



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

The HIPPY Early Childhood Education Learning Goals

Developed by Merle G. Greene
Early Childhood Education Director, HIPPY USA

Revised: July 2006

Table of Contents

Introduction	2
HIPPY Guiding Principles	6
How to Read this Document	7
Learning Goals:	8
I. Literacy	9
1. Expressive and Receptive Language	
2. Familiarity with Reading	
3. Letter Knowledge	
4. Letter- Sound Relationships	
5. Familiarity with Writing	
6. Love of Reading	
7. Play	
II. Language and Communications	14
1. Expressive Language	
2. Receptive Language	
3. Written Expression	
4. Play	
III. Mathematics	17
1. Reasoning	
2. Numbers and Counting	
3. Classification and Sequencing	
4. Spatial Awareness	
5. Measurement	
6. Patterns	
IV. Science	21
1. Scientific Skills and Methods	
2. Scientific Knowledge	
V. Physical and Motor Development	23
1. Gross Motor Control	
2. Fine Motor Control	
3. Self Awareness	
VI. Social and Emotional Development	26
1. Self- Concept	
2. Positive Self- Image	
3. Self- Control	
4. Cultural Awareness	
VII. Creativity	29
1. Self Expression	
2. Exploring with Tools and Materials	
Attachments	31
Attachment A: National Review Committee	32
Attachment B: Resources	33

Introduction

Learning is an ongoing process that begins at birth and continues throughout life. Children spend the early years of their lives amassing knowledge in their homes, in the community, and with friends, family members and other significant adults outside of their home. During their first five years, children develop skills and attitudes toward learning that lay a solid foundation for the many layers of learning that lie ahead.

All children are born ready to learn, and all parents want the very best for their children. Some children are born into environments that easily nurture their natural ability to learn, and other children may require additional support in order to reach their full potential as learners. Some parents are ready and able to provide enhanced learning opportunities for their children, while other parents may benefit from additional support, information on child development, and hands-on techniques in order to create a supportive learning environment at home.

Research indicates that children's success in school and in life is rooted in the quality of their experiences during their early years. Enriched early childhood experiences, whether in the home or at child care or preschool, help ensure that all children have a strong and healthy start in life.

The HIPPY Program

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based early literacy and school readiness program based on the premise that *success begins at home*. HIPPY seeks to support parents who may not feel sufficiently confident to prepare their children for what they consider to be "school knowledge". HIPPY works directly with parents of three-, four-, and five-year-old children in order to break the cycle of educational limitations by increasing the children's chances of successful early school experiences.

With the support of community-based home visitors, HIPPY parents work with their children for about 20 minutes each day using developmentally appropriate educational materials and storybooks. Over a thirty week period, the HIPPY curriculum introduces skills and concepts to children in a progressive manner, first using the physical body, then concrete objects and finally representations of objects in pictures. The activities allow children to practice a wide range of skills that fall within basic developmental domains. The curriculum places emphasis on language development and cognitive skills, but its activities are designed to foster the development of the whole child.

All HIPPY activities meet the following criteria:

- ✓ Are developmentally appropriate for the child
- ✓ Are intrinsically interesting to the child
- ✓ Are meaningful and enjoyable for the parent
- ✓ Can be done in the using items found in or around the home
- ✓ Promote cognitive growth
- ✓ Promote growth in key learning domains

See the attached *HIPPY Guiding Principles* for a more detailed summary of the HIPPY philosophy.

Research

The HIPPY program model was developed by The Hebrew University of Jerusalem in Israel. Since its inception, evaluation has been an integral component of the program's development. The original longitudinal study followed HIPPY children through the tenth grade (Lombard, 1994). Additional research studies have been conducted in the Netherlands, Turkey, South Africa, Australia, Canada, New Zealand and the United States (at the local, state and national level). Researchers at the University of South Florida are currently in the process of conducting a 3-year multi-site evaluation of the effects that participation in the HIPPY program has on both children and parents. The study will be completed in the fall of 2007, with publications of interim reports in fall of 2005 and 2006.

HIPPY USA utilizes research both to demonstrate the effectiveness of the program and to identify areas in need of improvement. This ensures that all aspects of the HIPPY model—including the curriculum—remain rooted in the most current research and are guided by the current needs of the families being served.

NCLB and State Standards

New federal legislation, including the No Child Left Behind (NCLB) Act, has emphasized the use of *standards* and *standards-based education* to strengthen the national education system. A *standard* (or *learning goal*, as referred to in this document) is a description of what is to be achieved. It is an example of what children are expected to know and be able to do at a certain point in time.

The No Child Left Behind Act extends to early childhood education by encouraging states to prepare children to enter school with the basic skills necessary for learning, ensuring that once in school they will be capable of meeting state elementary school standards. Federal funding for early childhood education programs is dependent upon the creation of state standards to meet the educational goals outlined, and many states have begun to formulate early childhood education standards.

The standards-based approach has sparked discussions about how the role of parents is integrated into the policy and practice of the NCLB legislation. HIPPY emphasizes the important role of parents by engaging them in the teaching process and thereby making parents the cornerstone of their children's education. Encouraging parents to actively promote the early education of their children also fosters an important link between home and school.

The HIPPY Early Childhood Education Learning Goals

The following document will define specific early learning goals of the HIPPY three-, four-, and five-year old curricula. These goals illustrate the depth of the HIPPY curriculum, how the curriculum meets or feeds into existing state and federal standards established for pre-kindergarten and kindergarten, and how as a home-based program HIPPY enables the parent to guide their child's early learning experience. This document provides an educational framework for explaining HIPPY to interested organizations, agencies and funding sources.

The Learning Goals are written so as to correspond to existing state educational standards for grades Pre-K and K-12. While each state uses slightly different terminology and formatting to group or define learning domains, the topics are essentially the same. It is important to keep in mind that HIPPY is not a center-based program and cannot address every standard or goal as defined by states. Nevertheless, HIPPY does meet many of the key early learning standards using the home-based framework for which it was developed.

It is also essential to note that while the push for early childhood education standards can lead to higher quality programs, there is also a risk that it will result in a push for children to learn things that are not developmentally appropriate. Thus, "early literacy benchmarks [or goals] need to be clear, concise and developmentally appropriate- not just 'dumbed down' versions of higher grade benchmarks."¹ Assessment should therefore follow a developmentally appropriate format that reflects the continuum of development in young children.² It is also important that early education standards be aligned with elementary standards, ensuring that the gains children make in the Pre-K years are expanded upon in Kindergarten and the later grades.³ The HIPPY Learning Goals embody this philosophy by demonstrating the progression of the HIPPY curriculum: the activities add to and expand upon a child's emerging skills rather than teaching to an end result.

