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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, *A Surprise for Reggie*

What your child will learn from this activity

Have **Home Visitors** review the “What’s good about sharing books” (page 2). During staff development have each **Home Visitor** share 2 or 3 bullets and expand on the meaning. Example: Some books help develop children’s imagination. How? Through books a **child** has the opportunity to visit other worlds and create new ones of their own. (*Sounds I Hear* introduced the **child** to a world of different sounds – some city, some country.)

What to do

The **Parent** will introduce the new book, *A Surprise for Reggie*, by looking at the picture of Reggie on **page 3**. **Remind Parents to give their child time to answer.**

Page 5, Activity Sheet 1 – The activity has the **Child** draw items they think Reggie might be looking for. Some children might have trouble drawing the item. The quality of the drawing is not as important as the knowledge of what Reggie might be looking for. For a child that refuses to draw items, **Parents** might help by modeling how to draw the item. Example: a ball is a circle. Encourage the **Parent** to model drawing items. Modeling will help encourage the **Child** to attempt. Remind **Parents** it is not the quality of the drawing that is important, but the recalling the story details.

Do you have some HIPPY children that do not like to color a picture? Offer possible alternatives for coloring: using glue and small pieces of paper to fill in areas, finger

paint, markers, colored pencils, etc. All of these activities will help strengthen fine motor muscles in the **Child's** hand.

Things to think about and do

Ask the **Parent** to identify a word from the vocabulary, located in the front of the book, which may be new to their **Child**. Have the **Parent** give you a **Child** friendly definition. **Home Visitors** need to help the **Parent** understand how important it is to use the new words throughout the next few weeks. Using the new vocabulary in their everyday life will help the **Child** “own it.” Learning a new word is most effective when it is meaningful. “Owning” a word is using it correctly in conversation and writing.

Math, Shapes and Colors

What your child will learn from this activity

We will review the shapes: **circle, triangle, square and rectangle**. Point out to **Home Visitors** that the activity this week breaks down each shape by using language to describe similarities and differences. **Review the Kindergarten Common Core Standard: CCSS.MATH.CONTENT.K.G.B.4**

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

What to do

The **Child** will use the concrete manipulative shapes (plastic shapes) and pictorial representation (Activity Sheet 2).

On page 8, the last instruction is to cut out the shapes (**Activity Sheet 2**) and create a design or picture. Encourage the **Parents** to have the **Child** talk about the shapes they used. If the **Child** enjoyed this activity, they could use their “plastic shapes” to create other designs.

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, Building Structures

What your child will learn from this activity

Just as in all play, there are developmental stages of building with blocks. Some children will just stack the items and other will build an enclosure incorporating patterns and balance and naming their structures. Share with **Home Visitors** the different [stages of block play](#) and talk about how we may see these stages in this week's activity.

What to do

The **Parent** and **Child** will go on a walk and make observations about materials and compare/contrast different building and structures. There are a variety of buildings that the **Child** may see (depending on where they live):

- House
- Grocery stores
- Playhouses
- Sheds
- Swing sets (structure)
- Storm cellars
- Barns
- Deer stands (smile)

Each of these structures have several different attributes; tall/short, brick/wood, round/square/rectangle, etc.

(Page 10, #1) The observations will be drawn/recorded on paper. (**Home Visitors** can suggest using old activity sheets for the paper to record sketches.) The quality of the sketches is not as important as observing and recording the data. **Ex. House = rectangle with triangle on top, a swing set – slanted, lying and standing down lines drawn, etc.**

(Page 11, # 2) **Parent** and **Child** will return home and use their drawings to construct one of the buildings seen on their walk. It is acceptable for the **Parent** to **guide**, but not

build, the structure. **Home Visitors** should individualize (anticipate what the **Child** and **Parent** may see on their walk) and offer suggestions for the building materials. Materials found in the home can be: shoe boxes, pots, cookie sheets, canned food, straws, sticks, etc. Encourage the **Home Visitors** to allow the **Parent** to share possible items that can be used to create the structure.

(Page 12, # 3) After the **Parent** and **Child** complete the structure, these questions will be answered. Sites may also want to pull page 12 (in addition to HUSA recommended Week 11 pull page). Encourage **Parents** to take a picture of their structure, so **Home Visitors** can see and validate their hard work.

Things to think about and do

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

Motor, Jumping

What your child will learn from this activity

A possible staff development – Invite an **Occupational Therapist** to present a staff development on the benefits of jumping. Why do we have jumping activities? One reason is to improve balance and coordination. An occupational therapist can share their knowledge about the sense of **Proprioception**. We know about the big 5: sight, smell, taste, sound, feel. **Proprioception** is an under recognized sense that humans rely heavily on. When we dance or jump, **proprioception** helps us negotiate the movements without falling over. It is the sense within our joints and muscles that allows us to dance and move about without falling. **Proprioception** gives us a sense of where our body is in space.

What to do

This activity is similar to Week 4. Make sure **Parents** know what they will use to “make the stream.” Possible substitutions could be: 2 rolled up bath towels, a mop and broom handle, etc. **Home Visitors** should help the **Parent** decide what items could be used if 2 ropes/strings are not available.

Special note: 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, *A Surprise for Reggie*

What your child will learn from this activity

It’s helpful to know what learning and thinking skills a **Child** should be developing by age 3 or 4. Review the following list with **Home Visitors**.

Thinking

- Is starting to recognize cause-and-effect relationships.
- Thinks literally (and takes statements and questions at face value).
- Is starting to develop logical thinking (and understands connections and consequences).
- Attempts to solve simple problems rather than rushing to ask for help.

What to do

Treasure and clue may have been new vocabulary words introduced to the **HIPPY Child** this week. This language activity discusses the meaning of treasure and clue and is reinforced by identifying each “clue” picture and playing a concentration game using these “clue” pictures.

Things to think about and do

Reinforce the **Things to think about and do** activities. Review the vocabulary section in the front of the storybook, *A Surprise for Reggie*. **Home Visitors** should allow the **Parent** to demonstrate (role play) the understanding of the steps introducing new vocabulary. Remind the **Parent** – these steps can be used with any book.

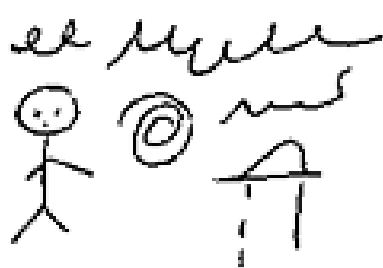
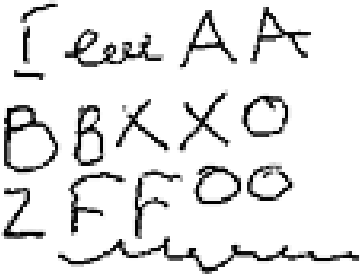


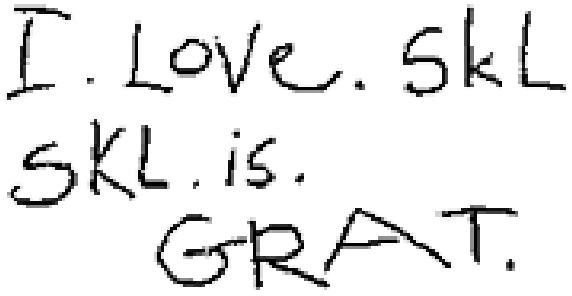
My Alphabet Book

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 /I/ sound. All vowels are introduced using the short I sound. Encourage **Parents** when writing the letter (or printing the child’s name) to do so using one stroke or letter at a time. Example” the stroke in the letter I is: a long vertical line “I” and then two short horizontal lines top/bottom “-“ It is important to give the **child** time to copy or retrace correctly.

