

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>THE ARTS</b></p> <p><b>Exploring the Arts</b>  <b>4–5 years, K Readiness</b>  <b>A1 Child shows an interest in learning about different artistic experiences</b>            A1.5 Integrates a variety of art experiences during play  <b>A2 Child can distinguish differences within each area of artistic expression</b>            A2.5 Discuss differences among artistic expression</p>	<p><b>Children use a wide variety of materials to connect with visual arts in the following:</b></p> <p><b>T1: W3:</b> Literacy 48–49  <b>Day 4:</b> Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways  <b>T1: W4:</b> Literacy 58–59, 62–63  <b>Day 2:</b> Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower  <b>Day 4:</b> Small Group: Guide children to make thank-you notes with various art supplies  <b>T3: W2:</b> Language 29  <b>Day 1:</b> Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i>  <b>T4: W1:</b> Math 14–15  <b>Day 1:</b> Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i>  <b>T5: W2:</b> Language 36–37  <b>Day 1:</b> Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i>  <b>T6: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b>; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza  <b>T6: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Introduce vocabulary (<b>plan, build</b>)  <b>T6: W4:</b> Language 62–63  <b>Day 4:</b> Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials</i>  <b>T7: W4:</b> Literacy 60–61  <b>Day 3:</b> Small Group: Explore reusing materials with the Reuse and Create Activity</p>
<p><b>Using the Arts to Express Ideas and Emotions</b>  <b>4–5 years, K Readiness</b>  <b>A3 Child demonstrates interest and emotions in artistic expression</b>            A3.5 Elects to spend time in artistic expression with purpose and analyzes their work  <b>A4 Child understands patterns in artistic media</b>            A4.5 Creates their own artistic patterns</p>	<p><b>T6: W3:</b> Literacy 44- 45, 46–47, 48–49  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b> and taking steps toward a goal; Focus on Vocabulary (<b>plan</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses  <b>Day 3:</b> Small Group: Help children create stories with letters  <b>Day 4:</b> Circle Time: Talk About Creating Art; Focus on Vocabulary (<b>sculpt, mold</b>); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation  <b>T6: W3:</b> Math 44–45, 48–49, 50–51  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Small Group: Create origami with the Make a Ladybug Activity  <b>Day 4:</b> Circle Time: Talk about making art; Small Group: Talk about sculptures in the Sort Your Art Activity  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i>  <b>T6: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book</i>  <b>Day 2:</b> Story Time: Extended Play: Mold Something  <b>Day 3:</b> Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free</i>  <b>Day 4:</b> Circle Time: Talk About Making Art; Focus on Vocabulary (<b>sculpt, mold</b>); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i>  <b>Day 5:</b> Circle Time: Have children Show and Tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?;</i> Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel</i></p>

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<p><b>Self-Expression in the Arts</b>  <b>4–5 years, K Readiness</b>  <b>A5 Child uses art for self-expression</b>                      A5.5 Intentionally uses art for self-expression</p>	<p><b>Theme 6: Let’s Create</b> explores self-expression through the arts. Week 3: Picture This specifically explores self-expression through making art. Additionally, the Creativity Station within the Independent Centers offers children occasions to use their imagination with materials to create works of art.</p> <p><b>In addition, see the following:</b></p> <p><b>T1: W1:</b> Literacy 16–17, 22–23</p> <p><b>Day 2:</b> Story Time: Connect the Mind Builder <b>Talk About Feelings</b> to book <i>Be Who You Are</i> by Todd Parr</p> <p><b>Day 5:</b> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p><b>T6: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p><b>Day 1:</b> Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p><b>Day 2:</b> Story Time: Extended Play: Mold Something</p> <p><b>Day 3:</b> Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free</i></p> <p><b>Day 4:</b> Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation</p> <p><b>Day 5:</b> Circle Time: Have children Show and Tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i></p>

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<p><b>APPROACHES TO LEARNING</b></p> <p><b>Initiative and Curiosity</b>  <b>4–5 years, K Readiness</b>  <b>AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things</b>  AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them  AL1.11 Eager to investigate new things and have new experiences</p> <p><b>AL2 Wonderment: Child expresses interest in novelty</b>  AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment</p>	<p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities) and child independence (independent centers). During Independent Centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that will help children apply their learning from large- and small-group experiences—all connected to the Weekly Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for Purposeful Play Conversation each day in the following centers:  Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p><b>Children ask questions, participate in experiences, and explore new ideas:</b>  <b>T2: W2:</b> Language 30–31, 32–33  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Flexible Thinking and Behavior</b>; Focus on Vocabulary (<b>idea, different</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity  <b>Day 3:</b> Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity  <b>T3: W2:</b> Literacy 30–31, 32–33, 34–35, 36–37  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Be Curious</b>; Focus on Vocabulary (<b>ask questions, explain</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity  <b>Day 3:</b> Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity  <b>Day 4:</b> Circle Time: Talk About Weather!; Story Time: Read aloud from the <i>Big Chart of Big Ideas: What’s the Weather?</i>; Small Group: Talk about weather with the Class Weather Book Activity  <b>Day 5:</b> Story Time: Guiding Question: <i>How can you plan for the weather?</i>  <b>T3: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Show Curiosity and focus on vocabulary (<b>curious, watch</b>); Small Group: Develop scientific thinking with the Show Curiosity Activity  <b>T3: W4:</b> Language 58–59, 60–61, 62–63  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Connections</b>; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity  <b>Day 3:</b> Circle Time: Share Prior Knowledge; Story Time: Focus on using background knowledge in the read-aloud  <b>Day 4:</b> Circle Time: Talk About Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move  <b>T4: W1:</b> Language 16–17, 18–19  <b>Day 2:</b> Circle Time: Focus Vocabulary (<b>curiosity</b>); Small Group: Ask and answer questions about animal families  <b>Day 3:</b> Small Group: Help children make connections between human parents and animal parents  <b>T4: W1:</b> Literacy 18–19, 20–21  <b>Day 3:</b> Circle Time: Build Science Background; Small Group: Identify animal families  <b>Day 4:</b> Circle Time: Talk About Animal Families  <b>T4: W3:</b> Language 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Curiosity</b>; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity  <b>T6: W3:</b> Math 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Focus on Vocabulary (<b>practice</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during Make a Ladybug Activity  <b>T7: W3:</b> Language 44–45  <b>Day 2:</b> Small Group: Explore plant cycles with the Making Connections Activity  <b>T7: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Focus on Vocabulary (<b>ask questions</b>); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p>

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Continued	<p><b>T8: W1:</b> Language 14–15, 18–19</p> <p><b>Day 1:</b> Small Group: Make predictions with the Getting Ready Activity <b>Day 3:</b> Circle Time: Share the Comprehension Skill: Ask Questions: Story Time: Focus on asking questions</p> <p><b>T8: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative;</b> Focus on Vocabulary (<b>solve problems, together</b>); Small Group: Identify problems and solutions with the Team Fix It Activity</p>

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<p><b>Attentiveness, Engagement, and Persistence</b>  <b>4–5 years, K Readiness</b>  <b>AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment</b>                      AL3.7 Attends in large group activities led by teacher for sustained periods                      AL3.8 Participates in large group activities and discussions                      AL3.9 Listens to others  <b>AL4 Self-direction: Child makes choices based upon own interests</b>                      AL4.5 Creates a plan to achieve a goal and follows through to completion  <b>AL5 Diligence: Child is focused and productive</b>                      AL5.6 Conscientiously attempts to complete assigned tasks  <b>AL6 Resilience: Child responds to challenge by adapting</b>                      AL6.6 Maintains a positive outlook in spite of challenges                      AL6.7 Demonstrates ability to adjust to changes</p>	<p><b>T2: W2:</b> Literacy 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>create, imagine</b>); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence  <b>T2: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>  <b>T2: W4:</b> Literacy 58–59  <b>Day 2:</b> Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity  <b>T4: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem  <b>T4: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem  <b>T6: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b> and taking steps toward a goal; Focus on Vocabulary (<b>plan</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses  <b>T6: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>ideas, complete</b>); Small Group: Invite children to show persistence when making forts out of wooden sticks  <b>T6: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Introduce vocabulary (<b>plan, build</b>)  <b>T6: W4:</b> Math 56–57  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Focus on Vocabulary (<b>solve, problem</b>); Small Group: We Can Solve It Activity  <b>T7: W1:</b> Language 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>goal, proud</b>); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence  <b>T7: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Small Group: Talk about persisting with the Keep Trying Activity  <b>T8: W1:</b> Literacy 16–17, 20–21  <b>Day 2:</b> Circle Time: Practice identifying and solving problems and introduce vocabulary (<b>solve problems, together</b>); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity  <b>Day 4:</b> Circle Time: Talk About Teamwork; Small Group: Encourage children to work as a team to complete an art project together  <b>T8: W3:</b> Language 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persistence</b>; Focus on Vocabulary (<b>goals, solve problems</b>); Small Group: Talk about persisting with the We Will Persist! Activity  <b>T8: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>I can, trying</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice patience; Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance  <b>T8: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>new idea, solve problems</b>); Small Group: Discuss being persistent with the My Greatest Adventure Activity  <b>T8: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>imagine, practiced</b>); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity</p>

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<p><b>Creativity</b>  <b>4–5 years, K Readiness</b>  <b>AL7 Immersion: Child becomes absorbed in the process of exploration</b>            AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity  <b>AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play</b>            AL8.9 Approaches tasks with imagination and inventiveness  <b>AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant</b>            AL9.8 Becomes absorbed in the process of creating            AL9.9 Purposefully works to create unique products of own choosing</p>	<p>Opportunities for children to engage in social and pretend play are provided throughout the program. Teachers can use Circle Time to build background, engage in dramatic play, and introduce vocabulary. Small Group activities provide hands-on experiences together. Independent Centers offer children occasions to use their imagination with materials to create stories or works of art.</p> <p>See the following:</p> <p><b>Immersion/Exploration:</b>  <b>T6: W3:</b> Math 44–45, 48–49, 50–51  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Small Group: Create origami with the Make a Ladybug Activity  <b>Day 4:</b> Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i>  <b>T6: W3:</b> Literacy 46–47, 48–49  <b>Day 3:</b> Small Group: Help children create stories with letters  <b>Day 4:</b> Circle Time: Talk About Creating; Focus on Vocabulary (<b>sculpt, mold</b>); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation  <b>T7: W3:</b> Language 42–43  <b>Day 1:</b> Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i>  <b>T7: W4:</b> Literacy 60–61  <b>Day 3:</b> Small Group: Explore reusing materials with the Reuse and Create Activity  <b>T8: W4:</b> Literacy 56–57  <b>Day 1:</b> Small Group: Provide an opportunity for kinesthetic learning by having children form letter shapes with their bodies</p> <p><b>Playfulness/Imagination:</b>  <b>T2: W2:</b> Literacy 30–31, 36–37  <b>Day 2:</b> Use Circle Time to introduce related vocabulary (<b>create, imagine</b>)  <b>Day 5:</b> Use Circle Time to sing about a turtle and use their imaginations to create special cloud pictures  <b>T2: W4:</b> Literacy 58–59  <b>Day 2:</b> Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground.  <b>T7: W2:</b> Math 28–29  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Use Imagination</b>; Focus on Vocabulary (<b>imagine</b>); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity</p> <p><b>Production/Creating:</b>  <b>T1: W2:</b> Literacy 30–31  <b>Day 2:</b> Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion  <b>T2: W1:</b> Literacy 22–23  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i>  <b>T2: W3:</b> Language 46–47  <b>Day 3:</b> Small Group: Encourage children to use their bodies and their voices to convey feelings, such as sadness, surprise, and anger in the Act It and Say It Activity  <b>T2: W4:</b> Math 62–63  <b>Day 4:</b> Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes  <b>T3: W2:</b> Language 29  <b>Day 1:</b> Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i>  <b>T4: W1:</b> Math 14–15  <b>Day 1:</b> Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i>  <b>T5: W2:</b> Language 36–37  <b>Day 1:</b> Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i>  <b>T6: W1:</b> Literacy 16–17  <b>Day 2:</b> Small Group: Guide make a paper pizza</p>

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<p><b>Continued</b></p>	<p><b>T6: W3:</b> Language 46–47  <b>Day 3:</b> Small Group: Guide children to create loose and flowing drawings  <b>T6: W4:</b> Language 62–63  <b>Day 4:</b> Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials</i></p>
<p><b>Processing and Utilizing Information</b>  <b>4–5 years, K Readiness</b>  <b>AL10 Working Memory: Child stores and retrieves information in order to use it purposefully</b>  AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc.  AL10.9 Participates in discussions about familiar topics and contributes relevant information  <b>AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections</b>  AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects  AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate  <b>AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing</b>  AL12.8 Draws conclusions and can explain their thinking  AL12.9 Considers another point of view and will change opinion or idea when faced with new information  AL12.10 Collaborates with others to investigate a situation or problem  <b>AL13 Problem Solving: Child seeks and finds solutions to problems</b>  AL13.5 Independently attempts to solve problems  AL13.6 Explains the possible solution and the outcome  AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary</p>	<p><b>Children process and utilize information in the following:</b>  <b>Working Memory:</b>  <b>T6: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b>; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza    <b>Symbolic Representation:</b>  <b>T6: W3:</b> Literacy 44- 45, 46–47, 48–49  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b> and taking steps toward a goal; Focus on Vocabulary (<b>plan</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses  <b>Day 3:</b> Small Group: Help children create stories with letters  <b>Day 4:</b> Circle Time: Talk about Creating Art; Focus on Vocabulary (<b>sculpt, mold</b>); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation    <b>Cognitive Flexibility/Reasoning:</b>  <b>T2: W2:</b> Language 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Flexible Thinking and Behavior</b>; Focus on Vocabulary (<b>idea, different</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity    <b>Problem Solving:</b>  <b>T4: W3:</b> Literacy 44–45  <b>Day 2:</b> Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem  <b>T5: W2:</b> Language 32–33  <b>Day 3:</b> Begin Story Time by introducing the book <i>Before We Eat</i> and ask <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage students in children in a question-and-answer session about problems and solutions  <b>T5: W3:</b> Language 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Problem Solving</b>; Focus on Vocabulary (<b>solve</b>); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity  <b>T6: W4:</b> Math 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Focus on Vocabulary (<b>problem, solve</b>); Small Group: Explore operations with the We Can Solve It Activity</p>