¹ Bodrova, Elena; Leong, Deborah J.; Paynter, Diane E.; Semenov, Dimitri. A Framework for Early Literacy Instructions: Aligning Standards to Developmental Accomplishments and Student Behaviors-Pre K through Kindergarten. Mid-Continent Research for Education and Learning (McREL), 2000.

² The National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE). Early Learning Standards: Creating The Conditions For Success. NAEYC. November 19, 2002.

³ Kauerz, Kristie. Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment. New America Foundation: Early Education Initiative, Issue Brief #2, January 2006.

These Learning Goals have been grouped according to 7 key learning domains. Although HIPPY is a literacy-based program with a strong cognitive and language emphasis, the HIPPY curriculum also fosters learning in other key domains. HIPPY encourages children to practice a myriad of age-appropriate skills, because learning in one developmental domain strongly influences learning in other domains. HIPPY materials and methods are aimed at strengthening learning in many areas in order to provide a solid foundation for young children and their future learning.

Acknowledgments

The HIPPY USA Early Childhood Education Director developed the HIPPY Early Childhood Goals with input from a task force that consisted of HIPPY USA staff, coordinators and other educational consultants (See Attachment A). Several sources were used in developing this document, including the early learning standards established by several states, research, federal policy and materials used for curriculum development including: The National Association for the Education of Young Children Developmentally Appropriate Practices, Preventing Reading Difficulties in Young Children (National Research Council), and Federal Guidelines (See Attachment B).

HIPPY GUIDING PRINCIPLES

1. All parents want what is best for their children.

HIPPY believes that parents want to see their children succeed in school and in life. Parents will benefit from good intervention techniques and support, enabling them to feel confident in their abilities to help prepare their child for school success.

2. All young children can learn.

HIPPY believes that all children are capable of learning. Each child is unique in his/her rate of growth and development of skills and competencies. Not all children will achieve at the same level and within the same time frame. However, with proper support, encouragement and guidance, all children can achieve a level of success and competence.

3. All children mature in the same developmental areas.

HIPPY believes that young children mature within the same developmental domains regardless of their race, ethnicity or socio-economic background. For example, all children acquire language in the same way regardless of the language spoken in the home. However, all children within a specific age group should not be expected to reach the same level of proficiency within the same time period.

4. Early learning and development are multidimensional. The developmental domains are highly interrelated.

HIPPY supports the principle that development in one domain influences the development in other domains. For example, children's language skills affect their social interactions; poor health and nutrition affect their ability to learn and concentrate. Thus, the developmental domains cannot be considered in isolation of each other. Activities to promote development in each domain are integrated and equally important.

5. Parents are the primary and most important educators of their young children.

HIPPY believes that parents are the first and most important caregivers and educators of their young children. To maximize the chances of successful learning, HIPPY therefore strives to support families in their homes and to foster parent involvement in the lives of their children, in their schools, and in their communities. To that end, HIPPY offers parents optimal learning experiences to share with their children and information that parents need to support children's learning and development.

6. Knowledge and understanding of child growth and development and consistent age-appropriate materials and techniques are essential to maximize educational experiences for children and to support parents in their roles as their children's most important teachers.

HIPPY believes that providing an age-appropriate curriculum that is interesting to parents and children along with offering appropriate training tools, techniques, methods, information and ongoing support to staff are paramount to families achieving success. Program development and implementation are the keys to success.

HOW TO READ THIS DOCUMENT

For the purposes of this document, headings will be defined as follows:

DOMAIN:

A general category of early childhood development and broad areas of learning.

(**Note:** This document will explore learning in the HIPPY program within the structure of the following seven learning domains: Literacy, Language and Communications, Mathematics, Science, Physical and Motor Development, Social and Emotional Development, and Creativity.)

LEARNING GOALS:

A subcomponent of the domain that identifies a particular area of knowledge, within which the young child will gain a level of competency.

SKILLS EMPHASIZED:

The specific skills that are encompassed within each learning goal.

SEQUENTIAL LEARNING PROCESS:

A list that reflects the continuum of learning that each child goes through in order to gain competence in each domain.

(**Note:** Because of the uniqueness of a child's development, the sequential learning process may vary with each individual.)

HIPPY CURRICULUM ACTIVITIES:

Refers to titles of some series or activities in the curriculum which contain activities that support the specified learning goal. A specific activity within a series is sometimes indicated with a number in parentheses following the series title.

The HIPPY Early Childhood Education Learning Goals

What is Cognitive Development?

Cognitive development involves acquiring knowledge, information, and intellectual skills such as reasoning, problem solving, and logical thinking. *Cognition* is the mental process of knowing. The child uses knowledge gained earlier and applies it to new experiences, expanding his/her general knowledge base. Cognitive development has not been included as a unique domain in these Learning Goals, but children's development in all areas of learning involves the development of cognitive skills.

I. LITERACY

Literacy is the ability to read, write, speak and listen. Early literacy begins at birth and is the early stage of learning to read, write, speak and listen. HIPPY's primary focus is early literacy. Early literacy helps prepare children for all the learning that follows.

Children gain literacy through interactions with the printed word, whether in listening to or reading a storybook or seeing and hearing others read printed words in the environment. Print connects children to new places, people, and ideas. Children learn that the written word is one way to share ideas. When young children engage in conversations with other people, they learn that verbal communication is a tool through which they can discuss important events in their lives with significant adults. Young children learn that written words, whether in books or in print the environment, are another means of communication, and are critical to further learning. Children are better prepared to learn to read and write when they enter school with prior experiences with reading and the printed word. In particular, children should learn the joy of reading, gain an awareness of the letters of the alphabet and a familiarity with the sounds of letters, become comfortable playing with or manipulating language, and enjoy early writing experiences.

(Speaking and listening will be discussed further in the Language and Communications domain.)

