they, in turn, can share with their parents.

Home visitors have a unique understanding and appreciation for their own communities and therefore are a vital link in the HIPPPY model.

AN INTRODUCTION TO THE HOME VISITORS GUIDE

1. This guide (2006) has been developed as a tool for coordinators and home visitors to use during home visitor training with the Age 5 curriculum. It is designed to increase the home visitor's knowledge base in early childhood education growth and development. The guide is divided into the following sections.

Part I: Role Play and Guided Discussion Guidelines
Working with the Age 5 Curriculum: Helpful hints for coordinators and home visitors to share with parents
Age 5 Delivery Schedule

Part II: Glossary: A Practical Guide of Education Terms and Skills
Scope and Sequence: Activities
Scope and Sequence: Skills
HIPPY Materials and Prop List: Age 5

Part III: The HIPPY Curriculum Overview: The Domain Approach

Part VI: Packet-at-a-Glance and Home Visitor Guide Pages

Includes:

- Important Information: The Age 5 Spanish Language Curriculum
- Home Visitor Guide Introduction for *Let's Read, Talk and Play*

The information in all sections of the Guide is interrelated. You can use all or parts of the information in the different sections, as appropriate, during weekly training meetings with home visitors.

2. The Home Visitor Guide Page includes:

FOR DISCUSSION WITH HOME VISITORS: This section talks about the activity in general terms, how the activity develops specific skills, and how this activity fits under the specific learning domain. It may offer information for home visitors to think about, discuss or share with parents.

SKILLS DEVELOPED: lists the skills developed in this activity. Us the Glossary in the front of this guide for definitions of the skills, and read the Skill Boxes for explanations of how they are used in the activities.

TALK ABOUT: offers a series of questions to provoke thought and discussion between the coordinator and home visitors that relate to the specific activity, skills developed, or early childhood education/child development information.

THINGS TO TALK ABOUT WITH PARENTS: offers more information to share with parents related to the activity or concepts being developed, and/or extension activities for families that would like to do more.

3. PHILISOPHICAL APPROACH TO AGE FIVE: In designing and developing the 2006 version of the Age Five Curriculum HIPPY USA made the following hypotheses:

- The parent has participated in HIPPY prior to age five and has therefore gained knowledge and a level of comfort with the learning process and with her/his abilities to work with her/his child.
- Despite this, parents still need our support, although perhaps not at the same level for all activities.
- There is a strong need for the HIPPY curriculum to be aligned with general public school kindergarten curricula, state standards, and current research trends. In this way we can provide further support to the child and keep the parent more closely informed as to what is being taught in kindergarten. This goal is reflected in our curriculum activities and in the supplemental information attached to the packets. We are confident that the new approach will help forge a closer bond between the home (parent) and school during this significant transition process from home to public education (kindergarten).
- By grouping the activities into general learning domains, parents, home visitors, coordinators and outside sources can clearly see how HIPPY meshes with current research, educational trends and kindergarten curricula. This should also make it easier for parents to understand what their child is learning and to appreciate the value and scope of the HIPPY program for their child.
- The activities will maintain certain essential qualities:
 - developmentally appropriate for the child
 - understandable and enjoyable to the parents
 - enjoyable and appealing to the child
 - can be done in the home using materials found in or around the home
 - promote growth in key learning domains or areas.

These key learning domains include: Early Reading Literacy, Language and Communications, Thinking and Reasoning, Mathematics, Science and Social/Emotional.

4. THE FORMAT: The Age 5 curriculum consists of 75 activities per year. There are 15 activity packets delivered every other week for 30 weeks. Each packet consists of 5 activities, each one housed under the umbrella of an educational learning domain. Each packet includes Skill Boxes, Extension Activities and a Parent Tip Page. There are fewer activities than in Ages 3 and 4, and they are spread over a longer period of time. This more flexible schedule gives the parent and child more time to complete both kindergarten homework and HIPPY work.

Separate storybook activity packets, entitled *Let's Read, Talk, and Play*, are designed to help parents maximize the reading literacy experience for the child. These booklets continue to develop skills that can be applied to reading all kinds of books both in kindergarten and beyond. The parents have more leeway than in prior years to select

which comprehension questions to ask, to develop their own questions, and to choose which activities they want to do together, but we still give the parents all of the tools and support they may need. The storybook activity booklets are delivered along with the core activity packets and the storybooks every other week. *See the enclosed delivery schedule.* There are eleven *Let's Read, Talk, and Play* booklets, eight of which accompany storybooks and three of which offer more general reading and literacy information. These are entitled: *Building Blocks for Literacy, Library Literacy and The Wonderful World of Books.*

5. SKILL BOXES: The Skill Boxes appear on a separate page at the beginning of each packet. In this way, parents can keep the skill pages in a folder for future reference.

The SKILL Boxes are meant to explain the purpose of the activity to parents. Educational vocabulary is intertwined in the explanation so parents will become comfortable with the education terminology that they hear in the school environment and develop a clearer understanding of what the terms mean. *Important:* the Coordinator is to read or discuss the specific skill box that relates to each activity *before* role playing or discussing the activity with home visitors. The home visitor is to read or discuss the specific skill box that relates to each activity with the parent *before* role playing or discussing the activity with parents. *Do not* read or talk about all of the SKILL BOXES at one time. The GLOSSARY OF EDUCATIONAL TERMS AND SKILLS (in this section) can help coordinators talk about the different skills and terms with home visitors, and home visitors with parents.

6. EXTENSION ACTIVITIES: Extension activities are on the flip side of the Skill Boxes. These offer additional activities for families who want more to do.

7. PARENT TIP PAGES: share ideas that will support the parents as their children move through school. These pages offer tips about a wide range of topics of interest to parents such as tips about homework, communicating with their child's teacher, and important milestones in their five-year-olds' development. There is also a worksheet for parents to jot down questions, concerns, observations, comments or plans.

8. THE WRITING STYLE: There is a balance between structured and non-structured activities, and a more open-ended approach to the storybook-related activities. This writing style acknowledges the growth that the parents have made since beginning their participation in HIPPY.

Dialogue between the parent and child is written in sentence structure (as is the case in everyday writing) and bolded. The more open-ended activities leave parents with more choices and responsibility. We provide fewer expected child answers than previously, thus encouraging dialogue between the parent and child.

