

New York State Prekindergarten Learning Standards	Scholastic PreK On My Way
<p>APPROACHES TO LEARNING</p> <p>Play and Engagement in Learning PK.AL.1 Actively engages in play as a means of exploration and learning PK.AL.1 Indicators:</p> <ul style="list-style-type: none"> a. Interacts with a variety of materials and peers through play b. Participates in multiple play activities with same material c. Engages in pretend and imaginative play—testing theories, acting out imagination d. Self-selects play activity and demonstrates spontaneity e. Uses “trial and error” method to figure out a task, problem, etc. f. Demonstrates awareness of connections between prior and new knowledge 	<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 material 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>PK.AL.2 Actively engages in problem solving PK.AL.2 Indicators:</p> <ul style="list-style-type: none"> a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem d. Engages with peers and adults to solve problems 	<p>T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); 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 T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem T5: W2: Language 32–33 Day 3: 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 question-and-answer session about problems and solutions T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); 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 T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity</p>

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<p>Creativity and Imagination PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences PK.AL.3 Indicators: a. Uses materials/props in novel ways to represent ideas, characters and objects b. Identifies new or additional materials to complete a task c. Experiments to further knowledge d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking</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, for example: T1: W2: Literacy 30–31 Day 2: Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion T2: W1: Literacy 22–23 Day 5: 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> T2: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); 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 T2: W2: Literacy 30–31, 36–37 Day 2: Use Circle Time to introduce related vocabulary (create, imagine) Day 5: Use Circle Time to sing about a turtle and use their imaginations to create special cloud pictures T2: W3: Language 46–47 Day 3: 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 T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground T2: W4: Math 62–63 Day 4: 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 T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Small Group: Guide children to make a paper pizza T6: W3: Language 46–47 Day 3: Small Group: Guide children to create loose and flowing drawings T6: W3: Literacy 46–47, 48–49 Day 3: Small Group: Help children create stories with letters Day 4: Circle Time: Talk about Creating; Focus on Vocabulary (sculpt, mold); 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 T6: W3: Math 44–45, 48–49, 50–51 Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity Day 4: Circle Time: Talk about making art; Small Group: Talk about sculptures in the Sort Your Art Activity Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W4: Language 62–63 Day 4: 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> T7: W2: Math 28–29 Day 2: Circle Time: Share the Mind Builder Use Imagination; Focus on Vocabulary (imagine); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity</p>

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Continued	<p>T7: W3: Language 42–43 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity T8: W4: Literacy 56–57 Day 1: Small Group: Provide an opportunity for kinesthetic learning by having children form letter shapes with their bodies</p>

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<p>Curiosity and Initiative PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences PK.AL.4. Indicators: a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work d. Investigates areas of interest e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts) f. Willingly engages in new experiences and activities</p>	<p>PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the concept question (IG pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>During Large Group (Circle/Story Time), the teacher frames a read-aloud with any necessary direct instruction. The teacher then reads aloud the book, pausing to ask open-ended questions along the way and to model reactions to the story.</p> <p>In Small Group, the teacher establishes the parameters and materials for an activity and then welcomes children to join in. They experience the hands-on activity together, with children sharing their thoughts and opinions.</p> <p>Independent Centers encourage children to lead their own play in areas of interest. The centers are stocked with materials that will help children apply their learning from large- and small-group experiences (IG p. 13).</p> <p>Children show interest and eagerness to gather information and learn new things. See for example: T2: W2: Literacy 32–33 Independent Centers: Creativity Station: <i>Do you live in a city or small town? Draw a picture of it</i> T2: W3: Language 42–43 Independent Centers: Library and Listening Center: <i>What types of buildings are in our community?</i> T3: W2: Literacy 30–31, 32–33, 34–35, 36–37 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); 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 Day 3: 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 Day 4: 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 Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i> T3: W4: Literacy 58–59, 60–61 Day 2: Circle Time: Show curiosity and focus on vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study, such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families T4: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity</p>

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Continued	<p>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity T8: W1: Language 14–15, 18–19 Day 1: Small Group: make predictions with the Getting Ready Activity Day 3: Circle Time: Share the Comprehension Skill: Ask Questions; Story Time: Focus on asking questions</p>