I. LITERACY	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children acquire skills in reading, writing and thinking while exploring print in books and in the environment.</p>	<p>1. Expressive and Receptive Language</p> <p>Children will develop skills in listening to and telling stories.</p>	<ul style="list-style-type: none"> • Listening • Auditory memory • Auditory discrimination • Language and vocabulary development • Story comprehension • Enjoyment of reading 	<ul style="list-style-type: none"> • Listens to stories • Asks and answers questions • Retells stories • Engages in dramatic play • Expresses opinions • Hypothesizes outcomes • Invents stories
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities (asking/answering story-related questions), What's in the Picture? Rhymes & Finger-Plays, My Family (drawing pictures and creating books), Sound Games, Moving My Body (following directions: receptive)</p> <p>Age 4: Storybook-related activities (asking/answering story-related questions), Paper House (dramatic play), Sequencing Stories, Story Summary, Discovery, Rebus Stories</p> <p>Age 5: Working with Letters, Rhyme Time, <i>Let's Read, Talk, and Play</i> activities, Rebus Stories, Story Starters</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>I. LITERACY (cont'd)</p> <p>Children acquire skills in reading, writing and thinking while exploring print in books and in the environment.</p>	<p>2. Familiarity with Reading</p> <p>Children will be exposed to print and develop knowledge of the printed language.</p>	<ul style="list-style-type: none"> • Visual discrimination • Enjoyment of reading • Observation skills • Visual memory • Picture reading • Letter recognition • Word recognition • Book knowledge • Language development 	<ul style="list-style-type: none"> • Listens to stories • Demonstrations appropriate handling of book • “Reads” from front to back of book • Identifies and reads pictures/rebus stories • Identifies similarities and differences between objects/pictures • Knows the difference between pictures and words • Knows that print goes left to right, top to bottom • Understands that writing/print carries a message • Matches and sorts letters • Knows names of letters • Recognizes own name and some words • Uses reading skills to make meaning from print • Begins to understand uses of punctuation
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Reading storybooks, Storybook-related activities, Cooking, Matching, My Family</p> <p>Age 4: Reading storybooks, Storybook-related activities, Rebus Stories, My Alphabet Book, Letter Games, The Different Picture, Look and Find, Sound Games, The Same Picture, Same-Different</p> <p>Age 5: Reading storybooks, <i>Let’s Read, Talk, and Play</i> activities, Working with Letters, Rebus Stories, Story Starters, Rhyme Time, Word Ladder</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>I. LITERACY (cont'd)</p> <p>Children acquire skills in reading, writing and thinking while exploring print in books and in the environment.</p>	<p>3. Letter Knowledge</p> <p>Children will develop knowledge of letters and will learn to identify letters in isolation, in context, and out of alphabetical order.</p>	<ul style="list-style-type: none"> • Visual discrimination • Letter recognition • Alphabetical order • Print awareness • Writing letters and words 	<ul style="list-style-type: none"> • Marks by making letter-like lines • Dictates stories and observes writing • Notices differences between letters • Traces letters • Identifies isolated letters • Matches same letters • Matches upper and lowercase letters • Writes name and other letters • Matches similar words • Begins to write words
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Marking, Storybook-related activities</p> <p>Age 4: My Alphabet Book, Letter Games, Matrix, Storybook-related activities, Connect the Dots</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, Working with Letters, Story Starters, Telephone, Labels</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>I. LITERACY (cont'd)</p> <p>Children acquire skills in reading, writing and thinking while exploring print in books and in the environment.</p>	<p>4. Letter- Sound Relationships</p> <p>Children will develop an emerging knowledge of letters, rhymes and letter-sound relationships.</p>	<ul style="list-style-type: none"> • Phonological awareness • Phonemic awareness • Alphabetic principle • Auditory discrimination • Print awareness 	<ul style="list-style-type: none"> • Identifies and imitates common sounds • Hears, recites and thinks up own rhyming words • Identifies beginning and ending sounds of words • Recognizes written letters • Understands that letters are used to represent sounds • Begins to recognize and read basic words • Uses word families to decode words
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Rhymes & Fingerplays, Storybooks written in rhyme, Storybook-related activities, Sound Games (identifying/imitating common sounds & rhythms)</p> <p>Age 4: Storybooks written in rhyme, Storybook-related activities, My Alphabet Book, Sound Games</p> <p>Age 5: Working with Letters, <i>Let's Read, Talk, and Play</i> activities, Rhyme Time</p> <p>All ages: Enrichment and Extension activities</p>		
	<p>LEARNING GOALS</p>	<p>SKILLS EMPHASIZED</p>	<p>SEQUENTIAL LEARNING PROCESS</p>
	<p>5. Familiarity with Writing</p> <p>Children will begin to develop skills in writing while exploring print in books and in the environment.</p>	<ul style="list-style-type: none"> • Letter/word recognition • Visual discrimination • Fine motor control • Eye-hand coordination • Language development • Verbal expression • Early writing experiences • Print awareness 	<ul style="list-style-type: none"> • Makes marks on page • Understands that writing/print carries a message • Uses scribbles, shapes, letter-like symbols to write/represent ideas • Experiments with a variety of writing tools • Illustrates stories and ideas • Dictates stories and ideas • Writes own name • Begins to write words and short sentences
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Marking, My Family</p> <p>Age 4: Storybook-related activities, Sequencing Stories, Story Summary, My Alphabet Book, Letter Games, Follow the Path, Connect the Dots, Same Pictures, The Different Picture</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, Working with Letters, Rhyme Time, Story Starters, The Mail Carrier, A Special Card, Sign Language, Cartoons, What Do You Think?, Signs</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>I. LITERACY (cont'd)</p> <p>Children acquire skills in reading, writing and thinking while exploring print in books and in the environment.</p>	<p>6. Love of Reading</p> <p>Children will listen to storybooks, read aloud, and develop an enjoyment and appreciation of reading.</p>	<ul style="list-style-type: none"> • Book knowledge • Concept development • Cultural awareness • Imagination/creativity • Social and emotional development • Auditory memory 	<ul style="list-style-type: none"> • Listens to regular reading of HIPPY storybooks • Reads additional books (from a library) • Reads pictures and signs in own community • Reads rebus stories • Enjoys saying and acting out rhymes • Illustrates concepts from stories • Makes and reads own books by dictating and illustrating stories • Pretend “reads” aloud
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Reading HIPPY storybooks and supplemental books, My Family, Rhymes & Finger-Plays, What’s in the Picture? (picture reading)</p> <p>Age 4: Reading HIPPY storybooks, Rebus Stories, My Alphabet Book, Sequencing Stories, Story Summary (9), Discovery</p> <p>Age 5: Listening to storybooks, <i>Let’s Read, Talk, and Play</i> activities, Rebus Stories</p>		
	<p>LEARNING GOALS</p>	<p>SKILLS EMPHASIZED</p>	<p>SEQUENTIAL LEARNING PROCESS</p>
	<p>7. Play</p> <p>Children will engage in play as a means to develop early reading and writing skills.</p>	<ul style="list-style-type: none"> • Pretend/dramatic play • Imagination • Creativity • Language development • Vocabulary development • Listening • Visual discrimination 	<ul style="list-style-type: none"> • Acts out stories using puppets and other props or toys • Engages in dramatic play based on stories, rhymes, fingerplays, and personal experiences
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Moving My Body, Rhymes & Finger-Plays</p> <p>Age 4: Storybook-related activities, Letter Games, Paper House, Sound Games</p> <p>Age 5: <i>Let’s Read, Talk, and Play</i> activities, Pantomime, Firefighters, The Mail Carrier</p> <p>All ages: Group Meeting Activities, Special Events, Enrichment & Extension activities</p>			

II. LANGUAGE AND COMMUNICATIONS

When adults speak and respond to children in a timely and receptive manner, the child's brain is shaped so that he/she begins to understand the construction of speaking, learns new words, and becomes a competent conversationalist. Research shows that language has a critical impact on the rapid development of a child's brain during the first years of life.

