



Home as a Learning Lab

El Hogar Como Laboratorio de Aprendizaje

Sybilnae Palma
Jessica Lopez
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The HIPPY Model

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- Evidence Based program model
- 30 week curriculum for children age 3, 4, 5
- Weekly home visits to each parent
- School readiness skills - shapes, colors, numbers, science, book knowledge, pre-math, motor skills
- Monthly parent meetings to network and learn together
- Program coordinator supervises home visitors
- Role play is the technique used to provide curriculum training to home visitor and parents



Role of Home Educator

— — —

- Reflects the community, similar to promotoras
- Meets **weekly** with each parent in their caseload
- Receives weekly curriculum training from Coordinator
- Provide additional information / resources to parents

IDEA SHARING - COMPARTIR IDEAS

— — —
3 year olds like to jump, run, kick,
climb, draw, build, turn pages of a
book, open and close
boxes/doors/drawers, remember and
tell stories

They can...follow 3 step directions,
understand basics of time (morning,
day, night), count things, understand
in/on/over/under

A los 3 años les gusta correr, patear,
brincar, dibujar, construir, pasar las
páginas del libro, abrir y cerrar
cajas/puertas/gavetas, recordar y contar
cuentos.

Pueden...seguir instrucciones de 3
pasos, entender tiempo básico (mañana,
dia, noche), contar objetos, entender
sobre, debajo, dentro, fuera



Using simple materials for learning at home

— — —

Select one of the skills below and use the materials to create an activity for a 3 year old to learn:

- Physical coordination
- Eye-hand coordination
- Following directions

In groups - develop a simple activity and prepare to demonstrate it.

10 minutes to develop - each group will have 3 minutes to demonstrate



Usando materiales simples para enseñar

Seleccione una de las destrezas abajo y usando los materiales, desarrolle una actividad para que un niño de 3 años aprenda:

- Coordinación física
- Coordinación entre ojo y mano
- Seguir instrucciones

En grupos - desarrollar una actividad simple para demostrar.

10 minutos para desarrollar - cada grupo tendrá 10 minutos para demostrar su actividad

Role Play Demonstration

— — —

- Book walk - Where is Spot
- Yarn activity

Using simple materials






— — —

- Paper - make ball - rolling, catching, throwing, following directions
- Paper - footsteps, big and little steps, following directions
- Yarn - large motor, jumping on either side of yarn “line”, inside and outside circle, big steps/little steps

Supporting Little Scientists

Using the Scientific Method

— — —

1	Observe	
2	Ask	
3	Guess	
4	Experiment	
5	Results	

Collect 4 tarnished pennies

Which do you think will clean the penny best?

Vinegar, Water, Salt

Clean one penny with each

Clean the 4th penny with salt and vinegar together

Which cleaned the best?



Activity 4: Motor, Throwing

What your child will learn from this activity

Throwing and rolling a ball are the kind of activities that help to develop your child's **gross motor control** and **eye-hand coordination**. Rolling the ball is not as easy as it may look, especially rolling it back and forth on different surfaces. Developing **gross motor control** helps children learn how to move their bodies properly and also to make important connections in the brain. Crumpling paper into a ball helps your child to develop the small muscles in the hand used for fine motor control.

You will need

- 4 sheets of paper (you can reuse the backs of old Activity Sheets) or 3 sheets of newspaper
- 3 feet or 1 meter of string
- Tape

What to do

1. Today we are going to make a ball out of paper. When we are finished making the ball, we can play with it.

(Give the child a piece of paper and take one for yourself.)

First we'll crumple the paper in our hands until it's like a ball.

(Take your sheet of crumpled paper, open it a little.)

I'll put your paper ball inside my crumpled paper. Then the ball will be bigger.

Take another paper and crumple it.

(Take the child's crumpled paper and wrap it around the ball.)

Now I'll crumple another paper.

(Wrap this one around the ball too. If it is not big enough, add another layer of paper. The ball should be the size of a small grapefruit.)

2. Now we'll tie it together so it doesn't come apart.

(Tie some string around it or wrap it a few times with scotch tape.)



