

## YEAR 2 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.***

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**TIP** HIPPY **Parents** need to make sure the HIPPY time is uninterrupted. The **Parent** will be reinforcing 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 be establishing an educational routine. This routine will help as the **Child** transitions into the school environment.

**TIP** Model a book walk with your staff. You might choose to introduce a favorite story or an award winner. Example: *Mr. Wuffles* by David Weisner or *The Day the Crayons Quit* by Drew Daywalt. **Home Visitors** need to see examples of a book walk from a variety of books.

**Note: The Home Visitor chosen to role-play Literacy, *Sounds I Hear* will conduct a book walk with the HIPPY book *Sounds I Hear*.**

## Literacy

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### What your Child will learn from this activity

When role-playing the activity packet allow the **Home Visitor** to paraphrase this section. Encourage guided discussion between **Parent** and **Home Visitor**. Explain how the **Parent** can reread this section for reinforcement. On Literacy, Sharing Books, have the **Home Visitor** pick out several key bullets each week. 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**?

**Note:** The **Home Visitor** will have to read completely (verbatim), “**What your Child will learn from this activity**” during the weekly staff development. The paraphrasing will only come after the **Home Visitor** is comfortable with the information.

## What to do

The Year 2 books are books created for HIPPY USA curriculum and will be new to **Parent** and **Child**. In addition, the Year 2 books are longer in length and include deeper story comprehension details.

**(Page 3, #1 through #4)** Parts of the book; author, illustrator, and title are reviewed. Encourage the **Parent** to ask the **Child** the questions as they **reread** the story throughout the next few weeks.

**(Page 4, #6 through #9)** Read the appropriate storybook pages stopping after each group of pages and asking questions; “who makes this sound?” or “what makes this sound?” The purpose is to help the **Child** comprehend and be attentive to the details of the story. Questioning allows the **Child** to think, listen and respond. Remind **Home Visitors** to encourage **Parents** to give their **Child time** to answer. Some **Children** may need help verbalizing the answer. **Home Visitors** should show **Parents** how to model the correct responses. (Repeat the answer given.) It is important to remember **Children** need language modeled correctly to learn.

On **Activity Sheet 1**, the **Child** may color “*the boy with the duck and the dog*” and also will become an illustrator by drawing a picture of some of the sounds they hear while completing the lesson. **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 to let it get lost or torn by younger siblings. This book will be referred to in later weeks.

Model and review the appropriate pencil grip for the **Parent**.

## Math, Numbers and Counting

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### What your Child will learn from this activity

Review the definition of **one to one correspondence** found in the **Home Visitor** Guide. Have **Home Visitor** review the typical growth and development **Math** milestones found in the **Home Visitor** Guide.

Explain to **Home Visitors** some **Children** can recite the number sequences accurately (i.e. say 1, 2, 3, etc.), but they may have difficulty maintaining one-to-one

correspondence when counting a set of objects. Using concrete items (Coins, pennies, bottle caps, etc.) helps **Children** gain understanding.

**Topic of discussion:** What is the difference between a number and a numeral? A **number** is a count or measurement that is really an **idea** in our minds. A numeral is a **symbol or name** that stands for a number. So the **number** is an idea, the **numeral** is how we write it.

### What to do

The **Children** will have the opportunity to:

- **Count** 5 fingers (*Notice Page 6, #2) the **Child** begins with the thumb. Listening and following directions is an important skill.*)
- **Identify** numerals 1 through 5
- **Trace** over numerals 1 through 5
- **Identify** the numeral that represents their age (ex. 4).

Emphasize to **Home Visitor the note** (after #6, page 7)

After the **Child** has been successful, the activity will review 1 through 5 and add 6 through 10.

(Page 9, #10) One to one correspondence is reinforced by dropping real (concrete) objects into a bowl. The **Child** will touch each object and hear each object as they count. This game uses auditory and visual learning as the **Child** counts.

**Note: Make sure the Parent understands to revisit this activity if they had trouble counting. Many opportunities should be provided for the Child to count.**

### Things to think about and do

The **Things to think about and do** expand the learning into the **Child's** everyday life. **Home Visitors** should choose at least one activity to role play. Give examples to the **HIPPY Parent** on how they can incorporate this lesson into their daily routine. Example: Count the number of toys on the floor or share a song that has numbers in it like "One, two buckle my shoe." **Home Visitors** need to be able to give examples and individualize to each home.

## Science, Weather

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### What your Child will learn from this activity

Using a simple chart the **Child** will talk about how local **weather** changes from day to day and apply their ideas to new situations. What do I wear when it's raining outside? What if it's snowing? Or sunny?

Review **Science** domain found in the **Home Visitor** Guide. Have **Home Visitor** review the typical growth and development **Science** milestones found in the **Home Visitor** Guide.

### What to do

The **Science, Weather** will be the focus of the Science domain for five weeks. The weather chart will be used for Week 1 and Week 2, so **Home Visitors** need to leave the chart in the home. If possible, have the **Home Visitor** or **Parent** take pictures as they work throughout the weeks using their weather chart.

**Activity Sheet 2: Science, Weather** contains three columns to review prior to cutting out. Column 1 – The day of the week, Column 2 – Picture of weather – pre-reading, Column 3 – Weather words.

(Page 5, #11) The script states today is Monday. **Parents** may or may not be doing the activity beginning on this day. Possible suggestions:

- **Home Visitors** should model the activity using the day of the week the visit is taking place. Example: If the visit takes place on Wednesday begin with Wednesday and role play substituting the visit day in place.
- Let **Parents** know that they can start on any day of the week.

**Activity Sheet 3: Science, Weather** will be used to record the weather each day. It is important for the **Parent** to know how to place the weather cards and how to “read the chart” with their **Child**. To help the **Parent** keep up with the “weather pieces” needed daily, sites may choose to leave an envelope for **Parents** to store the weather cards in. In addition, tape or “sticky tack” might be provided to **Parents**. The weather and cards will change daily.

### Things to think about and do

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

## Motor, Moving My Body

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### What your Child will learn from this activity

Review the definition of gross motor control found in the **Home Visitor** Guide. Have **Home Visitor** review the typical growth and development **Motor** milestones found in the **Home Visitor** guide.

Remind **Home Visitors** to explain terms in **Parent** friendly terms as they review the **What your Child will learn from this activity**. Example: building gross motor control means using the large muscles.

### What to do

**Home Visitors** need to make sure the **Parent** is familiar with the B-I-N-G-O tune. The **Parent** will sing the song and the **Child** point to the body part (elbow, wrist, hand, etc.) There may be some body parts (wrist, elbow, hips, waist, etc.) that may not be familiar to the **Child**. Give the **Child** time to respond and remind the **Parent** to point to each part of the body as they sing the song.

(Page 20, # 5) To help the **Parent** in singing the whole song they might refer back to pages 18, 19 and 20 to help remember the words.

### Things to think about and do

Be sure to encourage the **Parent** to use the vocabulary (wrist, waist, chest, etc.) throughout the week. **Modeling vocabulary is very important.**

## Language, Sounds I Hear

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### What your Child will learn from this activity

It is important for the **Child** to begin printing their name correctly. Check with your local elementary school and obtain a print chart of the style of writing used in Kindergarten. Most schools use the Zaner Bloser print, but some schools may use the D'Nealian style print. Sites should print out a copy of the chart (how to form letters) used in school and give to the **Parent** for a reference.

### What to do

The **Child** will begin formally writing their name. This activity breaks this down into manageable learning steps:

- **Parent** (correctly) prints/models writing the **Child's** name. It is very important to use upper and lower case and for **Home Visitors** to look for correct modeling next week.

**Note: On next week's review of Week 1, encourage the Home Visitors to review and offer suggestions on Activity Sheet: Language, Sounds I Hear (page 20). Did the Parent print the name for the Child to trace? Was the Child's name printed correctly?**

- **Child** will **Trace** with finger.
- **Child** will **Trace** with a crayon.