The Age 5 curriculum has fewer instructions to parents. Parents should be encouraged to continue to apply all of the good modeling techniques that they have been using in Ages 3 and 4, even if there is no specific direction. For example: parents should always begin

by reading the storybook with their child, parents should read the book many times over the two week period, parents should repeat the child's answers to reinforce the learning, and parents should say the correct answer if the child makes a mistake as a positive approach to learning.

9. GENDER ISSUES: For ease of reading, we have decided not to use he/she when referring to parents or children. Rather, we rotate using "he" or "she" throughout the curriculum. Coordinators, home visitors and parents should feel free to make the necessary adjustment when reading the home visitor guide pages or activities.

10. CULTURAL SENSITIVITY: We consider cultural sensitivity an important issue. Each coordinator and home visitor can make appropriate modification that would better reflect their community. For example, change a word, use more culturally relevant materials to supplement the curriculum, recommend a book that reflects the cultural diversity of the families, or change or add a rhyme or song that reflects the community. We have made every effort to have our Spanish translation reflect a diverse Spanish-speaking population. However, both in English and in Spanish, there are many cultural, regional and ethnic considerations.

11. HANDWRITING FONTS: Different school systems across the United States use different writing fonts and methods of teaching writing. HIPPIY cannot offer all font styles. We have selected a font that is easy for children to read and is similar to the Zaner-Bloser print used in many school districts. Other systems may use the D'Nealian print. It is important that children learn to recognize different forms of print. Share with parents that when writing with their child they can use whatever form of print their child is comfortable with or is currently learning in school.

12. PULL PAGES: will still be collected for the 15 activity packets. See the schedule mailed out in early September. Coordinators are encouraged to tell home visitors which page should be collected from the prior week's work at the staff meeting for the week the pull page will be collected, rather than in advance. This way, parents will concentrate on doing the entire packet and not focus only on the "pull page" activity.

13. ROLE PLAY AND GUIDED DISCUSSION: both methods are now offered to coordinators training home visitors and home visitors training parents. See the enclosed *Role Play and Guided Discussion Guidelines* in this guide.

14. GROUP MEETINGS: The curriculum is delivered every other week. We recommend holding the group meetings on weeks that you are not visiting the home to role play and deliver the packets. This will maximize contact with the parent. We highly recommend that Age 5 group meetings be scheduled separately from ages three and four to discuss issues (determined locally) that are most relevant to parents at this stage of their and their child's development. This is a good time to use enrichment activities, talk about and expand on the Parent Tip Pages, invite outside speakers and answers parents' concerns.

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

***Suggested Curriculum Revisions Form for Age 5**

Site Information

Your name _____ Phone Number: () _____

Site: _____

City: _____ State: _____

1. Lesson Identification: English or Spanish (Circle One)

Packet Number: _____

Domain: _____

Activity Name: _____

Page Number: _____

Activity Sheet Number: _____

Description of Suggested Revision (feel free to send actual curriculum pages and/or use back of sheet)

2. LET'S READ, TALK AND PLAY: English or Spanish (Circle One)

Booklet Name: _____

Section Heading: _____

Page number: (Circle) 1 2 3 4 Insert

Description of Suggested Revision (feel free to send actual curriculum pages and/or use back of sheet)

HIPPY Age Five Role Play and Guided Discussion Guidelines.

Age Five parents have been in HIPPY for at least one year and many have become comfortable with the role play method of instruction. In order to accommodate this parental growth we offer some modified guidelines for role play in Age Five. In determining how you will use the modified guidelines, please remember that parents have different skill levels and that the activities are new to parents. There may still be parents who need traditional role play and require more guidance or assistance to become strong teachers for their children.

When Working With Home Visitors:

- Especially at the beginning of the year, coordinators and home visitors should role play almost all activities.
- Activities that are not role played should be reviewed through guided discussions led by the coordinator. (see below)
- The ***Let's Read, Talk, and Play*** storybook activity booklets should be reviewed through guided discussions with home visitors.
- Coordinators should use the relevant sections at the beginning of the guide and the related Home Visitor Guide pages as a training tool with home visitors.

When Working With Parents:

- Especially at the beginning of the year, coordinators and home visitors should role play almost all activities.
- Activities that are not role played should be reviewed through guided discussions (see below.)
- The ***Let's Read, Talk and Play*** storybook activity booklets should be reviewed through guided discussions with parents.

How Do I Determine When to Use Traditional Role Play and When to Use Guided Discussion for the Activities?

Role play remains an essential tool for reviewing the activities. There is no longer ongoing repetition of activities. Most of the activities are new in format and content.

Role play

- Coordinators, following the guidelines listed in HIPPY Adaptations, make the determination on a case-by-case basis.
- When role playing with the parent, be a careful observer. Does the parent understand what to do easily or is there generally some confusion?
- Role play can be modified when an age 5 parent has successfully mastered activities so far, shows understanding about what to do, and shows the confidence to do it.

Guided Discussion

- After the parent reads the activity, ask the parent to tell you what she will do in the activity. If the parent can demonstrate a clear understanding of what to do, then home visitors can modify the role play and use a guided discussion technique.
- When you return in two weeks with the next activity packet, talk about how the last packet went for the parent and child. Listen to what the parent says, and look out for any “red flags” to indicate that more traditional role play is needed.

Coordinators will have guided discussions with home visitors after reading the activities themselves. This will enable home visitors to have guided discussions with parents.

What is guided discussion?

Guided discussion means talking about, or discussing, the activity. Since there will be no “script” for the home visitor to follow, prior preparation is important. A thorough discussion should leave the parent prepared to complete the activity packet without assistance. Guided discussion can include:

- paraphrasing the activity, including an overview of the activities and how it ties into the skill boxes
- pointing out key areas or unusual elements, highlighting areas that require special emphasis
- giving the parent a personal or life example to clarify a point
- discussing what is in the skill box instead of reading it word by word
- reviewing the props needed for each activity

- demonstrating what to do in an activity with a prepared sample while talking a parent through it, and letting the parent demonstrate it with the sample also.
- ask questions of the parent for understanding (How do you think this activity will help your child develop visual discrimination skills?)
- answering parent questions
- review or summarize all the activities before leaving.

