|  |  |  |
| --- | --- | --- |
| **Standard Focus** | **Activity** | **Home Extension Activity** |
| *I. Physical Development a. Active Physical Play 1. Engages in physical activities with increasing balance, coordination, endurance and intensity**Benchmark a. Engages in active physical play for short periods of time* | Gross Motor- Balancing on a wide beam or line, progressing to balancing on one foot then the other. Riding Bikes with focus on peddling and controlWe will practice peddling slow and fast on the bikes as we discuss Ducks and Turtles | You can extend this activity at home by practicing peddling fast and slow and alternating feet.  |
| *V. Mathematical Thinking E. SPATIAL RELATIONS 1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games 2. Manipulates objects by flipping, sliding and rotating to make them fit F. MEASUREMENT AND DATA 1. Uses increasingly complex size words to accurately describe objects 2. Compares sets of objects by one attribute (e.g., sort by size)* | Math- Big to little Pond animal/ plants sequencing line games (butterflies, frogs, ducks, ants, fish, flowers) Focus on naming attributes of Size (Big, Large, Medium, small, little) Practice placing objects on Velcro line from left to right based on large to small size. Shape PuzzlesFive Green and Speckled FrogsOne Little Duck | Extend this activity at home by counting the ducks up rather than backwards. You add the ducks together as they come back to the mama ducksPractice left to right sequencing with home items such as socks, spoons, cups, toys |
| *IV. Language and Literacy C. VOCABULARY 1. Shows an understanding of words and their meanings (receptive) Benchmark a. Responds appropriately to almost all adult speech including requests involving multiple steps Benchmark b. Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)**E. CONVERSATION 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems Benchmark a. Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others* | One little Duck Song and fingerplay.Focus on counting 1-5 And repetitive vocabulary words Little, duck, quack, Expansion vocabulary wordsSwimming, paddling, dive, shore, glee | I have included a copy of the One little duck counting song for you to learn and sing with your child.  |

Parent Resources: Feed the Rainbow - <https://www.feedinglittles.com/blog/offer-the-rainbow>

Follow this link to find great nutritional information.

**One Little Duck**

One little duck in the pond so blue
Called for a friend...Quack
And then there were two.
Two little ducks swimming round with glee
Called for a friend...quack, quack
And then there were three.
Three little ducks, paddling near the shore
Called for a friend...quack, quack, quack
And then there were four.
Four little ducks, learning how to dive
Called for a friend, quack, quack, quack, quack
And then there were five.
Five little ducks near the end of day
Hear their mothers calling
And they all swim away.