(Page 19, #4 through #6) The **Child** will acquire **Phonemic awareness** for the first letter in their name. **Individualize to each family:** When role playing with the **Parent**, the **Home Visitor** should use the first letter of the **Child's** (or HIPPY **Parent**) first name. Using the letter specific to their **Child** will help the **Parent** identify things in the home that begin with that letter sound. Sometimes it may be hard to find 5 things.

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

Remember to role play at least one of the **Things to think about and do** activities. Example: Name some of the signs/restaurants in the community that contain the initial letter and sound of their **Child's** name. (Ex. Molly – McDonalds, Susie – a stop sign, etc.)

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**TIP** **Auditory discrimination** is an important pre-reading skill. **Children** must be able to hear the differences between the sounds each letter makes. Ask **Home Visitors**: Is it important for a child to be able to distinguish the difference in the sound of an /m/ and /n/? cat and can? Review the term **auditory discrimination** in the Glossary section of the **Home Visitor** Guide. Review a few of the websites pertaining to **auditory discrimination** during the weekly staff development. This will help **Home Visitors** become comfortable with using the **Home Visitor** Guide as a resource. Incorporate the guide in weekly staff development meetings.

**TIP** Check for **Parent** understanding of the **3 Cs**. Reversing role-play is **critical** to insure the lessons are being delivered to the child correctly. This week's **Math** and **Language** activities are good activities to begin reverse role-play. Make sure **Parents** are using the **3 Cs** method – **Confirm, Complete, Correct**.

**Remember:** You may be doing an excellent job in the home role-playing the activities, but it is the **Parent** who will be delivering the lesson to their child. We must make sure the **Parent** understands. Reversing the role-play is a great way to assess **Parent** understanding.

## Literacy, *Sounds I Hear*

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### What your child will learn from this activity

Rereading is a **story comprehension** strategy. Have **Home Visitors** recall a time where they might reread a passage for understanding. A recipe? Part of a novel?, etc. Story comprehension strategies can include: using background knowledge, asking questions about the story while reading, predicting (what do you think will happen next?), summarizing and visualizing. If possible, review [Reading Rocket's article on reading comprehension](#). Have **Home Visitors** offer examples of how the HIPPY curriculum integrates story comprehension strategies into the **Literacy** activities.

### What to do

This **Literacy** activity will review the story, *Sounds I Hear*, by reading pages, asking questions and talking about the pictures in the book. It is important to highlight reading



the text and asking the questions. An example of story comprehension can be seen as the child responds to the questions on (page 3, #8 through #10). The child may not have the background knowledge to know that a sheep eats grass or that a sheep's coat is curly, but by reading the text, on pages 10-11, the story gives the information needed to answer the questions.

(Page 5) **Activity Sheet 1, Literacy Sounds I Hear** cutouts will be used over the next few weeks. If possible, sites might provide an envelope to hold the cutouts.

**Note:** The **Parent** is to write the names of each animal under the animal's picture. On next week's visit, encourage the **Home Visitor** to notice if the **Parent** completed the activity as instructed. Reviewing the previous week's lesson will help the home visitor gain information on the **Parent's** skill level and thoroughness of each activity being completed. This knowledge will allow the **Home Visitor** to provide more emphasis on **Parent** instruction areas.

### Things to think about and do

This time of year, many county and state fairs are being held in the local communities. Fairs offer excellent opportunities for **Children** to increase their background knowledge of farm animals.

## Math, Numbers and Counting

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### What your Child will learn from this activity

This activity reinforces the **Week 1, Math activity**. Remind **Home Visitors** to check for understanding. In week 1, was the HIPPIY **Child** able to count to 5 easily? to 10? Reviewing the previous lesson (Week 1) will help the **Home Visitor** know what to emphasize and build on to help the **Child** gain understanding of **number recognition** and **one to one** correspondence.

### What to do

Have **Home Visitors** put their knowledge into practice. In the activity, have the **Home Visitor** point out an example of **rote counting** (page 6, #1), **one-to-one correspondence** (page 7, #3) and number recognition (page 7, #5).

**Activity Sheet 2: Math, Numbers and Counting** will allow the **Home Visitor/Parent** to assess for understanding.

**Note:** Make sure the **Parent** understands to revisit this activity if they had trouble with **one to one correspondence/clapping** or **number recognition**. Encourage the **Parent**

to review the activities to help the **Child** gain knowledge of the concept and become a confident learner.

### Things to think about and do

The **Things to think about and do** expand the learning into the **Child's** everyday life. **Home visitors** should choose at least one activity to role play.

## Science, Weather

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### What your Child will learn from this activity

This activity will have the **Child** collect data to complete the weather chart. Collecting the information can be gathered in a variety of ways. Most families have access to a smart phone app, internet, iPad, television, etc. which they use to “watch” the weather.

Use the Glossary in the **Home Visitor Guide** to review **Science Concepts** (page 30). It is important to take the time during the weekly staff development training to extend their knowledge on the domains.

### What to do

**Home Visitors** should guide the **Parent** to the best source of technology for collecting the weather data needed to complete the activity. During the role play, **Home Visitors** should have a newspaper or weather app printed out to refer to. One suggestion is print out the extended forecast. Use this printout to role play the activity in the home.

**Note:** The extended forecast printed out will eliminate a possible distraction. Some sites may have cell phone restrictions for the **Home Visitor**. Taking personal calls (except in an emergency situation), texting, etc. during a home visit is not appropriate.

### Things to think about and do

Encourage the **Parent** to complete “**Things to think about and do**”. These activities reinforce the daily activity.

## Motor, Moving My Body

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### What your Child will learn from this activity

The **Motor, Moving My Body** activities provide opportunities for **Children** to be active. It is important for **Home Visitors** to explain to the **Parent** the benefits of being

physically active. Physical activity has many great health benefits:

- Strengthening bones
- Decreasing blood pressure
- Reducing stress and anxiety
- Increasing self-esteem
- Helping with weight management

### What to do

Two pieces of rope/string will be placed 20 feet apart. One line will be the start line and the second line will be the end line.

Start Line



End Line



The **Child** will run, walk big steps, hop on one foot, tiptoe and walk on hands and feet (Bear walk) to the end line and pick up a specific shape.

### Things to think about and do

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

## Language, *Sounds I Hear*

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### What your Child will learn from this activity

Taking turns and following directions are a big part of games. Review the term **Following Directions** in the **Home Visitor** Guide (page 25). The [link](#) provided in the guide will take you to a NAEYC article on "[Cooperative Games for Preschoolers](#)".

### What to do

The Lotto game will allow the **Child** to “learn to match.” **Game 1** uses **visual discrimination** – the **Child** will see the picture and match to the game board.

**Game 2** will have the **Child** match the sound to the animal. The **Child** will hear the sound – **auditory discrimination** and match the sound to the picture. In **Game 2**, the **Child** does not see the card.

Encourage the **Parent** to keep the Lotto Games and play again throughout the week.

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

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

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**TIP** **Children** learn book skills by having books read to them. **Book knowledge** helps **Children** understand the organization and basic features of print. Review with **Home Visitors** the Common Core English Language Arts Standards – Reading: Foundational Skills » Kindergarten.

### **Print Concepts:**

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C

Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet.

**TIP** **Receptive language** is the ability to listen and understand language. **Expressive language** is the ability to communicate with others using language. When **Children** begin to speak, their receptive language skills are usually more advanced than their expressive language skills. Most four-year-old **Children** have a speaking vocabulary of about 2,300 words but a receptive language vocabulary of about 8,000 words. Vocabulary knowledge is a strong predictor of success in reading and writing.

Source Cited: <http://center.serve.org/ss/commreceptive.php>

## Literacy, *Sounds I Hear*

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### What your Child will learn from this activity

Identifying parts of the car, train and clock will introduce many new vocabulary words to the HIPPY **Child**.