Examples of when to use guided discussion include *activities with areas such as*

- What to do, or when there are other general instructions that parents read on their own.
- activities that are similar to previous activities(e.g. some Working with Letters, Matrix)
- With finger plays and songs it might not be necessary to role play all of the verses.

Storybook Activity Booklet Guidelines: Working with *Let's Read, Talk and Play*

Generally, training on *Let's Read, Talk and Play* will happen more through guided discussion rather than role play.

When Working With Home Visitors:

- Coordinators should read the storybooks with home visitors so they are familiar with the story.
- Read and talk about each section of the *Let's Read, Talk, and Play* booklet. Home visitors should be able to explain to parents what to do in each section of the booklet. See the Home Visitor Guide pages, in the last section of this guide, for more detailed information about each booklet.

When Working With Parents:

- Home visitors should read the storybooks with the parents. Encourage parents to read the books many times over the next two weeks.
- Discuss the different components of the *Let's Read, Talk, and Play* booklet with parents and be prepared to answer questions.

- With parents who have lower literacy levels and may struggle with reading, it is important that home visitors read each section with them so that they can fully participate in the literature experience with their child.
- Be prepared to ask questions of parents to be sure that parents understand how to use ***Let's Read, Talk, and Play***.
- Encourage parents to do some of the ***Let's Read, Talk, and Play*** activities with their child over the two week period.
- Encourage parents to use their knowledge to expand ideas or activities.
- When home visitors return in two weeks with the new ***Let's Read, Talk, and Play*** booklet, they should ask parents how they used the last booklet, answer questions and provide guidance and suggestions to enrich the experience.

Remember, everything you do, or do not do, provides parents with a model of how to work with their child.

Working with the Age Five Curriculum
Helpful Hints for Coordinators and Home Visitors to Share with Parents

Parents have two weeks to read the storybook, enjoy the activities in *Let's Read Talk and Play* with their child, and work with their child on the activity packets. In order to get the most out of the Age Five curriculum we suggest that home visitors remind parents about the following:

General:

1. Parents should continue to use the good techniques that they have been learning in HIPPIY 3 and 4, even if there are no specific directions on the page.
For example:
 - Always begin by reading the storybook
 - Repeat the child's answers to reinforce his answer
 - Repeat the question if the child makes a mistake and gently guide him to the correct answer
 - Read and reread the storybook many times over the two weeks.
2. Remind parents to reread the book before doing *Let's Read, Talk, and Play* or any activity that relates to a storybook.
3. The parent and child should work at their own pace, doing the number of activities that they are comfortable doing at any one time.
4. Parents can begin with either the Activity Packets or *Let's Read, Talk, and Play*.
5. Parents can use *Let's Read, Talk, and Play* on the same day or different days than they are using the Activity Packets. They can rotate between working with the Activity Packets and *Let's Read, Talk, and Play*.

Let's Read, Talk and Play

1. Parents should be prepared and very comfortable with the materials before working with their child.
2. Home visitors should talk about each section with the parents through guided discussion to help prepare them.
3. Parents should not try to do everything in *Let's Read, Talk, and Play* at one time.
4. After reading or rereading the book they can do some of the activities suggested on page 1: READ.
5. They can then ask some of the comprehension questions on page 2: TALK.
6. Parents can choose activities on pages 3 or 4 in *Let's Read, Talk and Play* to do that same day.
7. Throughout the 2 weeks, parents can re-read the story, ask some more of the questions in TALK, and do some more of the activities in PLAY.
8. By the end of the two weeks the parent and child should have read the storybook several times, used the materials in *Let's Read, Talk and Play*, and completed the Activity Packet.

Age 5 Delivery Schedule

This chart shows when packets will be delivered, with a *sample* delivery schedule. This *sample* is based on programs that begin October 1st. Actual schedules will vary depending upon breaks for holidays, and programs that begin before or after October 1st will need to make adjustments. Key to the delivery system is that *curriculum packets* and ***Let's Read, Talk, and Play* booklets** are delivered **every other week**, and that on some designated weeks there are **no storybooks** to accompany the activity packet and ***Let's Read, Talk, and Play***. On four different weeks **no new booklet** is delivered.

Packet	Booklet	Sample Week	Sample Month
1	Dan Goes to Kindergarten	1	October
2	The Hungry Frog	3	October
3	Pete and The Vegetable Soup	5	November
4	Building Blocks for Literacy	7	November
5	No New Booklet Continue Building Blocks for Literacy	9	December
6	The Pigs Got Out	11	December
7	Something Else	13	January
8	An Afternoon at Emmi's	15	January
9	Library Literacy	17	February
10	No New Booklet Continue Library Literacy	19	February
11	Shawna's Bit of Blue Sky	21	March
12	Gary the Gardener	23	March
13	The Wonderful World of Books	25	April
14	No New Booklet Continue The Wonderful World of	27	April
15	Books	29	May

Glossary
Age 4 and:

1. Domain: Signifies a general category or area of early learning development and involves broad areas of learning such as Early Reading Literacy, Language and Communications, Mathematics, Science, Thinking and Reasoning, Social/Emotional etc.
2. Alphabetic principle: Ability to associate sounds with letters and use these sounds to form words.

	SKILLS PER PACKET (including <i>Let's Read, Talk, and Play</i>)															
	PACKET	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alphabetic Principle	★	★	★	★				★	★	★				★		
Auditory Discrimination/ Auditory Memory		★				★	★				★		★			
Classifying/ Sorting/Organizing	★								★				★			
Concept Development	★	★		★	★	★							★			
Creative Thinking Skills	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Dramatic (Pretend) Play		★	★				★	★								
Emotional (Self-Esteem) Development			★					★	★	★	★	★	★	★	★	★
Enjoyment of Reading/Book Knowledge	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Eye-Hand and Visual Motor Coordination	★		★				★	★	★			★		★		★
Following Directions	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Imagination		★		★	★	★	★			★	★					★
Independent Thinking													★	★		★
Language Development	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Letter Knowledge/Recognition	★	★	★	★					★					★	★	
Listening Skills						★							★			
Logical (Critical) Thinking	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Math Readiness/Math Concepts: Counting, Estimating, Number Recognition, Sequencing	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Memory(Recall)/Sequential Memory/Visual Memory	★	★											★			★
Picture Reading	★		★	★						★		★				
Phonological/Phonemic Awareness	★	★		★	★	★	★	★	★	★	★		★	★	★	★
Physical Development: Fine and Gross Motor Control	★	★	★	★	★	★	★	★	★		★	★	★	★	★	★
Problem Solving Skills	★	★	★			★	★	★	★	★	★			★	★	★
Reading Readiness	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Scientific Exploration: Recording, Predicting, Observation, Sensory Discrimination	★	★	★	★	★	★	★	★	★			★	★	★	★	★
Social Development			★					★	★	★	★	★	★	★	★	★