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TIP Utilize the chart below to help **Home Visitors** have a visual of the preschool writing stages. This chart can be found on the **HIPPY USA web site** and can be used as a handout for training staff.

Stage 1	Stage 2	Stage 3
		
<p>Scribbles from left to right.</p> <p>Draws picture only.</p>	<p>Uses letters in drawings.</p>	<p>Uses beginning sounds only to communicate about drawing.</p>
Stage 4		Stage 5
		
<p>Uses beginning, ending and middle sounds to write words.</p> <p>Reads writing back to teacher</p> <p>Uses invented spelling to write a sentence.</p>		<p>Writes recognizable words as well as sound spelling to write sentences.</p> <p>Writes from left to right.</p> <p>Is aware of space between words.</p> <p>Experiments with punctuation.</p>

TIP Keeping our children safe is paramount. It is important for **Parents** to talk with their **Child** (not scare them) about personal safety. If possible, offer the **Child Safety** topic at a Group Meeting. Many State Attorney General Office's have presenters that are willing to speak with parent groups. In addition, [Safely Ever After](#) is a wonderful web site for resources for **Parents** and **HIPPY staff**. Take the time to review the latest information on child safety. The focus has shifted from "Stranger Danger" to "Tricky People".

Did you know:

- It takes less than a minute for a predator to lure a child away?
- 90% of childhood sexual abuse occurs by someone the child knows?
- Even very young children can be taught some important safety rules and skills?

Because there's more to keeping kids safe than just teaching the "stranger-danger" concept.

Literacy, *A Surprise for Reggie*

What your child will learn from this activity

Explain to **Home Visitors** that **Literacy** builds language knowledge. By exposing the **Child** to storybooks, the **Child** encounters many new words. Everyday oral language does not contain all those words. Possible new vocabulary from *A Surprise for Reggie* may include: peek, shrugged, tossed, etc. Review with **Home Visitors** how to use the **Vocabulary** section in the back of each storybook. Is the **Home Visitor** reversing role play and allowing the **Parent** to demonstrate how to introduce a new vocabulary word? Teaching a method (teaching new vocabulary) requires assessing to see if the method is understood. Encourage **Home Visitors** to reverse the role-play on a **Literacy** activity and have the **Parent** demonstrate how to use the vocabulary section in the book.

What to do

(Page 2) The **Parent** will reread the entire book and then ask the following comprehension questions for each page. If the **Child** is unable to answer, have the **Parent** reread the page and ask the questions again. Remind **Home Visitors** rereading is a story comprehension strategy.

(Page 3, Activity Sheet 1) The activity has the **Child** color a picture of Reggie that will be used to create a puzzle. **Activity Sheet 2** will be the base the colored pieces will be

arranged on.

(Page 3, #8) The **Child** will glue each piece in place. Remind **Parents** to spread glue on the puzzle piece. Point out the last instruction is to have the **Child** write their name on the puzzle. If the **Child** has trouble writing their name, have **Home Visitors** offer a strategy. **Example:** Have the **Parent** write one letter at a time (modeling) and the **Child** can retrace.

Staff Development extension: Have each **Home Visitor** share one fine motor strengthening activity. **Examples:** Weight bearing activities (crawling) help to strengthen the fine motor muscles in the hand.

Things to think about and do

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

Math, Shapes and Colors

What your child will learn from this activity

Visual discrimination helps a **Child** to see subtle differences between objects or pictures. This visual perceptual skill can be described as “paying attention to detail”. A rectangle and a square are similar, but there is a difference.

What to do

(Page 7, #1) The **Child** will hand each shape to the **Parent** and the **Parent** will reinforce the shape name and color and place in a row. **This instruction is repeated for each color.** When completed there will be 4 stacks – one stack of circles (red, blue, green, and yellow), one stack of squares (red, blue, green, and yellow), etc.

Special note: Activity Sheet 3 will not be used until #2.

(Page 7, # 2) The **Child** will place the stack of circles on the circle, etc. on **Activity Sheet 3.**

Things to think about and do

Reinforce the **Things to think about and do** activities. Remind Home Visitor to role-play one extension (per activity.)

Science, Building Structures

What your child will learn from this activity

Review the **Science** domain in the **Home Visitor Guide** (page 17).

What to do

The **Parent** and **Child** will make a tower from items in the home. **Home Visitors** should guide the **Parents** to find appropriate materials to construct their tower. Brainstorm with **Home Visitors** about possible items that might be in the homes:

- Shoe boxes
- Cans
- Water bottles
- Pizza boxes
- Cereal boxes
- Paper towel/gift wrap roll
- Wood scraps
- Sticks
- Empty flower pots
- Pans

(Page 12, #6) The **Parent** and **Child** will measure their tower. Have **Parents** write down the measurement.

Things to think about and do

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

Motor, Jumping

What your child will learn from this activity

Ask **Home Visitors** how many letters the **Child** can recognize? Engage the **Parent** in a discussion of which letters their **Child** can identify by name. Kindergarten teacher's expectations usually include a **Child** entering kindergarten able to identify 10 to 15

letters. In the past 11 weeks, the **Child** and **Parent** have written (saying each letter as they write) their name many times. This simple activity helped teach the **HIPPY Child** to identify the letters in their name.

What to do

The **Child** will move (jump, tiptoe, hop, etc.) to the letters that are included in their name. The **Parents** will write each letter, included in the **Child's** name, on a separate paper plate (or sheet of paper.) Don't forget to remind the **Parent** to use upper case (1st letter in the name) and lower case letters.

Special note: Sites may choose to provide inexpensive small paper plates. If not, the back of old activities (cut in half) can be used.

Things to think about and do

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

Language, *A Surprise for Reggie*

What your child will learn from this activity

Parent and **Child** will play a game sequencing the story. The **Parent** models important social skills required in playing. Taking turns, obeys game rules, being a good winner, etc. Brainstorm with **Home Visitors** other social skills needed in playing board games.

What to do

The game is to reinforce and encourage language when describing events from the story.

(Page 18, #4) The following questions will be asked on each turn: (Have **Home Visitors** identify the skill. A few possible examples are included in **red**.)

- Pick and identify the number (**number recognition**)
- Describe the picture (**expressive language**)
- What happened in the story? (**story comprehension**)
- Who's turn? (**Social emotional – taking turns**)

Things to think about and do

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

My Alphabet Book

Coordinators should refer to each school district **Handwriting/Print** chart. Does the school teach writing the letter J with the top on or off? **HIPPY** wants to reinforce the learning that is taking place in the school where the **Child** will attend.

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TIP “**Moving to learn**” is important in young children. Learning the letters in the alphabet should include more than drill and practice visual learning. It is important to incorporate a variety of learning styles. Brainstorm with **Home Visitors** other creative ways letter recognition can be accomplished. An example of **kinesthetic/tactile learning** is sandpaper letters. **The HIPPY Child** can feel the sandpaper letter and repeat the name of the letter and then the sound, then trace repeatedly on the sandpaper and then lift the finger off to form the letter in the air.