Young children need many opportunities to learn language and to practice communicating in order to gain information and to comfortably express their ideas in a variety of different ways and settings. Parents are essential in increasing children's language development. Parents can provide meaningful opportunities for children to share their ideas, thoughts and feelings and to listen to and understand others. To develop their language and communication skills, children need to be exposed to language by being read to and through conversations.

II. LANGUAGE AND COMMUNICATIONS	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children develop skills in listening and expressing their thoughts and ideas.</p>	<p>1. Expressive Language</p> <p>Children will use verbal and non-verbal language to communicate information, thoughts, and ideas.</p>	<ul style="list-style-type: none"> • Language development • Vocabulary development • Pretend/dramatic play • Creative expression • Gross motor control • Fine motor control • Eye-hand coordination • Drawing • Social and emotional development 	<ul style="list-style-type: none"> • Understands an increasingly complex and varied vocabulary • Develops facility with language • Asks and answers questions • Expresses ideas through dramatic play, puppets, drawing, illustrating stories, writing, and dictation • Communicates ideas through non-verbal gestures, actions, and expressions • Communicates with unfamiliar adults and children*
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Moving My Body, My Senses, Rhymes & Finger-Plays, My Family</p> <p>Age 4: Storybook-related activities, Discovery, Paper House, Story Summary, Touch and Tell, Rebus Stories, Sequencing Stories</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, Pantomime, Cartoons, What Do You Think?, My Special Family, I Wonder Why?, Sign Language</p> <p>All ages: Enrichment and extension activities, *Group meeting activities and special events</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>II. LANGUAGE AND COMMUNICATIONS (cont'd)</p> <p>Children develop skills in listening and expressing their thoughts and ideas.</p>	<p>2. Receptive Language</p> <p>Children will develop skills in listening and understanding language.</p>	<ul style="list-style-type: none"> • Listening skills • Language development • Vocabulary development • Auditory discrimination • Auditory memory • Story comprehension • Following directions 	<ul style="list-style-type: none"> • Listens to and understands stories, songs, and rhymes • Listens to and understands increasingly complex directions, conversations, and questions • Follows directions for engaging in activities and games • Answers literal/factual questions • Gives main idea of a story when prompted • Demonstrates ability to retell stories, events, or personal experiences in sequence • Draws inferences and predicts endings
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Listening to stories, Storybook-related activities, following directions and exposure to new words in activities such as Cooking, Cutting, Forward-Backward, Moving My Body, Shapes & Colors</p> <p>Age 4: Listening to storybooks, Storybook-related activities, Rebus Stories, Sequencing Stories, Up-Down, In Front Of- Behind, Next To, Story Summary</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, What Do You Think?, Cartoons, Pantomime, Signs</p>		
	<p>LEARNING GOALS</p>	<p>SKILLS EMPHASIZED</p>	<p>SEQUENTIAL LEARNING PROCESS</p>
	<p>3. Written Expression</p> <p>Children will develop a desire and ability to use writing to represent words and ideas.</p>	<ul style="list-style-type: none"> • Fine motor control • Eye-hand coordination • Spatial perception • Language development • Vocabulary development • Creative expression 	<ul style="list-style-type: none"> • Uses a variety of writing tools and materials • Uses pictures, shapes, and letter-like symbols to convey ideas • Participates in a variety of writing activities • Demonstrates an interest in using writing for a purpose
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Marking, My Body: My Hands, My Body (9),</p> <p>Age 4: My Alphabet Book, Sequencing Stories, Shapes & Colors, Follow the Path, Connect the Dots</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, Telephone, A Special Card, Sign Language, Cartoons, The Writing Corner</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>II. LANGUAGE AND COMMUNICATIONS (cont'd)</p> <p>Children develop skills in listening and expressing their thoughts and ideas.</p>	<p>4. Play</p> <p>Children will develop their listening and expressive language skills through play experiences.</p>	<ul style="list-style-type: none"> • Pretend/dramatic play • Language development • Vocabulary development • Imagination • Creative thinking • Listening skills 	<ul style="list-style-type: none"> • Listens to and discusses stories • Engages in pretend play using props • Invents and acts out own stories • Develops conversational skills • Engages in cooperative play with children and other adults*
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Moving My Body, My Family, Rhymes & Finger-Plays</p> <p>Age 4: Storybook-related activities, Discovery, Sound Games, Letter Games, Paper House</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, The Mail Carrier</p> <p>All Ages: Enrichment & Extension activities, *Group meeting activities and special events</p>			

III. MATHEMATICS

Mathematics helps young children make sense of the world around them. Children have a natural propensity to make comparisons, notice similarities and differences in objects and people, and to group their toys and materials. When children engage in play, cook a simple meal, or complete a puzzle, they are fostering the thinking and problem solving skills that are necessary for daily life.

Children learn to use mathematical concepts for describing and exploring relationships (e.g. more than, less than, larger, smaller). They gradually develop the vocabulary and skills needed to measure, to describe shapes and patterns, and to express order and position.