## What to do

This **Literacy** activity will review the story, *Sounds I Hear*, by reading pages, asking questions and talking about the pictures in the book. It is important to build vocabulary – Review words that may have been new to the HIPPY **Child**. Review with **Home Visitors** how to use the vocabulary section in the inside cover of the storybook *Sounds I Hear*. What words were new to the **Child**? This week's **Literacy** activity will help the **Child** build new vocabulary. Example: Do you think the **Child** knows what a “passenger” is? Or “sticks” that move on a clock are called hands? Encourage the **Parent** to use these words in their everyday life.

(Page 5) **Activity Sheet 1, Literacy Sounds I Hear** cutouts will be used over the next few weeks. If possible, sites might provide an envelope to hold the cutouts.

**Note:** Did the **Parent** write the names of each animal under the animal's picture on Week 2? Discuss with **Home Visitors** how to gently guide a **Parent** to pay close attention to the instruction in parenthesis. These instructions are not script to be read aloud, but are very important in completing the lessons.

## Things to think about and do

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

## Math, Numbers and Counting

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### What your Child will learn from this activity

Use the Glossary in the **Home Visitor Guide** to review **Pincer Grasps** (page 28). It is important for **Home Visitors** to emphasize strategies that will help the **Child** strengthen fine motor – pre-handwriting skills.

## What to do

**Home Visitors** will prepare their egg carton or an ice cube tray and choose the objects that will be counted. Site should consider providing **Home Visitors** with items that will be durable for several role plays. **Item such as beans, coins, pasta, etc. are a better choice for multiple role plays.** In the home, the home visitor should guide the **Parent** in finding the objects needed to complete the lessons. Sites may choose to have available a few empty egg cartons for **Parents**. **Muffin tins are also an option that some families may have in their home.**

## Things to think about and do

The **Things to think about and do** expand the learning into the **Child's** everyday life. **Home Visitors** should choose at least one activity to role play.

## Science, Weather

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### What your Child will learn from this activity

Review with home visitor STEM education – or science, technology, engineering and math. A 2008 report showed the United States ranked 28<sup>th</sup> worldwide in math literacy and 24<sup>th</sup> in science literacy. The US Department of Commerce research showed workers in STEM fields earn 26% more than their counterparts and the job growth rate for STEM-related jobs is almost double that of non-stem occupations.

Use the Glossary in the **Home Visitor Guide** to review **Science Concepts**. There is a wonderful additional resource link – [STEM in Preschool Education](#).

### What to do

The **Parent** and **Child** will work together using materials found in the home to create a windsock. During weekly staff training, **Home Visitors** will create their own windsock role play prop. Most sites may have access to a variety of creative materials, but our families may not. Be creative, but use items that one might find in the HIPPY homes. Have **Home Visitors** brainstorm about materials available in their HIPPY homes. Examples: Old wrapping paper makes streamers. Stickers for decoration, construction paper, cereal boxes for the windsock tube, etc.

**Note:** Sites may choose to provide strips of tissue paper, yarn, etc.

**Hint:** The windsock placed outside will last longer under the cover of a patio, eave, porch, etc. **Paper windsocks do not fair well on rainy days.** Also, encourage the **Parents** to record their observation on the back of the lesson (page 10).

The new curriculum has many opportunities for hands-on activities. Engage your **Parents** and **Home Visitors** to take pictures to document these wonderful projects. For sites making end of the year booklets, printed pictures are a wonderful addition.

## Things to think about and do

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

## Motor, Moving My Body

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### What your Child will learn from this activity

It is important to increase **Parent** knowledge of educational terms. We have introduced gross motor (large muscle) skills in the previous weeks. **Home Visitors** should begin periodically asking **Parents** to give a short description of educational terms. This will help the **Home Visitor** check to make sure the **Parent** is understanding.

### What to do

**Activity Sheet 3, Moving My Body (page 13)** – The 9 activity cards are cut out by the **Parent** prior to HIPPI time. **Home Visitors** should help the **Parent** decide the item/place the **Child** will hop, jump or run to. The treasure at the end of the hunt can be an extra story at bedtime, a trip to the park, a piece of fruit, etc.

**Activity Sheet 3, Moving My Body (page 14)** – The **Child** will draw a picture of the place where the treasure was found. What treasure did they find? This is documentation that the activity has been completed. **Home Visitors** should review this picture on next week's review.

### Things to think about and do

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

## Language, Sounds I Hear

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### What your Child will learn from this activity

How important is **auditory discrimination** in everyday life? What if we did not have the ability to distinguish between sounds? Lead a short discussion concerning auditory discrimination and refer to the **Home Visitor** guide for milestones and additional resources.

### What to do

The Lotto game will allow the **Child** to “learn to match.”

**Game 1 uses visual discrimination** – the **Child** will see the picture and match to the game board.

**Game 2** will have the **Child** match the sound to the animal. The **Child** will hear the sound – **auditory discrimination** and match the sound to the picture. **In Game 2 the Child does not see the card.**



Encourage the **Parent** to keep the Lotto Games and play again throughout the week.

### Things to think about and do

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

## My Alphabet Book

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### To the Parent

There are eight points for the **Home Visitor** to cover with the **Parent**. These points are best used in a guided discussion format. They do not have to be read verbatim, but **Home Visitors** should cover each point thoroughly. The **Parent** should keep pages 18 and 19 with their alphabet book for reference.

**My Alphabet Book** is an ongoing project. Sites should decide if they are providing a folder or envelope to place the pages into. The book will add a letter a week for 26 weeks. It is important for the HIPPY **Parent** to revisit the letter page throughout the week and if possible, incorporate the letter into daily life that week. Example: Name some places we might see the letter “A” or hear the sound /a/ makes.

Throughout the year – encourage the **Parent** to use the booklet by reviewing the letters and sounds.

### What you will do for each page

These points are an overview of what will be covered on each **Alphabet** page.

- Identify lower and uppercase of the letter
- Print awareness of the letter
- Listening to a rhyme with the letter sound
- Identifying words that begin with the letter
- Trace and retrace the letter

These points may be covered in a guided discussion format. They do not have to be read verbatim, but **Home Visitors** should cover each point thoroughly.

### Optional Extension Activity

The cover is a great review of the letters and can be incorporated as the cover of the envelope or folder.

## My Alphabet Book

**Note:** We will begin with the vowel “A”. HIPPY begins by teaching the short vowel. It is important for **Home Visitors** to model the correct sound for each vowel. Sounds simple, but several of the vowels sound very similar and this can be tricky.

Alphabet page steps:

1. Name and point to each letter.
2. **Child** traces with finger (follow the numbers correctly)
3. Read the rhyme
4. Identify all pictures
5. Circle all “A” pictures
6. Read the rhyme again
7. Trace letters with crayon (follow the numbers correctly)
8. Practice printing between lines the letter
9. Place in the alphabet folder

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**TIP** A key activity for teaching literacy comprehension is reading aloud. Use the Glossary in the **Home Visitor Guide** to review **Story Comprehension**. [Preschool.thebump-Comprehension](#) is a link to activities that will help the HIPPY child improve comprehension skills. HIPPY children who need additional help or extensions will benefit from these strategies. Encourage **Home Visitors** to take note of each HIPPY child's progress to offer the best strategies to help the **Child** grow and develop in specific skill areas.

**TIP** **Problem Solving** is an acquired skill. We are not born with it, but develop it. Use the Glossary in the **Home Visitor Guide** to review **Problem Solving**. Several of the links are for on-line games that will allow the **Parent** and **Child** to problem solve.

[Ooeygoeey-Problem Solving](#) is an excellent resource from the Ooeygoeey Lady, Lisa Murphy, a popular NAEYC Presenter. This article covers how to teach problem solving in the preschooler. Take time to incorporate this article into your weekly staff training.

## Literacy, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

*Sometimes Big, Sometimes Small* focuses on both the physical – big and small size and the emotional – do you feel big or small? **Emotional Development** is important in every area of a child's life. Learning to manage (and identify) personal feelings, understanding others' feelings and needs, and interacting positively with others is important to a child's lifelong learning.