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<p><b>LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE</b></p> <p><b>Listening and Understanding: Receptive Language</b>  <b>4–5, K-Readiness</b>  <b>L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)</b></p> <p>L1.13 Follows directions that involve two or more steps</p> <p>L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to</p>	<p>Scholastic has built upon the successful research model known as Developing Talkers, which has produced significant growth in children’s receptive vocabulary skills as well as significant improvement in children’s vocabulary skills. PreK On My Way builds on the proven success of Developing Talkers to ensure that every child has the skill and vocabulary needed for confidence and success in elementary school (IG p. 30).</p> <p>PreK On My Way includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging, interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text. In Small Group, students are prompted to respond to read-alouds through writing, drawing, or storytelling.</p> <p><b>Children understand the meaning of words and phrases and use this knowledge to communicate effectively. See the following:</b>  <b>T6: W1:</b> Language 20–21  <b>Day 4:</b> Circle Time: Talk About Telling Stories; Small Group: Practice Storytelling with the Help Tell a Tale! Activity  <b>T6: W2:</b> Language 32–33  <b>Day 3:</b> Circle Time: Share the Comprehension Skill <b>Ask Questions</b>; Story Time: Focus on asking questions in the read-aloud  <b>T7: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Focus on Vocabulary (<b>ask questions</b>); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity  <b>T8: W1:</b> Language 14–15, 18–19  <b>Day 1:</b> Small Group: make predictions with the Getting Ready Activity  <b>Day 3:</b> Circle Time: Share the Comprehension Skill: <b>Ask Questions</b>; Story Time: Focus on asking questions</p> <p><b>Children demonstrate understanding and follow directions in the following:</b>  <b>T2: W1:</b> Math 20–21  <b>Day 4:</b> Small Group: Review the rules for Simon Says and give children directions containing location words  <b>T5: W2:</b> Literacy 34–35  <b>Day 4:</b> Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad.  <b>T5: W2:</b> Language 34–35  <b>Day 4:</b> Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i> connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart  <b>T5: W3:</b> Language 48–49  <b>Day 4:</b> Story Time: <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity  <b>T5: W3:</b> Literacy 48–49  <b>Day 4:</b> Small Group: Guide children to follow and order the directions for hand washing in the We Wash Our Hands! Activity  <b>T6: W3:</b> Language 46–47  <b>Day 3:</b> Circle Time: Share Comprehension Skill <b>Speak Clearly</b>; Small Group: Ask children to listen and follow oral directions</p>



Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>Communicating and Speaking; Expressive Language</b>  <b>4–5, K-Readiness</b>  <b>L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas</b>                      L2.11 Negotiates, shares, plans, and solves problems with others                      L2.12 Asks and answers questions to seek help or get information  <b>L3 Vocabulary and syntax: Child understands word order and grammatical rules</b>                      L3.14 Uses sentences that express logical relationships between concepts                      L3.15 Uses increasingly specific words to name objects and their features and functions                      L3.16 Shares information about experiences, people, places, and things in sequence</p>	<p><b>Social Conversation:</b>                      Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction, then reads aloud the book, pausing to ask open-ended questions along the way to encourage conversation about the book. Throughout the program, prompts for interactive read-alouds, purposeful play conversation starters, and Chat Bands and Chat Charts encourage continued conversation around target concepts (IG pp. 12, 15).</p> <p><b>Children engage in talk with others to express feelings, wants, and ideas, using sentences that express logical relationships between concepts and/or in sequence. See the following:</b></p> <p><b>T1: W1:</b> Literacy 22–23, 32–33  <b>Concept Question: How do we talk about and manage our feelings?</b>  <b>Day 3:</b> Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel  <b>Day 5:</b> Circle Time: Introduce Yourself!: Teacher models introducing yourself and invites children to take turns introducing themselves to their classmates  <b>T1: W2:</b> Language 30–31  <b>Day 2:</b> Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings  <b>T2: W1:</b> Language 14–15, 16–17, 18–19, 20–21  <b>Day 1:</b> Circle Time: Introduce Vocabulary (<b>reply</b>); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences  <b>Day 2:</b> Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes  <b>Day 3:</b> Small Group: Encourage children to use complete sentences in their speech  <b>Day 4:</b> Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses  <b>T2: W1:</b> Literacy 16–17  <b>Day 2:</b> Small Group: Can I Play, Too? Activity: Invite children to pretend to be at play in different play scenarios. Enrich children’s social skills by modeling appropriate ways to ask to join in play  <b>T2: W1:</b> Math 22–23  <b>Day 5:</b> Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far  <b>T3: W1:</b> Language 20–21  <b>Day 4:</b> Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes  <b>T3: W1:</b> Literacy 22–23  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i>  <b>T3: W3:</b> Language 44–45  <b>Day 2:</b> Small Group: Have children ask their own questions about each image in the Alike or Different Activity  <b>T4: W3:</b> Language 46–47, 50–51  <b>Day 3:</b> Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions  <b>Day 5:</b> Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i>  <b>T5: W1:</b> Language 16–17, 18–19  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>communicate</b>); Small Group: Guide children to discover that there are a variety of rules that have to do with communication  <b>Day 3:</b> Small Group: Encourage conversational turn-taking  <b>T5: W2:</b> Language 28–29, 30–31  <b>Day 1:</b> Small Group: Guide children to speak in complex sentences using social study words  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>routine, share</b>); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines  <b>T6: W1:</b> Language 20–21  <b>Day 4:</b> Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity  <b>T6: W3:</b> Language 44–45  <b>Day 2:</b> Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
Continued	<p><b>T6: W3:</b> Literacy 48–49</p> <p><b>Day 4:</b> Small Group: Encourage children to use conversational etiquette during the activity</p> <p><b>T7: W2:</b> Literacy 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Focus on Vocabulary (<b>conversation, share</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: Children ask and answer questions to express their opinions</p> <p><b>T7: W3:</b> Literacy 48–49</p> <p><b>Day 4:</b> Small Group: Practice prepositions with the Up, Down, and Over, Under Activity</p> <p><b>T8: W3:</b> Language 46–47</p> <p><b>Day 3:</b> Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p> <p><b>T8: W4:</b> Literacy 60–61</p> <p><b>Day 3:</b> Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies—but no words</p> <p><b>Vocabulary:</b> Key words and phrases are introduced and retaught throughout the program, following the proven Developing Talkers model. Vocabulary words are introduced with a photo, definition, a description related to the photo, and an opportunity to act out the word. Vocabulary words are revisited with the same definition but with a new prompt for discussion of the word. Three times per week, Story Time is structured around the read-alouds. Before the read-aloud begins, teachers introduce key vocabulary. During the read-aloud, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, and can also revisit vocabulary words and comprehension strategies, as appropriate. PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31). Additionally, there are up to 10 vocabulary cards for each book, which are introduced and retaught across the week. Each word is represented by a color photo and includes research-based instructional content for defining the word and connecting to its meaning both visually and kinesthetically (IG p. 35).</p> <p><b>See the following vocabulary activities:</b></p> <p><b>T1: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Small Group: Explore words that name feelings</p> <p><b>T1: W2:</b> Language 28–29, 34–35, 36–37</p> <p><b>Day 1:</b> Circle Time: Introduce and explore vocabulary (<b>disappointed, blue</b>)</p> <p><b>Day 4:</b> Circle Time: Introduce and explore vocabulary (<b>scared, surprised</b>)</p> <p><b>Day 5:</b> Circle Time: Introduce and explore vocabulary (<b>frustrated, jealous</b>)</p> <p><b>T1: W2:</b> Literacy 30–31</p> <p><b>Day 2:</b> Small Group: Explore words that name feelings</p> <p><b>T1: W3:</b> Math 46–47</p> <p><b>Day 3:</b> Circle Time: Introduce and explore vocabulary (<b>short, long</b>)</p> <p><b>T2: W2:</b> Math 28–29, 30–31, 32–33, 34–35</p> <p><b>Day 1:</b> Circle Time: Focus Vocabulary (<b>shape, square</b>); Small Group: Explore squares</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Classify and Organize</b>; Focus on Vocabulary (<b>group, rectangle</b>); Small Group: Explore rectangles</p> <p><b>Day 3:</b> Circle Time: Focus Vocabulary (<b>triangle, circle</b>); Small Group: Identify shapes</p> <p><b>Day 4:</b> Circle Time: I Spy Shapes!; Small Group: Explore shapes</p> <p><b>T2: W3:</b> Math 44–45, 46–47, 48–49</p> <p><b>Day 2:</b> Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity</p> <p><b>Day 3:</b> Circle Time: Sing a Shapes Song; Small Group: Names shapes in the Calling All Architects! Activity</p> <p><b>T2: W4:</b> Math 58–59, 62–63, 64–65</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Classify and Organize</b>; Focus on Vocabulary (<b>sort</b>); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity</p> <p><b>Day 4:</b> Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i></p> <p><b>T3: W1:</b> Language 18–19</p> <p><b>Day 3:</b> Circle Time: Introduce and explore vocabulary (<b>sweet, sour</b>)</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
Continued	<p><b>T3: W3:</b> Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p><b>Day 1:</b> Circle Time: Big and Small Activity; Story Time: Enjoy reading <i>How Big Is an Elephant?</i>; Guiding Question: <i>What is an example of a really big animal?</i></p> <p><b>Day 2:</b> Small Group: Practice smaller and bigger with the Make a Pattern Block Activity</p> <p><b>Day 3:</b> Circle Time: Introduce and explore vocabulary (<b>smaller than, bigger than</b>); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p><b>Day 4/5:</b> Circle Time: Introduce and explore vocabulary (<b>heavy, light</b>)</p> <p><b>T4: W4:</b> Language 62–63</p> <p><b>Day 4:</b> Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity</p> <p><b>T4: W4:</b> Math 56–57, 60–61</p> <p><b>Day 1:</b> Circle Time: Focus Vocabulary (<b>features, sort</b>); Small Group: Challenge children to sort Activity Cards by category</p> <p><b>T6: W1:</b> Math 18–19, 22–23</p> <p><b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>small, large</b>)</p> <p><b>Day 5:</b> Circle Time: Focus on Vocabulary (<b>empty, full</b>)</p> <p><b>T6: W1:</b> Language 22–23</p> <p><b>Day 5:</b> Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word “merry” describes</i></p> <p><b>T6: W1:</b> Math 14–15</p> <p><b>Day 1:</b> Small Group: Ask children to describe the relative sizes of chairs, bowls, and beds as shown and help children order each set of cards by size</p> <p><b>T7: W2:</b> Literacy 36–37</p> <p><b>Day 4:</b> Circle Time: Talk About the Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe the seasons with the Picture Sort Activity</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>Emergent Reading</b>  <b>4–5, K-Readiness</b>  <b>L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts</b>                      L4.12 Actively participates in reading activities with enjoyment and purpose                      L4.13 Retells familiar stories using the book as a guide  <b>L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language</b>                      L5.12 Identifies and continues sound patterns in words                      L5.13 Plays with the sounds in spoken language, independent of meaning  <b>L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters</b>                      L6.6 Recognizes how features of a letter combine to make a specific letter                      L6.7 Differentiates between letters and other symbols  <b>L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print</b>                      L7.8 Recognizes some parts of a book and conventions of print                      L7.9 Knows that English print is left to right and top to bottom                      L7.10 Points to words and attempts to read, or asks, “what does it say?”  <b>L8 Comprehension of narrative text: Child understands the events and order of events in a story</b>                      L8.13 Predicts what will happen next in a story using words or drawings                      L8.14 Retells a story using a variety of media, materials, and props                      L8.15 Restates and describes the concepts from the text</p>	<p><b>Motivation and engagement:</b>                      In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).                       Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p><b>Phonological awareness:</b>                      Read-aloud and small-group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime (IG p. 32).                      Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop alphabet knowledge and phonological awareness (such as alphabet cards and magnetic letters), and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of alphabet knowledge and phonological awareness (IG pp. 64–65).</p> <p><b>Children explore beginning sounds in the following:</b>  <b>T5: W2:</b> Literacy 28–29, 32–33  <b>Day 1:</b> Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds  <b>Day 3:</b> Small Group: Guide children to recognize and produce new words that begin with the same sound as other words  <b>T6: W2:</b> Literacy 32–33  <b>Day 3:</b> Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name  <b>T7: W4:</b> Literacy 56–57  <b>Day 1:</b> Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i>  <b>T7: W1:</b> Language 18–19, 22–23  <b>Day 3:</b> Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i>  <b>Day 5:</b> Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i>  <b>T8: W2:</b> Language 32–33  <b>Day 3:</b> Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i>  <b>T8: W2:</b> Literacy 28–29, 30–31, 32–33, 34–35  <b>Day 1:</b> Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity  <b>Day 2:</b> Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V</i>  <b>Day 3:</b> Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q</i>  <b>Day 4:</b> Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p> <p><b>Children explore and recognize rhyming words in the following:</b>  <b>T2: W4:</b> Literacy 60–61, 62–63  <b>Day 3:</b> Circle Time: Identify rhymes  <b>Day 4:</b> Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity  <b>T4: W4:</b> Literacy 58–59  <b>Day 2:</b> Small Group: Do They Rhyme? Activity  <b>T5: W3:</b> Literacy 46–47  <b>Day 3:</b> Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity  <b>T6: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: Let’s Rhyme  <b>T6: W2:</b> Language 32–33  <b>Day 3:</b> Small Group: Practice rhymes with the Rhyme Time Activity</p>