III. MATHEMATICS	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children will be introduced to basic math concepts and learn ways to think about math and solve problems.</p>	<p>1. Reasoning</p> <p>Children will develop skills in logical thinking and problem solving.</p>	<ul style="list-style-type: none"> • Logical thinking • Problem solving • Predicting • Independent thinking • Decision making • Observation 	<ul style="list-style-type: none"> • Expresses opinions • Makes observations and comparisons • Draws conclusions based on available information and own experiences • Interprets pictures • Predicts outcomes • Recognizes, duplicates and creates patterns • Solves problems and makes decisions (when playing games, doing art projects, etc.) • Solves puzzles such as mazes, dot-to-dots, picture puzzles
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Small-Big, Cooking, What’s in the Picture?, Something-Nothing</p> <p>Age 4: Matrix, Math Games, The Best Choice, Connect the Dots, Same-Different, The Different Picture, Storybook-related activities, Story Summaries, Sequencing Activities</p> <p>Age 5: Picture Puzzles, Block Puzzles, Dots and Mazes, Design Puzzles, Matrix- Shapes, Pets, Catch the Cat, Building UP!, What Would You Do?, Memory Game, Break the Code, Maze Game, What Do You Think?, Shape Patterns, How Many?</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>III. MATHEMATICS (cont'd)</p> <p>Children will be introduced to basic math concepts and learn ways to think about math and solve problems.</p>	<p>2. Numbers and Counting</p> <p>Children will become familiar with numerals and the meaning of numbers.</p>	<ul style="list-style-type: none"> Counting Sequential memory One-to-one correspondence Number recognition Math concepts (size, height, length, quantity) 	<ul style="list-style-type: none"> Uses counting and number vocabulary Recognizes and identifies numerals Begins to count objects Matches objects to the corresponding numeral Names “how many” Writes numerals
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Cooking, Counting, Forward-Backward, Shapes & Colors, Something-Nothing, Rhymes & Finger-Plays</p> <p>Age 4: Math Games, Look & Find (2, 4), Connect The Dots, Storybook related activities</p> <p>Age 5: The 5 Ducks, How Many?, Estimating, Ten in the Bed, About How Long?, Tallying, Tally Marks and Bar Graphs, How Many?</p> <p>All ages: Storybook-related activities, Enrichment and Extension activities</p>		
	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
	<p>3. Classification and Sequencing</p> <p>Children will learn to group, order and sort objects.</p>	<ul style="list-style-type: none"> Sequential memory Matching Sorting Sequencing Math concepts (size, height, shape, etc.) 	<ul style="list-style-type: none"> Matches pairs of like objects Matches, sorts, and groups objects according to specific characteristics Places pictures and events in proper order Recalls what happened first, second, last
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Matching, Small-Big, Empty-Full</p> <p>Age 4: Sorting, Matrix, Small-Big, Shapes & Colors, Storybook-related activities, Sequencing Stories, Same Pictures, Tall-Short</p> <p>Age 5: First? Second? Third?, Tap! Clap! Snap!, Block Puzzles, Series Patterns</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>III. MATHEMATICS (cont'd)</p> <p>Children will be introduced to basic math concepts and learn ways to think about math and solve problems.</p>	<p>4. Spatial Awareness</p> <p>Children will recognize and create shapes and develop an awareness of the position of objects in space.</p>	<ul style="list-style-type: none"> • Spatial perception • Visual discrimination • Problem solving • Logical thinking • Eye-hand coordination • Observation skills 	<ul style="list-style-type: none"> • Recognizes and names common shapes in different settings • Uses language to understand order and position of objects that are on, next to, under, between, empty, full, inside, outside, tall, short, etc. • Describes and identifies objects based on their shape and size • Uses shapes to create designs and patterns
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Forward-Backward, Inside-Outside, Moving My Body, Throwing, Small-Big, Shapes & Colors, My Body, Marking</p> <p>Age 4: Next To, On-Under, Up-Down, Tall-Short, Between, In Front Of-Behind, Follow the Path</p> <p>Age 5: Where Is It?, Design Puzzles, Patterns, Maze Games, Dots and Mazes</p> <p>All ages: Storybook-related activities, Enrichment and Extension activities</p>		
	<p>LEARNING GOALS</p>	<p>SKILLS EMPHASIZED</p>	<p>SEQUENTIAL LEARNING PROCESS</p>
	<p>5. Measurement</p> <p>Children will compare and measure quantities and sizes.</p>	<ul style="list-style-type: none"> • Visual discrimination • Counting • One-to-one correspondence • Problem solving • Comparing • Math concepts (size, length, weight) 	<ul style="list-style-type: none"> • Compares objects using language such as same, different, more than, less than, big, small • Explores measurement, numbers, and quantity with a variety of materials • Matches numbers to amounts of objects • Describes and identifies objects in terms of their size, weight, length, and height • Measures using standard and non-standard forms of measurement
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Cooking, Empty-Full, Small-Big, Something-Nothing</p> <p>Age 4: Big-Small, Tall-Short, Discovery,</p> <p>Age 5: About How Long?, Tally Marks and Graphs, Math Games (8)</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>III. MATHEMATICS (cont'd)</p> <p>Children will be introduced to basic math concepts and learn ways to think about math and solve problems.</p>	<p>6. Patterns</p> <p>Children will recognize, duplicate, and create patterns.</p>	<ul style="list-style-type: none"> • Visual discrimination • Auditory memory • Visual memory • Sequential memory • Seriation 	<ul style="list-style-type: none"> • Identifies shapes and colors in pictures and objects • Repeats and creates auditory patterns • Repeats physical patterns (such as moving inside/outside) and musical patterns (such as tapping/clapping in rhythm) • Identifies patterns in common objects • Completes patterns using objects, drawings, shapes, or rhythms • Anticipates, remembers, and describes sequence of events
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Rhymes & Finger-Plays, Shapes & Colors</p> <p>Age 4: Shapes & Colors, Sound Games, Inside-Outside, In Front Of –Behind, Discovery, storybook-related activities, Follow the Path, Sequencing Stories, Storybook-related activities</p> <p>Age 5: Shape Patterns, Series Patterns, Patterns, Sign Language, Rhyme Time (auditory patterns), Tap! Clap! Snap!, What Do You Think? (9)</p> <p>All ages: Enrichment and Extension activities</p>			

IV. SCIENCE

Children have a marvelous sense of wonder and exploration. They are interested in the natural world and enjoy asking questions about the world around them. When we nurture this sense of wonderment we can help to create scientific thinkers who think logically, explore, and experiment.

To develop scientific thinking skills, children need to be actively engaged in exploring with different materials, talking about their observations, and reading or listening to stories that encourage asking questions, interpreting, and looking for different solutions. Children need to use all of their senses in their explorations as they observe, collect, interpret and record data, and draw conclusions. Sharing and talking about their observations will lead children to further experimentation and exploration.

