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# HIPPY FOR CHILD CARE PROVIDERS

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# Why was HIPPY for CCP created?

- Request from sites over past years
- Pilots done -Colorado
- Modified versions -Arkansas, Florida
- Funding in partnership with HomeGrown



# Overall Focus

Our model centers on supporting both families and caregivers, building trusting relationships, and promoting long-term developmental outcomes for young children.



# Differences from HIPPY Core model



- Audience: Focuses on CC providers, not parents directly
- Goal: Enhancing child care quality, not just child development
- Setting: Takes place in the provider's program space
- Approach: Professional development lens vs. parenting support
- Outcomes: Provider skill growth, curriculum use, child outcomes



# What is unique about this curriculum?

- Provider is treated as the "learner" and partner in implementation
- Focus on how providers support child learning in their day-to-day routines
- Includes modeling, observation, and joint problem-solving
- Builds provider confidence and knowledge



# Key Components

Visit Frequency: Typically biweekly or monthly, based on provider needs

Training: Can be done both in-person or virtually, in a group setting or individually

Staffing: Highly trained home visitors or early childhood specialists

Curriculum & Tools:

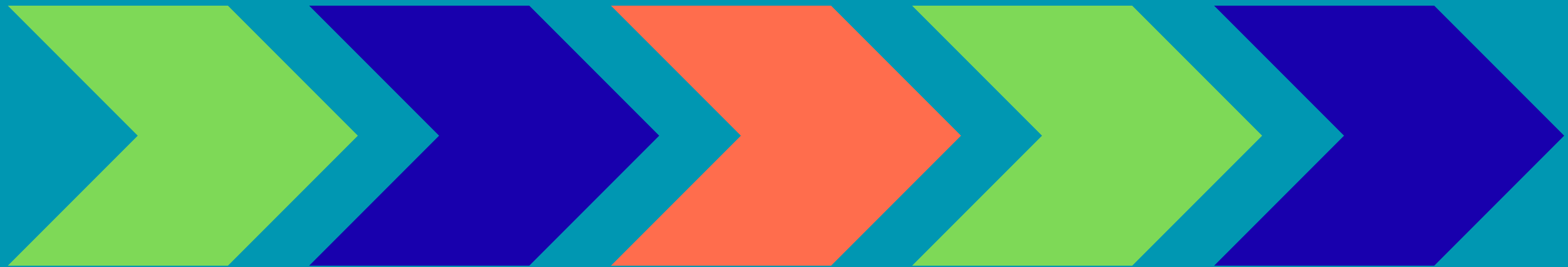
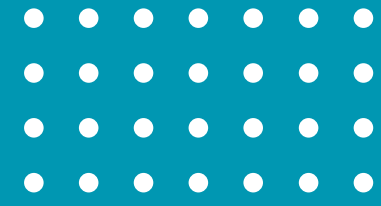
- Curriculum -designed for CCPs providing care for multi-aged children
- Developmental checklists, observation tools
- Coaching techniques and reflective practice





- Strong partnerships with local CCP networks
- Continuous quality improvement approach
- Language and culturally matched staff
- Built-in coaching and peer networking opportunities
- Extended curriculum year (42 weeks)

# The Process



**Coordinator  
trains  
home visitor**

**Home Visitor  
meets with  
provider**

**Provider does  
activities with  
children in care**

**Provider  
discusses &  
sends  
information  
home with  
families at end  
of each week**

**Home visitor  
supports  
assessments  
and ongoing  
modifications**

# Sneak Peak

HIPPY CCP CURRICULUM: WEEK 14

## Contents

### Domains

Activity 1: Literacy.....	3
Activity 2: Math .....	7
Activity 3: Science .....	9
Activity 4: Motor .....	13
Activity 5: Language .....	17

### Tip

When a child asks a question, the way you respond is important. Try this:

#### Confirm, Complete, Correct!

If a child gives the correct answer, confirm that it is correct by repeating the answer (**Confirm**). If a child gives a part of the answer, repeat the child's answer, then give the rest of the answer (**Complete**). If a child doesn't respond, or is way off track, give the correct answer and move on (**Correct**).

In HIPPY we call this the **3Cs**. We avoid using the word "no" while doing HIPPY activities. The **3Cs** approach will help children feel successful when you work together.

### NOTES

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HIPPY CCP CURRICULUM: WEEK 14

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

### What children will learn from this activity

In this activity you and the children will enjoy a song about Spot. On Activity Sheet 1, you will see both words and pictures. This is called a **Rebus**. A rebus uses pictures or symbols to represent words. By pairing the picture with the word, it helps children have a more concrete symbol of words. This helps develop their **pre-reading skills**, and builds upon their **love of reading**. The more confident a child feels "reading" the story/song, the more their enjoyment will increase.

