

**HIPPY supplies needed for this home visit:**

- Red, yellow, and blue crayons
- Pencil
- HIPPY shapes
- Rope, string, or masking tape
- Broom or mop

**Upcoming supplies families should collect:****Year 1, Week 12 supplies:**

- Cotton ball or tissue rolled into a ball
- Plastic bottle lid with ridges on side
- Small rock
- Paper or cloth bag or purse
- Bowl or basket of red items collected from around the home
- Items of other colors to add to the red items
- Sweet food items (sugar, honey, syrup, raisins, grapes)
- Spoon
- Rice or flour
- Shallow pan

**Notes:****Things to remember during role play**

**Literacy:** The majority of the Year 1 books are “trade” books – published for the public – and they are not paginated. Try to mark page numbers before delivering the books. Role play connecting the text to self with the **parent**.

**Math:** This is a good activity to have the **parent** take the lead as the “parent.” Home visitors should reinforce the 3 Cs – Confirm, Complete and Correct.

**Science:** You want to make sure that **parents** use non-breakable containers with lids. You may also need to help **parents** select items around the house to place in the jars/ bottles,

**Gross Motor:** The idea of direction is a difficult concept for three year old children and will need to be modeled. Have suggestions ready for **parents** who may not be willing/able to jump with their **child**, such as having an older child model the activity.

**Language:** Talk with **parents** about how to model good listening skills. Review with **parents** how to provide child friendly definitions. Examples of new vocabulary may be: racing, floating, wide, etc.

**Words that might need defining:**

**Auditory discrimination:** Hearing and understanding differences between sounds that are similar, but not the same, and interpreting what the different sounds mean.

**Dialogic Reading:** is a reading practice using picture books to enhance and improve literacy and language skills by asking simple questions and following up with expanded questions.

**Text to self:** occurs when a book you are reading reminds you of something from your own life.

**This week's reminders:**

**Year 1, Week 13 supplies:**

- Round cylinder object (oatmeal container or coffee can)
- 3 different soft items (cotton balls, tissues, stuffed toys)
- 3 different hard items (coins, stones, metal spoons)
- Name card from Week 12
- Food flavoring like vanilla, vinegar, or mustard (choose one)
- Fragrant ground spice like cinnamon, nutmeg, garlic or pepper (choose one)
- Lotion, cologne, shampoo (choose one)

### Notes:

### This week's reminders:

[illegible]

**HIPPY supplies needed for this home visit:**

- Crayons or markers
- Yellow crayon
- Pencil
- Scissors
- Tape or glue
- Yellow HIPPY shapes
- 2 pieces of plain paper
- Rope, string, or masking tape 15 feet long

**Upcoming supplies families should collect:**

**Year 1, Week 14 supplies:**

- 3 bowls labeled blue, yellow, and red
- Blue items from around your home such as yarn, buttons, fabric
- Soft sponge ball, rolled up sock ball, or the paper ball
- Wastebasket, bucket, or box
- Slice of bread or tortilla cut into 4 pieces
- Salty food (salt, cracker, or chip)
- Honey, jelly, or raisin
- Lemon, grapefruit, or lime, dill pickle
- Name card from Week 12

## Things to remember during role play

**Literacy:** You should help the **parent** choose a container that is already in the home to complete the activity; substitutions can be made if needed, such as shoe boxes. This may also be a good time to talk about hearing exams and health.

**Math:** This activity utilizes a wide range of skills; it may be interesting to go over them with parents. **Parent** models writing, color matching, fine motor control, language – expressive language, writing readiness, listening, following directions

**Science:** The sense of smell can act as a powerful memory trigger, you may wish to talk with parents bout different smell memories that they have. You should help **parents** select the specific items that will be used for the activity. Model using print for **parents** instead of script.

**Gross Motor:** This is a good activity for the **parent** to take the lead as a way to make sure the **parent** understands how to do it. You many need to gently guide the parent. You should ensure that the **parent** know the tune “Are you sleeping”.

**Language: Home visitors** should help the **parent** decide which of the supplies needed for this activity are available in the home. You need to be very familiar with this activity so that you can demonstrate the repletion required on page 16, #5 and #6.

**Words that might need defining:**

**Hand dominance:** When one hand is consistently used more than the other hand, and is more skilled at tasks than the other hand.

**Emotional literacy:** The ability to identify, understand and respond to emotions in oneself, as well as others, in a healthy manner.

### This week's reminders:

**Notes:**

[illegible]

**Year 1, Week 15 supplies:**

- Cotton balls or pieces of tissue
- Small plate or bowl
- HIPPY shapes – red, yellow, and blue circles and squares
- 3-4 seeds (sunflower or dried beans work well)
- Cotton or paper towel
- Clear plastic bag
- Water
- Large ball, balloon, or the paper ball made previously
- Sticks or spoons
- Name card from Week 12

**Notes:**

### This week's reminders:

[illegible]

**HIPPY supplies needed for this home visit:**

- Crayons or markers
- Pencil
- Scissors
- Glue
- Tape
- String or masking tape

**Upcoming Supplies families should collect:**

**Year 1, Week 16 supplies:**

- Play dough (purchased or homemade)
- Large ball, balloon, or paper ball used in previous weeks
- Paper or grocery bag

**Year 1, Week 17 supplies:**

- 3-5 large cardboard boxes to make a tunnel

## Things to remember during role play

**Literacy:** Remind **parents** that there are many stages to pre-handwriting, and that **parents** should validate their **child** by praising their beginning writing.