IV. SCIENCE	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children will engage in scientific explorations as a way of learning about their world.</p>	<p>1. Scientific Skills and Methods</p> <p>Children will begin to use scientific methods and tools to explore their world.</p>	<ul style="list-style-type: none"> • Observation skills • Organizing • Classifying • Predicting • Sensory discrimination • Independent thinking • Logical thinking and problem solving 	<ul style="list-style-type: none"> • Asks and answers questions • Uses senses to make observations • Experiments with different tools and materials • Observes cause/effect relationships • Predicts outcomes • Collects, describes, and record information through discussion, drawing, and charts • Draws conclusions
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Cooking, Storybook-related activities, My Senses, Empty-Full, Something-Nothing</p> <p>Age 4: Discovery, Touch and Tell, Storybook-related activities,</p> <p>Age 5: My Senses, Bubbles, Egg Whites, Water Drops, Living and Non-Living Things, Magnifying Glass, Glitter Bottle, Heartbeat, Ice and Salt</p> <p>All ages: Enrichment and Extension activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>IV. SCIENCE (cont'd)</p> <p>Children will engage in scientific explorations as a way of learning about their world.</p>	<p>2. Scientific Knowledge</p> <p>Children will learn about the natural and physical worlds.</p>	<ul style="list-style-type: none"> • Observation • Scientific exploration • Language and vocabulary development • Memory 	<ul style="list-style-type: none"> • Demonstrates knowledge of the body and body movements • Understands that the senses can be used to learn about the world • Observes simple scientific processes such as food cooking, ice melting, plants growing, water evaporating • Explores the properties/qualities of different materials and how they interact • Applies prior knowledge and experiences to new situations
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: My Body, My Senses</p> <p>Age 4: Discovery, Storybook-related activities, Shapes & Colors, The Best Choice</p> <p>Age 5: My Senses, Bubbles, Egg Whites, Water Drops, Living and Non-Living Things, Magnifying Glass, Glitter Bottle, Heartbeat, Evaporation, Ice and Salt, The Science Whiz</p> <p>All ages: Enrichment and Extension activities</p>		

V. PHYSICAL AND MOTOR DEVELOPMENT

From birth, children eagerly explore how to use their bodies. They examine and perform with concentration the motions that lead to the mastery of fine and large motor movements. As children learn to sit, crawl, walk, or hold a spoon, they lay the foundation for more complex skills like understanding space, problem solving, and learning to hold a pencil.

Children learn through all of their senses and with their whole bodies as they explore their environment. They gain muscle control and learn how to improve their strength, balance and coordination.

In addition to encouraging children's exploration of the environment, adults should also focus on children's needs for nutritious food, a balanced diet, and a safe and healthy environment. These elements will support children's healthy growth as they mature and gain confidence and independence. Children's health is addressed in supplemental materials such as HIPPYTimes newsletter articles and select activities in the HIPPY Enrichment Activity Book.

V. PHYSICAL AND MOTOR DEVELOPMENT	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children strengthen their large and small muscles through sensorimotor experiences.</p>	<p>1. Gross Motor Control</p> <p>Children will strengthen their abilities to control, balance, and coordinate their bodies.</p>	<ul style="list-style-type: none"> • Gross motor control • Eye-hand coordination • Spatial perception • Self awareness 	<ul style="list-style-type: none"> • Demonstrates body and space awareness • Develops coordination and balance • Moves forward, backward, inside, outside, up, down, etc. • Moves in a variety of different ways such as crawling, jumping, skipping, dancing, etc. • Rolls, throws, and catches a ball
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Moving My Body, Forward-Backward, Inside-Outside, Empty-Full, Throwing, Small-Big (2), Select storybook-related activities (i.e. Jump, Frog, Jump!) <i>The strongest emphasis on gross motor control is in Age 3.</i></p> <p>Age 4: In Front-of-Behind, On-Under, Tall-Short, Up-Down, Between, Next To, Storybook-related activities</p> <p>Age 5: Tallying (7), <i>Let's Read, Talk, and Play</i> activities</p> <p>All ages: Enrichment and Extension activities, Group meeting activities</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>V. PHYSICAL AND MOTOR DEVELOPMENT (cont'd)</p> <p>Children strengthen their large and small muscles through sensorimotor experiences.</p>	<p>2. Fine Motor Control</p> <p>Children will use their fingers and hands in ways that develop small muscle control, eye-hand coordination, strength control, and the ability to manipulate objects.</p>	<ul style="list-style-type: none"> • Fine motor control • Eye-hand coordination • Spatial perception • Self awareness 	<ul style="list-style-type: none"> • Uses small muscles for fine motor tasks such as pointing at objects and performing fingerplays • Uses hand-eye coordination to perform tasks with manipulative materials: sorts objects, tears and scrunches paper, completes picture puzzles, builds with blocks or paper, etc. • Controls tools such as glue, scissors, bowls, spoons • Uses pencils and crayons for marking, drawing, and writing letters and words
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Marking, My Body: My Hands, My Body (9), Pasting, Cutting, Matching, Rhymes & Finger-Plays, Cooking, My Senses (Touch), Shapes & Colors</p> <p>Age 4: Shapes & Colors, Connect The Dots, Touch & Tell, Follow The Path, Sorting, Same Pictures, Different Pictures, Same-Different, Storybook-related activities, Discovery, My Alphabet Book, Letter Games, Sequencing Stories</p> <p>Age 5: Working with Letters, Story Starters, Rebus Stories, The Writing Corner, Signs, The Mail Carrier, A Special Card, Sign Language, Rhyme Time, Building Up!, Design Puzzles, Tap! Clap! Snap!, Dots and Mazes, Maze Game, Signs, Labels, What Do You Think?, Math Games (11), <i>Let's Read, Talk, and Play</i> activities</p> <p>All Ages: Enrichment and Extension activities, Group meeting activities</p>		

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>V. PHYSICAL AND MOTOR DEVELOPMENT (cont'd)</p> <p>Children strengthen their large and small muscles through sensorimotor experiences.</p>	<p>3. Self Awareness</p> <p>Children will increase their understanding of body parts and the use of their senses.</p>	<ul style="list-style-type: none"> • Body awareness • Sensory discrimination • Self esteem • Social development • Vocabulary and language development • Concept development 	<ul style="list-style-type: none"> • Identifies and names body parts and their functions • Moves body according to directions given • Uses the body and senses to explore their environment • Discriminates between a variety of sights, sounds, textures, smells, and tastes
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: My Body, My Senses, Moving My Body, Rhymes & Finger-Plays, My Family</p> <p>Age 4: Storybook-related activities, Up-Down, In Front Of-Behind, Touch and Tell</p> <p>Age 5: My Senses, The Me Mobile, Heartbeat, Eye Tricks</p> <p>All Ages: Group meeting activities, Special events, Extension and Enrichment activities on Health, Nutrition, & Safety</p>			

VI. SOCIAL AND EMOTIONAL DEVELOPMENT

Children’s interactions with peers and adults help them to build a sense of self and to see themselves as learners. Children are naturally curious, and the way adults react to and nurture their children’s curiosity helps them develop a strong sense of identity and security. Children who develop self-concept and self-esteem will be able to explore and grow both intellectually and physically.