TIP **Consistency** is essential to a **Child**. **Consistency** means that rules and expectations are the same from one time to another. **Consistency** makes the **Child’s** world predictable and less confusing. Ask **Home Visitors** to think about examples when routines are changed. What do they notice concerning a **Child’s** behavior? **Example:** Many routines are changed during holiday seasons. Are children well behaved or do we see more “melt downs”?

Special note: Co-parenting occurs in more than 55% of HIPPY families. **Home Visitors** might emphasize to **Parents** how important it is to have the **same** rules and routines (or similar) in both homes. **Example:** The same bedtime routines, safety rules, TV time – what the **Child** can watch and how long the **Child** can watch. Writing these rules, routines and schedules down will help their **Child** have order and consistency.

Literacy, A Surprise for Reggie

What your child will learn from this activity

Have **Home Visitors** think about a person in their life that read to them. Did they enjoy being read to? Have a discussion about what they like and don’t like about being read to. **Examples include:** A reader using inflection/reader changes their voice for each character, reader chooses a story that is easy to understand/follow, the reader uses eye contact, etc.

What to do

The **Child** will look throughout the book, *A Surprise for Reggie*, and look for a picture/illustration to describe specific parts of the story.

(Page 4, #9) The **Child** will draw a picture of their favorite part of the story on **Activity Sheet 1**. Remind **Home Visitors** to encourage **Parents** to encourage their **Child** as they draw. **Parents** can help suggest how to draw a cookie and cookie jar. **Example:** Draw or trace a circle and use a crayon to make chocolate chips on the cookie.

Things to think about and do

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

Math, Shapes and Colors

What your child will learn from this activity

How important are listening skills in Math? Review the links to [Listening Skills](#) in the **Home Visitor Guide**. Encourage **Home Visitors** to share these three simple steps

1. Simple, one-step directions are easiest for young children to follow.
2. State a simple consequence that will take place if the child ignores you.
3. Follow through. Be Consistent.

What to do

This activity reviews all the shapes introduced. **With Activity Sheet 2**, the **Child** will listen to the **Parent** instructions (page 7) and draw a line from a specific shape to another specific shape.

Things to think about and do

Reinforce the **Things to think about and do** activities. Remind Home Visitor to role-play one extension (per activity.)

Science, Building Structures

What your child will learn from this activity

Review the term [STEM](#) found as a link in the **Home Visitor Guide** (page 30). What is the difference in STEM and STEAM? Make sure **Home Visitors** know that STEM stands for Science, Technology, Engineering and Mathematics. **(The A in Steam stands for Art.)**

What to do

Activity Sheet 3 contains pictures of four different structures. The **Parent** will ask the following questions for **each** building picture:

1. What does this building look like?
2. Can you go inside? Show me the door?
3. What do you think this building is used for?
4. What goes in this building?
5. What could you do inside this building?
6. What is on the top of this building?
7. Do you see any windows?
8. What materials were used to construct the building?

Remind the **Parent** to give their **Child** time to answer – **Wait Time = Think Time**.

(Page 10, #2) The **Child** will build a structure for their toy.

Things to think about and do

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

Motor, Jumping

What your child will learn from this activity

Review the term/skill **balance** in the **Home Visitor Guide** (page 20.) Have a **Home Visitor** read the definition of **balance**.

What to do

What is a scissor jump? Do **Home Visitors** know how to demonstrate for families?

Scissor Jumps

Step 1: Stand with right foot in front of left, spaced about 2 feet apart. Extend right arm behind you and left arm in front of you, elbows comfortably bent near 90 degrees.

Step 2: Quickly jump up and switch arm and leg positions while in the air, so you land with left foot in front of right foot, right arm in front of your body, left arm behind you.

Repeat: Continue jumping and alternating legs for 1 minute.



Special Note: The picture on page 14 shows more of a jumping jack rather than a scissor kick.

Things to think about and do

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

Language, *A Surprise for Reggie*

What your child will learn from this activity

It is important to have **Home Visitors** use the **Home Visitor Guide** as a resource. Allow each **Home Visitor** to share the definition of each term: story recall, p.32, story sequencing, p.32, eye hand control, p.23, fine motor, p.24. Allow the **Home Visitor** to use their own words to define a term and then follow up (if needed) with a complete definition of the term (Confirm, Complete, Correct).

What to do

It is important for the **Child** to “tell” the **Parent** about each picture. Expressing the story details and focusing on when each event happened reinforces story comprehension.

3 Parts make up a story:

1. The **beginning** catches your attention and makes you want to read more.
2. The **middle** contains details about the topic.
3. The **end** helps bring the story to a close and the problem is solved.

Things to think about and do

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

My Alphabet Book

Make sure **Home Visitors** can model the correct /k/ sound and printing of ‘K’ and ‘k.’ [Starfall](#) is an excellent resource for staff and **Parents**. Utilize this link during staff development and at Group Meetings.

Contents

TIP It is important to engage children in **Math Readiness** activities that are meaningful. What is meant by the term “**meaningful?**” Explain to **Home Visitors** children are more likely to make an effort when they understand “the why” **and** when the material interests them. **Example:** A **Child** usually will make sure the numbers of candles on his birthday cake are correct.

TIP **Tips** are meant to give information by talking with the **Parent**. **Home Visitors** need to determine what the **Parent** knows to individualize each tip. **Example:** Ask the **Parent** is your **Child** a **picky eater**? What foods do they like best? This allows the **Home Visitor** to individualize and focus on key points. You may find out the **Child’s** diet is primarily fast food. This information would guide the **Home Visitor** to focus on healthy choices.

Home Visitors should talk with **Parents** and find out if their **Child** is a **picky eater**. How a **Parent** responds to a **picky eater** is important.

A few suggestions:

- Don’t use foods for punishment or reward.
- Don’t force the **Child** to eat.

Utilize this [link](#) to learn more about Healthy Eating Habits.

Special Note: It is important to conduct ongoing monitoring of **Home Visits**. This allows the **Coordinator** to assess the quality of interactions and role play. What level is the **Home Visitor** able to deliver the **Tips**? Are you seeing guided discussion occur? **Guided Discussion** allows the **Parent** to share their knowledge and experiences. Some tips to share with **Home Visitors** regarding **Guided Discussion**:

- Determine what the **Parent** knows and build on this knowledge
- Draw out information the **Parent** knows – **allow the Parent to contribute** and feel valued.
- Exercise patience and tact – do not judge and “wait time = think time”

Simply stated, guided discussion should be a two-way conversation.

Literacy, *A Surprise for Reggie*

What your child will learn from this activity

The **Child** will create a **story map**. Define **story map** for the **Home Visitor**.

Story Map – a strategy that uses a graphic organizer to help the reader learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, the reader learns the details. Refer to **Activity Sheet 1 (page 4)**

What to do

The **Parent** and **Child** will review the story, *A Surprise for Reggie*, and discuss story elements. There are five elements in a story: the characters, the setting, the plot, the problem and the solution. In this activity, we will create a story map and focus on four – the characters, the setting, the problem and the solution.

The **Child** will draw pictures for each story element. The quality of the drawing is not as important as the **child's understanding** of the story. Encourage **Parents** to allow the **Child** to look back through the story to help them complete the **story map**. **Parents** can help guide, but not do the actual drawing. **Example:** What was the problem in the story? *It was raining and Reggie was full of energy.* How would we draw the problem?

Things to think about and do

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

Math, Shapes and Colors

What your child will learn from this activity

Offer **Home Visitors** the definition of a **matrix**. A **matrix** is an organizational grid that organizes information with common characteristics into rows and columns.