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Continued	<p><b>T6: W2:</b> Literacy 30–31, 32–33  <b>Day 3:</b> Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness  <b>Day 4:</b> Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity  <b>T6: W2:</b> Math 32–33, 34–35  <b>Day 3:</b> Circle Time: Sing with Rhymes  <b>Day 4:</b> Circle Time: Sing a Rhyming Song  <b>T6: W3:</b> Language 46–47  <b>Day 3:</b> Independent Centers: ABC Center: <i>Find letters i-s-h, then find letters to go before those letters to make a word</i>  <b>T6: W4:</b> Literacy 56–57  <b>Day 1:</b> Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity  <b>T7: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: Engage children with song and rhymes</p> <p><b>Letter recognition:</b>  Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).  Sound and letter lessons are sequenced throughout the program to allow for revisiting letters multiple times: Sing the Alphabet Song, Focus on Letter in Children’s Names, Focus on the Letters in Order, Focus on Letters Whose Names Make Their Sound, Focus on Letters That Appear Most Often, Review and Celebrate All the Letters (IG p. 64).  In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p><b>See the following:</b>  <b>T1: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity  <b>T1: W1:</b> Math 20–21  <b>Day 4:</b> Independent Center: ABC Center: <i>Put letters in order of the alphabet</i>  <b>T1: W2:</b> Literacy 28–29, 32–33  <b>Day 1:</b> Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name  <b>Day 3:</b> Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i>  <b>T1: W3:</b> Literacy 42–43  <b>Day 1:</b> Circle Time: Talk About the Alphabet; Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity  <b>T1: W4:</b> Literacy 56–57  <b>Day 1:</b> Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity  <b>T2: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet Cc, Dd Activity  <b>T2: W3:</b> Literacy 42–43  <b>Day 1:</b> Circle Time: Focus on the Alphabet; Small Group: Teach the letters Gg and Hh with the Alphabet Activity  <b>T3: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet K, L Activity  <b>T4: W3:</b> Literacy 42–43, 44–45  <b>Day 1:</b> Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet Ww, Xx Activity  <b>Day 2:</b> Small Group: Alphabet Problem Solving  <b>T5: W3:</b> Literacy 42–43  <b>Day 1:</b> Small Group: Children explore different alphabet books  <b>T5: W4:</b> Literacy 56–57  <b>Day 1:</b> Circle Time: Review the letters Nn, Rr, and Xx; Small Group: Help children practice letter-sound correspondence focusing on the letters Nn, Rr, and Xx  <b>T6: W4:</b> Literacy 56–57  <b>Day 1:</b> Circle Time: Review the letters Ss, Ff, and Pp; Small Group: Help children identify the letters Ss, Ff, and Pp and sort words by initial letter sound</p>

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Continued	<p><b>T7: W1:</b> Literacy 14–15  <b>Day 1:</b> Circle Time: Talk About the Alphabet (letters <i>Nn, li, Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn, and li</i>; Show children how to make an insect for the letter <i>l</i> and identify the letters <i>l, n, and c</i> in the word <i>insect</i></p> <p><b>T7: W2:</b> Literacy 28–29  <b>Day 1:</b> Circle Time: Review the letters <i>Hh, Oo, and Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo, and Bb</i></p> <p><b>T8: W3:</b> Language 44–45  <b>Day 2:</b> Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p><b>Concepts of print:</b>            PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. <b>Print and Book Concepts</b> are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p><b>See the following:</b>  <b>T2: W2:</b> Literacy 32–33  <b>Day 3:</b> Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the Role of Author and Illustrator; Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books</p> <p><b>T3: W1:</b> Literacy 18–19  <b>Day 3:</b> Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose</p> <p><b>T3: W2:</b> Literacy 34–35  <b>Day 4:</b> Small Group: Guide children as they create a book about weather in the Class Weather Book Activity</p> <p><b>T5: W3:</b> Literacy 42–43  <b>Day 1:</b> Small Group: Children explore different alphabet books</p> <p><b>T8: W2:</b> Language 32–33  <b>Day 3:</b> Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i></p> <p><b>Comprehension of narrative text:</b>            In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).            Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.            Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p><b>See the following:</b>  <b>T1: W3:</b> Literacy 46–47  <b>Day 3:</b> Circle Time: Ask and Answer Questions; Story Time: Focus on Comprehension in the read-aloud</p> <p><b>T3: W1:</b> Literacy 18–19  <b>Day 3:</b> Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose</p> <p><b>T3: W1:</b> Language 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Story Time: Connect the Mind Builder to the read-aloud</p> <p><b>T3: W2:</b> Language 32–33  <b>Day 3:</b> Circle Time: Share the Comprehension Skill: Make a Connection; Story Time: Connect the Mind Builder to the read-aloud</p>

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Continued	<p><b>T3: W3:</b> Language 46–47  <b>Day 3:</b> Circle Time: Share the Comprehension Skill: Listen and Remember; Story Time: Focus on making predictions in the read-aloud</p> <p><b>T5: W2:</b> Language 32–33  <b>Day 3:</b> Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity</p> <p><b>T6: W2:</b> Language 32–33  <b>Day 3:</b> Circle Time: Share the Comprehension Skill: <b>Ask Questions</b>; Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts; Focus on asking questions in the read-aloud</p> <p><b>T6: W3:</b> Literacy 46–47  <b>Day 3:</b> Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud</p> <p><b>T8: W1:</b> Language 14–15, 18–19  <b>Day 1:</b> Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts; Small Group: make predictions with the Getting Ready Activity</p> <p><b>Day 3:</b> Circle Time: Share the Comprehension Skill: <b>Ask Questions</b>; Story Time: Focus on asking questions for a deeper comprehension of the story</p> <p><b>T8: W1:</b> Literacy 18–19  <b>Day 3:</b> Circle Time: Make an Inference; Story Time: Focus on making inferences</p>

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<p><b>Writing</b>  <b>4–5, K-Readiness</b>  <b>L9 Writing conventions: Child understands the forms and function of written language</b>            L9.10 Writes own name, and words about things that interest them            L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.            L9.12 Uses invented spelling            L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</p>	<p>PreK On My Way includes daily writing options, letter formation practice, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Charts of Big Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p><b>See the following:</b>  <b>T1: W2:</b> Literacy 28–29  <b>Day 1:</b> Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name  <b>T2: W1:</b> Language 16–17  <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i>  <b>T2: W2:</b> Literacy 36–37  <b>Day 5:</b> Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i>  <b>T3: W3:</b> Language 45, 47  <b>Day 2:</b> Independent Center: Writer’s Corner: <i>Draw two animals: one big and one small. Label (or have teacher help) when you’re done</i>  <b>T3: W4:</b> Literacy 58–59  <b>Day 2:</b> Independent Centers: Writer’s Corner: Show me how you write your name on my dry-erase board  <b>T4: W2:</b> Language 28–29  <b>Day 1:</b> Independent Centers: Writer’s Corner: Draw a picture of your favorite pet. What is its name?  <b>T4: W2:</b> Language 34–35  <b>Day 4:</b> Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i>  <b>T5: W2:</b> Language 30–31  <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>Make a list of your rules at home</i>  <b>T6: W1:</b> Literacy 21  <b>Day 4:</b> Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i>  <b>T6: W4:</b> Language 56–57  <b>Day 1:</b> Small Group: Invite children to say and write their own names in the Letter Hunt Activity  <b>T7: W2:</b> Literacy 34–35  <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i>  <b>T7: W4:</b> Literacy 58–59  <b>Day 2:</b> Independent Centers: Writer’s Corner: Can you make a sign to remind people in your family to close the refrigerator door?  <b>T7: W4:</b> Literacy 62–63  <b>Day 4:</b> Independent Centers: Writer’s Corner: Can you create your own storybook page about taking care of the Earth?  <b>T8: W3:</b> Literacy 46–47  <b>Day 3:</b> Independent Centers: Writer’s Corner: Can you write the steps of the caterpillar’s metamorphosis?  <b>T8: W4:</b> Literacy 56–57  <b>Day 1:</b> Independent Centers: Writer’s Corner: Can you finish this sentence? “When I play outside, I like to _____.”  <b>T8: W4:</b> Literacy 64–65  <b>Day 3:</b> Independent Centers: Writer’s Corner: Imagine three words that make you smile. Can you say or write them down?</p>



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<p><b>MATHEMATICS</b></p> <p><b>Number Knowledge</b>  <b>4–5, K-Readiness</b>  <b>M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</b>  M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects  M1.15 Recites number words aloud, backward, down from at least 10 without objects  M1.16 Is able to name the next number word for numbers up to 9  M1.17 Reads and writes numerals from 0 to 10, with some reversals possible  <b>M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”</b>  M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four  <b>M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set</b>  M3.5 Gives 5 or more items correctly and consistently when asked  <b>M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence</b>  M4.3 Recognizes that a number can be used to represent a position in a sequence  <b>M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have</b>  M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes  <b>M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes</b>  M6.4 States the number that comes next or before up to 10  M6.5 Understands that the quantity of a set of (more than 4) objects has been changed  M6.6 Without recounting, can add one more to a set, even when the set isn’t visible after counting  M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)  M6.8 Uses simple physical strategies to combine or separate sets</p>	<p>Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities (IG p. 33).</p> <p><b>Rote counting:</b>  <b>T1: W1:</b> Math 14–15, 16–17, 18–19  <b>Day 1:</b> Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (<b>number, calendar</b>); Story Time: Enjoy reading <i>I Know Numbers!</i>; Small Group: Introduce counting with the Give Me 3! Activity; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i>  <b>Day 2:</b> Small Group: Practice counting with the Number Band Activity  <b>Day 3:</b> Circle Time: Build Math Background; Hop to It!: children do specific movements for a specified number of times; Story Time: Focus on comprehension and counting in the read-aloud  <b>T1: W2:</b> Math 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 1:</b> Story Time: Read <i>Nobody Hugs a Cactus</i> for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i>  <b>Day 2:</b> Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity  <b>Day 3:</b> Small Group: Challenge children to count the number of cubes given in the Give Me: Desert Plants Activity  <b>Day 4:</b> Small Group: Challenge children to count the number of cubes behind the curtain and match that number on their side of the curtain  <b>Day 5:</b> Circle Time: Act It Out: Children practice identifying numbers  <b>T1: W3:</b> Math 42–43  <b>Day 1:</b> Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song  <b>T1: W4:</b> Math 56–57, 58–59, 60–61, 62–63  <b>Day 1:</b> Story Time: Read <i>The Adventures of Jovani and Alejandro</i> for enjoyment, pausing to practice counting; Small Group: Practice counting with the Tomato Harvest Activity  <b>Day 2:</b> Small Group: Spot the Mistake: Counting Cow Activity  <b>Day 3:</b> Small Group: Practice counting with the Horses Behind the Curtain Activity  <b>Day 4:</b> Small Group: Practice counting with the Build a Superhero Activity  <b>T2: W4:</b> Math 60–61  <b>Day 3:</b> Circle Time: Build Math Background: Demonstrate counting by adding Connecting Cubes one at a time and checking the total; Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud  <b>T3: W1:</b> Math 20–21  <b>Day 4:</b> Circle Time: Build Math Background: Remind children that the counting sequence is always the same, no matter what you are counting  <b>T3: W4:</b> Math 56–57  <b>Day 1:</b> Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count  <b>T4: W4:</b> Math 60–61  <b>Day 3:</b> Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks”  <b>T5: W3:</b> Math 42–43, 48–49, 50–51  <b>Day 1:</b> Circle Time: Build Math Background; Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting  <b>Day 4:</b> Circle Time: Play a counting game; Story Time: Read interactively and connect to counting; Small Group: Pretend to wash your hands while counting to 20  <b>Day 5:</b> Independent Centers: Math and Science Center: <i>Here is a set of 28 teeth. If I start counting from the middle, will there still be 28? Let’s check</i>  <b>T6: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Small Group: Practice counting with the Five Twigs Activity  <b>Day 3:</b> Small Group: Talk about counting in the Pillow Count Activity  <b>T7: W1:</b> Math 14–15, 16–17  <b>Day 1:</b> Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity  <b>Day 2:</b> Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity</p>

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Continued	<p><b>T8: W1:</b> Math 18–19</p> <p><b>Day 3:</b> Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers</p> <p><b>Meaningful Counting:</b></p> <p><b>T1: W3:</b> Literacy 46–47</p> <p><b>Day 3</b> Independent Centers: Math and Science Center: <i>Can you use counting cubes to show how many people are in your family?</i></p> <p><b>T1: W3:</b> Math 42–43</p> <p><b>Day 1:</b> Circle Time: Build Math Background, Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song</p> <p><b>T1: W4:</b> Literacy 64–65</p> <p><b>Day 5:</b> Independent Centers: Math and Science Center: <i>Can you use the counters to figure out how many friends are in our class?</i></p> <p><b>T3: W1:</b> Math 14–15, 16–17, 20–21</p> <p><b>Day 1:</b> Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hopsy!</i> and focus on counting. Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity</p> <p><b>Day 2:</b> Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity</p> <p><b>Day 4:</b> Small Group: Develop number names with the Number Match Activity</p> <p><b>T4: W1:</b> Math 14–15, 20–21</p> <p><b>Day 1:</b> Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity</p> <p><b>Day 4:</b> Small Group: Count the number of chicks in a set. Compare numbers of chicks in different groups</p> <p><b>T4: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Small Group: Count cubes using one-to-one correspondence</p> <p><b>T8: W4:</b> Math 56–57, 58–59, 62–63, 64–65</p> <p><b>Day 1:</b> Small Group: Count manipulatives with the Count It Down! Activity</p> <p><b>Day 2:</b> Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p><b>Day 4:</b> Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p> <p><b>Day 5:</b> Independent Centers: Math and Science Center: <i>Count your toes forward and backward</i></p> <p><b>Cardinality:</b></p> <p><b>T1: W2:</b> Math 28–29, 30–31, 32–33, 34–35</p> <p><b>Day 1:</b> Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p><b>T8: W2:</b> Math 28–29, 30–31, 34–35</p> <p><b>Day 1:</b> Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity</p> <p><b>Day 2:</b> Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in the Ducks in a Row Activity</p> <p><b>Day 4:</b> Small Group: Have children move counters across a “finish line” and tell how many are on each side. Guide children to see that the order in which the “racers” finish the line does not affect the total count</p> <p><b>Ordinality: (position in sequence) 1<sup>st</sup>, 2<sup>nd</sup>...</b></p> <p><b>T2: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Story Time: Extended Play: Talk about daily schedules using sequential order and ordinal numbers</p> <p><b>Comparing numbers and quantities:</b></p> <p><b>T1: W1:</b> Math 20–21</p> <p><b>Day 4:</b> Small Group: Guide children to compare the sizes of Connecting Cube towers. Help children discuss how they know which tower is taller and which tower is shorter; Independent Centers: Math and Science Center: <i>Which object is bigger?; Writer’s Corner: Compare two numbers. Which is greater? Which is lesser?</i></p>