Story Comprehension	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Visual Discrimination		★	★							★	★	★			
Vocabulary Development	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Writing	★	★	★	★	★	★		★	★	★	★		★	★	★

HIPPY CURRICULUM AGE 5

SCOPE & SEQUENCE: ACTIVITY OVERVIEW

PACKET	EARLY READING LITERACY	LANGUAGE & COMMUNICATIONS	THINKING & REASONING	MATHEMATICS	SCIENCE	SOCIAL & EMOTIONAL	STORYBOOK	LET'S READ, TALK AND PLAY
1	Working with Letters	The Writing Corner	Picture Puzzles	Where Is It?	My Senses	-	Dan Goes to Kindergarten	Dan Goes to Kindergarten
2	Working with Letters	Firefighters	Tap! Clap! Snap!	The 5 Ducks	Egg Whites	-	The Hungry Frog	The Hungry Frog
3	Working with Letters	Telephone	Matrix	Series Patterns	Water Drops	-	Pete and The Vegetable Soup	Pete and The Vegetable Soup
4	Working with Letters	Signs	Block Puzzle	How Many?	Glitter Bottle	-	-	Building Blocks for Literacy
5	Rhyme Time	Labels	Matrix: Shapes	Estimating	Ice and Salt	-	-	-
6	Rhyme Time	The Mail Carrier	Dots and Mazes	Ten in the Bed	Heartbeat	-	The Pigs Got Out	The Pigs Got Out
7	Working with Letters	My Special Family	Design Puzzles	Tallying	Magnifying Glass	-	Something Else	Something Else
8	Working with Letters	A Special Card	Matrix: Pets	Math Games	Eye Tricks	-	An Afternoon at Emmi's	An Afternoon at Emmi's
9	Working with Letters	Pantomime	What Do You Think?	How Many?	-	In My Home	-	Library Literacy
10	Rhyme Time	I Wonder Why?	Building Up!	Patterns	-	The Me Mobile	-	-
11	Rebus Stories	Sign Language	What Would You Do?	Math Games	-	Go Fish	Shawna's Bit of Blue Sky	Shawna's Bit of Blue Sky
12	Rhyme Time	What Do You Think?	Memory Game	About How Long?	Living and Non-living Things	-	Gary the Gardener	Gary the Gardener
13	Working with Letters	Word Ladder	Catch the Cat	Shape Patterns	Evaporation	-	-	The Wonderful World of Books
14	Rebus Stories	Cartoons	Break the Code	First? Second? Third?	Bubbles	-	-	-
15	Story Starters	What Do You Think?	Maze Game	Tally Marks & Bar Graphs	The Science Whiz	-	-	-



4/06 (not including HIPPY shapes)

<p><u>Packet 1</u> a pencil a box tape scissors crayons envelope</p> <p><i>Dan Goes to Kindergarten</i> and <i>Let's Read, Talk and Play</i></p>	<p><u>Packet 2</u> a pencil crayons scissors a cup a glass bottle 2 spoons envelope 2 eggs (or heavy cream) a spoon 2 bowls an eggbeater (or fork) a glass sugar</p> <p><i>The Hungry Frog</i> and <i>Let's Read, Talk and Play</i></p>	<p><u>Packet 3</u> alphabet chart scissors glue or tape a pencil a sheet of wax paper a sponge a paper towel a plastic plate a wash cloth food coloring (optional) a bowl water a straw, cotton swab or eye dropper</p> <p><i>Pete and the Vegetable Soup</i> and <i>Let's Read, Talk and Play</i></p>	<p><u>Packet 4</u> scissors glue or tape a pencil crayons 3 plates water vegetable oil a clear plastic bottle with a cap small beads, sequins, glitter, etc. food coloring (optional) funnel (optional)</p> <p><i>Let's Read, Talk and Play: Building Blocks for Literacy</i></p>	<p><u>Packet 5</u> scissors a pencil crayons tape 20 pennies a tray of ice cubes thread or string salt sugar glue</p> <p><i>Let's Read, Talk and Play: Building Blocks for Literacy</i></p>
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<p><u>Packet 6</u> cards & game board from packet 5 crayons a grocery bag hole puncher (or scissors) yarn or string a pencil scissors a paper towel tube a clock or watch</p> <p><i>The Pigs Got Out and Let's Read, Talk and Play</i></p>	<p><u>Packet 7</u> scissors crayons a pencil string or yarn wide-mouth jar or pot 6 bottle caps a glass water plastic wrap tape</p> <p><i>Something Else and Let's Read, Talk and Play</i></p>	<p><u>Packet 8</u> scissors tape or glue a pencil crayons a sheet of 8 1/2 x 11" paper</p> <p><i>An Afternoon at Emmi's and Let's Read, Talk and Play</i></p>	<p><u>Packet 9</u> scissors a paper bag a pencil 5 napkins yarn or string</p> <p><i>Let's Read, Talk and Play: Library Literacy</i></p>	<p><u>Packet 10</u> a pencil crayons scissors tape or glue string or yarn wire coat hangers (optional)</p> <p><i>Let's Read, Talk and Play: Library Literacy</i></p>
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4/06 (not including HIPPY shapes)

<p><u>Packet 11</u> scissors a pencil crayons</p> <p><i>Shawna's Bit of Blue Sky</i> and <i>Let's Read, Talk and Play</i></p>	<p><u>Week 12</u> crayons scissors a pencil 12 pennies 12 small paper clips glue or tape</p> <p><i>Gary the Gardener</i> and <i>Let's Read, Talk and Play</i></p>	<p><u>Week 13</u> scissors tape or glue alphabet chart a pencil 2 different coins 25 small items (i.e. pennies or M&Ms) tape crayons small clear plastic cup water a pen or marker</p> <p><i>Let's Read, Talk and Play: The Wonderful World of Books</i></p>	<p><u>Week 14</u> a pencil glue or tape scissors crayons liquid dishwashing soap water sugar 2 straws 2 paper clips</p> <p><i>Let's Read, Talk and Play: The Wonderful World of Books</i></p>	<p><u>Week 15</u> a pencil crayons scissors 2 different coins tape</p> <p><i>Let's Read, Talk and Play: The Wonderful World of Books</i></p>
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THE HIPPY CURRICULUM OVERVIEW

THE DOMAIN APPROACH

A learning domain is a general category or area of early childhood development and involves broad areas of learning. The HIPPY Age Five curriculum activities are divided into the following domains:

- Early Reading Literacy
- Language and Communications
- Thinking and Reasoning
- Mathematics
- Science and
- Social and Emotional.