**Math:** You should point out to **parents** how the **child** will classify shapes and colors in a row, as well as in a column. Make sure **parents** understand that a row is side to side and a column is up and down. You can connect this to common core standards for kindergarten.

**Science:** You might need to provide some of the materials for this activity; it is a good idea to have a few ready. This activity will take place in January and you should suggest a warm sunny location to place the seeds.

**Gross Motor: Home visitors** should lead this role play. It is very important for the parent to model how to kick the ball.

**Language:** You should provide coffee stirrers, craft stick, straws, etc. This is a good activity for **parents** to repeat and allow the **child** to take on leadership roles.

**Words that might need defining:**

**Pincer Grasp:** The ability to hold objects between the thumb and the index finger.

### This week's reminders:

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### Notes:

[illegible]

**Year 1, Week 17 supplies:**

- Wooden stick or spoon
- Small plate or bowl
- 3 small flower pots (yogurt containers will work)
- Potting soil or a bowl of soil dug up from outside
- Large spoon
- 3 seeds sprouted in plastic bags during Week 15
- Cup of water
- 3-5 boxes with ends open (or pieces of cardboard)
- Medium sized ball, balloon or paper ball

**Notes:**

### This week's reminders:

[illegible]

**HIPPY supplies needed for this home visit:**

- Crayons or markers
- Pencil
- Scissors
- Glue
- Yarn or a twist tie
- String or masking tape (optional)

**Upcoming supplies families should collect:**

**Year 1, Week 18 supplies:**

- Toy
- Napkin
- Blanket

## Things to remember during role play

**Literacy:** Remember to model for the **parent** how to hold the paper; this will increase the **child's** ability to cut in a straight line. You should go over the proper way to glue as well.

**Math:** Be sure to role play the **child** taking a leadership role in this activity.

**Science:** Be ready with solutions if the seeds have not germinated or if not all have germinated. You may have to have to provide cups as well or help the **parent** identify items in their home that will work.

**Gross Motor:** Explain to **parents** that kicking an item through a target is a higher-level skill. If **parents** have been unable to find large boxes, be prepared to brainstorm other ideas with them.

**Language:** Encourage **parents** to assist the **child** in describing the picture. **Home visitors** should encourage **parents** to write down the **child's** responses. This will allow you to assess the success of the activity when they review the completed packet the following week. **Home visitors** should lead this activity so that you can model how to assist the **child** with describing the picture.

**Words that might need defining:**

**Spatial perception:** Being aware of one's physical position in relation to things or people in the environment; the ability to place objects in relation to each other, and/or spacing letters/words when writing.

**Expressive language:** The ability to communicate using language. Expressive language skills include being able to label objects in the environment, describe actions and events, put words together, use grammar correctly (e.g. "I had a drink" not "me dranked ", etc), retell a story, answer questions appropriately and write a short story, etc.

### This week's reminders:

### Notes:

[illegible]

**Year 1, Week 19 supplies:**

- 2 small items shaped like circles
- Small plate
- Toilet tissue
- 2 forks, 2 blunt knives, 2 spoons, 2 small plates
- Shallow open pan or container
- Measuring cup
- Container with warm tap water
- Spoon
- Leaf
- Penny

### Notes:

### This week's reminders:

[illegible]



**HIPPY supplies needed for this home visit:**

- Crayons or markers
- Pencil
- Glue
- 2, 6 foot pieces of string or masking tape
- 3-4 sheets of scrap paper
- Small piece of paper

**Upcoming supplies families should collect:  
Year 1, Week 20 supplies:**

- Plastic bottle
- 2 ice cubes
- 2 small bowls or containers
- 3 bean bags (can be homemade)

## Things to remember during role play

**Literacy:** Make sure **parents** understand how to securely hold the circle item while the **child** traces. You should also demonstrate how the “torn-up” tissue will be dipped in glue and then placed on the snowman. It is very important the **parent** model the steps of how to dip the paper in the glue and press on the snowman for the **child**.

**Math:** This activity is about special awareness and the concept of “next to”. A **child** generally sees them self as the center, but, they need to understand concepts like distance, speed and placement.

**Science:** This activity focuses on prediction. You should ask **parents** to provide feedback about the activity which will be easiest if they write down the **child's** answers.

**Gross Motor:** Balancing has been combined with movement for this activity. Help the **parent** determine whether string, tape, or yarn would be the best material for this activity by considering what type of flooring they have.

**Language:** Be sure to role play both parties taking the role as leader of the game. You may wish to tie this activity into the concepts learned in the “my body” activities done at the beginning of the year.

**Words that might need defining:**

**Spatial awareness:** Being aware of one's physical position in relation to things or people in the environment; the ability to place objects in relation to each other, and/or spacing letters/words when writing.

### This week's reminders:

**Notes:**

[illegible]

### Upcoming supplies families should collect:

- Year 1, Week 21 supplies:**

- ## Things to remember during role play

### HIPPY 10 Week Review:

### This week's reminders:

### Notes:

[illegible]