### You will need:

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

### What to do

1. (Take out the book, *Where's Spot?*) **Let's read our book, *Where's Spot?***

2. **What was Spot doing?**

–hiding

3. (Give each child a copy of Activity Sheet 1)

**Now I want you to help me. Look, there are some pictures on the page.**

#### What is in this picture?

(Point to the dog Spot.) –Spot

#### What is this?

(Point to the clock.) –clock

#### What about this?

(Point to the bed.) –bed



HIPPY CCP CURRICULUM: WEEK 14

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

You are doing a great job "reading" the pictures to me.

### Last one, what is this?

(Point to basket.) –basket

4. **We can sing a song about the little dog hiding. Listen while I sing it once and then you can help me sing.**

(Move your finger along the words as you go. Sing to the tune of *Mary Had a Little Lamb*.)

5. **Ok, now as we sing, I will point to the picture of the word, and you can tell me what word goes there.**

(Sing the song again, pausing at the pictures, and giving enough pause, for the children to fill in the word. Do as many times as the children are interested.)

### Adaptations

**Younger Learners** are often drawn to the pictures in a book and enjoy singing along, naming, or hearing you name the animals, objects, and actions. Encourage them to point to the images as you read. Any type of interaction helps engage younger children and makes reading a fun experience.

**Older Learners** may need less support as they sing the rebus song with you. Ask older children questions about the story. This encourages conversation and discussion using a more advanced level of vocabulary.



This week your child worked on Spatial Perception. Spatial Perception is being aware of one's physical position in relation to things or people in the environment. It is also the ability to place objects in relation to each other. For example; please put your shoes next to the door. In reading and writing, spatial perception is an important skill for the grouping of letters and words.



#### Literacy Summary

This week we learned a rebus story about Spot. A rebus uses pictures or symbols to represent words. By pairing the picture with the word, your child is developing pre-reading skills. The more confident a child feels "reading" the story/song, the more their enjoyment will increase.

#### Home Activities

- Try repeating the rebus story throughout the week. The more that you repeat it, the more confident your child will be in reciting it. Make sure to say it with excitement in your face and voice. This helps engage your child and increases their excitement of "reading".
- Run your finger under the text, while reading. This helps your child understand that the letters on the page have meaning.



#### Math Summary

This week your child practiced counting from 1–5 by manipulating real objects. The ability to count develops over time and varies from one child to the next but is an important skill for kindergarten math readiness. Practice with counting and using numbers improves this math skill.

#### Home Activities

- Count objects out loud all week. If you count while cooking, driving or at the store, it will become more routine for your child to count.
- Take out some of your child's favorite play things and count them with your child (toys, crayons, blocks, etc..) Children learn math concepts through hands-on activities.



#### Science Summary

We are continuing to learn about our body. We focused on our heads. Talking about our hair, ears and face we continued to build self-awareness. When the children add parts of the head to their whole-body outline, they also develop fine motor control and observation skills.

#### Home Activities

- You can expand on this week's activity by creating heads that look like people in your home. Cut out some paper circles (or use plain paper plates) and use your creativity to make the facial features. Be sure to talk about the features (hair color, eye color, and similarities) while you and your child work together.
- Talk with your child about different animals' heads. You can talk about color, size, ears, nose and things that are alike or different.

# Home Connections

- Sent home at the end of each week.
- Includes a short summary of the week's activity.
- Providers receive guidance to choose one developmental domain to discuss with parents before sending the page home.
- Each child takes home the book once it has been used at the childcare site.

# The Guide

- A few features include: Learning domains, role play expectations, definitions, and weekly guidance.
- Added scope and sequence for 42 weeks
- Guidance about working with providers with mixed ages
- Tip sheets with supply lists

## Table of Contents

INTRODUCTION.....	2
HIPPY OVERVIEW.....	4
THE MISSION.....	5
HIPPY Curriculum.....	5
Tips for teaching different age levels.....	6
Scope and Sequence.....	7
Weekly Curriculum Domains.....	11
Glossary.....	21
ROLE PLAY.....	29
Five Important Steps.....	30
Keys to Successful Role Play.....	31
COORDINATORS AND HOME VISITORS FOR PROVIDERS.....	33
WORKING WITH PROVIDERS.....	34
3 C'S.....	35
YOUNG LEARNERS WEEKLY GUIDANCE.....	36
HOME VISITOR TIP SHEETS.....	38

## INTRODUCTION

The HIPPY curriculum includes the current, best practices in early childhood education. The curriculum has been written to match National Common Core Standards – what children need to know to be successful in their development.

The weekly guidance is a document that provides information to help assist Home Visitors for Providers. The guide is a **training outline** of each weekly packet. It is meant to build on providers' knowledge of a higher level of early childhood (specifically, understanding early childhood terms, age 2-5 child developmental milestones, and differentiation of instruction and different ages). Every child and every provider should have a toolbox full of tools to help the Providers and

## Guide for HIPPY Child Care Providers

Mixed-Aged Learners



# Conclusion



ANY  
QUESTIONS?



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