The learning domain approach is commonly used by educators, curriculum developers, educational journals and organizations, researchers and national policy makers when talking about child development and learning. The Age Five curriculum is intentionally designed under the umbrella of learning domains so that everyone can clearly understand how it is aligned with kindergarten curricula, current research and national educational policy.

Early learning and development are multidimensional. The developmental domains are highly interrelated. Learning is an ongoing process that begins at birth and continues throughout life. No learning takes place in isolation. While each domain focuses on learning through a specific channel or approach, it is the integration of learning that helps to form the intelligent, literate being. The activities in each domain build on and reinforce learning in the other domains in HIPPY Age Five. In addition, all learning that has taken place in HIPPY Ages Three and Four have laid an important foundation to support the learning that takes place in Age Five HIPPY.

The activities in each domain are designed to engage the child and parent in hands-on, fun activities. They have been carefully constructed and targeted to provide practice with skills that support kindergarten curricula and reflect national educational trends and educational research. While not replicating exactly the activities children do in kindergarten, the HIPPY activities compliment and support them in a way that also engages the parent in the learning process. This approach leads to that very important parent/child/school connection that research shows to be most significant in creating solid learners.

Each packet contains five activities. Each activity is housed under a different domain. The activities not only support each other, but mesh with the storybook activity booklets, ***Let's Read, Talk, and Play.***

THE HIPPY CURRICULUM OVERVIEW

EARLY READING LITERACY DOMAIN

Literacy is the ability to read, write, speak and listen. *Early Reading Literacy* is the early stages of learning to read, write, speak and listen and is a process that involves learning that begins at birth.

The Age Five HIPPY activities in the *Early Reading Literacy* domain include concepts such as working with letters, alphabetic principle, letter recognition, letter/sound relationships, rhymes, word recognition, print awareness, stories and story starters.

The activities in the Early Reading Literacy Domain help children gain literacy through auditory, verbal, and print interactions with letters, sounds and words. The activities in the *Early Reading Literacy*, *Language and Communication*, and *Thinking and Reasoning* domains, in particular, overlap and support the learning that takes place in each domain. True reading literacy is supported by successfully completing activities in all domains.

Specific activity titles grouped under the umbrella of the *Early Reading Literacy* domain include: *Working with Letters*, *Rhyme Time*, *Rebus Stories* and *Story Starters*. Here are some sample activity pages from the *Early Reading Literacy* domain activities.

Sean insert minimized versions of: Packet 1, page 1; Packet 4, page 6; Packet 10, page 19 and Packet 14, p 28.

If these can not all fit then cut Packet 1.

THE HIPPY CURRICULUM OVERVIEW

LANGUAGE AND COMMUNICATION DOMAIN

The *Language and Communication* domain focuses on language (expressive and receptive) and writing opportunities. Young children need many opportunities to learn language and to practice communicating in order to gain information and to comfortably express their ideas in a variety of different ways and settings. Children need to be exposed to language by being read to and through conversations. Communications can be through verbal and non-verbal gestures, actions and expressions, and written messages.

The activities grouped under the umbrella of *Language and Communications* involve verbal communications, sign language and written communications. Many of the activities offer practical experiences with language and communications, such as writing cards or making signs. Practical experience is one avenue through which children learn best.

Children do not develop literacy skills in isolation. The activities in this domain have been developed to overlap and mesh closely with those in the *Early Reading Literacy* domain. There is also an important interconnect with activities in *Social/Emotional* and *Thinking and Reasoning* domains. Together these experiences strengthen the child's literacy skills.

The *Language and Communication* activities include: *The Writing Corner, Firefighters, Telephone, Signs, Labels, Mail Carrier, My Special Family, A Special Card, Pantomime, I Wonder Why?, Sign Language, What Do You Think?, Word Ladder* and *Cartoons*.

Sean: include samples from Language & Communications: Packet 4, Signs, page 8; Packet 10. I Wonder Why? page 19, Packet 14: p.28, Cartoons

THE HIPPY CURRICULUM OVERVIEW

THINKING AND REASONING DOMAIN

Thinking and Reasoning is also known as cognitive development. Cognitive development involves learning that pertains to knowledge, information and intellectual skills such as reasoning, problem solving, and logical thinking. Children's development in all areas of learning involves the development of cognitive skills.

HIPPY USA has elected to use the terminology *Thinking and Reasoning* (rather than Cognitive) for this domain, which includes a spectrum of activities that involve cognitive thinking. All of these activities involve thinking, reasoning, problem solving and logical thinking. Since all learning is related, what children learn from doing the activities in one domain impacts on what they learn from doing the activities in the other domains.

The *Thinking and Reasoning* domain includes the following activities: *Picture Puzzles, Tap, Clap, Snap, Matrix, Block Puzzles, Matrix: Shapes, Dots and Mazes, Design Puzzles, Matrix: Pets, What Do You Think?, Building Up, What Would You Do?, Memory Game, Catch the Cat, Break the Code and Maze Game.*

SEAN: SAMPLE PAGES TO INCLUDE: Packet 1 Picture Puzzles, sheet 2, Packet 9, What Do you Think? picture sheet, Break the code- packet 14.

THE HIPPY CURRICULUM OVERVIEW

MATHEMATICS DOMAIN

Mathematics helps young children make sense of the world around them. Children have a natural inclination towards making comparisons, noticing similarities and differences in objects and in people, and grouping their toys and materials. Through mathematics, children learn to describe and explore relationships (i.e. more than or less than, larger or smaller, heavier or lighter etc.), and progressively learn the vocabulary and skills to measure, describe patterns, and to express order and position. Through different experiences, young children become familiar with numerals, the meaning of numbers and groups of objects. They learn to recognize, create and duplicate shapes and patterns, and to compare and measure. They discover ways to think logically and to solve problems.