What to do

This activity introduces matrix. The **Child** will place shapes by two attributes – color and shape name – on a specific item.

Special note: If a **Child** is having trouble identifying the shapes, **Home Visitors** should model how to complete the matrix. **Home Visitors** may choose to reverse role play and include a periodic mistake – not identifying a shape. How will the **Parent** respond?

Things to think about and do

Reinforce the **Things to think about and do** activities. Remind Home Visitor to role-play one extension (per activity.)

Science, Building Structures

What your child will learn from this activity

Review the term **Problem solving** (p.29) in the **Home Visitor Guide**. Then refer to the Scope and Sequence (p. 8, Science). How many times have we completed an activity related to **problem solving** (3)? How many will we complete in the following weeks (8)?

What to do

Encourage **Home Visitors** to read the story about the bridge with enthusiasm (and slowly). If a **Child** has trouble answering or paying attention, have the **Child** close their eyes and reread the story about the bridge. Can they hear the crunching sound? On **Activity Sheet 4**, the **Parent** will record the **Child's** story about ramps, bridges and tunnels. The building of each structure should help the **Child** increase their understanding of each structure.

Things to think about and do

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

Motor, Kicking

What your child will learn from this activity

Discuss how important balance is to perform kicking movements. A **Child** must maintain a correct upright body posture when performing a kicking action.

Discuss the following terms and how they apply to the activity.

Graded movements – knowing how much pressure is needed to complete a task (i.e., hold a cup of water, hold and write with a pencil, turn the page of a book, hit a golf ball into the hole, etc.).

Motor planning – conceptualizing and figuring out what each part of their body needs to do in order to move a certain way or complete a task.

What to do

You will need 10 paper balls and a string or an item to define the middle of the playing area. The **Parent** and **Child** will kick their 5 paper balls across the middle line.

Week 14 may be cold weather for a lot of HIPPY sites. **Home Visitors** should help the **Parent** decide the area where the **kicking activity** can be completed. Brainstorm items that could be used for the middle line. Example: Outside – a water hose; Inside – a jump rope, a bath towel, etc.

An extension for some children: set a timer and have each person kick the paper balls until the timer rings. The **Parent** and **Child** can count how many paper balls are on each side. Who has more? Who has less?

Things to think about and do

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

Language, *A Surprise for Reggie*

What your child will learn from this activity

Discuss with **Home Visitors** how important it is for children to develop independent thinking. Independent thinking is how the **Child** makes sense of the world, based on their own observations and experiences rather than depending on someone else. It is also the ability to trust your own judgments. Children may make mistakes, but that is part of the learning process. Albert Einstein said, “Anyone who has never made a mistake has never tried anything new.” Have **Home Visitors** think about that quote and apply it to their **HIPPY Children**. Does the **Child’s** home foster an environment where it is “safe to learn?” Does the **Parent** allow their **Child** to do things on their own?

What to do

We will reread the book and talk about the illustrations. On **Activity Sheet 5**, the **Parent** and **Child** will draw places in their home for a treasure hunt. Role playing this activity will offer the **Home Visitor** the opportunity to individualize the places in the home to look for clues. Make sure the **Parent** understands that the cards on page 19 should be cut out (p. 17, #6.) Some **Parents** may not understand to cut because there are no “cut” lines around each clue box.

Special note: Next week, when reviewing this lesson, Home Visitors should notice whether or not page 19 has been cut into 4 pieces – for the 4 clues. The instructions to

cut are clearly stated in the activity. If the cards have not been cut out – how did they complete the lesson? What did they use for clue cards? In some cases, the **Parents** may have created their own set of clue cards. Remind **Home Visitors** how important reviewing the previous week is to assessing how the **Child** and **Parent** are progressing.

Things to think about and do

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

My Alphabet Book

Many children have trouble pronouncing the letter “**L**.” To make the “**L**” sound, the tip of your tongue should push against the area where your upper teeth and the roof of your mouth meet. This is very important. Without this pushing movement, the “**L**” sound will not sound correct.

Contents

TIP Vocabulary development before the third grade is crucial, especially to students who come from less literate homes. So how do we teach vocabulary? The preschool **Child** learns vocabulary through oral context (hearing the spoken word). Review and practice introducing the vocabulary from the HIPPY storybook with **Home Visitors**.

TIP Review the Typical Growth and Development – Science (p.15) in the **Home Visitor Guide**.

Literacy, *Down the Path*

What your child will learn from this activity

Each time a new HIPPY storybook is introduced, **Home Visitors** should review the “Sharing Books” sheet. Have each **Home Visitor** choose two or three facts from the sheets and expand on each one – link the fact to a specific example.

What to do

Down the Path has been revised for 2014-2015. Several of the suggestions from the field have been included in the revision. The **Parent** and **Child** will take a book walk, looking and talking about the illustration, the author, the illustrator, etc.

Activity Sheet 1 – The **Child** will draw things that Rita and Sara might like to play with. The quality of the drawing is not as important as the **Child** connecting with the story. Notice the question is: Can you draw a picture of some things that they might like to play with? Ask **Home Visitors** what they think the **Child** will draw.

Things to think about and do

Reinforce the **Things to think about and do** activities. Choose a vocabulary word and have the **Parent** show you (the **Home Visitor**) how she uses this method with the HIPPY **Child**. If the **Child** knows all the vocabulary, then the **Home Visitor** could suggest to the **Parent** to have the **Child** use it in a sentence.

Math, Sorting and Matrix

What your child will learn from this activity

Have a **Home Visitor** give you a definition of a matrix. Using the **Home Visitor Guide**, read the definition of the term **Organizing**. Classifying and ordering are natural and interesting to most children. Have you ever seen a **Child** sort/organize their blocks or toys? How did they sort? Did they use one or two attributes?

What to do

This matrix activity is similar to the one last week. Remind Home Visitors to read through the directions clearly so that the HIPPY shapes are placed in the right place on the Matrix.

Things to think about and do

Reinforce the **Things to think about and do** activities. Remind Home Visitor to role-play one extension (per activity.)

Science, Kitchen Chemistry

What your child will learn from this activity

Have you ever visited a Kindergarten room and smelled apples cooking or stew simmering? Cooking allows a **Child** to engage multiple senses and enhances the learning process. When a **Child** sees, tastes, smells, etc., it encourages language. Have **Home Visitors** consider what a **Child** would miss if this activity was done on paper versus real items. Would they be able to smell the apple, taste the apple and feel the apple?

Training activity: Have a real apple, a wooden apple, and a paper apple. Give each **Home Visitor** (or group of Home Visitors) **one** of the apples. Have each group explore/observe “their apple” and write down words that describe “their apple.” If possible, separate the groups into different corners of the room. Come back together as a group and compare words used to describe each apple. Notice the overlap in the descriptive words, but also notice how many more words (there should be) are used to describe the real apple. In fact, if we cut the real apple in half – many more words could be added, especially if the **Child** tasted the apple.

Paper	Wooden	Real
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What to do

The **Parent** and **Child** will cook and describe the changes that occur during the cooking process. Using concrete items (apples, potatoes, etc.) helps the **Child** use language to describe what is occurring. Remind the **Parent** to be careful when cooking the apples. The apples can become very hot, so it is best to allow them to cool for a minute or so before “mashing” them. Encourage the **Parent** to transfer the cooked apples to a different (cool) container before mashing. Encourage the **Parent** to write the **Child’s** responses as they complete the activity. This will allow **Home Visitors** to assess how well the **Child** used language to express what was happening during the activity.