Parents and other significant adults can help children negotiate the rules, responsibilities and challenging issues that they face daily. This support from adults will help them to understand and respect the values, beliefs, expectations, and feelings of others in society.

VI. SOCIAL AND EMOTIONAL DEVELOPMENT	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children demonstrate positive self-concept, an awareness of their own and others’ feelings, and an understanding of their responsibilities when interacting with others.</p>	<p>1. Self- Concept</p> <p>Children will develop a knowledge and understanding of their self and family.</p>	<ul style="list-style-type: none"> • Body awareness • Self awareness • Cultural awareness 	<ul style="list-style-type: none"> • Demonstrates awareness of own body • Develops sense of self identity • Identifies self as a member of a family • States own ideas and opinions • Exchanges personal opinions and ideas with family members
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: My Body, My Senses, Moving My Body, Rhymes & Finger-Plays, My Family</p> <p>Age 4: Storybook-related activities, Up-Down, In Front Of –Behind, Touch and Tell</p> <p>Age 5: My Senses, The Me Mobile</p> <p>All ages: Group meeting activities, Special events, Extension and Enrichment activities (on Health, Nutrition, Safety)</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>VI. SOCIAL AND EMOTIONAL DEVELOPMENT (cont'd)</p> <p>Children demonstrate positive self-concept, an awareness of their own and others' feelings, and an understanding of their responsibilities when interacting with others.</p>	<p>2. Positive Self- Image</p> <p>Children will develop a sense of self-worth through their experiences and through successful relationships with significant adults and other children.</p>	<ul style="list-style-type: none"> • Self-esteem • Leadership • Expressing opinions and feelings • Vocabulary and language development 	<ul style="list-style-type: none"> • Develops a sense of security as a result of successful parent/child interactions • Develops knowledge of own body and how it functions • Shows confidence in expressing opinions and feelings • Demonstrates confidence in abilities and takes pride in accomplishments • Demonstrates a level of comfort when taking a leadership role • Displays confidence and enthusiasm for learning • Interacts successfully with peers and other adults
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: My Body, My Senses, Moving My Body, My Family</p> <p>Age 4: Storybook-related activities, Touch and Tell (4), The Best Choice (2), Sequencing Stories (7)</p> <p>Age 5: The Me Mobile, In My Home, Go Fish, My Special Family</p> <p>All Ages: Group meeting activities, Special events</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>VI. SOCIAL AND EMOTIONAL DEVELOPMENT (cont'd)</p> <p>Children demonstrate positive self-concept, an awareness of their own and others' feelings, and an understanding of their responsibilities when interacting with others.</p>	<p>3. Self-Control</p> <p>Children will regulate their own behaviors and express emotions in socially acceptable ways.</p>	<ul style="list-style-type: none"> • Following directions • Social and emotional development • Expressing feelings and emotions • Concentration/attending to tasks 	<ul style="list-style-type: none"> • Learns to wait and take turns during activities • Demonstrates increased capacity to attend to task at hand • Increases ability to handle books, scissors, writing implements, and other learning tools appropriately • Expresses feelings and emotions in appropriate ways
	<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Reading Storybooks, Storybook-related activities, My Family, My Senses, Moving My Body, Cooking</p> <p>Age 4: Storybook-related activities, Story Summary</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, Catch the Cat, Maze Game, The Science Whiz</p> <p>All Ages: Group meeting activities, Enrichment and Extension activities, Special events</p>		
	<p>LEARNING GOALS</p>	<p>SKILLS EMPHASIZED</p>	<p>SEQUENTIAL LEARNING PROCESS</p>
	<p>4. Cultural Awareness</p> <p>Children will respect the values, beliefs, and feelings of others and gain knowledge of different cultures.</p>	<ul style="list-style-type: none"> • Social and emotional development • Cultural awareness • Self-esteem 	<ul style="list-style-type: none"> • Takes pride in own family and culture • Demonstrates knowledge and familiarity with other cultures through reading storybooks • Gains awareness of people and foods from different cultures • Expresses similarities and differences between own family and cultural traditions with those of others
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Reading storybooks, Storybook-related activities, Cooking, My Family, Rhymes & Finger-Plays</p> <p>Age 4: Reading storybooks, Storybook-related activities</p> <p>Age 5: Reading storybooks, <i>Let's Read, Talk, and Play</i> activities, In My Home, The Me Mobile, Go Fish, My Special Family</p> <p>All ages: Group meeting activities, Special events, Enrichment and Extension activities</p>			

VII. CREATIVITY

Experimenting with and appreciating different forms of art and creative expression helps children to integrate a number of different domains and numerous skills. The arts offer children other avenues to express their ideas and feelings and to solve problems in ways that both convey meaning and are aesthetically pleasing. This can be in the form of music, movements, drama, creative arts, and puppetry. The HIPPY curriculum's emphasis is on how using and appreciating the arts allows children to show what they know and to expand their thinking and creative expression.

Through experimentation with sounds, music, colors, forms, motions and words, children learn to communicate in a variety of ways that are distinctly their own and reflect their own style. Whether drawing a picture, making a collage, writing or illustrating a book or story, acting out story characters, singing songs, reciting rhymes, creating with play dough or moving to music, children gain skills to express themselves and learn to appreciate diversity through the various creative forms.