### What to do

This **Literacy** activity will review the story, *Sometimes Big, Sometimes Small*, by reading pages, asking questions and talking about the pictures in the book. It is important to build vocabulary – review words that may have been new to the HIPPY child. Example: cheer, wink, chore, etc. Review with **Home Visitors** how to deliver the vocabulary section in the inside cover of each storybook. Guided discussion is an appropriate delivery method.

## Things to think about and do

Reinforce the **Things to think about and do** activities. If possible, incorporate some of these activities into your **Group Meeting**. A website that could be used in **Group Meeting**, if a SMART Board was accessible, is [Arthur's About Face](#). This online game has the child choose one of **Arthur's** friend to hear the story and then decide by their **facial** expressions how the character feels.

**Note:** If this technology is not available for **Group Meetings**, share this resource with **Parents**.

## Math, Numbers and Counting

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### What your child will learn from this activity

We continue to reinforce one-to-one correspondence and number recognition. Ask **Home Visitors** how the HIPPY children (as a group) are progressing. Can they count to 10? How many numbers can they recognize? Weekly feedback and guidance is important to developing the **Child**.

### What to do

The **Child** will count items on **Activity Sheet 3, Page 9** and place the correct cutout number in the box. On the larger numbers, 6 to 10, **Home Visitors** might offer a counting strategy to the **Parent** – have the **Child** touch or mark items as they count.

**Note:** Some of the number fonts are different than what is taught in school, but children need to be able to identify all different styles of fonts. (Differences may be seen in the number 4 and number 9.)

### Things to think about and do

The **Things to think about and do** expand the learning into the child's everyday life.

## Science, Weather

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### What your child will learn from this activity

The **Child** will learn: what makes a shadow, that shadows reflect the object in front of the sun and how the sun's position changes a shadow.

It is important the **Child** understand the definition of the word shadow. Shadow – is a

dark shape that appears on a surface when someone or something moves between the surface and a source of light.

Ask the **Child** questions to check for their understanding of the word shadow:

- If you jump up and down, what will your shadow do?
- What will happen if you wriggle your body?

## What to do

**Safety First: Please instruct the Child not to look directly into the sun.**

This activity will measure shadows at three different times of the day. **Home Visitors** need to help the **Parent** plan for the activity. Where will the activity be completed? Is there a driveway, concrete porch? If not, sites might provide a large sheet of paper to complete the activity. Brainstorm possible solution/substitutions for any obstacles that might prevent this lesson from being completed. **Coordinators** should be specific on how this activity should be role played in the home.

**Note:** This activity is designed to be completed outside, however an inside version of the activity could be completed by using a lamp (light source) and paper. Stress to **Home Visitors** this alternative should be suggested only if there is no option.

The new curriculum has many opportunities for hands-on activities. Engage your **Parents** and **Home Visitors** to take pictures to document these wonderful projects. For sites making end of the year booklets, printed pictures are a wonderful addition.

## Things to think about and do

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

## Motor, Moving My Body

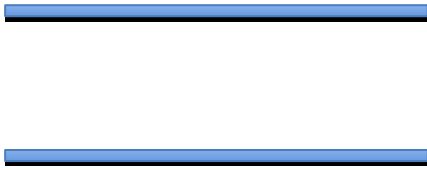
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### What your child will learn from this activity

For an additional resource on make believe/pretend play, access this NAEYC article. Read the scenario in the article and bring out the details in which the children in the article added to their pretend play of an airport. The use of props, language, background knowledge, etc. all influenced the level of the pretend play.

[NAEYC Make Believe Play Article](#)

## What to do



You will place two pieces of string, tape or draw chalk lines three inches apart (parallel to each other.) The **Child** will use both feet and jump over the stream. The lines will be moved 5 inches apart, 8 inches apart and so on.

Role playing this activity in the home might be challenging. Some **Parents** may be hesitant to participate in the **Child** role. This is an excellent activity to reverse the role-play. Allow the **Parent** to take the lead and the **Home Visitor** to take the child role.

## Things to think about and do

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

## Language, Sometimes Big, Sometimes Small

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### What your child will learn from this activity

Language development is very important. The environment the **Child** lives in is a significant factor. Children learn the specific variety of language (dialect) that the important people around them speak. Teaching children how to use language is best taught by modeling.

**Additional Resource:** [Reading Rockets – Young Children’s Oral Language Development](#)

## What to do

**Activity Sheet 4: Language, Sometimes Big, Sometimes Small** contains pictures from the story. The **Child** will use language to describe how Paul feels – big/small. The **Child** may need to refer back to the book and the **Parent** may reread to help the **Child** remember what is happening in each picture.

## Things to think about and do

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

## My Alphabet Book

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Have **Home Visitors** review pages 18 and 19, if needed.

It is important for **Home Visitors** to model the correct sound for each letter. The sound for “B” is not “buh”. In other words – ball is not pronounced buh-all. Often when we make consonant sounds we add “uh” onto the consonant. Train **Home Visitors** to make the sound correctly.

## Contents

**TIP** A key activity for teaching literacy comprehension is reading aloud. Use the Glossary in the **Home Visitor Guide** review **Eye Hand Coordination**.

During weekly staff training, have staff read each **TIP** silently. After reading the **TIP**, coordinators can expand on the information contained. Choose a **Home Visitor** to share as **Home Visitor** to **Parent** using guided discussion. **This will allow the coordinator to check for understanding.**

Review the **5 Important Steps in the Home Visitor's Guide**.

**TIP** Children will record information based on their observations in this week's **Science** activity. Use the Glossary in the **Home Visitor Guide** to review **Observation Skills**.

## Literacy, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

This week's *Sometimes Big, Sometimes Small* Literacy activity focuses on emotional development – do you feel big or small? A four year old is becoming more independent and more self-confident. Self-help skills include: washes and dries their hands, button front buttons, brushes teeth, puts on shirt, cuts their own food, etc. All of these skills are important for starting school. The Center on the Social and Emotional Foundations for Early Learning has a wonderful online article: [Teaching Your Child to: Become Independent with Daily Routines](#). Take the time to review this article with **Home Visitor**. This information will help them provide positive feedback in helping parents allow their children to have self-help responsibilities.

### What to do

**Activity Sheet 1: Literacy, Sometimes Big, Sometimes Small** focuses on self-help skills. If the **Child** is able to complete the task they will print their name. If someone else completes the task (mom, dad, etc.) they will print their name.



**Activity Sheet 2: Literacy, Sometimes Big, Sometimes Small** the **Child** will write the first letter in their name under the small or big picture.

There are many opportunities for the **Child** to write their name in the Year 2 curriculum. The **Parent** is to **say** each letter as the **Child** writes their name. This strategy will help the HIPPY child begin to **recognize** the letters (letter recognition) in their own name.

It is important for **Home Visitors** to help **Parents** understand that children develop at different rates; some will do things before others do. This is especially true when it comes to writing their names. **Parents** should support and encourage but not pressure their children to write their name before they are ready.

### Things to think about and do

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

## Math, Numbers and Counting

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### What your child will learn from this activity

What is a whole number? Whole numbers are simply the numbers **0, 1, 2, 3, 4, 5, ...** (and so on).

What is a matrix? An organizational tool made up of columns and rows sharing common characteristics.

### What to do

**Activity Sheet 3, Page 8** will be used to organize their math information; 1 dot, 2 squiggle lines, etc.

**Note:** Some of the number fonts are different than what is taught in school, but children need to be able to identify all different styles of fonts. (Differences may be seen in the number 4 and number 9.)

### Things to think about and do

The **Things to think about and do** expand the learning into the child's everyday life.

## Science, Weather

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### What your child will learn from this activity

The **Home Visitors** will need to individualize this activity for each **family** by helping the **Parent** identify the window that can be used to complete the activity.

**Hint:** Indigo color is more blue and violet is more purple.

### [Colors of the Rainbow Song](#)

### What to do

The success of this activity is dependent on the **Home Visitor** helping the **Parent** **prepare** to complete the lesson. The **Home Visitor** needs to take the time to walk through the home and find the sunny window to complete the activity.