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Continued	<p><b>T1: W3:</b> Math 42–43, 44–45, 48–49  <b>Day 1:</b> Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity  <b>Day 2:</b> Small Group: Practice subitizing with the Memory Cards Activity  <b>Day 4:</b> Small Group: Challenge children to subitize with the How Many in the Family? Activity  <b>T3: W3:</b> Math 46–47, 48–49  <b>Day 3:</b> Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity  <b>Day 4:</b> Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity  <b>Day 5:</b> Small Group: Small Group: Independent Response Prompt: <i>What is bigger than an elephant? What is smaller than you?</i>  <b>T3: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Circle Time: Build Math Background: Measurement; Focus on Vocabulary (<b>weigh</b>); Small Group: Compare size and weight of objects in the Let’s Compare! Activity  <b>Day 3:</b> Small Group: Weigh objects with the Balance It Out Activity  <b>T4: W2:</b> Math 32–33  <b>Day 3:</b> Circle Time: Share Counting Strategy: Introduce subitizing  <b>T6: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Circle Time: Speed Subitizing  <b>Day 3:</b> Small Group: Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity  <b>T8: W1:</b> Math 14–15, 16–17, 20–21  <b>Day 1:</b> Small Group: Have children place and count Connecting Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually  <b>Day 2:</b> Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity  <b>Day 4:</b> Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity</p> <p><b>Relation and operations:</b>  <b>T3: W2:</b> Math 28–29, 30–31  <b>Day 1:</b> Circle Time: Build Math Background; Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (<b>add</b>); Small Group: Practice adding with the In the Mitten Activity  <b>Day 2:</b> Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i>  <b>T3: W4:</b> Math 60–61, 62–63, 64–65  <b>Day 3:</b> Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (<b>more, less</b>); Story Time: Read interactively and review adding and subtracting one  <b>Day 4:</b> Circle Time: Build Match Background; Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity  <b>Day 5:</b> Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i>  <b>T4: W1:</b> Math 18–19  <b>Day 3:</b> Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects  <b>T5: W1:</b> Math 18–19  <b>Day 3:</b> Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i>  <b>T5: W2:</b> Math 32–33  <b>Day 3:</b> Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket  <b>T7: W3:</b> Math 46–47  <b>Day 3:</b> Small Group: Guide children to add and subtract to find how many “seeds” are left to plan in How Many Seeds? Activity</p>

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<p><b>Measurement</b> 4–5, K-Readiness <b>M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)</b> M7.9 Compares and orders more than two items in some way M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)</p>	<p><b>Children measure objects and compare attributes in the following:</b> <b>T1: W1:</b> Math 18–19, 20–21 <b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>weight</b>); Small Group: Explore weight with the Heavy or Light? Activity <b>Day 4:</b> Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> <b>T1: W3:</b> Math 46–47, 50–51 <b>Day 3:</b> Circle Time: Introduce Vocabulary (<b>short, long</b>); Small Group: Guide children to sort blocks with the Tall and Short Activity <b>Day 5:</b> Circle Time: Children act out measurement words <b>T2: W3:</b> Math 42–43, 44–45, 46–47 <b>Day 1:</b> Circle Time: Introduce Vocabulary (<b>weigh, count</b>); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity <b>Day 2:</b> Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> <b>Day 3:</b> Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (<b>cook, measure</b>); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> <b>T3: W3:</b> Math 42–43, 44–45, 46–47, 48–49, 50–51 <b>Concept Question: How do we measure how big, how much, or how many?</b> <b>Day 1:</b> Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (<b>measure, how big?</b>); Story Time: Enjoy reading <i>How Big Is an Elephant?</i>; Guiding Question: <i>What is an example of a really big animal?</i> Small Group: Review measurement in the How Many Paper Clips? Activity <b>Day 2:</b> Small Group: Practice smaller and bigger with the Make a Pattern Block Activity; Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i> <b>Day 3:</b> Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (<b>smaller than, bigger than</b>); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i>; Small Group: Measure the height of each child using the chart and discuss sizes <b>Day 4:</b> Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (<b>heavy, light</b>); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i> <b>Day 5:</b> Circle Time: Revisit vocabulary (<b>heavy, light</b>); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i> <b>T3: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51 <b>Concept Question: How do we measure how big, how much, or how many?</b> <b>Day 1:</b> Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>alike, different</b>); Story Time: Shared Writing: Transcribe children’s speech as they talk about how we can use a ruler to measure different things <b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>ruler, measure</b>); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short <b>Day 4:</b> Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (<b>heavy, light</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories <b>Day 5:</b> Circle Time: Acting It Out (measuring words); Focus on Vocabulary (<b>wide, thin</b>); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i> <b>T3: W3:</b> Literacy 46–47, 48–49 <b>Concept Question: How do we measure how big, how much, or how many?</b> <b>Day 3:</b> Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity</p>

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Continued	<p><b>Day 4:</b> Circle Time: Heavy or Light?; Measure Your Grin; Focus on Vocabulary (<b>heavy, light</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity</p> <p><b>T3: W4:</b> Math 56–57, 58–59, 64–65</p> <p><b>Day 1:</b> Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let’s Compare! Activity</p> <p><b>Day 2:</b> Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p><b>Day 5:</b> Circle Time: Focus on Vocabulary (<b>equal</b>)</p> <p><b>T4: W2:</b> Math 32–33</p> <p><b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>heavy, light</b>); Story Time: Focus on measurement in the read-aloud</p> <p><b>T6: W1:</b> Math 14–15, 18–19, 22–23</p> <p><b>Day 1:</b> Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size</p> <p><b>Day 3:</b> Story Time: Read interactively for deeper comprehension and to review patterns and measurement</p> <p><b>Day 5:</b> Story Time: Revisit the book focusing on measurement</p> <p><b>T6: W4:</b> Math 56–57, 60–61, 64–65</p> <p><b>Day 1:</b> Story Time: Read for enjoyment and understanding, noticing opportunities for measurement</p> <p><b>Day 3:</b> Circle Time: Build Math Background: Measurement; Focus on Vocabulary (<b>heavy, light</b>); Story Time: Focus on measurement in the read-aloud</p> <p><b>Day 5:</b> Story Time: Revisit and retell interactively focusing on measurement</p> <p><b>T7: W3:</b> Math 46–47, 48–49</p> <p><b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>tall, short</b>); Story Time: Focus on measurement; Small Group: Talk about measurement</p> <p><b>Day 4:</b> Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement</p> <p><b>T8: W3:</b> Math 42–43</p> <p><b>Day 1:</b> Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (<b>equal, ruler</b>); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results</p>

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<p><b>Patterns</b>  <b>4–5, K–Readiness</b>  <b>M8 Repeating patterns: The child can identify, create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity</b>            M8.8 Uses words or pictures to describe a simple pattern            M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)            M8.10 Copies complex patterns with same materials            M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)</p>	<p><b>Children recognize and create patterns in the following:</b>  <b>T3: W1:</b> Language 14–15, 16–17  <b>Day 1:</b> Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i>  <b>Day 2:</b> Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i>  <b>T3: W3:</b> Math 44–45  <b>Day 2:</b> Small Group: Practice smaller and bigger with the Make a Pattern Block Activity  <b>T5: W1:</b> Math 14–15, 16–17, 18–19, 20–21, 22–23  <b>Day 1:</b> Circle Time: Introduce Vocabulary (<b>rhythm, pattern</b>); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in What Comes Next? Activity  <b>Day 2:</b> Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns  <b>Day 3:</b> Small Group: Identify patterns with the Changing the Pattern Activity  <b>Day 4:</b> Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity  <b>Day 5:</b> Use Circle Time to connect to music and play a pattern game  <b>T6: W1:</b> Math 16–17, 18–19  <b>Day 2:</b> Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity  <b>Day 3:</b> Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns  <b>T6: W2:</b> Math 32–33, 34–35, 36–37  <b>Day 3:</b> Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity  <b>Day 4:</b> Circle Time: Shape Patterns; Small Group make patterns in the Build a Pattern with Shapes Activity  <b>Day 5:</b> Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i>  <b>T7: W3:</b> Math 44–45, 48–49  <b>Day 2:</b> Story Time: Read closely to identify patterns; Small Group: Guide children to count five blocks of each color and create an ABAB pattern in the A Garden Plan Activity  <b>Day 4:</b> Small Group: Create patterns with the Build a Beanstalk Activity</p>

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<p><b>Geometry and Spatial Thinking</b>  <b>4–5, K-Readiness</b>  <b>M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.</b>            M9.5 Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners            M9.6 Puts together (composes) and takes apart (decomposes) shapes            M9.7 Composes and decomposes shapes/ constructions with increasing complexity  <b>M10 Transformations and symmetry: The child can locate and manipulate shapes in space</b>            M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes            M10.9 Recognizes and creates shapes that have symmetry            M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle  <b>M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects</b>            M11.6 Recognizes and describes position of objects in space with greater accuracy            M11.7 Draws a simple map            M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)</p>	<p><b>Children identify, describe, and explore shapes in the following:</b>  <b>T1: W1:</b> Language 20–21  <b>Day 4:</b> Use Circle Time to introduce vocabulary (<b>square</b>); Small Group: It’s a Square Activity  <b>T1: W1:</b> Literacy 20–21  <b>Day 4:</b> Use Circle Time to introduce vocabulary (<b>square</b>); Independent Centers: Math and Science Center: <i>Can you think of a way to use Connecting Cubes to make a square shape?</i>  <b>T2: W2:</b> Math 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 1:</b> Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (<b>shape, square</b>); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity  <b>Day 2:</b> Circle Time: Classify and Organize; Focus on Vocabulary (<b>rectangle</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite them to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity  <b>Day 3:</b> Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (<b>triangle, circle</b>); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity  <b>Day 4:</b> Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape</i>  <b>T2: W3:</b> Math 44–45, 46–47, 48–49  <b>Day 2:</b> Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity  <b>Day 3:</b> Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity  <b>Day 4:</b> Small Group: Explore shapes with the Bake a Shape Cake Activity  <b>T2: W4:</b> Math 62–63  <b>Day 4:</b> Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity  <b>T3: W1:</b> Language 14–15  <b>Day 1:</b> Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer’s Corner: <i>What shapes could you draw?</i>  <b>T6: W2:</b> Math 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 1:</b> Circle Time: Spot the Shapes; Focus on Vocabulary (<b>circle, square</b>); Small Group: Talk About Shapes  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>sphere</b>); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square  <b>Day 3:</b> Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i>  <b>Day 4:</b> Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i>  <b>Day 5:</b> Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i>  <b>T6: W3:</b> Math 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes  <b>Day 2:</b> Small Group: Help children describe the shapes they are creating  <b>Day 3:</b> Circle Time: Focus on Vocabulary (<b>pyramid</b>); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes  <b>T7: W4:</b> Math 56–57, 60–61, 62–63  <b>Day 1:</b> Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity  <b>Day 3:</b> Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (<b>solid shapes</b>); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity  <b>Day 4:</b> Small Group: Review solid shapes with the Find the Shape Activity</p> <p><b>Children explore spatial sense and location words in the following:</b>  <b>T2: W1:</b> Math 18–19, 20–21, 22–23  <b>Day 3:</b> Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity  <b>Day 4:</b> Small Group: Review the rules for Simon Says and give children directions containing location words  <b>Day 5:</b> Independent Centers: Math and Science: <i>Students use location words to help their partners find objects in the room</i></p>

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Continued	<p><b>T2: W4:</b> Math 56–57, 60–61</p> <p><b>Day 1:</b> Circle Time: Build Math Background: Use two different objects to demonstrate locations terms; Simon Says: Play using locations terms in Simon’s instructions</p> <p><b>Day 3:</b> Small Group: Use location words in the Hey, Where’s My Vehicle? Activity</p> <p><b>T4: W3:</b> Math 46–47, 48–49, 50–51</p> <p><b>Day 3:</b> Circle Time: Share Math Strategy: Introduce location words; Where is Lala?; Focus on Vocabulary (<b>above, under</b>); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words</p> <p><b>Day 4:</b> Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater</p> <p><b>Day 5:</b> Independent Centers: Math and Science Center: <i>Use location words to tell where animals are</i></p> <p><b>T5: W4:</b> Math 56–57, 58–59, 64–65</p> <p><b>Day 1:</b> Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (<b>near</b>); Small Group: Discuss the relative location of objects around the room</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>carefully, beside</b>); Story Time: Connect to the Mind Builder focusing on spatial sense; Extended Play: Children practice controlling their bodies; Small Group: Simon Says: Do It Carefully Activity</p> <p><b>Day 5:</b> Circle Time: Sing About Moving; Focus on Vocabulary (<b>between</b>)</p> <p><b>T7: W2:</b> Math 32–33, 34–35</p> <p><b>Day 3:</b> Circle Time: Share the Math Strategy: Top and Bottom; Story Time: Focus on spatial sense: Small Group: Explore spatial sense with the Behind the Curtain: Locations Activity</p> <p><b>Day 4:</b> Small Group: Use location term with the Spot the Mistake: Garden Activity</p> <p><b>T8: W2:</b> Math 28–29, 32–33</p> <p><b>Day 1:</b> Circle Time: Vocabulary (<b>below</b>)</p> <p><b>Day 3:</b> Circle Time: Share Math Strategy: Down and Up; Story Time: Focus on spatial sense: Small Group: Differentiate between up and down</p>