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<p>Persistence PK.AL.5. Demonstrates persistence PK.AL.5. Indicators: a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task</p>	<p>Children demonstrate ability to maintain and sustain tasks: T2: W1: Math 16–17, 21–22 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); 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 this Line Up! Activity Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school) T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); 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 T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; 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> T2: W4: Literacy 58–59 Day 2: 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 T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; 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 T4: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; 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 T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal T6: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); 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 T6: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); 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 T6: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce vocabulary (plan, build) T6: W4: Math 56–57 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); 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 T7: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); 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>Day 4: Circle Time: Talk about teamwork; Small Group: Encourage children to work as a team to complete an art project together T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence; Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity T8: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (I can, trying); 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 T8: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (imagine, practiced); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity</p>
<p>PHYSICAL DEVELOPMENT AND HEALTH</p> <p>Physical Development PK.PDH.1. Uses senses to assist and guide learning. PK.PDH.1. Indicators: a. Identifies sights, smells, sounds, tastes and textures b. Compares and contrasts different sights, smells, sounds, tastes, and textures c. Communicates to discuss sights, smells, sounds, tastes, and textures</p>	<p>Children explore and identify the five senses in the following: T3: W1: Five Senses Concept Question: What can we learn from using our senses? T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: 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</p> <p>Day 2: Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don’t See</i></p> <p>Day 3: Circle Time: Play Simon Says focusing on the senses; Focus on Vocabulary (sweet, sour); 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</p> <p>Day 4: Circle Time: What Do We Use To...?; Focus on Vocabulary (taste, smell); 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</p> <p>Day 5: 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></p> <p>T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i></p> <p>Day 2: Story Time: Extended Play: What’s Missing?; Small Group: Use sense with the What’s Missing? Activity</p> <p>Day 3: Circle Time: Build Background about senses; Sing About the Senses; Focus on Vocabulary (listen)</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the One Sense at a Time Activity</p> <p>Day 5: 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></p> <p>T3: W1: Math 18–19, 22–23</p> <p>Day 3: Story Time: Guiding Question: <i>What sense does Hoppy use?</i></p> <p>Day 5: Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i></p>

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<p>PK.PDH.2. Uses sensory information to plan and carry out movements PK.PDH.2. Indicators:</p> <ul style="list-style-type: none"> a. Identifies sights, smells, sounds, tastes and textures b. Compares and contrasts different sights, smells, sounds, tastes, and textures c. Communicates to discuss sights, smells, sounds, tastes, and textures 	<p>Children explore and identify the five senses in the following:</p> <p>T3: W1: Five Senses Concept Question: What can we learn from using our senses? T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: 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 Let’s Talk About Our Senses! Activity</p> <p>Day 2: Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don’t See</i></p> <p>Day 3: Circle Time: Play Simon Says focusing on the senses; Focus on Vocabulary (sweet, sour); 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</p> <p>Day 4: Circle Time: What Do We Use To...?; Focus on Vocabulary (taste, smell); 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</p> <p>Day 5: 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></p> <p>T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i></p> <p>Day 2: Story Time: Extended Play: What’s Missing?; Small Group: Use sense with the What’s Missing? Activity</p> <p>Day 3: Circle Time: Build Background about senses; Sing about the Senses; Focus on Vocabulary (listen)</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with One Sense at a Time Activity</p> <p>Day 5: 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></p> <p>T3: W1: Math 18–19, 22–23</p> <p>Day 3: Story Time: Guiding Question: <i>What sense does Hoppy use?</i></p> <p>Day 5: Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i></p>

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<p>PK.PDH.2. Uses sensory information to plan and carry out movements PK.PDH.2. Indicators:</p> <ul style="list-style-type: none"> a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) 	<p>T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity</p> <p>T5: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (share); 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>T5: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (carefully, beside); 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>T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity; Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing</i> Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Let’s Dance; Story Time: Enjoy reading <i>Everybunny Dance!</i> Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i> Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i>; Independent Center: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i> Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p>
<p>PK.PDH.3. Demonstrates coordination and control of large muscles PK.PDH.3. Indicators:</p> <ul style="list-style-type: none"> a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities c. Runs, jumps, walks in a straight line, and hops on one foot d. Navigates stairs using alternating feet e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. 	<p>T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy</p> <p>T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out Day 4: Circle Time: Dance Your Feelings Day 5: Circle Time: Act It Out</p>