The **Child** records predictions/observations:

- # 3 (Point to the Science Observation Record on Activity Sheet 3.) Draw a picture of how the apple looks here.
- # 9 (Point to the Science Observation Record on Activity Sheet 3.) Draw a picture of what the apples look like now. Write your name on the line and let’s hang up your Science Observation Record.

Things to think about and do

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

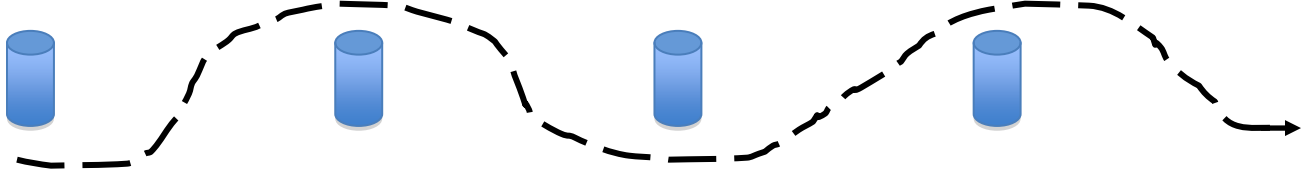
Motor, Kicking

What your child will learn from this activity

Motor planning – conceptualizing and figuring out what each part of their body needs to do in order to move a certain way or complete a task. The **Child** will have to decide where to kick the ball and how much “kick” (grade the movement) to use.

What to do

The **Child** will weave a ball in and out of cans. #1 through #3 (p.15)



The **Child** will kick the ball through a goal made from cans. # 4 (p.15)



Things to think about and do

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

Language, *Down the Path*

What your child will learn from this activity

Why are puzzles so important? What skills are developed?

Puzzles build three basic skills:

- **Physical Motor skills** – holding the puzzle pieces and turning them until they fit
- **Cognitive Skills** – as they solve the problems of puzzles
- **Emotional Skills** – they learn patience and are rewarded when they complete the puzzle

What to do

We will reread the book and talk about a picnic. **On Activity Sheet 4**, the **Parent** and **Child** will cut out pieces to complete a puzzle.

Things to think about and do

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

My Alphabet Book

The letter “m” and “n” look and sound very similar, but are very different. Make sure the **Parent** is very clear in articulating the /m/sound.

Contents

TIP Spatial perception skills are how we “visually” project our body coordinates out into the world. If you don't know where your body is, it is hard to know where things are in relation to you. For example: When you say, "It is over to the left," the "to the left" has no meaning unless “you” know where “you” are. Visual spatial skills require observing an object, then accurately reporting its relationship in space relative to your own self.

TIP Lists of books about starting school might include: *The Night Before Kindergarten* by Natasha Wing, *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate, *First Day Jitters* by Julie Danneberg, *Wemberly Worried* by Kevin Henkes and *Scaredy Squirrel* by Melanie Watt. Choose one and read to **Home Visitors**.

Literacy, *Down the Path*

What your child will learn from this activity

Ask the **Parent** to show you how they hold their scissors. **Home Visitors** may be surprised how many **Parents** hold them incorrectly. Print out copies of the **Supporting Your Child with Cutting** handout. This handout can be found in the [HIPPI USA Library](#) under curriculum – Parent Handouts (Year 1). Some **Year 2 Parents** not enrolled in Year 1 or even returning **Parents** should find a review of this sheet valuable.

What to do

Three games will be played with the cards from **Activity Sheet 1**.

1. Find a friend for Rita. (Played with only 1 set of cards.)
2. Match the pictures. (Played with 2 sets of cards.)
3. Concentration or Memory game. (Played with 2 sets of cards.)

Things to think about and do

Reinforce the **Things to think about and do** activities. Choose a vocabulary word and

have the **Parent** show you (the **Home Visitor**) how she uses this method with the **HIPPY Child**. If the **Child** knows all the vocabulary terms, then the **Home Visitor** could suggest to the **Parent** to have the **Child** use it in a sentence.

Math, Sorting and Matrix

What your child will learn from this activity

Have a **Home Visitor** identify where the following skills are contained in the activity.

- Logical thinking
- Fine motor control
- Counting
- One to one correspondence

What other skills are covered in this activity? Allow **Home Visitors** to share the information with the group.

What to do

For this activity, the **Parent** and **Child** will take a walk and collect 10 large and small stones and 10 large or small leaves. The gathering and counting of the items is part of the activity. The stones and leaves gathered will be relative in size. Some of the leaves/stones will require a decision to be made: Is it closer in size to the large group? or closer in size to the small group?

Special Note: You will sort leaves into 2 groups. The **Child** may sort by size, color, shape, etc. The focus of the activity is for the **Child** to classify/sort the leaves into 2 distinct groups and tell you **why** they divided them into these groups. Encourage **Parents** to make notes about what the **Child** sorted and what differences were observed. This will help **Home Visitors** assess how well the activity was completed.

Things to think about and do

Reinforce the **Things to think about and do** activities. Remind Home Visitor to role-play one extension (per activity.)

Science, Kitchen Chemistry

What your child will learn from this activity

Science is around us. It is everywhere in our daily lives – 24/7. Have you ever thought about how Science increases language and literacy? Reading, writing and speaking are all essential to comprehending and communicating science. Active hands-on “minds-on” science activities provide valuable background for **Children** to develop literacy skills through reading and writing informational and **non-fiction** text.

What to do

The **Parent** and **Child** will conduct an experiment to determine the best way to clean a penny. The possible combinations used are:

1. Salt
2. Water
3. Vinegar
4. Water and Vinegar

It is important for the **Child** to predict which material will clean the pennies the best. This answer will be recorded on **Activity Sheet 2**. After completing the activity, the **Parent** will record the results of the solution that cleaned the pennies best. This answer will be recorded on **Activity Sheet 2**.

Things to think about and do

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

Motor, Kicking

What your child will learn from this activity

The **Parent** and **Child** will play kickball. Discuss with **Home Visitors** the skills used in this simple game.

- Kicking the ball.
- Catching the ball.
- Running the bases. (It may be difficult for the **Child** to know when to stop.)

Now, put it all together.

What to do

Encourage **Parents/Home Visitors** to take the time to learn the mechanics of the game. Example: Walk through the bases (1st, 2nd, 3rd and Home) several times before running. Many **Children** will benefit by using a balloon for the kickball. The balloon's slower speed allows the **Child** more time to motor plan. Where does my foot need to be to connect with the balloon?

Special note: Paper plates or old activity sheets can serve as bases for the kickball game. Week 16 may find many families indoors, make sure they have a space large enough and **Home Visitors** can help the family choose bases that will not slide when stepped on. (Example: a paper on carpet can be slippery.) The balloon is also a great adaption for the game if played indoors. Brainstorm ways the activity can be carried out if played indoors.

Things to think about and do

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

Language, *Down the Path*

What your child will learn from this activity

Review the definition of receptive language with **Home Visitors**. Receptive language is the ability to listen and understand language. When children begin to talk, their receptive language skills are usually much more advanced than their expressive language skills. At about four years old, most children have a speaking vocabulary of about 2,300 words but a receptive language vocabulary of about 8,000 words. Receptive vocabulary plays a big part in listening comprehension, which is related to later literacy skills, and is necessary for understanding directions and for social contact.