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<p><b>Data Analysis</b>  <b>4–5, K-Readiness</b>  <b>M12 Sorting: The child recognizes that objects can be sorted by attributes</b>  M12.7 Describes the attribute used for sorting or comparing  M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute  <b>M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.</b>  M13.3 Participates as group member in the collection of data that is put on a chart or graph  M13.4 Sorts information by one or more attribute  M13.5 Independently collects data to put on a chart or graph  <b>M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.</b>  M14.3 Uses language to compare data  M14.4 Uses data to answer questions and solve problems  M14.5 Discusses, compares and makes sense of collected data</p>	<p><b>Children order and sort objects in the following:</b>  <b>T1: W3:</b> Math 46–47, 50–51  <b>Day 3:</b> Circle Time: Introduce Vocabulary (<b>short, long</b>); Small Group: Guide children to sort blocks with the Tall and Short Activity  <b>T3: W1:</b> Language 16–17  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>sort</b>); Small Group: Practice sorting with the Object of Living Thing Activity  <b>T3: W2:</b> Language 30–31  <b>Day 2:</b> Small Group: Sort clothing in the Planning for Weather Activity  <b>T3: W3:</b> Language 42–43, 44–45, 46–47, 48–49  <b>Day 1:</b> Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>alike, different</b>)  <b>Day 3:</b> Small Group: Sort pictures by whether they are long or short  <b>Day 4:</b> Circle Time: Focus on Vocabulary (<b>heavy, light</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories  <b>T3: W4:</b> Language 56–57  <b>Day 1:</b> Small Group: Sort objects into categories in the Push or Pull Activity  <b>T4: W3:</b> Math 48–49  <b>Day 4:</b> Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater  <b>T4: W4:</b> Language 56–57, 58–59  <b>Day 1:</b> Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity  <b>T4: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Circle Time: Focus Vocabulary (<b>features, sort</b>); Small Group: Challenge children to sort Activity Cards by category  <b>Day 3:</b> Circle Time: Focus Vocabulary (<b>same, different</b>); Small Group: Count and classify groups of ducks by similarities and differences  <b>T6: W4:</b> Literacy 56–57  <b>Day 1:</b> Circle Time: Review the letters <i>Ss, Ff, and Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff, and Pp</i> and sort words by initial letter sound  <b>T7: W4:</b> Language 62–63  <b>Day 4:</b> Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity  <b>T7: W4:</b> Literacy 62–63  <b>Day 4:</b> Small Group: Practice categorizing in the Sort It Out! Activity</p> <p><b>Children classify objects in the following:</b>  <b>T2: W4:</b> Math 58–59, 62–63, 64–65  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Classify and Organize</b>; Focus on Vocabulary (<b>sort</b>); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity  <b>Day 4:</b> Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i>  <b>T5: W1:</b> Language 14–15  <b>Day 1:</b> Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts  <b>T5: W2:</b> Language 34–35  <b>Day 4:</b> Small Group: Children practice sorting and classifying fruit  <b>T6: W2:</b> Language 34–35  <b>Day 4:</b> Small Group: Classify animals with the On the Farm Activity  <b>T7: W4:</b> Literacy 62–63  <b>Day 4:</b> Small Group: Practice categorizing in the Sort It Out! Activity</p>

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<p>Continued</p>	<p><b>Children describe data in the following:</b>  <b>T3: W3:</b> Math 46–47  <b>Day 3:</b> Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (<b>smaller than, bigger than</b>); Small Group: Measure the height of each child using the chart and discuss sizes  <b>T5: W4:</b> Math 60–61, 62–63  <b>Day 3:</b> Circle Time: Review Math Strategy; Making a Graph; Story Time: Focus on classification in the read-aloud; Guiding Question: <i>How do we keep track of all the children during a fire drill?</i>; Small Group: Graphing Our World Activity  <b>Day 4:</b> Circle Time: People Graph  <b>T8: W3:</b> Math 42–43  <b>Day 1:</b> Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (<b>equal, ruler</b>); Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results</p>
<p><b>PHYSICAL AND MOVEMENT DEVELOPMENT</b></p> <p><b>Gross Motor</b>  <b>4–5 years, K Readiness</b>  <b>P1 Early infancy-reflexive movements: Child moves involuntarily: not purposefully initiating movement</b>  <b>P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully</b>  <b>P3 Locomotion: Childs moves their body through space from one place to another</b>  P3.21 Walks on a wide (12&lt;) slightly raised pathway  P3.22 Walks up and down stairs holding handrail  P3.23 Jumps off variable heights using a one-foot lead or with two feet  P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)  P3.25 Moves many times through an obstacle course: over, under and around  <b>P4 Object control: Child can manipulate objects to propel or receive</b>  P4.11 Kicks playground ball or small soccer ball to a close wide target  P4.12 Throws a small ball with some accuracy to a target or person  P4.13 Catches a large or medium-sized ball using two hands  P4.14 Bounces and catches a playground ball a few times using two hands  P4.15 Attempts to pump legs to swing on swing</p>	<p>PreK On My Way includes many opportunities for gross motor movement within your instructional practice (IG p. 90).</p> <p><b>Story Time; Extended Play:</b> Large-group extended play options often involve gross-motor skills and/or music and songs.  <b>See for example:</b>  <b>T1: W2:</b> Literacy 32–33  <b>Day 3:</b> Circle Time: Jump for Joy, clear space for children to practice jumping for joy  <b>T1: W2:</b> Math 32–33, 34–35, 36–37  <b>Day 3:</b> Circle Time: Shake Your Wiggles Out  <b>Day 4:</b> Circle Time: Dance Your Feelings  <b>Day 5:</b> Circle Time: Act It Out  <b>T2: W2:</b> Literacy 30–31  <b>Day 2:</b> Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket  <b>T2: W4:</b> Language 58–59  <b>Day 2:</b> Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i>  <b>T3: W4:</b> Language 58–59  <b>Day 2:</b> Pretend and Learn Center: <i>Show how you would lift something that is heavy</i>  <b>T5: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder: <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>share</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity  <b>T5: W4:</b> Math 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>carefully, beside</b>); Story Time: Connect to the Mind Builder focusing on spatial sense; Extended Play: Children practice controlling their bodies; Small Group: Simon Says: Do It Carefully Activity  <b>T8: W2:</b> Language 34–35  <b>Day 4:</b> Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>

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<p><b>Fine Motor</b>  <b>4–5 years, K Readiness</b>  <b>P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects</b>            P5.15 Grasps puzzle piece and can place 5–7 pieces in the puzzle            P5.16 Draws letters and/or part of name with some reversals            P5.17 Draws stick people and some objects  <b>P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene</b>            P6.14 Dresses with near independence            P6.15 Puts shoes on the correct feet. May need help with ties and fasteners            P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners            P6.17 Puts coat on and takes off            P6.18 Uses the bathroom independently</p>	<p>PreK On My Way includes many opportunities fine motor movement within your instructional practice (IG p. 90).  <b>Small-Group Activities:</b> Activities often involve fine-motor skills and songs, either as part of the main activity or as part of a recommended modification.</p> <p><b>Children practice fine motor skills in the following:</b>  <b>T1: W4:</b> Math 60–61  <b>Day 3:</b> Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i>  <b>T2: W2:</b> Math 33, 35  <b>Day 3:</b> Independent Centers: Creativity Center: <i>Use any materials to make a square</i>  <b>Day 4:</b> Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i>  <b>T2: W3:</b> Math 47, 49  <b>Day 3:</b> ABC Center: <i>Trace the letter T</i>  <b>Day 4:</b> ABC Center: <i>Use letters to make your name</i>  <b>T2: W4:</b> Math 62–63  <b>Day 4:</b> Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you see as wheels? Glue them on this paper</i>  <b>T6: W1:</b> Literacy 16–17  <b>Day 2:</b> Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i>  <b>T6: W4:</b> Language 56–57  <b>Day 1:</b> Small Group: Invite children to dig out letters to spell their name  <b>T2: W2:</b> Literacy 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Extended Play: Puzzles  <b>T8: W1:</b> Language 20–21  <b>Day 4:</b> Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p> <p><b>Children explore good hygiene habits and personal care routines in the following:</b>  <b>T5: W3: Healthy Me, Taking Care</b>  <b>Guiding Question: How can we stay healthy?</b>  <b>T5: W3:</b> Language 42–43, 46–47, 48–49  <b>Day 2:</b> Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity  <b>Day 4:</b> Circle Time: Talk about Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity  <b>T5: W3:</b> Literacy 48–49, 50–51  <b>Day 4:</b> Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing  <b>T5: W3:</b> Math 42–43, 44–45, 48–49  <b>Day 4:</b> Circle Time: Count the Hands!; Focus on Vocabulary (<b>scrub, rinse</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash hands with a friend; Small Group: Pretend to wash your hands while counting to 20 with the Wash, Wash, Wash Again Activity</p>

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<p><b>SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Self and Emotional Awareness</b> 4–5 years, K Readiness <b>S1 Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”</b> S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas S1.11 Engages in increasingly independent and self-directed activities S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed <b>S2 Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world</b> S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others <b>S3 Emotions: Child demonstrates understanding of own emotions, others’ emotions, and awareness of emotions becoming reactions and behaviors</b> S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions S3.10 Exhibits growing ability to understand and anticipate others’ emotional reactions to situations or behaviors</p>	<p><b>Confidence and Self-Awareness:</b> <b>Children demonstrate self-confidence and awareness of self in the following:</b> <b>T1: W1:</b> Math 16–17, 20–21, 22–23 <b>Concept Question: What makes us who we are?</b> <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>proud</b>); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness <b>Day 4:</b> Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are <b>Day 5:</b> Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves <b>T1: W1:</b> Language 14–15 <b>Day 1:</b> Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for <b>T2: W1:</b> Language 16–17 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b> <b>T2: W1:</b> Literacy 16–17, 22–23 <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it</i> <b>Day 5:</b> Circle Time: Have children act out and describe their favorite pretend play <b>T3: W1:</b> Literacy 18–19 <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word</i> <b>T4: W2:</b> Language 30–31 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Express Pride</b>; Focus on Vocabulary (<b>proud, care for</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity <b>T4: W2:</b> Literacy 30–31, 32–33 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify Emotions</b>; Focus on Vocabulary (<b>feelings, disliked</b>); Small Group: Help children identify different emotions <b>Day 3:</b> Circle Time: Play a feelings guessing game <b>T6: W1:</b> Language 16–17 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b> <b>T6: W2:</b> Language 30–31 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Pride</b>; Story Time: Connect the Mind Builder to the read-aloud <b>T6: W3:</b> Language 44–45 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Pride</b>; Small Group: Describe pride with the Tell a Story Activity <b>T7: W1:</b> Language 16–17 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Express Pride</b>; Focus on Vocabulary (<b>goal, proud</b>); Small Group: Challenge children to act out a recently acquired ability and express their pride <b>T7: W2:</b> Literacy 30–31 <b>Day 2:</b> Small Group: Independent Response Prompt: Children ask and answer questions to express their opinion of abilities <b>T8: W2:</b> Literacy 28–29, 30–31, 34–35, 36–37 <b>Day 2:</b> Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in the All About Me Activity; Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i> <b>Day 4:</b> Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition <b>Day 5:</b> Small Group: Independent Response Prompt: <i>What is a new things that you would like to try?</i>; Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> <b>T8: W3:</b> Language 44–45 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persistence</b>; Focus on Vocabulary (<b>solve problems, goals</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about persistence and the importance of not giving up <b>T8: W3:</b> Literacy 44–45 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Small Group: Practice patience and self-regulation with the Freeze Dance Activity</p>

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Continued	<p><b>T8: W4:</b> Literacy 58–59</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p> <p><b>Children explore differences in others.</b></p> <p><b>T1: W4:</b> Language 56–57, 60–61, 64–65</p> <p><b>Day 1:</b> Story Time: Enjoy reading <i>A Friend Like You</i>, where two very different characters become best friends</p> <p><b>Day 3:</b> Circle Time: Follow the Friend Activity</p> <p><b>Day 5:</b> Circle Time: Friendship Greetings; Focus Vocabulary (<b>together, different</b>); Story Time: Retell and reenact the story</p> <p><b>Emotions:</b> Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (Instructional Guide p. 68).</p> <p><b>Children recognize and express feelings of self and others. See the following:</b></p> <p><b>T1: W1:</b> Literacy 14–15, 16–17, 18–19, 22–23</p> <p><b>Day 1:</b> Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (<b>proud</b>)</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About Feelings</b>, Focus on Vocabulary (<b>feelings, share</b>); Story Time: Connect the Mind Builder <b>Talk About Feelings</b> to the book <i>Be Who You Are</i> by Todd Parr; Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p><b>Day 3:</b> Circle Time: Introduce Vocabulary (<b>brave</b>); Small Group: Compare feelings with the Just Like Me Activity</p> <p><b>Day 5:</b> Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p><b>T1: W2:</b> Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p><b>Concept Question: How do we talk about and manage our feelings?</b></p> <p><b>Day 1:</b> Circle Time: Introduce vocabulary (<b>jealous</b>); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About Your Feelings</b>; Vocabulary Focus (<b>help, frustrated</b>); Small Group: Explore emotions with the How Do I Feel? Activity</p> <p><b>Day 3:</b> Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (<b>excited</b>); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p><b>Day 4:</b> Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (<b>scared, surprised</b>); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p><b>Day 5:</b> Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (<b>share</b>); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p><b>T1: W2:</b> Language 28–29, 32–33, 36–37</p> <p><b>Day 1:</b> Circle Time: Dance Your Feelings; Story Time: Guiding Question: <i>What different feelings can people have?</i></p> <p><b>Day 3:</b> Small Group: Invite children to explore different emotions and describe how they feel</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>What can we learn from our feelings?</i></p> <p><b>T1: W2:</b> Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p><b>Concept Question: How do we talk about and manage our feelings?</b></p> <p><b>Day 1:</b> Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understand and Manage Your Feelings</b>; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p><b>Day 3:</b> Focus on Vocabulary (<b>peaceful, relax</b>); Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p><b>Day 4:</b> Use Circle Time to talk about feeling and introduce vocabulary (<b>scared, surprised</b>); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised</i></p>