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<p>PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment PK.PDH.4. Indicators: a. Navigates age appropriate playground equipment b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.) c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)</p>	<p>T2: W2: Literacy 30–31 Day 2: 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 T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let's Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: 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>
<p>PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills PK.PDH.5. Indicators: a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.) c. Uses buttons, zippers, snaps, hooks, and tape successfully</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice. Small-Group Activities often involve fine-motor skills and songs, either as part of the main activity or as part of a recommended modification (IG p. 90).</p> <p>Children practice fine motor skills in the following: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T</i> Day 4: ABC Center: <i>Use letters to make your name</i> T2: W4: Math 62–63 Day 4: 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 use as wheels? Glue them on this paper</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p>

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<p>PHYSICAL FITNESS</p> <p>PK.PDH.6. Engages in a variety of physical fitness activities PK.PDH.6. Indicators: a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops b. Participates in activities designed to strengthen major muscle groups c. Participates in activities to promote balance and flexibility</p>	<p>T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It! Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy</p>
<p>PHYSICAL HEALTH AND WELL-BEING</p> <p>PK.PDH.7. Demonstrates personal care and hygiene skills PK.PDH.7. Indicators: a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.) b. Exhibits self-help skills when dressing, cleaning up, participating in meals, etc. c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness</p>	<p>Theme 5: Healthy Me explores the parts of our bodies and what they do, what food we like, how we can stay healthy, and how to protect our bodies. Many lessons and activities in this unit will help demonstrate personal care and hygiene skills and build an awareness of developing healthy habits.</p> <p>See the following: T5: W3: Healthy Me, Taking Care Guiding Question: How can we stay healthy? T5: W3: Language 42–43, 46–47, 48–49 Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify Cold Treatments with the What a Cold Needs Activity Day 2: 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 Day 3: Small Group: Explore how germs spread with the Don't Spread It! Activity Day 4: 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 T5: W3: Literacy 48–49, 50–51 Day 3: 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 Day 4: Small Group: Independent Response Prompt: <i>When you're sick, what might you do to get well?</i> T5: W3: Math 42–43, 46–47, 48–49 Day 1: Independent Centers: Writer's Corner: <i>Can you write about going to the dentist?</i> Day 3: Independent Centers: Writer's Corner: <i>Can you write about taking care of your teeth?</i> Day 4: Independent Centers: Writer's Corner: <i>Can you write about the order in which you wash your hands?</i></p>

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<p>PK.PDH.8. Demonstrates awareness and understanding of healthy habits PK.PDH.8. Indicators:</p> <ul style="list-style-type: none"> a. Recognizes the importance of good nutrition, water, rest and sleep to be healthy b. Demonstrates ways to self-soothe during times of stress c. Talks about food choices in relationship to personal allergies and overall health d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising) 	<p>T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?;</i> Library and Listening Center: <i>What body parts help you jump?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: 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 T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?;</i> Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: create a “fruit salad” using Connection Cubes with the Mix a Salad! Activity T8: W2: Language 34–35 Day 4: Small Group: Healthy or Unhealthy? Activity</p>
<p>PHYSICAL SAFETY</p> <p>PK.PDH.9. Demonstrates awareness and understanding of safety rules PK.PDH.9. Indicators:</p> <ul style="list-style-type: none"> a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult’s hand when walking on sidewalks or near a street) b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet) c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. d. Explains how to get help in emergency situations (e.g., communicates their guardian’s name and phone number) 	<p>Children demonstrate awareness and understanding of safety rules in the following: T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: What are some ways to stay safe in your home? Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?;</i> Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?;</i> Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?;</i> Small Group: Talk about unsafe activities with the Safe or Not Safe Activity Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?;</i> Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend) Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity Day 4: Circle Time: Talk about why it is important to keep safe while you play Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?;</i> Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p>