### **An alternative method if a sunny window is unavailable:**

Take a CD. Wipe it to make sure it is not dusty.

1. Place the CD on a flat surface, label side down, under a flashlight or in front of a window.
2. Stand up the CD on blank piece of white paper and shine the light on the CD.
3. A rainbow will appear on the paper. (You can tilt the CD to make the rainbow larger or smaller. The CD will make a rainbow arch.)

### Things to think about and do

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

## Motor, Throwing

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### What your child will learn from this activity

Why is throwing a ball lightly, throwing a ball up, throwing a ball further, 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 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

The **Child** and **Parent** will throw a (10 inch) paper ball back and forth over a range of distances. The second part will have the **Child** throw the paper ball up in the air and catch it. The final part of the activity will have the **Child** throwing the ball at a target (a basket.) **Home Visitors** need to help the family determine what basket will be used to throw the ball into. A larger basket (target) will help the **Child** be successful.

**Note:** If a **child** has difficulty catching and throwing the ball, try using a scarf or washcloth. This slows the movement down and allows the **Child** to be more successful. Once the **Child** has mastered the scarf, try the ball again.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Remember to role play at least one activity in **each** domain.

## Language, Sometimes Big, Sometimes Small

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### What your child will learn from this activity

**Visual discrimination** is used to see the differences in the pictures. **Language** is used to express these differences. **Home Visitors** should reverse role play to check for **Parent** understanding of the **3 C's**. Reversing role play is **critical** to insure the lessons are being delivered to the **Child** correctly. Make sure parents are using the **3 C's** method – **Confirm, Complete, Correct**. Is the **Parent** able to use open ended questions to help the **Child** use language to express what is happening in each picture?

### What to do

**Activity Sheet 4: Language, Sometimes Big, Sometimes Small** contains pictures from the story. The **Child** will use language to describe how Paul feels – big/small. The **Child** may need to refer back to the book and the **Parent** may reread to help the **Child** remember what is happening in each picture.

### Things to think about and do

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

## My Alphabet Book

---

It is important for **Home Visitors** to model the correct sound for each letter. The sound for “C” is the hard “c” as in cat, not a soft “c” is used in the word celery.

**Just for Home Visitor knowledge (not a lesson for the HIPPY child.)**

### The rule

When ‘c’ comes directly before the letters ‘e’, ‘i’ or ‘y’ we use the **/s/** sound, in other cases we use a **/k/** sound.

This [YouTube video](#) from the Octonauts, is a very useful resource on the letter c.

## Contents#

**TIP** Use the Glossary in the **Home Visitor Guide** review **Fine Motor Control**. Some children struggle with fine motor control. **Home Visitors** must learn to recognize and address these weaknesses. During weekly staff training, have staff review the [50 Motor Activities for Children](#). Have each **Home Visitor** share/make a strategy to help the **Child** improve fine motor strength. Encourage the **Home Visitor** to share a strategy during **Week 6 Tip**.

**TIP** Review STEM education with **Home Visitor**— or science, technology, engineering and math. Use the Glossary in the **Home Visitor Guide** to review **Science Concepts**. There is a wonderful additional resource link: [STEM in Preschool Education](#).#

## Literacy, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

This week's *Sometimes Big, Sometimes Small* **Literacy** focuses on the emotional big/small – do you feel big or small? A **Child** must learn how to identify how he feels to be able to control the emotion. It is important for a child to learn words for different feelings as well as learn how to recognize feelings in self and others. This can include facial cues, body language, and tone of voice.

Use the Glossary in the **Home Visitor Guide** review **Expressive Opinions and Feelings**. The Turtle Technique is a technique used to allow a **Child** to “stop,” “tuck” and “think”. This Powerpoint link provides more information on [Tucker Turtle](#) and his technique. Take the time to review with staff. This link could be integrated into the weekly training for your staff enrichment.

### What to do

The **Parent** and **Child** will review the story *Sometimes Big, Sometimes Small* and talk about when Paul felt happy (big) or sad (small.) **Activity Sheet 1: Literacy, Sometimes Big, Sometimes Small** allows the **Child** to make happy and sad face cards. On page 4 Point out to **Parents**: \*\*Save the puppets for later activities.

An extra extension to this activity is to reread the *Sometimes Big, Sometimes Small* story. Ask the **Child** to listen and hold up a happy or sad face card when they hear a

part in the story where Paul (the main character) is happy or sad. This is an active listening activity that engages the **Child**. (It can be done with other stories.)

### Things to think about and do

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

## Math, Numbers and Counting

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### What your child will learn from this activity

Hands on experience with counting and measurement will occur as the **Child** and **Parent** measure, mix and manipulate dough. **Safety note:** a table knife is used – not a sharp knife. Make sure **Home Visitors** point this out to **Parents**.

### What to do

It is important to understand the “making” of the dough is part of the math activity. **Children** will measure and mix ingredients.

**Page 7, #2, Parent** and **Child** will play math games. This is a good activity to reverse the role play. The **Parent** can take the lead and the **Home Visitor** can complete the activity as the child. **Home Visitors** should include a few periodic mistakes.

**Note:** The cutting of dough and “who has four/six pieces” can be confusing. Watch carefully to see if it is the **Child’s** piece of dough or **Parent’s** piece of dough that is being cut.

**After role play:** Are there any words, which may be new to the HIPPY child? Examples: crystal, powdery, soft, measuring, mixture, etc.

### Things to think about and do

The **Things to think about and do** expand the learning into the child’s everyday life. Individualize to each HIPPY home.

## Science, Physical

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### What your child will learn from this activity

A child-friendly definition of **gravity** – it’s what pulls everything to the earth. We do not use the word **gravity** in the lesson, but rather conduct hands on activities that reinforce how **gravity** works.

If possible show this [YouTube video](#) in a group meeting.

### What to do

**Page 10 & 11, #1 through #8** - The **Child** will drop pieces of paper (flat and crumpled) from different heights and predict which paper will reach the ground first.

**Page 11, # 9** – The **Child** will create a parachute from a plastic sack and observe the air trapped allows the sack to float slowly down.

### Things to think about and do

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

## Motor, Throwing

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### What your child will learn from this activity

The **Child** will throw beanbags to a target. Using an underhanded throw the **Child** will judge the distance and grade the movement needed to “hit” the target.

### What to do

**Home Visitors** should prepare 4 beanbags and a target box to take into the home. The materials used in this activity; beanbags and the prepared target box are key to the success of the activity.

Brainstorm with **Home Visitors** about possible boxes that might be available in their HIPPY family's homes. Examples: pizza boxes, shipping boxes, etc. The beanbags can be made several ways. During training, make a variety of beanbags (socks filled with rice, Ziploc bags filled with beans, etc.). Which beanbag works best? How full to fill them? How big did the cut out shape need to be on the target box? What was the best way to cut out the shapes?

All of these questions can be answered as the **Home Visitors** prepare their home visit props and these answers can be shared with **Parents**. We want to make sure the **Parent** can be successful.

## Things to think about and do

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

## Language, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

This **Literacy** activity will review the story, *Sometimes Big, Sometimes Small*, by reading pages, asking questions and talking about the pictures in the book. It is important to build vocabulary – Review with **Home Visitors** how to use the vocabulary section in the inside cover of the storybook *Sometimes Big, Sometimes Small*. What words were new to the child? Are the **Parents** incorporating the new vocabulary into the everyday activities? Is the **Child** using any of the new vocabulary words?

### What to do

The physical size – big/small – is covered in this activity.

**Activity Sheet 2: Language, Sometimes Big, Sometimes Small**, the **Child** will draw members of their family. The **Parent** will write each person's name on the pictures. Explain to the **Parent** the **Child** is not expected to be an accomplished artist – **Parents** can help or guide the **Child** as they create their drawings of each family member.