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Continued	<p><b>Day 5:</b> Circle Time: Introduce vocabulary (<b>lonely</b>); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i>  <b>T1: W4:</b> Math 58–59, 60–61, 62–63  <b>Concept Question: How can we be a good friend to others?</b></p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Manage Emotions</b> (Self-Regulation); Focus on Vocabulary (<b>emotions, calm</b>); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Bus; Small Group: Model managing your emotions</p> <p><b>Day 3:</b> Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p><b>Day 4:</b> Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (<b>take turns, share</b>)  <b>T3: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About Your Feelings</b>; Focus on Vocabulary (<b>emotions</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity  <b>T3: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understand Feelings and Actions</b>; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity  <b>T5: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understanding Feelings and Actions</b>; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We’re So Happy Activity</p> <p><b>Day 5:</b> Circle Time: One of a Kind; Focus on Vocabulary (<b>one of a kind, terrific</b>)  <b>T5: W2:</b> Math 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About the Feelings of Others</b>; Focus on Vocabulary (<b>notice</b>); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity  <b>T6: W2:</b> Math 36–37</p> <p><b>Day 5:</b> Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i>  <b>T6: W3:</b> Language 50–51</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i>  <b>T8: W2:</b> Language, 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understand Feelings</b>; Focus on Vocabulary (<b>wild, behavior</b>); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling. Challenge children to think of strategies for managing their own feelings  <b>T8: W2:</b> Literacy 28–29, 30–31, 34–35, 36–37</p> <p><b>Day 1:</b> Circle Time: introduce book and identify it as a narrative about facing our fears</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understand Abilities</b>; Focus on Vocabulary (<b>ready, scared</b>); Small Group: Challenge children to name their own strengths, weaknesses, and fears enriching their emotional skills by developing self-awareness</p> <p><b>Day 4:</b> Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>What is a new things that you would like to try?</i>; Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>Self-Management</b>  <b>4–5 years, K Readiness</b>  <b>S4 Managing thinking: Child manages attention and thoughts</b>            S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes            S4.13 Talks through simple tasks and conflicts, seeking adult support as needed  <b>S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently</b>            S5.21 Increasingly expresses feelings, needs, opinions and desires verbally            S5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)            S5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance            S5.24 Shows increasing ability to stop and think before acting</p>	<p><b>Managing thinking:</b>  <b>Children show persistence in attempting to solve problems in the following:</b>  <b>T1: All About Me W2: Feelings</b>  <b>Concept Question: Ho do we talk about and manage our feelings?</b>  <b>T1: W2:</b> Literacy 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 1:</b> Begin Story Time by introducing the Big Book and asking, <i>What feelings do we have?</i>  <b>Day 2:</b> Circle Time: Talk about feelings and introduce vocabulary (<b>help, frustrated</b>); Small Group: Explore emotions with the How Do I Feel? Activity;  <b>T2: W1:</b> Math 16–17, 21–22  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Tolerate Frustration</b>; Focus on Vocabulary (<b>frustrated, worried</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity  <b>T2: W2:</b> Literacy 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>create, imagine</b>); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence  <b>T2: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>  <b>T2: W4:</b> Literacy 58–59  <b>Day 2:</b> Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity  <b>T4: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem  <b>T4: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem  <b>T6: W3:</b> Literacy 44- 45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make Plans</b> and taking steps toward a goal; Focus on Vocabulary (<b>plan</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses  <b>T6: W3:</b> Math 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Focus on Vocabulary (<b>practice</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during the Make a Ladybug Activity  <b>T6: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>ideas, complete</b>); Small Group: Invite children to show persistence when making forts out of wooden sticks  <b>T6: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Introduce vocabulary (<b>plan, build</b>)  <b>T6: W4:</b> Math 56–57  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Focus on Vocabulary (<b>solve, problem</b>); Small Group: We Can Solve It Activity  <b>T7: W1:</b> Language 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>goal, proud</b>); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence  <b>T7: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Small Group: Talk about persisting with the Keep Trying Activity  <b>T8: W1:</b> Literacy 16–17, 20–21  <b>Day 2:</b> Circle Time: Practice identifying and solving problems and introduce vocabulary (<b>solve problems, together</b>); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity</p>

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<p>Continued</p>	<p><b>Day 4:</b> Circle Time: Talk about teamwork; Small Group: Encourage children to work as a team to complete an art project together  <b>T8: W3:</b> Language 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persistence</b> and Focus on Vocabulary (<b>goals, solve problems</b>); Small Group: Talk about persisting with the We Will Persist! Activity  <b>T8: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>I can, trying</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice patience; Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance  <b>T8: W4:</b> Language 58–59</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>new idea, solve problems</b>); Small Group: Discuss being persistent with the My Greatest Adventure Activity  <b>T8: W4:</b> Literacy 58–59</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>imagine, practiced</b>); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity</p> <p><b>Managing emotions and behaviors:</b>  The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>As part of following classroom routines, children must learn to transition from one activity to another. PreK On My Way encourages teachers to teach classroom management routines to help children transition and focus in different circumstances. See Transitions Songs (IG p. 81).</p> <p><b>Children manage the expression of feelings, thoughts, impulses, and behaviors with increasing independence. See the following:</b></p> <p><b>T1: W1:</b> Language 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make and Keep Relationships</b>; Focus on Vocabulary (<b>relationships</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards  <b>T1: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Try to Resolve Conflict</b>; Focus on Vocabulary (<b>warm welcome, decided</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity  <b>T1: W4:</b> Literacy 58–59, 62–63, 64–65</p> <p><b>Day 2:</b> Circle Time: Demonstrate Empathy Mind Builder and introduce vocabulary (<b>please, excuse me</b>); Independent Centers: Library and Listening Center: <i>Show a good way to solve the problem if you and a friend want to read the same book</i></p> <p><b>Day 4:</b> Circle Time: Discuss what children have learned about being a good friend and introduce vocabulary (<b>take turns</b>)  <b>T1: W4:</b> Math 58–59, 62–63</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Manage Emotions</b> (Self-Regulation); Focus on Vocabulary (<b>emotions, calm</b>); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions</p> <p><b>Day 4:</b> Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (<b>take turns, share</b>)  <b>T2: W1:</b> Literacy 16–17, 18–19, 20–21, 22–23</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Focus on Vocabulary (<b>waiting</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice finding a friend to play together; Small Group: Play pretend scenarios with the Can I Play, Too? Activity  <b>T2: W1:</b> Math 16–17, 21–22</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Tolerate Frustration</b>; Focus on Vocabulary (<b>frustrated, worried</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity</p> <p><b>Day 4:</b> Build Background: Children discuss things they do or don’t do at school; Freeze Dance!; Focus on Vocabulary (<b>listen, school</b>)  <b>T3: W2:</b> Literacy 34–35</p> <p><b>Day 4:</b> Circle Time: Conflict Resolution</p>



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Continued	<p><b>T4: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Resist Impulses</b>; Focus on Vocabulary (<b>behavior</b>); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p><b>T5: W1:</b> Literacy 20–21</p> <p><b>Day 4:</b> Skills Focus: Emotional Development: Able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary; Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p><b>T6: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p><b>T6: W2:</b> Language 30–31</p> <p><b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>transition</b>); Story Time: Extended Play: Sing About Transitions; Small Group: Review the <b>transition</b> Vocabulary Card. Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next</p> <p><b>T6: W4:</b> Language 60–61, 64–65</p> <p><b>Day 3:</b> Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i></p> <p><b>T8: W2:</b> Math 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Small Group: Have children work in pairs during the Ducks in a Row Activity</p>

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<p><b>Social Understanding and Relationships</b>  <b>4–5 years, K Readiness</b>  <b>S6 Social responsiveness: Child notices and responds to others and their emotions</b>            S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)            S6.10 Responds appropriately to others’ emotions            S6.11 Shows increasing understanding and appreciation of the perspectives of peers  <b>S7 Building relationships: Child establishes and sustains relationships with others</b>            S7.9 Builds friendships through play, learning activities and conversation with peers            S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.  <b>S8 Social skills: Child responds to and interact with others in a meaningful way</b>            S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults            S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed</p>	<p><b>Social responsiveness:</b>  <b>Child demonstrates empathy and care for others in the following:</b>  <b>T1: W4:</b> Literacy 58–59, 62–63, 64–65  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Empathy</b>; Focus on Vocabulary (<b>please, excuse me</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Practice showing empathy  <b>Day 4:</b> Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (<b>take turns</b>); Story Time: Extended Play: Talk about being a good friend  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i>  <b>T2: W3:</b> Math 44–45, 50–51  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Demonstrate Empathy</b>; Focus on Vocabulary (<b>help, materials</b>)  <b>Day 5:</b> Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i>  <b>T4: W2:</b> Math 34–35, 36–37  <b>Day 4:</b> Story Time: Talk about empathy and caring for others (pets); Extended Play: Taking care of pets  <b>Day 5:</b> Circle Time: Children act out different ways of taking care of a pet; Story Time: Revisit book and discuss <i>How would you take care of a pet?</i>  <b>T5: W3:</b> Language 50–51  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>What would you tell a sick friend to do to feel better?</i>  <b>T5: W4:</b> Language 58–59, 64–65  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Develop Empathy</b>; Focus Vocabulary (<b>empathy, understand</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about feelings with the Happy or Not Happy? Activity  <b>Day 5:</b> Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i>  <b>T5: W4:</b> Literacy 56–57, 58–59  <b>Day 1:</b> Circle Time: Sing About Play (taking turns)  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>safe, friend</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Please and Thank You; Small Group: Practice taking turns with the Taking Turns Activity  <b>T6: W1:</b> Literacy 22–23  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>If you were Nita’s neighbor, how would you help?</i>  <b>T6: W4:</b> Literacy 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Empathy</b>; Small Group: Identify emotions with the How Do Your Feel? Activity  <b>T7: W3:</b> Math 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Try to Help Others</b>  <b>T8: W1:</b> Math 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Showing Empathy and Caring</b>; Focus on Vocabulary (<b>caring</b>); Small Group: Share Treats Activity</p> <p><b>Building relationships:</b>            PreK On My Way provides many opportunities throughout each day for children to engage in positive interactions and relationship with other children.  <b>See the following:</b>  <b>T1: Me and You; W4: Friends</b>  <b>Concept Questions: How can we be good friends to others?</b>  <b>T1: W4:</b> Language 56–57, 58–59, 60–61, 62–63, 64–65  <b>Day 1:</b> Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Focus on Vocabulary (<b>join, goal</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards: Show children pictures to learn which children enjoy the same activities  <b>Day 3:</b> Circle Time: Follow the Friend Activity  <b>Day 4:</b> Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (<b>take turns, share</b>); Extended Play: Helping Hands of Friendship  <b>Day 5:</b> Circle Time: Friendship Greetings; Focus Vocabulary (<b>together, different</b>); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p>

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Continued	<p><b>T1: W4:</b> Literacy 56–57, 58–59, 62–63, 64–65</p> <p><b>Day 1:</b> Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford’s Manners</i></p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Empathy</b>; Begin discussion about noticing how someone else feels and if they need help; Focus on Vocabulary (<b>please, excuse me</b>)</p> <p><b>Day 4:</b> Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (<b>take turns</b>); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity</p> <p><b>Day 5:</b> Circle Time: Dancing Friends Activity; Focus on Vocabulary (<b>thank-you note, manners</b>); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p><b>T1: W4:</b> Math 62–63</p> <p><b>Day 4:</b> Circle Time: Share the Mind Builder <b>How to Be a Friend</b>; Sing a Sharing Song; Focus on Vocabulary (<b>take turns, share</b>)</p> <p><b>T3: W2:</b> Math 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About Your Needs</b>; Focus on Vocabulary (<b>communicate</b>); Story Time: Connect the Mind Builder to the read-aloud</p> <p><b>T4: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; Focus on Vocabulary (<b>adult, communicate</b>); Small Group: Help children communicate with their peers as they solve a sorting problem</p> <p><b>T5: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Engage with Adults and Peers</b>; Focus on Vocabulary (<b>work</b>); Small Group: Create and share movement patterns with the It Takes Two Activity</p> <p><b>T5: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make and Keep Relationships</b>; Focus on Vocabulary (<b>friendship</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions</p> <p><b>T6: W2:</b> Math 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Focus on Vocabulary (<b>invite</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity</p> <p><b>T6: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Independent Centers: Creativity Station: <i>Work with a friend to create something together</i></p> <p><b>T6: W3:</b> Literacy 48–49</p> <p><b>Day 4:</b> Small Group: Encourage children to use conversational etiquette during activity</p> <p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers.</p> <p>In addition to fostering relationships within the classroom, PreK On My Way works to support positive interactions with families and with other important people in children’s lives, such as the crossing guard, bus driver, cafeteria worker, librarian, or custodian (IG p. 77).</p> <p><b>Specific examples include:</b></p> <p><b>T1: W1:</b> 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Building Relationships</b></p> <p><b>T1: W2:</b> Literacy 36–37</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p><b>T2: W1:</b> Language 14–15, 20–21</p> <p><b>Day 1:</b> Circle Time: Introduce vocabulary (<b>reply</b>); Small Group: Identify methods of replying with the Ways We Can Reply Activity</p> <p><b>Day 4:</b> Circle Time: Build background on school rules and introduce vocabulary (<b>listen, school</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p><b>T2: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Begin Story Time by connecting the Mind Builder (using effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad’s First Day</i></p> <p><b>T5: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Engage with Adults and Peers</b>; Focus on Vocabulary (<b>work</b>)</p> <p><b>T5: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make and Keep Relationships</b>; Focus on Vocabulary (<b>friendship</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions; Small Group: Guide children to act out the relationship between a dentist and patient with the A Visit to the Dentist Activity</p>