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<p>SOCIAL AND EMOTIONAL LEARNING (SEL)</p> <p>Self-Awareness and Self-Management Skills</p> <p>PK.SEL.1. Regulates responses to needs, feelings and events</p> <p>PK.SEL.1 Indicators:</p> <p>a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation</p> <p>b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors</p> <p>c. Demonstrates an ability to independently modify behavior in different situations</p>	<p>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>Children identify emotions in themselves and manage them as needed. See the following:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings, Focus on Vocabulary (feelings, share); 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>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Vocabulary Focus (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: Which words name feelings?; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p>Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); 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>Day 5: Circle Time: Act It Out, encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: How do we show our feelings?; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: 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>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; 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>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feeling and introduce vocabulary (scared, surprised); 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> <p>Day 5: Circle Time: Introduce vocabulary (lonely); Story Time: Guiding Question: What would you tell Hank to help him manage his feelings?; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions</p> <p>Day 3: 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>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity</p>

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<p style="color: #0070c0; margin: 0;">Continued</p>	<p>T3: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity</p> <p>T5: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; 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>T6: W2: Math 36–37 Day 5: 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></p> <p>T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); 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</p> <p>T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness</p> <p>The PreK On My Way Mind Builders promote 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>Children regulate their own behavior with increasing independence. See the following:</p> <p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); 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</p> <p>T2: W1: Math 16–17, 21–22 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); 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 this Line Up! Activity</p> <p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school)</p> <p>T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution</p> <p>T4: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p>

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<p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p>PK.SEL.2. Indicators:</p> <ol style="list-style-type: none"> a. Describes self, using several different characteristics b. Identifies self as being part of a family and identifies being connected to at least one significant adult c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement e. Identifies the range of feelings one experiences over time and that feelings can change f. Identifies likes and dislikes, needs and wants, strengths and challenges g. Exhibits confidence and pride in home language and culture 	<p>Children recognize unique characteristics in themselves in the following:</p> <p>T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr Day 5: 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>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Language 28–29, 32–33, 36–37 Day 1: Circle Time: Dance Your Feelings; Story Time: Guiding Question: <i>What different feelings can people have?</i> Day 3: Small Group: Invite children to explore different emotions and describe how they feel Day 5: Small Group: Independent Response Prompt: <i>What can we learn from our feelings?</i> T1: W3: Math 42–43 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity Day 4: 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 T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder: Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I? T2: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> Day 5: Circle Time: Have children act out and describe their favorite pretend play T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word</i> T5: W1: Literacy 16–17, 22–23 Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Focus on Vocabulary (one of a kind); Begin Story Time by connecting the Mind Builder to <i>Happy in Our Skin</i> Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific) T5: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions T6: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Talk about abilities with the Look What I Can Do! Activity T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p>

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<p>Continued</p>	<p>T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p> <p>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>SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS</p> <p>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) PK.SEL.3. Indicators: a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults c. Transitions into unfamiliar setting with the assistance of familiar adults Note: In a culturally and linguistically responsive environment, students demonstrate progress toward this goal in various ways.</p>	<p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p>
<p>PK.SEL.4. Develops positive relationships with their peers PK.SEL.4. Indicators: a. Approaches children already engaged in play b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed</p>	
<p>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions PK.SEL.5. Indicators: a. Seeks input from others about a problem b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves) c. Uses and accepts compromise; with assistance</p>	<p>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 childrens’ home culture, language, and experiences into the classroom. (IG p. 93).</p>

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<p>DECISION-MAKING SKILLS</p> <p>PK.SEL.6. Understands and follows routines and rules</p> <p>PK.SEL.6. Indicators:</p> <ol style="list-style-type: none"> a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely and respectfully as set by group rules d. With assistance, understands that breaking rules has a consequence e. Applies rules in new, but similar situations f. Demonstrates the ability to create new rules for different situations 	<p>Children understand and follow classroom rules and routines. See the following:</p> <p>T2: W1: Literacy 16–17, 18–19, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (waiting); 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</p> <p>Day 3: Small Group: Discuss children’s school routines with the At School Activity</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the weekly concept question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i></p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk about School Rules; Small Group: Review classroom and school rules with the Match It! Activity</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication.</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines</p> <p>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition 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>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity</p>