The **Child** will cut out each box (not all boxes have to be used) and tape at the appropriate height on a ribbon. Do not take the ribbon, but leave in the home to allow the **Parent** and **Child** to measure throughout the year.

**Home Visitors** might offer possible suggestions such as hanging the tape inside a closet door to allow the **Child** to measure themselves throughout the year. If possible, have the **Parent** or **Home Visitor** take a picture of the finished product.

Sites may choose to provide a ribbon, string or piece of yarn.

## Things to think about and do

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

## My Alphabet Book

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It is important for **Home Visitors** to model the correct sound for each letter. Encourage the parent to revisit the **Alphabet Book**. Ask the parent if the child can identify the letters "A", "B" and "C".



Remind **Home Visitors** we do not want to pull this page – it is to become part of the **Child's alphabet book**.

## Contents

**TIP** Use the Glossary in the **Home Visitor Guide** and review **Number Recognition** and **Number Sense**. Ask **Home Visitors** to share the differences between a number and a numeral.

**TIP** The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. This [resource](#) offers several parent [Training Modules](#).

## Literacy, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

Remind **Home Visitors** to encourage **Parents** to give their **Child time** to respond to questions. **Wait time = Think time**. The **Child** will need time think about the question and then process the answer.

Research shows the typical amount of time a teacher waits between asking a question and a child's response is one second. When wait-time is very short, the child will have little time to think about their response. They tend to give short answers or they may respond, "I don't know." However, when "wait-time" or "think-time" is extended to between three and five seconds, the following results can be seen:

- The length of a child's response increases.
- The number of "I don't know" and no answer responses decreases.
- The number of volunteered, appropriate answers is increased.

There are actually two crucial periods for wait-time/think-time. The first is after you pose a question. The second is after a child responds to your question. The first wait-time interval is important to allow a child to consider a question and express a response. The second wait-time interval is crucial to encouraging that child to continue his/her response or for the parent to extend the idea.

*Source cited: A Questioning Strategy: The Power of Wait-Time/Think-Time*

## What to do

**Activity Sheet 1: Literacy, Sometimes Big, Sometimes Small** – The **Child** will make marks on each picture and express why they feel the child is big or small. There are no right or wrong answers – just the **Child's** opinion. Allow the **Child** time to respond. **Parents** can help by encouraging the **Child** to express their thoughts by asking questions and reinforcing the **Child's** answers.

## Things to think about and do

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

# Math, Numbers and Counting

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## What your child will learn from this activity

Early development of number concepts is critical in developing positive attitudes about math. Engaging children by using concrete materials will help the **Child** gain deeper understanding. Young children need to experience a lot of “doing” and “saying” before written numerals will make sense to them.

## What to do

**Page 6, #1**, instructs the **Child** to cut out the cards on **Activity Sheet 4: Math, Numbers and Counting**. If the **Child** needs help, the **Parent** can assist by cutting out the smaller “number” cards.

**Page 6, # 2**, **Parent** and **Child** will play a math matching games. The **Child** will match the number of boxes on the card to the truck with the same number of boxes.

**Page 6, # 3**, The **Child** will read and place the correct number on the back of each truck, **associating the number word with the set**.

**Note:** Repetition increases learning. If the **Child** has difficulty with this activity, encourage the **Parent** to play the game again during the week.

## Things to think about and do

The **Things to think about and do** expand the learning into the child's everyday life. Individualize to each HIPPY home.

## Science, Physical

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### What your child will learn from this activity

**Magnets** are objects that attract metal. Through experimentation **Children** will discover for themselves which surfaces will attract magnets.

### What to do

Sites may wish to provide a magnet for each home. However, most homes will have a magnet on their refrigerator or many local businesses have free magnets. Each **Home Visitor** needs to prepare a Ziploc bag with 3 metal and 3 non-metal objects to use during role play.

In this activity: The **Child** will explore 2 metal and 3 nonmetal objects.

Following these steps:

- Choose an object
- Predict if it will stick to the magnet
- Test the prediction

After all 6 items have been tested, the **Child** will sort the objects into 2 groups: objects that stick and objects that do not stick.

**Activity Sheet 5: Science, Physical** – The **Child** will draw a picture of each object. (6 pictures total). The **Parent** will write the name of each object under the **Child's** drawing.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Try to share at least one of these [Magnet Fun activities](#) with the **Parent**.

## Motor, Throwing

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### What your child will learn from this activity

Use the Glossary in the **Home Visitor Guide** and review **Following Directions** (page 24). If a **Child** is unable to listen and follow directions, an activity can prove to be difficult for both **Parent** and **Child**.

## What to do

The **Parent** and **Child** will make an 8-inch ball and setup two empty plastic bottles and “bowl.” **Home Visitors** should help each family decide the items in the home that can be used to complete the activity. Plastic soda bottles, small water bottles, plastic cups, etc.

**Hint for Home Visitors:** For role play in the home, take a few plastic cups to use for plastic bottles. Plastic cups stack inside each other and are easy to carry.

**Page 16, # 2** – The **Parent** demonstrates an underhanded throw as they attempt to knock the bottles over.

**Page 16, # 3** – The **Parent** demonstrates an overhanded throw as they attempt to knock the bottles over.

## Things to think about and do

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

## Language, *Sometimes Big, Sometimes Small*

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### What your child will learn from this activity

The Centers for the Social and Emotional Foundations for Early Learning offer many resources. A feeling chart is available online and is a great resource for **Parents** and will help increase the **Child’s** feeling vocabulary. Sites may choose to use [this chart](#) as an additional handout.

## What to do

The **Child** will be asked to:

- Look at the picture on **Activity Sheet 6: Language, Sometimes Big, Sometimes Small** and point to the child who looks happy (sad, tired, bored angry and scared)
- Determine why the child in the picture might be “happy”
- Express what makes the HIPPY child “happy.” **The Parent will write the Child’s response on Activity Sheet 6: Language, Sometimes Big, Sometimes Small**
- Make a “happy” face in the mirror (the **Child** needs to **see** what each facial expression looks like)

Encourage the **Parent** to remember: **Wait time = Think time.**

## Things to think about and do

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

## My Alphabet Book

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HIPPY begins by teaching the **short** vowel. It is important for **Home Visitors** to model the correct sound for each vowel. Sounds simple, but several of the vowels sound very similar and this can be tricky. Introduce [Starfall](#) to **Home Visitors** and **Parents**. This is an additional [Group Meeting resource](#) to reinforce the Alphabet Pages.

Review steps to Alphabet Page:

1. Name and point to each letter
2. Child traces with finger (follow the numbers correctly)
3. Read the rhyme
4. Identify all pictures
5. Circle all "A" pictures
6. Read the rhyme again
7. Trace letters with crayon (follow the numbers correctly)
8. Practice printing between lines the letter
9. Place in the alphabet folder

## Contents

- TIP** Use the Glossary in the **Home Visitor Guide** and review **Picture Reading**. **Picture reading** is often a child's first attempt at reading and helps bridge the connection between letters and the first efforts to read. An example of **picture reading** is environmental print. A resource article on environmental print is available at [Reading Rockets.org](http://ReadingRockets.org).
- TIP** Review with **Home Visitors** how important reading aloud is to a **Child's** reading success. [Readaloud.org](http://Readaloud.org) research reports show that reading aloud is the single most important thing you can do to help a child prepare for reading and learning. Visit this [link](#) to review with **Home Visitors** "Why Read Aloud" is so important to increasing a **Child's** chances to succeed in school.

## Literacy, *The Alphabet Parade*

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### What your child will learn from this activity

Use the Glossary in the **Home Visitor Guide** and review **Phonological Awareness**. Have one **Home Visitor** read the definition. Utilize this [link](#), to lead a discussion between phonemic awareness and phonological awareness. What is the difference?

### What to do

***The Alphabet Parade: From A to Z*** book was introduced at the end of the Year 1 curriculum. It is important for **Home Visitors** to make sure **Parents** enrolled in the previous year can locate the book. Don't assume the **Parent** has it, but have the **Parent** locate the book while the **Home Visitor** is in the home. If the **Parent** is unable to find the book, it will need to be reissued.