What to do

To extend the activity, have the **Child** place the objects on the path in the order they occurred in the story. (The cards are numbered.) As the **Child** follows the path, they will stop at each card and tell the **Parent** something they remember about that friend (card) from the story. **Example:** Puddle – Rita a did not want to put her feet in the puddle's face or Rita dropped a white flower and the puddle has a star on its face now.

It is important for the **Child** to “tell something” about each card before going on. If the **Child** needs help, the **Parent** can reread the section in the book *Down the Path*.

Things to think about and do

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

My Alphabet Book

The letter “m” and “n” look and sound very similar, but are very different. Make sure the **Parent** is very clear in articulating the /n/sound. In addition, review with **Home Visitors** how to write the letter “n”. A strategy to help the **Child** distinguish between different strokes that form the letter “n” is to use one color for each stroke.

Contents

TIP Review the term visual discrimination with **Home Visitors** (Home Visitor Guide, page 33). It is also important to encourage **Parents** to use the words **same and different** as they look at likenesses and differences between forms, shapes, and letters. A **Child** can see the differences, but may not know the language – same/different.

TIP Review with **Home Visitors** (and **Parents**) the handout, **Supporting Your Child with Writing**. The handout is available in the [HUSA Library](#) – Year 1, Week 15. It is an excellent resource for **Home Visitors** and **Parents**. Review thoroughly with staff on how to deliver this handout (guided discussion).

Choose a **Home Visitor** to role play using guided discussion, the Tip page and handout pages. **Refer to the Coordinator's Guide on weekly staff training – Curriculum Training, pages 27-29.**

Literacy, *Down the Path*

What your child will learn from this activity

Modeling writing is important for children. Modeling is a way for children to understand that print carries a message and to begin developing their writing abilities. Children move through various stages as they begin to write and the **more** experiences a **Child** has with writing, the **more** quickly they may move through the stages.

What to do

The **Parent** and **Child** will review the story, *Down the Path*, and discuss story elements. Ask **Home Visitors** if they are able to name the five elements in a story: the characters, the setting, the plot, the problem and the solution. In this activity, the story map created will focus the **Child** on four story elements: the characters, the setting, the problem and the solution. The **Child** will draw pictures for each story element. The quality of the drawing is not as important as the **Child's** understanding of the story. Encourage **Parents** to allow the **Child** to look back through the story to help them complete the **story map**. **Parents** can help guide, but not do the actual drawing. **Example:** What was the problem in the story? **Rita wanted to find someone to play with.** How would we draw the problem?

Things to think about and do

Reinforce the **Things to think about and do** activities. Have your **Home Visitors** create a picture organizer about their day. This can be shared with **Parents** and will encourage the **Parent** to complete the extension “**Things to think about and do**” activities.

Math, Sorting and Matrix

What your child will learn from this activity

Review the **Year 2 Scope and Sequence (page 10) Math/Sorting**. How many sorting activities have we completed? Review the skills we have reviewed in math and review what we will be working on in the next 13 weeks. We are more than halfway through the HIPPY year. **Home Visitors** should be aware of each **Child’s** strength and weaknesses. Discuss with **Home Visitors** what to do if a **Child** is having trouble with a specific skill.

What to do

The **Parent** and **Child** will cut out the cards on **Activity Sheet 2** and the **Child** will sort into three groups – people, animals and vehicles. After sorting into the three groups, the **Child** will use the cards with people to play a memory game. The “people” cards will be placed in a **row**. The **Child** will close their eyes and the **Parent** will remove a card. The **Child** will identify the missing picture.

Note: Don’t forget to continue the game using the other two sets of cards. If the **Child** can easily determine the missing picture with one set of cards – increase the number – play with two sets.

Things to think about and do

Reinforce the **Things to think about and do** activities. What are other ways we could sort the cards? Ask Home Visitors to sort the cards a different ways...with eyes, with wheels, etc.

Science, Kitchen Chemistry

What your child will learn from this activity

Science is around us. Active hands-on, “minds-on” science activities provide valuable background for children to develop literacy skills through reading and writing informational and **non-fiction** text.

What to do

This experiment needs a glass jar/cup to provide the **Child** a clear view of what is happening. It is important that the **Parent** record the **Child’s** predictions on **Activity Sheet 3**. Make sure **Home Visitors** follow the instructions carefully – the jar should be $\frac{3}{4}$ full of water.

Discuss with **Home Visitors** how HIPPY USA expects this activity to be role played in the home. The optimum would be to complete the activity by using water, salt and oil. The **Home Visitor** could take several clear plastic glasses, small bottle of oil and small salt packet. The glasses could be thrown away at each home after the activity is completed. **Home Visitors** need to see what the family needs to complete the activity. (**Example:** cooking oil)

Some situations may not allow the **Home Visitor** to role play the optimum way, **Coordinators** should be clear about what they should see. A **Home Visitor** can still use a glass and pantomime the activity. The hands-on experience provided during the weekly training and with the **Home Visitors** project **Child** should help reinforce what will happen as the experiment is conducted. This is a wonderful activity and most **Parents** have not used the salt on the oil – it produces a “lava lamp” effect.

Things to think about and do

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

Motor, Kicking

What your child will learn from this activity

Review the **Year 2 Scope and Sequence (page 10) Physical/Motor**. Review the type of activities completed. Point out how each of these skills reinforce and build on each other. (**Example:** Spatial Perception and Balance)

What to do

Week 17 may find many families indoors, so make sure **Home Visitors** help the family choose an indoor space large enough to complete the activity. **Home Visitors** can help the family choose a room or hallway (works wonderfully) to complete the activity. Graded movements – light kick, strong kick, etc. is contained in this activity. It is very important for the **Parent** to model and re-model if necessary.

Special Note: When role playing the activity with the **Parent**, have the **Home Visitor** ask the **Parent** if they noticed they had more control (it was easier) with one particular foot. This is probably their dominant foot.

Things to think about and do

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

Language, *Down the Path*

What your child will learn from this activity

Review the definition of receptive language with **Home Visitors**. Receptive language is the ability to listen and understand language. When children begin to talk, their receptive language skills are usually much more advanced than their expressive language skills. At about four years old, most children have a speaking vocabulary of about 2,300 words but a receptive language vocabulary of about 8,000 words. Receptive vocabulary plays a big part in listening comprehension, which is related to later literacy skills, and is necessary for understanding directions and for social contact.

What to do

The **Child** will: walk a path straight and curved, draw a path on **Activity Sheet 4** connecting the things Rita saw, and on the back of an old activity, draw other paths (curved, straight, long, short, etc.).

Note: This language activity is an excellent activity to reverse role play.

Things to think about and do

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

My Alphabet Book

Have each **Home Visitor** demonstrate how to write the letter “O”. Here are a few things to watch for:

- Counter clockwise (Some will go clockwise)
- Where does the **Home Visitor** begin? 12:00?

Contents

TIP How can **Parents** promote early literacy?

- Provide children access to a literature rich environment filled with books, magazines, games, etc.
- Read simple stories
- Respond to questions their **Child** might have about print in the home or elsewhere in their environment
- Support early writing by making sure that paper, crayons, pencils and markers are available

Now discuss with **Home Visitors** how the HIPPY curriculum reinforces early literacy. Have **Home Visitors** be specific (use week 18 to talk about specific things the **Child** is learning).