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<p>ADAPTABILITY</p> <p>PK.SEL.7. Adapts to change PK.SEL.7. Indicators:</p> <ul style="list-style-type: none"> a. Easily separates themselves from parent or caregiver b. Transitions, with minimal support, between routine activities and new/unexpected occurrences c. When appropriate, adjusts behavior for different settings and/or events d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity) 	<p>The PreK On My Way Mind Builders promote 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>Additionally, as part of following classroom routines, children 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>Children regulate their own behavior with increasing independence. See the following:</p> <p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); 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 T2: W1: Math 16–17, 21–22 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); 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 this Line Up! Activity Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school) T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution T4: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p>Children regulate their own behavior with occasional reminders or assistance from the teacher. See the following:</p> <p>T1: W4: Math 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share) T4: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says T5: W1: Literacy 20–21 Day 4: 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 T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); 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 T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness</p>

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Continued	<p>See specific instruction on regulating attention and maintaining focus:</p> <p>T3: W1: Literacy 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Focus Attention; Story Time: Connect the Mind Builder to the read-aloud. Notice and talk about when children are focusing their attention</p> <p>Day 3: Circle Time: Build Background on using senses; Focus on Vocabulary (listen)</p>

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<p>COMMUNICATION, LANGUAGE AND LITERACY</p> <p>PART A: APPROACHES TO COMMUNICATION (AC)</p> <p>MOTIVATION</p> <p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.1. Indicators:</p> <ul style="list-style-type: none"> a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) <p>Note: In a culturally and linguistically responsive environment, students demonstrate progress toward this goal in various ways.</p>	<p>Scholastic PreK On My Way has built upon the successful research model known as Developing Talkers, which has produced significant growth in children’s receptive and expressive 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). 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.</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for 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 the read-aloud through writing, drawing, or storytelling. 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>See the following, for example:</p> <p>T1: W1: Literacy 22–23, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 3: Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>Day 5: Circle Time: Introduce Yourself!: Model introducing yourself and invite children to take turns introducing themselves to their classmates</p> <p>T1: W2: Language 30–31</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings</p> <p>T2: W1: Language 14–15, 16–17, 18–19, 20–21</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: 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</p> <p>T2: W1: Math 22–23</p> <p>Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far</p> <p>T3: W1: Language 20–21</p> <p>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different? Activity</p> <p>T6: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud</p> <p>T6: W3: Language 44–45</p> <p>Day 2: 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>

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<p>Continued</p>	<p>T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: <i>Ask and answer questions to express your opinion</i></p> <p>T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language 14–15, 18–19 Day 1: Small Group: Make predictions with the Getting Ready Activity Day 3: Circle Time: Share the Comprehension Skill: Ask Questions; Story Time: Focus on asking questions</p>
<p>BACKGROUND KNOWLEDGE</p> <p>PK.AC.2. Demonstrates they are building background knowledge PK.AC.2. Indicators: a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts</p>	<p>T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences Day 2: 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</p> <p>T2: W1: Math 21–22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school)</p> <p>T6: W1: Language 20–21 Day 3: Circle Time: Share the Comprehension Skill: Ask Questions Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts; Focus on asking questions in the read-aloud</p> <p>T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts Day 3: Circle Time: Share the Comprehension Skill: Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story</p>

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<p>VIEWING</p> <p>PK.AC.3 Demonstrates understanding of what is observed</p> <p>PK.AC.3. Indicators:</p> <ul style="list-style-type: none"> a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”) 	<p>T1: W1: Language 16–17</p> <p>Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W4: Language 56–57, 58–59</p> <p>Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); 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</p> <p>T5: W1: Language 14–15</p> <p>Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: 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</p> <p>T6: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition 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>T6: W3: Language 44–45</p> <p>Day 2: 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> <p>T7: W2: Literacy 36–37</p> <p>Day 4: Small Group: Describe the seasons with the Picture Sort Activity</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity</p> <p>T8: W2: Language, 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling</p> <p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development, including Asking Questions About Pictures activities (IG p. 31).</p>

