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| **Standard** | **Activity** | **Home Extension** |
| **V. Mathematical Thinking**  C. Patterns  1. Recognizes patterns in the environment | Participate in movement and music games that make patterns with claps and sounds. The Water Cycle chant. Pointing out specific parts of the daily routine in the classroom to the children. | Provide early patterns for children during everyday routines. For example, having a nighttime routine such as dinner, followed by a bath, a book and then bedtime becomes a predictable pattern for children. Predictability helps children organize and understand their world. |
| **VI 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. | Paint with water on outside surfaces.  Explore water at the water table using an assortment of containers of various shapes and sizes.  Experiment with water and observe the effects on sand hills and rocks | 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). |
| IV. Language and Literacy  C. Vocabulary  1. Shows an understanding of words and their meanings (receptive)  **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) | Play games that involve rhyming words and sounds.  The Water Cycle Chant: Evaporation, Condensation, Precipitation | Play word games with their children, such as “I Spy” or “Find a Word that Rhymes With…”  Give alternate names of familiar items to children.  Rain- Precipitation, Mist, deluge.  Garbage can- dust bin, waste basket. |

**Sock Puppets**

Sorting the laundry? Encourage your child to help you find all of the socks and make a pile of them. Pick a sock and pretend it is a puppet looking for its matching friend. Celebrate when you and your child find a match. Then let him/her take a turn as the puppet.

Not only is this activity fun, but your child makes connections as he/she groups the socks and looks for the matching pairs. He/She must use focus and self-control to remember the details of the matching sock. When your child pretends, he/she is thinking creatively.