TIP Remind **Home Visitors** to discuss with **Parents** about emergency plans for a variety of situations. **Example:** What is your safe place to meet outside in case of fire? What if the HIPPY **Child** gets lost? What is the plan? Remind **Parents** the best time to have a plan is **before you need it**. Organizations like your local Office of Emergency Services can provide a presentation to a Group Meeting.

Literacy, *Maria's School*

What your child will learn from this activity

A new book is introduced this week, *Maria's School*. The story offers many new vocabulary words. Have a **Home Visitor** demonstrate how she role plays/uses guided discussion introducing the new words using the front and back cover.

What to do

The **Parent** and **Child** will read the story, *Maria's School*. The **Parent** will ask story comprehension questions as they turn to pages in the book. In the second part of the activity, the **Child** will gather their own toys to play school. The **Child** will decide how and where the toys will sit, what to do first at school and in the end, put the toys away.

This dramatic play activity with props (the **Child's** toys) allows the **Child** to retell the story (story comprehension). Encourage the **Parent** to add to the dramatic play by adding extra props (a snack, a book, etc.).

Things to think about and do

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

Math, Numbers and Counting

What your child will learn from this activity

Ask **Home Visitors** how many of the HIPPY children can successfully count items correctly to 10 and recognize numbers 1 to 10. What strategies has the **Home Visitor** given the family to try and help the **Child** count to 10? It is important to have this base before counting to 20.

What to do

Home Visitors should help the family decide what 20 concrete objects will be used to count with. Remind **Home Visitors** how important counting concrete objects (pennies, squares, etc.) is when learning to count. The **Parent** and **Child** will cut out the cards on **Activity Sheet 2** and count the pictures and write numbers to 20.

Things to think about and do

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

Science, Kitchen Chemistry

What your child will learn from this activity

Children will create a lava effect by using vinegar and baking soda. Sites may choose to provide small samples of vinegar and baking soda. Many homes may have these common ingredients, but **Home Visitors** need to be prepared to offer materials, if needed.

What to do

There will be many new vocabulary words used in this activity. Have **Home Visitors** highlight words in their sample packet that may be new to the **Child**. (**Example:** lava, volcano, etc.)

Things to think about and do

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

Motor, Games

What your child will learn from this activity

Review with **Home Visitors** the skills that are used when playing **balloon tennis**. After role playing the activity, have the **Home Visitor** explain (be specific) how the skill was covered in the game:

- Hand-eye coordination
- Counting
- Balancing
- Concentrating
- Teamwork
- Good sportsmanship
- Sharing
- Following instructions
- Inventing our own rules and games

What to do

Sites may choose to provide balloons for this activity. There are many items found in the homes that can be used for the racquets. **Home Visitors** need to help the **Parents** decide possible choices. Possible suggestions: sticks, wooden or plastic spoons, rulers, etc. (**The local hardware stores may be willing to donate paint stirrers.**) Make sure **Home Visitor** role plays keeping score by using tally marks (page 16).

Caution: Balloon safety tip. To prevent young children from choking on balloons:

- Use Mylar balloons instead of latex balloons.
- If you use latex balloons, don't let children blow them up, and discard deflated balloons and pieces of popped balloons.
- Always supervise young children when they are playing with balloons.

Also keep in mind that some children might have latex allergies. Allergic reactions to latex can range from skin redness and itching to more serious symptoms, such as hives or gastrointestinal problems. If a child has a reaction to latex balloons, the **Parent** should contact the **Child's** pediatrician.

Things to think about and do

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

Language, *Maria's School*

What your child will learn from this activity

In this activity, the **Parent** and **Child** will complete a **Venn diagram**. Explain to **Home Visitors** that a **Venn diagram** allows the **Child** to tell how subjects are different in the outer circles and how they are alike where circle overlap.

What to do

The **Child** will complete a **Venn diagram** – things we can do at school and things we can do at home. Where the circles overlap – the **Child** will list things that can be done at both school and home.

Things to think about and do

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

My Alphabet Book

Have **Home Visitors** make a note to see if the **Child** practiced writing uppercase and lowercase Nn, Oo and Pp. Did they? Assessing how well a lesson is delivered to the **Child** is important to the success of the **Child**.

Turn the page over and practice writing uppercase and lowercase letters. You can practice writing the last 2 letters we have learned: Nn, Oo and today's letter Pp.

Let's look at our alphabet chart to remind us what Nn, Oo and today's letter look like.

Contents

- TIP** Ask each **Home Visitor** to review the **Home Visitor Guide** and share one important fact referring to **play**. The possible selections could be obtained from the **Scope and Sequence**: Language, Typical Growth and Development – Language or Literacy, **Glossary**: Dramatic Play, etc.
- TIP** The *Southern Early Childhood Association's – Dimensions of Early Childhood* has an excellent article on science concepts that can be learned through water play. Use this [link](#) to print out the handout and use for your weekly staff development. This will help reinforce this week's **Science** activity (water in the environment).

Literacy, *Maria's School*

What your child will learn from this activity

The days of the week and how a calendar works may be a new concept for many HIPPY children. The preschool **Child** cannot see time, so it is hard for them to understand. Yesterday can mean last week, last month or even last year to some children. Using a real calendar and placing real events that occur in the **HIPPY Child's** life will help the **Child** make a connection.

What to do

The **Parent** and **Child** will read the story, *Maria's School*, and review the days of the week. On **Activity Sheet 4**, the **Parent** will ask the **Child** if Maria went to school on a day of the week and then write **No School/School** in each box on the calendar. Continue the calendar, encouraging the **Parent** to make it "real" for their **Child**. Draw simple symbols to represent events that may be important in their **Child's** life like HIPPY Group Meeting/Home Visit, ballgame, library time, etc. Then encourage the **Parent** and **Child** to mark off the days as they occur.

The last activity is a puzzle related to the story.

Things to think about and do

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

Math, Numbers and Counting

What your child will learn from this activity

We will reinforce counting 1 to 20. This activity will also include taking an object away – simple subtraction. The **Child** will begin to understand one item away = one number lower.

What to do

The **Child** will count the items in each row. Encourage **Home Visitors** to have the **Child** touch each shape (**Activity Sheet 4**) when counting. This will help the **Child** keep track of what has been counted. After counting the entire row, the **Child** will cross through one item. **Home Visitors** should explain to **Parents** some children may need to recount to see how many are not marked.

This is a good activity to reverse the role play and have the **Home Visitor** make a periodic mistake. How will the **Parent** respond?

Special Note: If the **Child** had difficulty counting to 20 in week 18, **Home Visitors** should encourage the **Parent** to review using the pennies or squares.

Things to think about and do

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

Science, Kitchen Chemistry

What your child will learn from this activity

Does a bottle cap float? Does paper sink? The **Child** will experiment and find out. This experiment is simple science fun. It lets the **Child** practice the “Guess and Check Method.” First they make predictions, and then they test their predictions through experimentation.

What to do

Home Visitors should help families determine items that can be used in the sink and float experiment. Identify a variety of items (10 total) – some that will sink and some that will float.

The activity has the **Child** choose an item and then predict (before placing in the water) if it will sink or float. The **Child** then records what happened on **Activity Sheet 5**. Make sure the **Parent** understands that the **Child** will record the answer after each item.

Example steps for each item:

1. Choose the item – HIPPY square.
2. Predict before placing in the water – It will float.
3. Test the prediction – Placed shape in water and it floated.
4. Record the results on Activity Sheet 5.

At the end of the activity, the **Child** will determine if more items floated or sank.