The activities in the *Mathematics* domain provide opportunities for children to explore a variety of these math concepts and improve mathematical skills such as counting, spatial perception, problem solving, sorting, estimating, logical thinking, measuring, and comparing. They will work with different math concepts both hands-on and in a more abstract way.

The *Mathematics Domain* includes the following activities: *Where Is It?*, *The 5 Ducks*, *Series Patterns*, *How Many?*, *Estimating*, *Ten in the Bed*, *Tallying*, *Math Games*, *Patterns*, *About How Long?*, *Shape Patterns*, *First? Second? Third?*, *Tally Marks and Bar Graphs*.

Sean include samples from: Packet 1, Where Is it? Sheet 1; How Many? Packet 4, Patterns, packet 10 or packet 15 Tally marks and Bar Graph.

THE HIPPY CURRICULUM OVERVIEW

SCIENCE DOMAIN

Children have a marvelous sense of wonder and excitement. They are interested in the natural world and enjoy asking questions about the world around them. When we nurture this sense of wonderment we can help to create scientific thinkers. Scientific thinkers are those that think logically, explore, and experiment. They are risk takers who are open to learning new and exciting things.

To be successful in this, children need to be actively engaged in exploring with different materials, talking about observations, asking questions, interpreting, and looking for different solutions. Children need to use all of their senses in their explorations as they observe, collect, interpret and record data, and draw conclusions. Communicating about their observations will lead to further experimentation or exploration.

The *Science* domain offers a series of hands-on and thought provoking activities that encourage the child to try new things. What they learn through these explorations helps them learn about the world and lays a foundation for further kinds of scientific experiences.

The Science activities included in this domain are: *My Senses, Egg Whites, Water Drops, Glitter Bottle, Ice and Salt, Heartbeat, Magnifying Glass, Eye Tricks, Living and Non-Living Things, Evaporation, Bubbles, and The Science Whiz.*

Sean: Includes sample pages:

My Senses: Packet 1, Sheet 2; Heartbeat- Packet 6

THE HIPPY CURRICULUM OVERVIEW

SOCIAL AND EMOTIONAL

Social and emotional development emerges in different ways and through different channels. Children's interactions with peers and adults help them to build a sense of self and to see themselves as learners. Children are naturally curious, and the way adults react and nurture their children's curiosity helps them develop a strong sense of identity and security, as well as feelings of comfort that enable them to explore and grow intellectually and physically. Parents and other significant adults who help children negotiate the rules, responsibilities, and challenging issues that they face daily help them learn about, understand, and respect the values, beliefs, and feelings of others in society.

The activities in the *Social and Emotional* domain are meant to help children explore the uniqueness of their own families and their responsibilities within their home. These activities not only help children become aware of their own feelings and those of their parents, but also help parents learn more about their children.

The activities include: *In My Home*, *The Me Mobile*, and *Go Fish*.

Sean: Samples of: In My Home: Sheet 1, Go Fish, Sheet with pictures.

THE HIPPY CURRICULUM OVERVIEW

LET'S READ, TALK, AND PLAY: THE STORYBOOK ACTIVITY BOOKLETS

The *Let's Read, Talk, and Play* storybook activity booklets do not fall under the umbrella of a specific domain. Rather, the information contained in each booklet reflects an integration of skills and knowledge presented in the specific domain activities and enhances upon these.

The *Let's Read, Talk, and Play* booklets provide special literature experiences for the parent and child to share. There are eight booklets that accompany each of the HIPPY storybooks, and three booklets that offer more general literacy information that the parent and child can apply to reading and learning in general.

To reflect the growth of HIPPY parents who have already participated in HIPPY for one or two years, the *Let's Read, Talk, and Play* booklets help parents transition from a much directed approach to a less directed one. Our goal is for parents to apply the good reading skills they learn in HIPPY when sharing library books, book received as gifts, and other reading materials with their child.

Sean: include sample pages from *Let's Read, Talk and Play for Pete and the Vegetable Soup*.

Important Information: **The Age 5 Spanish Language Curriculum**

For the most part, the Spanish language version of the HIPPY curriculum is a translation of the English version. The Spanish curriculum follows the same format and teaches the same concepts and skills as the English version. However, some modifications to the text and illustrations have been made to the Spanish activities to accommodate the differences in the languages. Please become familiar with the Spanish version, and keep the differences between the two versions in mind when training home visitors.

Some parents may be concerned that their children are learning to read in English at school and in Spanish in HIPPY. It is the parents' decision whether to use the Spanish or English curriculum with their children. Scientific research has shown that children who learn concepts in their native language will transfer this knowledge when learning a second language. In these activities, children learn that letters make sounds, that words are made up of sounds, and that we can write words by using letters to write the sounds that make up the word. We believe that the approach we have taken in designing the Spanish activities will be advantageous to our Spanish-speaking children.

LETTER NAMES AND SOUNDS

The *Early Reading Literacy* activities introduce the letters and the sounds that the letters make. The names and sounds of the Spanish letters are not the same as in English. We recommend that home visitors train parents to say the **names** of the letters in **both** English and in Spanish, if the parent can do this. However, parents should identify the **sounds** of the letters as they are used in Spanish.

THE SPANISH ALPHABET

The activities in the Spanish curriculum use the English alphabet rather than the Spanish alphabet. We made this decision to help Spanish-speaking children transition into the public schools and learn to read in English. However, as this is a bilingual curriculum, we have decided to add four sounds that are usually included in the Spanish alphabet: **ch**, **ll**, **ñ**, and **rr**. (The **ch**, **ll**, and **rr** are double letters that represent one sound.) There is **not** universal agreement among the experts on which letters make up the Spanish alphabet. The Spanish Royal Academy recommends including all of the letters of the English alphabet plus **ch**, **ll**, **ñ**, and some other experts also include **rr**.

These four sounds/letter combinations are listed at the end of the alphabet chart in Packet 1 of the Spanish curriculum, but do not appear in any of the activities. This allows parents to choose whether to review these sounds/letters with their child.