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Continued	<p><b>Social skills:</b>  <b>Child engages in cooperative play and increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal:</b>  <b>T2: W1:</b> Literacy 16–17, 20–21, 22–23  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Initiating and Joining in Play with Others</b>; Focus on Vocabulary word (<b>waiting</b>); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity  <b>Day 4:</b> Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (<b>listen, school</b>); Extended Play: Follow rules playing Duck, Duck, Goose  <b>Day 5:</b> Circle Time: Have children act out and describe favorite pretend play; Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i>  <b>T3: W4:</b> Math 56–57, 58–59, 60–61, 62–63, 64–65  <b>Day 1:</b> Story Time: Introduce book <i>The Seesaw</i>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Work Together</b>; Focus on Vocabulary (<b>work together, goal</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw  <b>Day 3:</b> Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i>  <b>Day 4:</b> Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i>  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i>  <b>T6: W1:</b> Literacy 16–17  <b>Day 2:</b> Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i>  <b>T6: W4:</b> Language 60–61, 64–65  <b>Day 3:</b> Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i>  <b>Day 5:</b> Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i>  <b>T8: W1:</b> Language 16–17, 20–21  <b>Concept Question: What can we do better together?</b>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk and Share</b>; Small Group: Explore working together with the How We Work Together Activity  <b>Day 4:</b> Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle  <b>T8: W1:</b> Literacy 16–17, 20–21  <b>Concept Question: What can we do better together?</b>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Focus on Vocabulary (<b>solve problems, together</b>); Small Group: Identify problems and solutions with the Team Fix It Activity  <b>Day 4:</b> Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity  <b>T8: W1:</b> Math 22–23  <b>Concept Question: What can we do better together?</b>  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together</i>  <b>T8: W2:</b> Math 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Small Group: Have children work in pairs during the Ducks in a Row Activity</p> <p><b>Child initiates problem-solving strategies and seeks adult help when necessary:</b>  <b>T1: W2:</b> Literacy 30–31  <b>Day 2:</b> Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>  <b>T1: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Try to Resolve Conflict</b>; Story Time: Extended Play: Play a taking turns game; Small Group: Playtime Problem Solving: Encourage partners to take turns using the sentence, “Please, may I have a turn?”  <b>T2: W3:</b> Literacy 44–45  <b>Day 2:</b> Small Group: Let’s Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
Continued	<p><b>T3: W2:</b> Literacy 34–35</p> <p><b>Day 4:</b> Small Group: Encourage children to work as a team as they create a book about weather in the Class Weather Book Activity</p> <p><b>T4: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem</p> <p><b>T5: W2:</b> Language 32–33</p> <p><b>Day 3:</b> Begin Story Time by introducing the book <i>Before We Eat</i> and ask <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage children in question-and-answer session about problems and solutions</p> <p><b>T5: W2:</b> Literacy 28–29</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk and Share</b>; Focus on Vocabulary (<b>share, positive</b>)</p> <p><b>T5: W3:</b> Language 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Problem Solving</b>; Focus on Vocabulary (<b>solve</b>); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity</p> <p><b>T5: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder: <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>share</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity</p> <p><b>T5: W4:</b> Literacy 56–57, 58–59</p> <p><b>Day 1:</b> Circle Time: Sing About Play (taking turns)</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>safe, friend</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Please and Thank You; Small Group: Practice taking turns with the Taking Turns Activity</p> <p><b>T6: W1:</b> Language 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Focus on Vocabulary (<b>grateful, conflict</b>); Small Group: Conflict or No Conflict? Activity</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>SOCIAL SYSTEMS—COGNITIVE</b></p> <p><b>Community, People and Relationships</b> 4–5 years, K Readiness <b>SS1 Self-identity in the community: Understands the different ways people form their identity</b></p> <p>SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs. SS1.9 Demonstrates an understanding that families vary SS1.10 Identifies some family traditions and customs</p> <p><b>SS2 Civics: Child understands what it means to be a member of a community</b></p> <p>SS2.8 Practices the ways groups make choices and decisions with support SS2.9 Demonstrates an understanding of rules and why they are important SS2.10 Participates in a variety of roles in the early childhood environment SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them</p>	<p><b>Self-identity:</b> <b>T1: W1: All About Me</b> <b>Guiding Question: What makes us who we are?</b> <b>T1: W1:</b> Language 14–15 <b>Day 1:</b> Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for <b>T1: W1:</b> Literacy 16–17, 22–23 <b>Day 2:</b> Story Time: Connect the Mind Builder <b>Talk About Feelings</b> to the book <i>Be Who You Are</i> by Todd Parr <b>Day 5:</b> Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i> <b>T1: W3:</b> Language 42–43 <b>Day 1:</b> Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity <b>T1: W3:</b> Math 42–43 <b>Day 1:</b> Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> <b>T2: W1:</b> Language 16–17 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Self-Awareness</b>; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I? <b>T5: W1:</b> Literacy 16–17, 22–23 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Understand Feelings and Actions</b>; Focus on Vocabulary (<b>one of a kind</b>); Begin Story Time by connecting the Mind Builder to <i>Happy in Our Skin</i> <b>Day 5:</b> Circle Time: One of a Kind; Focus on Vocabulary (<b>one of a kind, terrific</b>) <b>T8: W3:</b> Language 46–47 <b>Day 3:</b> Small Group: Describe family members with the Our Families Activity</p> <p><b>Civics:</b> <b>T1: W1:</b> Language 16–17 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make and Keep Relationships</b>; Focus on Vocabulary (<b>relationships</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards <b>T1: W1:</b> Literacy 22–23 <b>Day 5:</b> Circle Time: Introduce Yourself: Teacher models introducing yourself and invites children to take turns introducing themselves to their classmates <b>T2: W1:</b> Language 14–15, 16–17 <b>Day 1:</b> Small Group: Ways We Can Reply Activity <b>Day 2:</b> Small Group: Act It and Say It! Activity <b>T2: W1:</b> Literacy 16–17, 18–19, 22–23 <b>Day 2:</b> Small Group: Can I Play, Too? Activity: Invite children to pretend to be at play in different play scenarios. Enrich children's social skills by modeling appropriate ways to ask to join in play <b>Day 4:</b> Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher <b>T2: W1:</b> Math 16–17, 21–22 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Tolerate Frustration</b>; Focus on Vocabulary (<b>frustrated, worried</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity <b>Day 4:</b> Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (<b>listen, school</b>) <b>T2: W3:</b> Math 42–43, 44–45, 48–49, 50–51 <b>Day 1:</b> Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper</i> <b>Day 2:</b> Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community</i> <b>Day 4:</b> Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i> <b>Day 5:</b> Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it</i></p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
Continued	<p><b>T4: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Resist Impulses</b>; Focus on Vocabulary (<b>behavior</b>); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p><b>T5: W1:</b> Language 16–17, 18–19</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>communicate</b>); Small Group: Guide children to discover that there are a variety of rules that have to do with communication</p> <p><b>Day 3:</b> Small Group: Encourage conversational turn-taking</p> <p><b>T5: W2:</b> Language 30–31</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>routine, share</b>); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines</p> <p><b>T6: W3:</b> Literacy 48–49</p> <p><b>Day 4:</b> Small Group: Encourage children to use conversational etiquette during activity</p> <p><b>T6: W4:</b> Literacy 61</p> <p><b>Day 3:</b> Independent Center: Writer’s Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p><b>T8: W1:</b> Literacy 18–19</p> <p><b>Day 3:</b> Circle Time: Discuss responsibilities at home</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
<p><b>Change Over Time</b>  <b>4–5 years, K Readiness</b>  <b>SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events</b>            S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy            S3.11 Compares self to older and younger family members and friends with specific examples            S3.12 Describes a chronological order in a series of familiar events            S3.13 Reflects on the impact of past, present and some future events on self and family  <b>SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions</b>            SS4.4 Asks more questions about families and culture to build deeper understanding            SS4.5 Compares own cultural traditions with others to understand similarities and differences</p>	<p><b>Personal history:</b>  <b>T1: W2:</b> Math 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 4:</b> Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>  <b>T2: W2:</b> Literacy 30–31, 36–37, 48–49, 50–51</p> <p><b>Day 5:</b> Independent Centers: Writer’s Corner: Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</p> <p><b>T2: W3:</b> Math 42–43, 44–45, 48–49, 50–51  <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community</i>  <b>T8: W2:</b> Literacy 28–29, 30–31, 34–35, 36–37  <b>Day 2:</b> Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i>  <b>Day 5:</b> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i>  <b>T8: W3:</b> Literacy 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 4:</b> Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned. Allow them to paint pictures of what they have learned  <b>Day 5:</b> Circle Time: Introduce Vocabulary (<b>transform</b>); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p><b>Family narratives and traditions:</b>            Family engagement resources encourage all families to contribute their home language and culture to the classroom (IG p. 88). PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom (IG p. 93).</p> <p><b>In addition, see the following:</b>  <b>T1: W1:</b> Language 14–15, 16–17  <b>Day 1:</b> Circle Time: Introduce Vocabulary (<b>grandmother</b>); Story Time: Read book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name  <b>Day 2:</b> Story Time: Connect the Mind Builder <b>Building Relationships</b> to the read-aloud; Explore family relationships  <b>T1: W3: Family</b>  <b>Concept Question: What makes a family?</b>  <b>T1: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity  <b>Day 2:</b> Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity  <b>Day 3:</b> Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity  <b>Day 4:</b> Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do  <b>Day 5:</b> Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members who that they care about each other?</i>  <b>T1: W3: Family</b>  <b>Concept Question: What makes a family?</b>  <b>T1: W3:</b> Literacy 42–43, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Families  <b>Day 3:</b> Small Group: Explore what families do with the Family Fun with Elliot Activity  <b>Day 4:</b> Circle Time: Talk about families and introduce vocabulary (<b>grandparents, grandchildren</b>); Story Time: Extended Play: Play a game of “family” charades  <b>Day 5:</b> Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i>  <b>T1: W3: Family</b>  <b>Concept Question: What makes a family?</b>  <b>T1: W3:</b> Math 42–43, 48–49, 50–51  <b>Day 1:</b> Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p>



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Continued	<p><b>Day 4:</b> Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (<b>grandparents, grandchild</b>)</p> <p><b>Day 5:</b> Small Group: Independent</p>
<p><b>Environment</b>  <b>4–5 years, K Readiness</b>  <b>SS5 Conservation: Understands that some environmental resources are limited</b>            SS5.5 With support, participates in community conservation activities (playground clean up, etc.)  <b>SS6 Physical characteristics of community: Child can identify important physical features in their environment</b>            SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)            SS6.5 Uses tools to represent immediate environment</p>	<p><b>T3: W2:</b> Language 30–31, 32–33,34–35</p> <p><b>Day 2:</b> Independent Centers: Math and Science Center: <i>Can you compare Cloulette to the other clouds? Can you show it in a picture?</i></p> <p><b>Day 3:</b> Independent Centers: Math and Science Center: <i>Can you think of a way to measure rain? How could you measure snow?</i></p> <p><b>Day 4:</b> Small Group: Help children with making and recording observations with the Daily Weather Book Activity</p> <p><b>T7: W1:</b> Math 18–19, 22–23</p> <p><b>Day 3:</b> Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity</p> <p><b>T7: W1:</b> Literacy 18–19, 20–21, 22–23</p> <p><b>Day 3:</b> Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (<b>journey</b>); Story Time: Focus on Science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases</p> <p><b>Day 4:</b> Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (<b>mountain, country</b>); Small Group: Talk about clouds</p> <p><b>T7: W2:</b> Literacy 32–33, 34–35, 36–37</p> <p><b>Day 3:</b> Circle Time: Build Background (seasons); Story Time: Focus on the season in the read-aloud; Small Group: Talk about seasonal changes</p> <p><b>Day 4:</b> Circle Time: Talk About the Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe the seasons with the Picture Sort Activity</p> <p><b>Day 5:</b> Circle Time: Connect to Science; Be a Weather Reporter!; Small Group: Independent Response Prompt: <i>What season do you like best? What happens first in that season?</i></p> <p><b>T7: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Focus on Vocabulary (<b>ask questions</b>); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p><b>T7: W4:</b> Language 62–63</p> <p><b>Day 4:</b> Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home</p> <p><b>T7: W4:</b> Literacy 60–61</p> <p><b>Day 3:</b> Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p>