Things to think about and do

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

Motor, Games

What your child will learn from this activity

Discuss with **Home Visitors** how walking normally, your weight is supported across the full length of your foot. In this activity, the **Child** will raise their heels and walk on tiptoes. This reduces the ground contact area and makes balancing more of a challenge. Standing on tiptoes will also strengthen calf muscles and improve flexibility.

What to do

It is important to help the **Parent** choose a stable chair (or counter, table) to hold on to as the **Child** and **Parent** balance on tip toes.

1. The **Parent** will model standing tall (on tiptoes) and standing low (flat footed) while holding on to the chair.
2. **(Page 16, #4)** The **Parent** and **Child** will stand sideways (using one hand for balance) and lift one leg up and down.

3. The **Parent** and **Child** will stand sideways (letting go of the chair) and lift one leg up and down.
4. **(Page 17, #5)** The **Child** (holding on to the chair) will stand on one foot and move the other foot forward, backward and to the side.

This activity may need to be role played twice to allow the **Home Visitor** to feel comfortable with all the steps.

The first time you role play, the **Home Visitor** gains understanding – how to stand, what foot to move, etc.

The second time the activity is role played, the **Home Visitor** will have an understanding of what the steps are.

Special note: Anytime **Home Visitors** have trouble (role play is not smooth), it is beneficial to repeat the role play. **Home Visitors** need to be confident in the delivery of the lesson to the **Parent**.

Things to think about and do

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

Language, *Maria's School*

What your child will learn from this activity

One of the most important ways to develop independent thinking in a **Child** is to provide an environment that is “safe to learn.” Encourage **Parents** to allow their **Child** to think without being afraid of being different or wrong. Independent thinking skills at an early age will help the **Child** build confidence and self-esteem.

How does HIPPY encourage independent thinking? Have **Home Visitors** give specific examples.

What to do

Make sure **Home Visitors** realize which picture goes with each script. (The pictures are to the right of the script.)

(Page 19, #5) Independent thinking occurs as the **Child** lists things they would like to do when they are at school. The answers are just the **Child's** opinion. Encourage the **Parent** to allow the **Child** to express their ideas. We always want children to feel it is “safe to learn.”

Things to think about and do

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

My Alphabet Book

How do we pronounce the sound /Q/? Review the [Starfall](#) letter Q. “Q and U stick like glue.”

Contents

TIP There are only 10 weeks left until the Year 2 curriculum is completed. There are also only a few months until the HIPPY **Child** starts kindergarten. How many letters can they identify? They should be able to identify all the letters in their name. HIPPY has provided multiple opportunities each week for the **Child/Parent** to write their name and say each letter as it is being written.

TIP Using guided discussion, **Home Visitors** should involve the **Parent** in teaching pedestrian safety rules. What are some rules the **Parent** has in place for their **Child**? Below are a few examples to share:

- **Model pedestrian safety.** Show your **Child** how to cross safely – talk about what you are doing. **Example:** I am stopping, looking both ways, checking again, etc.
- Always stop before stepping into a road.
- Make eye contact with the driver before crossing.
- Teach the **Child** to be careful walking past driveways, especially if there are trees and bushes hiding the driveway.

Home Visitors can share a few (not all) all of these examples. Identify the example that might be the most meaningful to the family. Do they live in a rural area? In town? Apartment complex? Individualize to the family.

Literacy, *Maria's School*

What your child will learn from this activity

Reading is Fundamental, RIF, has an excellent resource article on [RIF- Literacy Rich Environments](#). Incorporate one of the six articles into your weekly staff development.

What to do

The **Parent** and **Child** will reread the story, *Maria's School*. On **Activity Sheet 1**, the **Parent** will play a matching game (p.3, #2). (**Page 3, #3**) The cards will be placed in

rows and the **Parent** and **Child** will play a memory game. It is important for the **Child** (and **Parent**) to use language to describe what is happening in each picture. We are not just visually looking, but using language to express what is happening in each picture (story comprehension).

IMPORTANT: These cards will be used in this week's **Language** activity. Remind the **Parent** to keep them in a safe place.

Things to think about and do

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

Math, Numbers and Counting

What your child will learn from this activity

This activity will introduce using concrete items (beans) to introduce math concepts: adding and subtracting. Review **Math; Typical Growth and Development** with **Home Visitors**.

What to do

Explain to **Home Visitors** to use plate to group the beans into sets. Using concrete items to add and subtract, help the **Child connect** with the abstract numbers and math symbols (3, 2, +, -). This is a good activity for reverse role play.

Things to think about and do

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

Science, Environment

What your child will learn from this activity

This activity will help the **Child** explore how water moves faster or slower, depending on the container and the space it has to flow through. Water flows differently through faucets, hoses and sprinklers and when poured from pitchers and watering cans. Water flows faster and slower depending on the container.

What to do

Home Visitors should prepare their props (containers) to represent what will be common in the homes of the families they serve. What type of containers could be used for this activity? Have **Home Visitors** brainstorm about possible items.

Remind **Parents** to be careful when cutting holes and slits into the containers. This activity will require preparation of the containers before actually doing the lesson.

Things to think about and do

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

Motor, Balancing

What your child will learn from this activity

Review with **Home Visitors** that the age 4 **Child** should be able to balance on one foot up to 5 seconds, and by age 5 increase to 10 seconds. (Source: *beststart.org*)

What to do

A small washcloth is another item that can be used in place of the handkerchief.

If the **Child** cannot “hop” and balance the handkerchief have the **Child** “tip toe, walk slow, walk fast” to complete the activity. Many children may have trouble balancing and hopping. **Home Visitors** should offer the **Parents** a strategy to help the **Child** build to the hopping and balancing.

Things to think about and do

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

Language, *Maria’s School*

What your child will learn from this activity

Prior to role playing have **Home Visitors** place the cards (used in this week’s **Literacy** activity) in order. Are they able to place in order of the story events? Did they find this easy or hard? How many times have they read the story Maria’s school?

What to do

The exercise **Home Visitors** completed above helps to show how important it is to read pages 12-19. This will help the **Child** as they place the picture in the correct order. Have **Home Visitors** demonstrate to **Parents** what to do if a **Child** does not know what picture goes in each box:

- Have the **Child** find that picture in the book.
- Have the **Parent** reread the page.
- Have the **Child** place the picture.

Things to think about and do

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

My Alphabet Book

How do we pronounce the sound /R/? The “r” sound is one of the most difficult sounds to master. Stretch out the “r” sounds as you “roar” like a tiger, “ruff” like a dog, and “growl” like a bear. Sing songs together that emphasize “r” sounds, such as “Row, row, row your boat.”

Review: Weeks 11-20

This review is the second (of 3) included in the Year 2 curriculum. The purpose of each review is to allow parents and home visitors to see progress and identify skill areas that need additional practice. Home visitors should review the results with the parent. The review will allow the home visitor and parent to target areas (language, math, motor, etc.) where the child/parent might need additional help.

It is important for the home visitor/parent to know what the child understands, but it is equally important to know “what to do” if the child needs additional help. Again, the links in the Glossary, along with internet searches can help provide techniques for increasing the child’s skill development in identified areas.

The result of the reviews should be an opportunity for home visitors and parents to discuss what the child has learned the last few weeks. The review can provide confirmation for families that their child is on track. Praise the parent for their hard work these last few weeks!

Sites may collect the results on an Excel spreadsheet and use the information to assess the progress of all the families.

Note: Some sites may decide to allow home visitors to administer the HIPPIY Review.