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| **Standard** | **Activity** | **Home Extension** |
| **IV. Language and Literacy****F. EMERGENT READING**1. Show’s motivation for and appreciation of reading**Benchmark b**. Demonstrates that pictures represent real objects, events, and ideas (stories) | During story time the children Identify symbols on a weather chart and name or describe an object during the stories. | Seek out books about things children especially like (e.g., trains, animals, the moon.). Talk about pictures and names of objects in books.Ask open-ended questions about pictures in books and talk about the characters and objects. |
| **V Scientific Inquiry****D. EARTH AND SPACE SCIENCE**1. Demonstrates knowledge related to the dynamic properties of earth and sky***Benchmark a.*** Begins to explore and investigate the properties of water. | Children will be provided tools for safe exploration of water (e.g., cups, spoons, funnels, basters, bowls, tubes). | Provide opportunities for children to go outside and play with water, soil, sand and mud at home by having simple tools and measuring devices for children to play with (e.g., toy ducks, boats, plastic shovels, measuring cups, plastic hand rakes, plastic sifters, magnifying glasses, binoculars). |
| **VI. Social Studies****E. TIME, CONTINUITY AND CHANGE**1. Begins to sequence events | Displayed illustrations describing the order of events after reading about Randy the Raindrop or other water related books. Use time words in the conversations with children, such as now, after, before, next, soon, etc. | Use time vocabulary during interactions with children, such as soon, next, now, tomorrow, yesterday |

In The Real World Game

When out and about, point out things that you and your child have read about in books or seen in his/her favorite show. For example, "That backpack looks like the one Dora wears!" or "That train makes sounds like Thomas the Train!"

This game helps your child understand symbols because he/she can see how the things in books or on TV are representations of real life.