Activity 4: Motor, Throwing

3. Now we can play ball. Catch!

(Roll the ball on the table toward the child.)

Roll it back to me.

(Move a few feet from the child.)

Now sit at the table across from each other.)

Now I'll roll the ball to you.

Catch it before it stops.

(Roll it.)

Now I'll roll it harder. (Roll it with more force.)

Catch! Don't let it roll off the table.

Roll it back as hard as you can.

(Roll it with more force.)

Catch it again. It's coming fast.

Roll it back.

Put out your hands.

Catch!

(Throw the ball to the child.)

Throw it back.

** (Save the ball. It will be used in upcoming lessons.)



Note: Continue to play with the ball as long as your child is interested.

Things to think about and do

- Sit on the floor with your child facing each other with legs spread. Roll the ball back and forth between you. Try throwing the ball to each other using overhand throw.
- Make ramps by using a large piece of cardboard or wood with a book under one end. Encourage your child to roll the ball down the ramp. Try making the ramp longer with a larger piece of cardboard or wood and then higher by putting more books under one end. Say: **What happens when the ramp is longer? What happens when it is higher?**

Activity 3: Science, Kitchen Chemistry



Science

What your child will learn from this activity

You and your child will explore and experiment with different materials to clean pennies (**scientific exploration**). When children guess what will happen, they are developing the ability to **predict** outcomes (**scientific method: prediction**). Talking about what is happening develops your child's ability to use **language**. In science activities, your child learns through exploring and experimenting. This is an important way for children to gain skills.

You will need

- Some paper towels
- 1 shiny penny
- 4 tarnished or dirty pennies
- 4 small bowls
- Salt
- Vinegar
- Water
- Tablespoon
- Activity Sheet 2
- Crayons or markers

What to do

- (Place the bowls, salt, water, and vinegar on the table.)

Today, we are going to do an experiment. You will try to discover a way to clean pennies.

- (Point to the bowls and ask your child to pour one of the following items into each bowl. 1 bowl will have salt and water, 1 will have water, 1 will have vinegar, 1 will have a mixture of salt and vinegar. Take out Activity Sheet 2.)

Please pour some salt and water into this bowl.

Please pour some water into this bowl.

Please pour vinegar into this bowl.

Please pour 2 spoonfuls of salt and 6 spoonfuls of vinegar into this bowl.

Now put one penny in each bowl.



Science

Which material do you think will clean the pennies best?

I will write your prediction on the science recording sheet.

- Take a dirty penny and paper towel. One at a time, try to clean each penny with the materials in each bowl. Then put the penny in front of that bowl.

(This is an experiment. Let your child take as much time as needed trying the different materials. Encourage your child to rub each penny to clean it.)

- (As you remove a penny from each solution, place it in front of the bowl and ask one question at a time.)

Did the salt clean the penny? --no

Did the water make the penny shiny? --no

Did the vinegar clean the penny? --no

What happened when you cleaned the penny with the vinegar and salt?

--The pennies got shiny. It cleaned the pennies.

Which mixture made the pennies shiny?

(Your child should point to the salt and vinegar mixture or may say it.)

Mixing salt and vinegar together makes a special kind of cleaner that takes the dirt off of the copper pennies.

I will write down what happened in our experiment in the second row of the science recording sheet. You write your name on the name line.

Let's read about what happened in our experiment.

(Read the prediction and results of the experiment to your child.)





Name _____

Science Recording Sheet

(Write your child's prediction of which material will clean the pennies best.)

I predict that the bowl with _____ will clean the pennies best.

(Write your child's results from the experiment.)

The bowl with the _____ cleaned the pennies best.

Things to think about and do

- Let your child help you mix food or prepare items for meals this week. Before your child mixes the ingredients, ask them to predict what they think will happen. Then talk about what did happen at the end. See if their prediction was correct.
- Try an experiment with two eggs. First, have your child hold the eggs to see if one feels heavier than the other. Next, boil one egg. Once it is cool, have your child hold the eggs again to see if one egg feels heavier. The boiled egg should feel heavier. The next step would be to crack and peel the eggs to look inside. This activity will allow you to have a conversation with your child about the eggs. Be sure to ask your child to predict and examine the results.

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