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE

AGE 5 - PACKET: 1

DOMAIN DEVELOPED	ACTIVITY	SKILLS
Early Reading Literacy	Working With Letters	Phonemic awareness, alphabetic principle, letter recognition
Language & Communications eye-hand	The Writing Corner	Fine motor control, coordination
Thinking & Reasoning	Picture Puzzles reasoning, coordination, early	Logical thinking, eye- hand reading
Mathematics problem perception,	Where Is It?	Following directions, solving, spatial vocabulary
Science senses,	My Senses	Scientific concepts: recording, memory, observation organization/classification, fine motor control

Storybook & *LET'S READ, TALK AND PLAY*

<i>Dan Goes to Kindergarten</i> story vocabulary, thinking, ordering	Enjoyment of reading, comprehension, language, logical problem solving,
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The special note is only for packet at a glance for packet 1.

Box: Special Note

Special Note: Hand Writing Fonts (Letters & Numerals): Different school systems across the United States use different writing fonts and methods of teaching writing. HIPPY cannot offer all font styles. We have selected a letter font that is easy for children to read and is similar to the Zaner-Bloser print used in many school districts. Other systems may use the D'Nealian print. This is also true of the printed font for numerals. It is important that children learn to recognize different forms of print. Share with parents that when writing with their child they should use whatever form of print their child is comfortable with or is currently learning in school.

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
2

AGE 5 - PACKET:

DOMAIN DEVELOPED	ACTIVITY	SKILLS
Early Reading Literacy writing, phonemic	Working With Letters	Letter recognition, fine motor control, awareness
Language & Communications pretend play,	Firefighters	Language, vocabulary, math: counting, fine motor control
Thinking & Reasoning reasoning, auditory-	Tap! Clap! Snap!	Logical thinking, visual-memory, memory
Mathematics sorting,	The 5 Ducks	Math: counting & language, imagination
Science observation	Egg Whites	Science concepts: experimentation &

Storybook & *LET'S READ, TALK AND PLAY*

<i>The Hungry Frog</i> story vocabulary, thinking, problem	Enjoyment of reading, comprehension, language, logical problem solving, solving, phonological awareness, following directions, counting, visual discrimination
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HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

**PACKET-AT-A-GLANCE
3**

AGE 5 - PACKET:

DOMAIN DEVELOPED	ACTIVITY	SKILLS
Early Reading Literacy capital case	Working With Letters	Letter recognition: (upper case) & lower letters
Language & Communications	Telephone	Language, number recognition, writing numbers
Thinking & Reasoning problem	Matrix	Logical thinking, solving, language
Mathematics problem concepts: discrimination	Series Patterns	Logical thinking, solving, math shapes, visual
Science observation, recording, eye-hand	Water Drops	Science concepts: experimentation, fine motor control, coordination

Storybook & *LET'S READ, TALK AND PLAY*

<i>Pete and the Vegetable Soup</i> story vocabulary, emotional, motor	Enjoyment of reading, comprehension, language, social, pretend play, fine
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reading

control, picture

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE

AGE 5 - PACKET:

4

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

Early Reading Literacy

Working With Letters

Phonemic awareness

Language & Communications
language,

Signs

Picture reading,
fine motor control

Thinking & Reasoning
reasoning,

Block Puzzle

Logical thinking,
letter recognition,
readiness

reading

Mathematics
counting &

How Many?

Math concepts:
grouping

Science

Glitter Bottle

Science concepts:
observation,
the senses

experimentation,

LET'S READ, TALK AND PLAY

Building Blocks for Literacy (no new HIPPIY storybook)
 vocabulary,
 motor,
 enjoyment of

Book knowledge,
 language, writing, fine
 imagination,
 reading

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
5

AGE 5 - PACKET:

**DOMAIN
 DEVELOPED**

ACTIVITY

SKILLS

Early Reading Literacy
 vocabulary,
 awareness

Rhyme Time

**Listening. auditory
 discrimination,
 phonological**

**Language & Communications
 control),**

Labels

**Writing (fine motor
 reading, vocabulary**

**Thinking & Reasoning
 reasoning,
 auditory-**

Matrix- Shapes

**Logical thinking,
 visual-memory,**

Mathematics
eye-hand

Estimating

memory

Math, vocabulary,
coordination

Science
observation,

Ice and Salt

Scientific concepts:
experimentation,
prediction, recording

LET'S READ, TALK AND PLAY

Building Blocks for Literacy (no new HIPPIY storybook)
vocabulary,
(continued)
motor,
enjoyment of

Book knowledge,
language, writing, fine
imagination,
reading

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
6

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

**Early Reading Literacy
awareness, fine**

thinking

**Language & Communication
coordination, fine**

reading,

**Thinking & Reasoning
reasoning,**

auditory-

**Mathematics
counting,**

Science

observation;

Rhyme Time

The Mail Carrier

Dots and Mazes

Ten in the Bed

Heartbeat

Phonological

motor, creative

Eye-hand

motor control,

pretend play

Logical thinking,

visual-memory,

memory

Math concepts:

adding, subtracting

**Science concepts:
experimentation,**

senses: listening

Storybook & *LET'S READ, TALK AND PLAY*

***The Pigs Got Out*
story**

vocabulary,

solving,

fine

Enjoyment of reading,

comprehension,

language, problem

eye-hand coordination,

**motor control, math
concepts,**

phonological

awareness,

**pretend play, concept
development: farms**

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
7

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

**Early Reading Literacy
phonemic**

Working With Letters

**Letter recognition,
awareness, alphabetic
principle**

**Language & Communications
social,**

My Special Family

**Language (expressive),
emotional**

**Thinking & Reasoning
problem**

Design Puzzles

**Logical thinking,
solving, visual-motor,
hand coordination,
motor control**

**eye-
fine**

**Mathematics
concepts:**

Tallying

**Math readiness
counting, recording,
comparing; eye-hand
coordination**

Science

Magnifying Glass

**Science concepts:
experimentation,
observation**

Storybook & *LET'S READ, TALK AND PLAY*

Something Else
social,

imagination,

concepts,

Enjoyment of reading,

emotional, vocabulary,
language, story
comprehension,

pretend play, science

fine motor control

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE

8

AGE 5 - PACKET:

DOMAIN DEVELOPED

ACTIVITY

SKILLS

Early Reading Literacy
awareness, letter

Working With Letters

Phonological

(upper

recognition: capital

letters

case) and lower cases

Language & Communication
control,

A Special Card

Language, fine motor

writing, social

Thinking & Reasoning
problem

Matrix-Pets

Logical thinking,

solving, vocabulary,
organization

Mathematics
than/less

Math Games

Math concepts: more

Than

Science
exploration;

Eye Tricks

Science concepts:

depth perception

Storybook & *LET'S READ, TALK AND PLAY*

An Afternoon at Emmi's

social,

fine motor

Enjoyment of reading.
vocabulary, language,

emotional, science,

control, eye-hand
coordination

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
9

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

Early Reading Literacy
phonemic

Working With Letters

Phonological and
awareness, writing

Language & Communication
expressive

Pantomime

Picture reading,
language, imagination

Thinking & Reasoning
problem

What Do You Think?

