| **Standard** | **Activity** | **Home Extension** |
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| **I Physical Development**  ***A. HEALTH AND WELLBEING***  b. Safety  1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities  **Benchmark a.**  Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth) | Consistently review routines with children and offer assistance as necessary.  Give children opportunities to try new things, offer assistance as needed.  Create picture reminders of safety behaviors. | Allow children to participate in safety and self-care activities, allowing independence but remaining nearby to offer assistance if needed.  Provide safe play areas with age-appropriate materials. |
| **IV Language and Literacy**  ***C. VOCABULARY***  2. Uses increased vocabulary to describe objects, actions and events (expressive)  **Benchmark a.**  Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words) | Provide children with sensory tables and interesting toys and talk about the ways these look and feel.  Read stories to children and discuss the descriptive words in the stories.  Provide a variety of objects that children can sort by different characteristics (e.g., big/small, hard/soft, smooth/rough). | Have children help sort laundry and talk about how certain items belong together (e.g., socks) and which items belong to which family member.  Ask children to describe items of clothing as they get dressed (e.g., “What color is your shirt today? Are your pants long or short?”).  Take a walk and ask the children to look for different objects or things that move (e.g., “Can you find something that flies?). |
| **VI Scientific Inquiry**  ***B. LIFE SCIENCE***  1. Demonstrates knowledge related to living things and their environments  **Benchmark b.**  Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs) | Read books about and place posters around the room showing the life cycle of a plant, chicken, frog or a butterfly to demonstrate how animals and plants change as they grow.  Provide hands-on opportunities for children to grow plants and observe changes as they grow (e.g., planting seeds in cups, sweet potatoes in a glass of water). | Offer your child a whole fruit or vegetable, like an apple. Ask questions about what the apple looks like, feels like, and smells like before cutting it. After you cut it, talk about what you both notice. What does it look like, smell like, and feel like now? Does it always taste the same? |