**Note:** Some activities are different in the Spanish curriculum for ***The Alphabet Parade: From Z to Z***. Please be sure to look carefully at each packet before role playing with **Home Visitors**.

**Hint:** New **Home Visitors** may be assigned to a Year 2 family that participated in Year 1. The **Coordinator** may have knowledge that could be valuable to the newly assigned **Home Visitor**. **Coordinators** might plan to meet with each new **Home Visitor** on an individual basis.

***Alphabet Parade*** is the third book of the Year 2 curriculum. **Home Visitors** should

review the **Resources for Families: What's Good About Sharing Books**. This week, allow the **Parent** to share a few important key points.

**Page 2, #2** – We introduce the word rhyme and offer a child friendly definition. Rhyming is a concept that many children struggle with, but is important for reading.

**Page 4, #7** – The **Child** will choose a few cards (they do not have to use all cards). from **Activity Sheet 1: Literacy, The Alphabet Parade** and color them. The three blank cards are for the **Child** to make a picture of someone or something that might join their parade.

The **Child** will glue the cards to create a picture parade on **Activity Sheet 2: Literacy, The Alphabet Parade**. The cards may be placed in any order. Encourage the **Child** to identify the letters, “a”, “b” and “e”, which have been introduced in the **My Alphabet Book** activities.

**Note:** Mary Doyle, the author, is a past elementary teacher, HIPPY USA National Trainer and State HIPPY Director of Rhode Island. She is also a recipient of the Avima D. Lombard Award.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Remind **Home Visitors** to review the front and back cover of ***The Alphabet Parade***.

## Math, Inside/Outside

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### What your child will learn from this activity

Inside and outside are positional words. Brainstorm with **Home Visitors** how inside and outside positional words relate to **Math**.

Clifford has a wonderful [online game](#) that reviews positional words.

HIPPY is preparing the **Child** for Kindergarten. To help cover skills needed for school, HIPPY staff must know what skills will be expected in Kindergarten.

### Kindergarten Common Core Standard

CCSS.MATH.CONTENT.K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as **above, below, beside, in front of, behind, and next to**.



## What to do

Parent and child will:

- Place coins inside and outside cups
- Move inside and outside a circle
- Organize pictures into two columns – inside/outside objects

**Home Visitors** should help the **Parent** choose the materials needed to complete the activities (yarn, string, etc.).

## Things to think about and do

The **Things to think about and do** expand the learning into the child's everyday life. Individualize to each HIPPY home.

# Science, Physical

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## What your child will learn from this activity

Using the **Home Visitor Guide** review the **Science** domain **Typical Growth and Development** (page 15) covered for all age groups.

## What to do

The **Parent** and **Child** will experiment and learn that materials (eggs) float better in salt water than fresh water. Salt water is denser than fresh water, and the egg does not sink like it usually does. The key is, the denser the liquid the easier the object will float in it.

## Helpful hints for the activity:

- Use warm water
- Raw eggs at room temperature work best.
- Use **at least** 6 Tablespoons of salt.
- Be careful to not disturb or mix (**do not stir**) the salty water with the plain water.

**Activity Sheet 5: Science, Physical** – Will be used to record observations.

## Things to think about and do

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

## Motor, Throwing

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### What your child will learn from this activity

Use the Glossary in the **Home Visitor Guide** and review **Eye Hand Coordination**.

### What to do

The **parent** and **child** will throw and catch a ball over a rope (3 feet high, 6 feet apart). It is important to throw the ball with as much arc as possible. This allows the **child** more time to “connect” visually with the ball. If a **child** has difficulty, a balloon or scarf could be used. Using a balloon or scarf will slow the rise and fall of the object. It allows the **child** more time to make **eye hand coordination**.

## Things to think about and do

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

## Language, *The Alphabet Parade*

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### What your child will learn from this activity

**Letter knowledge** enables a **Child** to recognize letters of the alphabet, in both capital letter and lowercase form. Use the Glossary in the **Home Visitor Guide** and review **Letter Recognition** (page 25). How many letters do Kindergarten teachers expect a **Child** to know upon entering Kindergarten? Check with your local Kindergarten teachers to find out the answer.

### What to do

Remind **Home Visitors** to emphasize to the **Parent** how to teach new vocabulary to the **Child** (located inside the book cover).

The **Parent** will write each letter of the child’s name on the cards – **Activity Sheet 6: Language, The Alphabet Parade**. **Home Visitors** should remind the **Parent** to use upper case and lower case (example: Mary).

**Page 19, #4** – The **Parent** will read the story stopping when you come to a letter the **Child’s** name.

## Things to think about and do

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

## My Alphabet Book

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It is important for **Home Visitors** to model the correct sound for each letter.

**Page 21, #2** – Remind the **Parent** to give the **Child** “wait time = think time”.

## Contents

- TIP** Recalling the facts of a story in order is a skill that supports comprehension. Sequencing is an important part of problem solving across all subjects. Why teach story sequence? 1) It supports comprehension and 2) Sequencing helps the **Child** organize information and ideas efficiently. For additional information on sequencing, utilize this [link](#).
- TIP** Ask **Home Visitors** if lack of sleep affects their day. Are they tired? Irritable? Sleep is very important for **all** of us. It is important to help **Parents** setup good bedtime routines. A bedtime routine is a great way to ensure that the HIPPY child is getting enough sleep. Here are a few hints for **Parents**:
- Include a winding-down period during the half hour before bedtime
  - Stick to a bedtime, alerting your child both half an hour and 10 minutes beforehand
  - Set (and keep) fixed times for going to bed, waking up, and taking naps
  - Keep consistent playtimes and mealtimes
  - Tuck your child into bed snugly for a feeling of security

## Literacy, *The Alphabet Parade*

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### What your child will learn from this activity

Use the Glossary in the **Home Visitor Guide** and review **Memory Recall** . Take time during the weekly staff training to access several of the links. **Home Visitors** need to have additional resources for the parent.

### What to do

The **Child** will recall something they liked about ***The Alphabet Parade: From A to Z*** book. Encourage **Parents** to give the **Child** time to respond. Some children may need help in expressing their thoughts. Guide the **Parent** in strategies to help the **Child** express language. 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. In Year 2 we want to encourage the (by modeling) to answer in a complete sentence.

Remember accept any reasonable answer – and allow the children to feel safe to express themselves.

**Activity Sheet 1: Literacy, The Alphabet Parade** – **Parent** and **Child** will play a memory game. It is important for the **Parent** to name the character on the card.

On **Page 4**, the **Child** will match the card to the same illustration in the book. Allow the **Child** to turn the pages and find the illustration. Encourage the **Parent** to name the letter on each page in the book.

**Note:** Some activities are different in the Spanish curriculum for ***The Alphabet Parade: From Z to Z***. Please be sure to look carefully at each packet before role playing with **Home Visitors**.

### Things to think about and do

Reinforce the **Things to think about and do** activities. Take a few (5) items out to role play the first **Things to think about and do** activity. It is important to encourage **Parents** to complete these activities.

## Math, Between

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### What your child will learn from this activity

Between is a positional word. Brainstorm with **Home Visitors** how between is used in **Math**.

- To know where to write an answer – between the lines
- To help identify and describe variations in patterns, etc.

### What to do

Concrete items (plate, chair, spoon, etc.) will be used to help the **Child** gain understanding of **between**. Using concrete items allows the **Child** to manipulate the items. This hands on method allows the **Child** to be engaged and experience learning by “doing” and “saying.”

**Hint:** If a **Child** has knowledge of the word between, following two-step directions is another skill reinforced in this activity.

## Things to think about and do

The **Things to think about and do** expand the learning into the child's everyday life. Individualize to each HIPPY home.

## Science, Physical

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### What your child will learn from this activity

In this **Science** activity, children will make three different types of bubbles. How are they the same and/or different? Encourage the **Parent** to use the vocabulary words same and different.

