| **Standard** | **Activity** | **Home Extension** |
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| **III Social and Emotional Development**  ***B. MANAGING EMOTIONS***  1. Demonstrates ability to self regulate  **Benchmark a.**  Takes cues from preferred adult and others to expand their strategies and tools to self-regulate | Continue labeling children’s emotions throughout the day.  Use puppets to act out a conflict in the classroom and talk about emotions and what they look like on someone’s face. | Help children use their words of emotions to express what they are feeling.  Understand that children are taking cues from people around them as to how to react when they are happy/sad/mad. |
| **IV Language and Literacy**  ***B. SPEAKING***  1. Speaks and is understood when speaking. | Children will be asked open-ended questions throughout the day.  They will be given choices to encourage them to use their words and will be taught simple songs to be able to sing along. | Describe daily routines while in the process, and ask questions (e.g., “We need to get you dressed: “First, put your arm through this sleeve and now the other arm through the other sleeve. What do we need to do next?”).  Encourage children to describe things around the house by asking questions (e.g., “What color is the ball?” “How does the milk taste. Is it hot or cold?” “What do you want for breakfast?”) |
| **V Mathematical Thinking**  ***F. MEASUREMENT AND DATA***  2. Compares sets of objects by one attribute (e.g., sort by size) | Model size words by making comparisons of objects in the classroom (e.g., “The boys will go to the small table and the girls will go to the long table.”).  Engage with children as they play in centers, and make comparisons of objects as they play. | Look for examples of objects at home that children can sort by one attribute, like colors of clothing. Was their sorting process accurate? If not, prompt children to try another strategy. |