VII. CREATIVITY	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>Children will explore with different tools and art mediums and will learn different ways to express their ideas, feelings, thoughts, and interests.</p>	<p>1. Self expression</p> <p>Children will develop the ability to express themselves creatively through a variety of creative activities.</p>	<ul style="list-style-type: none"> • Creative expression • Self-esteem • Imagination/creativity • Fine and gross motor control • Language and vocabulary development 	<ul style="list-style-type: none"> • Engages in pretend play to act out stories or characters in stories • Uses movement, a variety of materials, rhymes, fingerplays, and music to represent actions, stories, moods, and experiences • Uses puppets, games and other props to express feelings stories, and ideas
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Cooking, Moving My Body, Pasting, Rhymes & Finger-Plays</p> <p>Age 4: Storybook-related activities, Paper House, Soft-Loud, Sequencing Stories, Story Summary</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, What Do You Think?, The Me Mobile, Go Fish, Cartoons, Pantomime, Rhyme Time, My Special Family</p> <p>All ages: Enrichment and Extension activities, Group meeting activities, Special events</p>			

DOMAIN	LEARNING GOALS	SKILLS EMPHASIZED	SEQUENTIAL LEARNING PROCESS
<p>VII. CREATIVITY (cont'd)</p> <p>Children will explore with different tools and art mediums and will learn different ways to express their ideas, feelings, thoughts, and interests.</p>	<p>2. Exploring with Tools and Materials</p> <p>Children will experiment with using many different tools, materials and art forms to express themselves creatively.</p>	<ul style="list-style-type: none"> • Creative drawing • Dramatic/pretend play • Language and vocabulary development • Imagination/creativity • Self awareness • Fine and gross motor control 	<ul style="list-style-type: none"> • Draws pictures and illustrates stories • Acts out stories using props and toys • Makes and sculpts with play dough • Sews with paper and yarn • Uses a variety of materials to create own instruments, pinwheels, mobiles, box sculptures, masks, buildings, etc.
<p><u>HIPPY CURRICULUM ACTIVITIES</u></p> <p>Age 3: Storybook-related activities, Cooking, Cutting, My Body, My Family, My Senses, Pasting, Rhymes & Finger-Plays</p> <p>Age 4: Storybook-related activities, extension and enrichment activities, Shapes & Colors, Touchy and Tell</p> <p>Age 5: <i>Let's Read, Talk, and Play</i> activities, The Mail Carrier, Building Up!, Firefighters, Pantomime, Rhyme Time, The Me Mobile, The 5 Ducks, Glitter Bottle</p> <p>All ages: Enrichment and Extension activities, Group meeting activities</p>			

Attachments

Attachment A: National Review Committee

Merle G. Greene, M.S. (Special Education/Early Childhood), *Developer*
Early Childhood Education Director, HIPPY USA, New York, NY

Karen Vanderbilt, B.A.
Program Assistant, HIPPY USA, New York, NY

Mary Doyle, M.Ed (Early Childhood)
Director of Early Childhood Programs, Pawtucket, RI School Department
HIPPY State Contact, HIPPY National Trainer, Rhode Island

Barbara Gilkey, M.Ed
HIPPY State Director, Arkansas

Deanna Gomby, Ph.D, M.S.
Principal, Deanna Gomby Consulting
Chair, The HIPPY Research Advisory Group, California

Diane Powell, Ph.D
Assistant Professor and Program Director
Department of Child and Family Studies, University South Florida, Tampa, FL

Dabaram Rampersad, M.S. (Administration of Human Services)
Assistant State HIPPY Director
Florida HIPPY T&TA Center, University of South Florida, Tampa, FL

Barbara Scherr, B.S.
Program Improvement and Special Initiatives Specialist
Maryland State Department of Education
HIPPY State Contact, Maryland

Angela Triche, M.Ed
PIRC (Parent Information and Resource Center of Nevada)
HIPPY State Contact, HIPPY National Trainer, Nevada

Joyce Westrich, M.Ed
HIPPY National Trainer, Ohio

Miriam Westheimer, Ed.D
Director, HIPPY International, New York, NY

Attachment B: Resources

- Bodrova, Elena; Leong, Deborah J.; Paynter, Diane E.; Semenov, Dimitri. A Framework for Early Literacy Instructions: Aligning Standards to Developmental Accomplishments and Student Behaviors-Pre K through Kindergarten . Mid-Continent Research for Education and Learning (McREL), 2000.
- “Evidence-based Education in Early Childhood.” ERIC/EECE Newsletter. Vol. 14, No. 2 (2002): 1-5.
- The International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), a joint position statement., *Learning to Read and Write: Developmentally Appropriate Practices For Young Children*. NAEYC, 1998.
- Kauerz, Kristie. Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment. New America Foundation: Early Education Initiative, Issue Brief #2, January 2006.
- Maryland State Department of Education. Maryland Model for School Readiness: Work Sampling Systems. Baltimore: Maryland State Department of Education, 2001.
- The National Association for the Education of Young Children (NAEYC). *Developmentally Appropriate Guidelines in Early Childhood Programs* (Revised). Ed. Sue Bredekamp and Carol Copple. NAEYC, 1997.
- The National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE). *Early Learning Standards: Creating The Conditions For Success*. NAEYC. November 19, 2002.
- The National Association for the Education of Young Children (NAEYC). *Learning to Read and Write: Developmentally Appropriate Practices For Young Children*. Ed. Susan B. Neuman, Carol Copple, and Sue Bredekamp. NAEYC, 2000.
- The National Association for the Education of Young Children (NAEYC). *Young Children; Journal of the National Association for the Education of Young Children*. Vol.58, No.1 (January 2003) Vol. 57, No. 5 (September 2002) Vol. 57. No. 2 (March 2002). Washington, D.C.
- National Research Council. *Preventing Reading Difficulties in Young Children*. Ed. Catherine E. Snow, M. Susan Burns, and Peg Griffin, 1998.
- National Research Council: Committee on Early Childhood Pedagogy. *Eager to Learn – Education Our Preschoolers*. Ed. Barbara Bowman, M. Suzanne Donovan and M. Susan Burns. Washington, D.C.: National Academy Press, 2000.
- Neuman, Susan B. and Roskos, Kathleen. *The State of pre-kindergarten standards*. Early Childhood Research Quarterly, v.20, 2005, pp. 125-145.
- Pre-K Guidelines for Learning and Teaching*. October 2002. Carnegie Corporation of New York and McGraw Hill. 25 Feb. 2003 <<http://www.ctb.com/prekguidelines>>.

Scott-Little, Catherine; Kagan, Sharon Lynn; and Frelow, Victoria Stebbins. *Standards for Preschool Children's Learning and Development: Who has standards, who were they developed, and how are they used?* Serve, Research Report, June 2003.

Shore, Rima. *Rethinking the Brain –New Insights into Early Development*. New York: Families and Work Institute, 1997.

Title 1 Report. Vol.4 – 5 (2003-2003) <<http://www.title1.com>>.

US Department of Education. *The Achiever*. Vol. 1-Vol.2.(2002-2003).

Additional Resources:

Early Childhood Education Guidelines or Standards or Summary Documents from Rhode Island, Louisiana, Maryland, Texas, California.

The *No Child Left Behind Act-2002*. The Early Childhood Initiatives: *Good Start, Grow Start* and *Early Reading First*.