### What to do

The **Child** will use three different objects to create bubbles. **Home Visitors** should brainstorm with the parent items which could be used that are available in the home. Ask **Home Visitors** to share possible items found in the homes that could be used to complete the activity. (Example: slotted spoon, colanders, jar lids, fly swatters, etc)

Steve Spangler Science has a wonderful bubble snake blower. Share this [link](#) with Home Visitors:

**Helpful hint for the activity: Cheaper detergent works best.**

**Activity Sheet 3: Science, Physical** – Will be used to record observations: items used to create bubbles, predictions and “record” predictions by drawing.

## Things to think about and do

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

## Motor, Games We Play

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### What your child will learn from this activity

Playing games is helps increase a child's social skills. Taking turns, listening, waiting, interacting with others are all skills that can be learned by playing games. Remind **Home Visitors/Parents** modeling “appropriate” behavior is important. **Children learn by watching.**

### What to do

The **Parent** and **Child** will use four colored circles (**Activity Sheet 4 and 5**) to designate how to move. (If possible, provide 4 sticks or straws for the circles.)

**Red = Stop, Blue = Hop, Yellow = Walk Slowly and Green = Go**

The **Parent** will take the lead and model how the game is played. After repeating the game several times, the **Child** will take the role as leader.

### Things to think about and do

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

## Language, *The Alphabet Parade*

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### What your child will learn from this activity

HIPPY has introduced the parts of a book: cover, title, author, pages, etc. In this activity HIPPY asks the **Child** to point and name these parts. **Parents** should create an environment where children feel safe to learn. **Home Visitors** should encourage **parents** to give their **Child** messages of respect, love, and approval as they complete the HIPPY activities. A safe learning environment will help enable the **Child** to develop a positive attitude towards learning. **Remember the three Cs method: Confirm, Complete, Correct** should be reinforced.

Remember to reverse role play – This activity is an excellent time to check for **Parent** understanding. Remind **Home Visitors** to make periodic mistakes.

### What to do

This activity will reinforce: the parts of a book, how to read a story and details about the story. On **Activity Sheet 6: Language, The Alphabet Parade** the **Child** will draw their favorite part of the book. Remind **Parents** we do not expect the drawing to be perfect. Encourage the **Parent** to assist if the **Child** needs help – add to the drawing. Ask **Home Visitors/Parents** how they learned to draw? Did they watch someone?

### Things to think about and do

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

## My Alphabet Book

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It is important for **Home Visitors** to model the correct sound for each letter.

**Page 21, #2** – Remind the **Parent** to give the **Child** “wait time = think time”.

## Contents

**TIP** Help the **Parent** realize how important real world/daily life learning is to their **Child's** success and praise the **Parents** for efforts made in this area. Encourage and give specific examples on how to integrate HIPPY learning into their everyday world. Example: As the **Child** gets dressed, talk about the color of his/her shirt.

Ask the **Parent** to share some of their **Child's** interests with the **Home Visitor**. One advantage of the HIPPY program is the personal connection we have with the families. **Home Visitors** develop bonds with each family and learn about their individual likes and needs. Encourage **Home Visitors** to ask the **Parent** a few questions regarding the **Child's** interests.

Possible questions:

- What is your child's favorite HIPPY book?
- What is your child's favorite food?
- What is your child's favorite color?
- Who are your child's best friends?
- What is your child's favorite game to play outside?
- Does your child have a favorite chore they like to help you with?

**TIP** Listening is a skill that we can help our children improve. Like a muscle, it needs constant exercise to grow stronger. Children with good listening skills perform better in school and are more successful in social relationships. How do we increase listening skills?

1. Listen to your child
2. Make eye contact
3. Engage them
4. Turn off distractions – TV, Cell phones, etc.



## Literacy, *The Alphabet Parade*

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### What your child will learn from this activity

Explain to **Home Visitor** what **Shared Reading** means. **Shared Reading** is an interactive reading experience that occurs when the **Child** joins in or shares the reading of a book or other text while guided and supported by an adult. After role playing this activity, have a **Home Visitor** point out where **Shared Reading** has occurred.

### What to do

The **Child** will create a book that relates to the story – ***The Alphabet Parade: From A to Z.***

**Activity Sheet 1: Literacy, The Alphabet Parade** – The **child** will name and then cut out all 6 cards and make a book.

**Page 3, #4** – The **child** and **parent** will read their book together. Point out to **Home Visitors/Parents** that the book should be read at least twice. (See instructions in parenthesis – **page 3, after #5**)

**Note:** Some activities are different in the Spanish curriculum for ***The Alphabet Parade: From Z to Z.*** Please be sure to look carefully at each packet before role playing with **Home Visitors**.

### Things to think about and do

Reinforce the **Things to think about and do** activities. If possible, at **Group Meeting** present a presentation on **Shared Reading**. Many elementary schools have reading intervention specialists that might be willing to speak to HIPPI parent groups.

## Math, Shapes and Colors

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### What your child will learn from this activity

Does the **Child** know their primary colors? It is important to provide extra materials or strategies to help the **Child** learn the basic colors. This activity will cover the primary colors – red, blue and yellow.

## What to do

The HIPPY shapes were introduced in the Year 1 curriculum. A returning **Child** should have the shapes, however **Home Visitors** should check to see if any shapes are missing. If the **Child** is “new” to HIPPY, the shapes will need to be issued.

## Things to think about and do

The **Things to think about and do** expand the learning into the child’s everyday life. Individualize to each HIPPY home. Point out shapes to the **Parent** that are in the home. Example: circle – clock, square – table, etc.

## Science, Physical

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### What your child will learn from this activity

Are the **Parents** enjoying the **Science** activities? Have **Home Visitors** share which Science activity their **Parents** have enjoyed. Have there been any issues? Receiving weekly feedback from **Home Visitors** is key to a successful program.

### What to do

It is important to provide or help the family find the materials needed to make the balancing scale. Inexpensive foam cups and yarn could be provided. ***Availability of materials insures the success of the activity.***

**Hint:** A plastic coat hanger works best for this activity and taping the strings onto the coat hanger will keep the cups from slipping – stay in place.

Many new science words will be introduced to the **Child**; investigate, balance, scale, heavier, lighter, etc. There is no recording sheet for this activity, but **Home Visitors** should encourage **Parents** to make notes on the lesson as they complete the activity. **Parent** notes help the **Home Visitor** the following week when they review the lesson.

### Things to think about and do

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

## Motor, Jumping

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### 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).

### Types of Jumps Arranged by Developmental Stages

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

### What to do

**Parents** may not feel comfortable doing the jumping activities. Reversing role play will allow the **Home Visitor** to model jumping correctly.

**Hint: Home Visitors** need to wear footwear and clothing that are appropriate for “jumping.”

### Things to think about and do

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

## Language, *The Alphabet Parade*

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### What your child will learn from this activity

Many people assume that creativity is an inborn talent that their children either do or do not have it. But actually, creativity is more skill than inborn talent, and it is a skill parents can help their kids develop. **A key resource is time.** Give the child time to create.

Source: [7 Ways to Foster Creativity in Your Child](#)

### What to do

Encourage the **Parent** to give the **Child** time to answer. Discuss with **Home Visitors** how questioning a **Child** using opened-ended questions helps to extend the **Child's**

experience. Open-ended questions help encourage meaningful conversation with a child. Remind **Home Visitors** to emphasize to **Parents** how important it is to really “listen to” (or wait for) the **Child’s** response to the questions. Ask each **Home Visitor** to give you an example of an open-ended question in each of the following areas. (See below)

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

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

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

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

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

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

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

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

### Things to think about and do

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

## My Alphabet Book

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It is important for **Home Visitors** to model the correct sound for each letter.

[Starfall](#) is an excellent resource for correct pronunciation. In this activity we are teaching the /H/ sound. Have the **Child** hold up their hand and they can feel their breath on their hand when they make the /h/sound.