Logical Thinking,

**Mathematics
counting,**

How Many?

solving, language

Math concepts:

grouping

**Science
living and
identification,**

Living and Non-Living Things

Science concepts:

non-living,

**classification, sorting,
reasoning, logical**

thinking

LET'S READ, TALK AND PLAY

Library Literacy (no new HIPPIY storybook)

community

literacy),

tips

**Enjoyment of
reading, social :**

services (library

reading and literacy

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE

10

AGE 5 - PACKET:

DOMAIN DEVELOPED	ACTIVITY	SKILLS
Early Reading Literacy awareness, motor)	Rhyme Time	Phonological language, writing (fine
Language & Communication language imagination	I Wonder Why?	Problem solving, (expressive),
Thinking & Reasoning problem	Building Up!	Logical thinking, solving
Mathematics language,	Patterns	Observation, visual discrimination, vocabulary, creativity
Science observation,	Evaporation	Science concepts: experimentation, recording

LET'S READ, TALK AND PLAY

Library Literacy (no new HIPPIY storybook) (continued) community literacy), tips

Enjoyment of reading, social : services (library reading and literacy

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

**PACKET-AT-A-GLANCE
11**

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

Early Reading Literacy
vocabulary,

Rebus Stories

**Picture reading, visual
discrimination,
writing**

**Language & Communication
&
control**

Sign Language

**Language (expressive
receptive), fine motor**

**Thinking & Reasoning
reasoning**

What Would You Do?

Logical thinking,

**Mathematics
counting,**

Math Games

**Math concepts:
writing numerals**

**Science
observation**

Bubbles

**Science concepts:
experimentation,**

Storybook & *LET'S READ, TALK AND PLAY*

Shawna's Bit of Blue Sky
science,
story

**Enjoyment of reading.
social, emotional,
cultural awareness,**

motor

cooking

language,

comprehension, fine

**control, eye-hand
coordination, science:**

**control, eye-hand
coordination,**

vocabulary

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

**PACKET-AT-A-GLANCE
12**

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

Early Reading Literacy

Rhyme Time

**Language, vocabulary,
listening, phonological
awareness, creativity**

**Language & Communication
independent**

What Do You Think?

**Language,
thinking, logical**

thinking

**Thinking & Reasoning
reasoning,**

Memory Game

**Logical thinking,
observation,**

visual-memory

**Mathematics
measuring,**

About How Long?

**Math concepts:
Comparing**

Science

The Science Whiz

Science concepts:

observation;
thinking &
gross motor

experimentation,
recall of facts;
reasoning; fine &
control; eye-hand
coordination

Storybook & *LET'S READ, TALK AND PLAY*

Gary the Gardener
social,

concepts:

control,

Enjoyment of reading,
emotional, science

planting, vocabulary,
language, phonological
awareness, fine motor

logical thinking, visual
memory

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
13

AGE 5 - PACKET:

DOMAIN
DEVELOPED

ACTIVITY

SKILLS

Early Reading Literacy

Working With Letters

Phonological &
phonemic awareness,

letter

knowledge, writing,

fine

**Language & Communication
math**

Word Ladder

motor control

**Vocabulary, language,
concept: counting**

**Thinking & Reasoning
counting,
problem**

Catch the Cat

Math concepts:

logical thinking,

**solving, decision
making**

**Mathematics
eye-hand**

Shape Patterns

Math, vocabulary,

Coordination

**Social & Emotional
thinking**

In My Home

Social, emotional,

and reasoning

LET'S READ, TALK AND PLAY

The Wonderful World of Books (no new HIPPIE storybook)
book

social,

phonological

Enjoyment of reading,

literacy, language,

**emotional, science,
mathematics,**

awareness

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

**PACKET-AT-A-GLANCE
14**

AGE 5 - PACKET:

DOMAIN DEVELOPED	ACTIVITY	SKILLS
Early Reading Literacy reading comprehension, writing, awareness	Rebus Stories	Vocabulary, words, story letter recognition, phonological
Language & Communication creative	Cartoons	Language, fine motor, Thinking
Thinking & Reasoning problem knowledge	Break The Code	Logical thinking, solving, letter
Mathematics	First? Second? Third?	Math concept: ordinal Numbers
Social & emotional language	The Me Mobile	Social, emotional,

LET'S READ, TALK AND PLAY

<i>The Wonderful World of Books (no new HIPPIY storybook)</i> book (continued) social, phonological		Enjoyment of reading, literacy, language, emotional, science, mathematics, awareness
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HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

PACKET-AT-A-GLANCE
15

AGE 5 - PACKET:

**DOMAIN
DEVELOPED**

ACTIVITY

SKILLS

**Early Reading Literacy
vocabulary,**

Story Starters

**Language,
imagination, writing**

**Language & Communication
thinking,**

What Do You Think?

**Language, creative
creative expression,
imagination**

**Thinking & Reasoning
analyzing,**

Maze Game

**Problem solving,
decision making**

**Mathematics
counting,**

Tally Marks & Bar Graphs

**Math concepts:
recording, comparing;
motor control**

fine

**Social & Emotional
language,**

Go Fish

**Social, emotional,
fine motor control**

LET'S READ, TALK AND PLAY

The Wonderful World of Books (no new HIPPIY storybook)
book
(continued)
social,

phonological

Enjoyment of reading,
literacy, language,
emotional, science,
mathematics,
awareness