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<p><b>Economics</b>  <b>4–5 years, K Readiness</b>  <b>SS7 Economic reasoning: Child begins to understand basic economic principles</b>            SS7.7 Negotiates and shares with other children during play            SS7.8 Begins to label individual needs and wants with support            SS7.9 Identifies goods and services that could meet a specific need or want</p>	<p>PreK On My Way provides many opportunities throughout each day for children to negotiate and share with other children during play.</p> <p><b>See the following for example:</b></p> <p><b>T1: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Try to Resolve Conflict</b>; Focus on Vocabulary (<b>warm welcome, decided</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity  <b>Day 4:</b> Focus on Vocabulary (<b>take turns, share</b>); Extended Play: Helping Hands of Friendship  <b>T1: W4:</b> Math 62–63  <b>Day 4:</b> Circle Time: Share the Mind Builder <b>How to Be a Friend</b>; Sing a Sharing Song; Focus on Vocabulary (<b>take turns, share</b>)  <b>T2: W1:</b> Literacy 16–17, 20–21, 22–23  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Initiating and Joining in Play with Others</b>; Focus on Vocabulary word (<b>waiting</b>); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity  <b>T3: W2:</b> Math 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk About Your Needs</b>; Focus on Vocabulary (<b>communicate</b>); Story Time: Connect the Mind Builder to the read-aloud  <b>T3: W2:</b> Literacy 34–35  <b>Day 4:</b> Circle Time: Conflict Resolution  <b>T4: W3:</b> Math 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Resist Impulses</b>; Focus on Vocabulary (<b>behavior</b>); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says  <b>T3: W4:</b> Math 56–57, 58–59, 60–61, 62–63, 64–65  <b>Day 1:</b> Story Time: Introduce book <i>The Seesaw</i>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Work Together</b>; Focus on Vocabulary (<b>work together, goal</b>); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw  <b>Day 3:</b> Independent Centers: Writer's Corner: <i>What do you and your friends like to play together?</i>  <b>Day 4:</b> Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer's Corner: <i>Write about when two people work together. What happens when one more helps?</i>  <b>Day 5:</b> Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i>  <b>T4: W1:</b> Literacy 16–17  <b>Day 2:</b> Small Group: Talk about communicating with peers in the Problem-Solving Activity  <b>T5: W1:</b> Language 16–17, 18–19  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>communicate</b>); Small Group: Guide children to discover that there are a variety of rules that have to do with communication  <b>Day 3:</b> Small Group: Encourage conversational turn-taking  <b>T5: W2:</b> Language 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>routine, share</b>); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines  <b>T5: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder: <b>Move Carefully Through Surroundings</b>; Focus on Vocabulary (<b>share</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity  <b>T6: W2:</b> Math 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Play with Others</b>; Focus on Vocabulary (<b>invite</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity  <b>T6: W3:</b> Math 44–45  <b>Day 2:</b> Independent Centers: Creativity Station: <i>Work with a friend to create something together</i>  <b>T6: W3:</b> Literacy 48–49  <b>Day 4:</b> Small Group: Encourage children to use conversational etiquette during activity  <b>T8: W1:</b> Language 16–17, 20–21  <b>Concept Question: What can we do better together?</b>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Talk and Share</b>; Small Group: Explore working together with the How We Work Together Activity  <b>Day 4:</b> Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p>

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<p><b>Technology</b>  <b>4–5 years, K Readiness</b>  <b>SS8 Digital citizenship: The ability to choose and use some digital technology appropriately</b>  <b>Follow all best practices and safety protocol for children using digital technology</b>            SS8.2 Knows when, how and why to use a variety of tools for learning, including digital technology            SS8.3 With support, engages in responsible use of all tools including digital technology</p>	<p>Not specifically addressed.</p>

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<p><b>SCIENTIFIC THINKING</b></p> <p><b>Discover</b> 4–5 years, K Readiness <b>ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment</b> ST1.7 Verbally identifies obvious differences and similarities ST1.8 Expresses curiosity and/or formulates questions of complex concepts <b>ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings</b> ST2.10 Starts with a useful, general approach to investigation even if details may be lacking ST2.11 Uses discernment to inform exploration ST2.12 Uses tools in new and novel ways</p>	<p><b>Observe and question:</b> <b>Children explore and identify the five senses and describe observable phenomena in the following:</b> <b>T3: W1: Five Senses</b> <b>Concept Question: What can we learn from using our senses?</b> <b>T3: W1:</b> Language 14–15, 16–17, 18–19, 20–21, 22–23 <b>Day 1:</b> Circle Time: Build Background: Introduce the five senses; Sing About the Senses: Story Time: Enjoy reading <i>Cold, Crunchy, Colorful: Using Our Senses</i>; Guiding Question: <i>What do our eyes tell us?</i>; Small Group: Explore senses with the Let’s Talk About Our Senses! Activity <b>Day 2:</b> Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don’t See</i> <b>Day 3:</b> Circle Time: Play Simon Says focusing on the senses; Focus on Vocabulary (<b>sweet, sour</b>); Story Time: Guiding Question: <i>What words can we use to talk about how foods taste?</i>; Small Group: Identify things with the Our Fabulous Five Senses Activity <b>Day 4:</b> Circle Time: What Do We Use To...?; Focus on Vocabulary (<b>taste, smell</b>); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity <b>Day 5:</b> Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i>; Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i> <b>T3: W1:</b> Literacy 14–15, 16–17, 18–19, 20–21, 22–23 <b>Day 1:</b> Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i> <b>Day 2:</b> Story Time: Extended Play: What’s Missing?; Small Group: Use sense with the What’s Missing? Activity <b>Day 3:</b> Circle Time: Build Background about senses; Sing about the Senses; Focus on Vocabulary (<b>listen</b>) <b>Day 4:</b> Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (<b>smell, taste</b>); Small Group: Explore senses with the One Sense at a Time Activity <b>Day 5:</b> Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i> <b>T3: W1:</b> Math 18–19, 22–23 <b>Day 3:</b> Story Time: Guiding Question: <i>What sense does Hoppy use?</i> <b>Day 5:</b> Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i></p> <p><b>Children pose questions in the following:</b> <b>T3: W2:</b> Language 30–31, 32–33 <b>Day 2:</b> Independent Centers: Math and Science Center: <i>Can you compare Cloulette to the other clouds? Can you show it in a picture?</i> <b>Day 3:</b> Independent Centers: Math and Science Center: <i>Can you think of a way to measure rain? How could you measure snow?</i> <b>T4: W2:</b> Literacy 46–47, 48–49 <b>Day 3:</b> Circle Time: Build Science Background: Talk about animal homes; Story Time: Focus on Science in the read-aloud; Small Group: Identify animal homes in the Animal Homes Activity <b>Day 4:</b> Circle Time: Talk about animal homes; Small Group: Discuss animals that live at the pond <b>T4: W3:</b> Language 44–45 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Show Curiosity</b>; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity <b>T4: W4:</b> Literacy 60–61, 62–63 <b>Day 3:</b> Story Time: Focus on Science, Guiding Question: <i>What features help animals stay safe?</i> <b>Day 4:</b> Circle Time: Talk About Animal Features; Small Group: Identify details about animals in the Fantastic Animals Activity <b>T7: W1:</b> Literacy 18–19, 20–21, 22–23 <b>Day 3:</b> Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (<b>journey</b>); Story Time: Focus on Science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases <b>Day 4:</b> Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (<b>mountain, country</b>); Small Group: Talk about clouds <b>Day 5:</b> Small Group: Independent Response Prompt: <i>Write some things you know about day and night</i> <b>T7: W1:</b> Language 20–21 <b>Day 4:</b> Circle Time: Talk About Our Earth; Small Group: Talk about day and night <b>T7: W3:</b> Literacy 44–45 <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Ask and Answer Questions</b>; Focus on Vocabulary (<b>ask questions</b>); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p>

Minnesota Early Childhood Indicators of Progress	Scholastic PreK On My Way
Continued	<p><b>Investigate:</b>  <b>Children explore and investigate in the following:</b>  <b>T3: W2:</b> Literacy 30–31  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Be Curious</b>; Focus on Vocabulary (<b>ask questions, explain</b>); Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity  <b>T5: W4:</b> Math 60–61, 62–63  <b>Day 3:</b> Circle Time: Review Math Strategy; Making a Graph; Story Time: Focus on classification in the read-aloud; Guiding Question: <i>How do we keep track of all the children during a fire drill?</i>; Small Group: Graphing Our World Activity  <b>Day 4:</b> Circle Time: People Graph</p> <p><b>Children explore and use simple tools in the following:</b>  <b>T2: W3:</b> Math 42–43  <b>Day 1:</b> Small Group: Explore measuring tools with the Matching: Measuring Tools Activity  <b>T3: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Build Language Background: Measuring things; Biggest/Smallest Activity; Focus on Vocabulary (<b>empty, round</b>)  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>alike, different</b>); Story Time: Shared Writing: Transcribe children’s speech as they talk about how we can use a ruler to measure different things  <b>Day 3:</b> Circle Time: Frog Jump Activity; Focus on Vocabulary (<b>ruler, measure</b>); Small Group: Practice sorting  <b>Day 4:</b> Circle Time: Talk About Measuring; Is it Longer?; Focus on Vocabulary (<b>heavy, light</b>); Small Group: Practice sorting  <b>Day 5:</b> Circle Time: Focus on Vocabulary (<b>wide, thin</b>); Small Group: Independent Response Prompt: <i>What did you learn this week about measuring things?</i>  <b>T3: W3:</b> Literacy 36–37, 48–49  <b>Day 3:</b> Circle Time: Building Background: Invite children to compare and contrast; Story Time: Focus on size in the read-aloud; Small Group: Teach children how to measure using Connecting Cubes and encourage them to compare and determine how big or how little  <b>Day 4:</b> Circle Time: Heavy or Light?; Measure Your Grin; Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Guide children to explore the concept of heavy versus light, using a simple scale (balance or digital)  <b>T3: W3:</b> Math 42–43, 46–47, 48–49  <b>Day 1:</b> Circle Time: Focus on Vocabulary (<b>measure, how big</b>); Small Group: Review measurement in the How Many Paper Clips? Activity  <b>Day 3:</b> Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity  <b>Day 4:</b> Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity  <b>T3: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Circle Time: Build Math Background: Measurement; Focus on Vocabulary (<b>weigh</b>); Small Group: Compare size and weight of objects in the Let’s Compare! Activity  <b>T4: W3:</b> Language 45  <b>Day 2:</b> Small Group: Let children examine different objects under magnifying glasses and talk about what they see. Challenge children to describe how things look different through the magnifying glass  <b>Day 3:</b> Small Group: Weigh objects with the Balance It Out Activity  <b>T7: W3:</b> Math 46–47  <b>Day 3:</b> Story Time: Focus on Measurement; Small Group: Talk about measurement with the How Many Seeds? Activity</p>

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<p><b>Act</b>  <b>4–5 years, K Readiness</b>  <b>ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.</b>            ST3.14 Makes a plan in advance with an intended outcome            ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes            ST3.16 Makes a prediction when prompted            ST3.17 Changes a plan or refines actions when outcome is not as expected  <b>ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions</b>            ST4.10 Offers critique of an experience based on examination of outcomes            ST4.11 Sees outcomes as the result of one’s behavior or actions            ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered</p>	<p><b>Experiment:</b>  <b>T3: W2:</b> Literacy 30–31  <b>Day 2:</b> Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity</p> <p><b>Evaluate:</b>  <b>T3: W1:</b> Language 16–17  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>sort</b>); Small Group: Practice sorting with the Object of Living Thing Activity  <b>T3: W2:</b> Language 30–31  <b>Day 2:</b> Small Group: Sort clothing in the Planning for Weather Activity  <b>T3: W3:</b> Language 42–43, 44–45, 46–47, 48–49, 50–51  <b>Day 1:</b> Circle Time: Build Language Background: Measuring things; BiggestSmallest Activity; Focus on Vocabulary (<b>empty, round</b>); Small Group: Practice sorting  <b>T3: W4:</b> Literacy 60–61  <b>Day 3:</b> Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i>  <b>T3: W4:</b> Math 56–57  <b>Day 1:</b> Circle Time: Focus on Vocabulary (<b>weigh</b>); Small Group: Compare the size and weight of objects in the Let’s Compare! Activity  <b>T4: W3:</b> Language 42–43  <b>Day 1:</b> Small Group: Identify the life stages with the Life Cycle Activity  <b>T4: W4:</b> Language 56–57, 58–59  <b>Day 1:</b> Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity  <b>Day 2:</b> Small Group: Explore shapes with the Is This a Triangle? Activity  <b>T7: W4:</b> Language 62–63  <b>Day 4:</b> Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity  <b>T7: W4:</b> Literacy 62–63  <b>Day 4:</b> Small Group: Practice categorizing in the Sort It Out! Activity  <b>T8: W2:</b> Language 34–35  <b>Day 4:</b> Small Group: Identify healthy and unhealthy foods  <b>T8: W3:</b> Language 48–49  <b>Day 4:</b> Small Group: Identify living and nonliving things  <b>T8: W4:</b> Language 62–63  <b>Day 4:</b> Small Group: Challenge children to identify jobs in the community and discuss what each person does</p>

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<p><b>Integrate</b>  <b>4–5 years, K Readiness</b>  <b>ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others</b>            ST5.13 Retells/describes own actions in process of experimenting            ST5.14 Talks with others about questions, actions, ideas, observations or results            ST5.15 Articulates and shares aloud explanations based on reasoning and evidence            ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas  <b>ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation</b>            ST6.8 Compares findings to predictions or expected results            ST6.9 Identify what to look for, measure, or test to answer questions            ST6.10 Develops and applies rules            ST6.11 Determines approach to situation, problem or challenge based on previous experience</p>	<p><b>T3: W2:</b> Literacy 30–31  <b>Day 2:</b> Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity  <b>T3: W2:</b> Language 34–35  <b>Day 4:</b> Small Group: Help children with making and recording observations with the Daily Weather Book Activity  <b>T3: W4:</b> Literacy 60–61  <b>Day 3:</b> Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i>  <b>T4: W3:</b> Language 42–43  <b>Day 1:</b> Small Group: Identify the life stages with the Life Cycle Activity  <b>T5: W1:</b> Language 14–15  <b>Day 1:</b> Small Group: Using Picture Cards challenge children to classify pictures as body parts or not body parts  <b>T5: W4:</b> Math 60–61, 62–63  <b>Day 3:</b> Circle Time: Review Math Strategy; Making a Graph; Story Time: Focus on classification in the read-aloud; Guiding Question: <i>How do we keep track of all the children during a fire drill?</i>; Small Group: Graphing Our World Activity  <b>Day 4:</b> Circle Time: People Graph  <b>T8: W2:</b> Language 34–35  <b>Day 4:</b> Small Group: Identify healthy and unhealthy foods  <b>T8: W3:</b> Language 48–49  <b>Day 4:</b> Small Group: Identify living and nonliving things  <b>T8: W3:</b> Math 42–43  <b>Day 1:</b> Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (<b>equal, ruler</b>); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results  <b>T8: W4:</b> Language 62–63  <b>Day 4:</b> Small Group: Challenge children to identify jobs in the community and discuss what each person does</p>