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<p>VOCABULARY</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary PK.AC.4. Indicators:</p> <ul style="list-style-type: none"> a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world 	<p>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.</p> <p>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.</p> <p>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>Children demonstrate understanding and follow directions in the following:</p> <p>T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words T5: W2: Literacy 34–35 Day 4: 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 T5: W2: Language 34–35 Day 4: 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. T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of 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 Clean Hands Activity T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in <i>We Wash Our Hands!</i> Activity T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions</p> <p>See also:</p> <p>T1: W1: Literacy 16–17 Day 2: Small Group: Explore words that name feelings T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect to the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards T1: W2: Language 30–31 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings Day 4: Circle Time: Introduce and explore vocabulary (scared, surprised) Day 5: Circle Time: Introduce and explore vocabulary (frustrated, jealous) T1: W2: Literacy 30–31 Day 2: Small Group: Explore words that name feelings T1: W3: Math 46–47 Day 3: Circle Time: Introduce and explore vocabulary (short, long) T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce and explore vocabulary (disappointed, blue) Day 2: 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 T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far</p>

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<p>Continued</p>	<p>T2: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Circle Time: Focus on Vocabulary (shape, square); Small Group: Explore squares Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (group, rectangle); Small Group: Explore rectangles Day 3: Circle Time: Focus on Vocabulary (triangle, circle); Small Group: Identify shapes Day 4: Circle Time: I Spy Shapes!; Small Group: Explore shapes T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity Day 3: Circle Time: Sing a Shapes Song; Small Group: Names shapes in the Calling All Architects! Activity T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); 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 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i> T3: W1: Language 18–19 Day 3: Circle Time: Introduce and explore vocabulary (sweet, sour) T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: 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> Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity Day 3: Circle Time: Introduce and explore vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i> Day 4/5: Circle Time: Introduce and explore vocabulary (heavy, light) T4: W4: Language 62–63 Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category T6: W1: Math 18–19, 22–23 Day 3: Circle Time: Focus on Vocabulary (small, large) Day 5: Circle Time: Focus on Vocabulary (empty, full) T6: W1: Language 22–23 Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word “merry” describes</i> T6: W1: Math 14–15 Day 1: 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 T6: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition 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 T6: W3: Language 44–45 Day 2: 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 T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); 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</p>

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<p>PK.AC.5. Demonstrates a growing expressive vocabulary PK.AC.5. Indicators:</p> <ul style="list-style-type: none"> a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations b. Increasingly uses more complex words in conversations c. Uses new and rare words introduced by adults or peers d. Begins to use appropriate volume and speed so that the spoken message is understood e. Initiates conversations about a book, situation, event or print in the environment 	<p>Children ask and answer a variety of questions:</p> <p>T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice Storytelling with the Help Tell a Tale! Activity</p> <p>T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud</p> <p>T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language 14–15, 18–19 Day 1: Small Group: make predictions with the Getting Ready Activity Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions</p> <p>Children understand, respond to, and use increasingly complex language:</p> <p>T1: W2: Language 30–31, 32–33 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on Feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences Day 2: 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 Day 3: Small Group: Encourage children to use complete sentences in their speech Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses</p> <p>T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far</p> <p>T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i></p> <p>T3: W1: Language 20–21 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes</p> <p>T4: W3: Language 46–47, 50–51 Day 3: 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 Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T3: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i></p> <p>T4: W3: Language 46–47 Day 3: 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</p> <p>T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social study words</p> <p>T6: W1: Math 18–19 Day 3: 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</p> <p>T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity</p>

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<p>REPRESENTING</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>PK.AC.6. Indicators:</p> <ol style="list-style-type: none"> Uses facial expressions, body language, gestures, or sign language to express ideas Uses existing objects to represent desired or imagined objects in play or other purposeful way Uses visual media to represent an actual experience Reviews and reflects on their own representations Writes and/or draws to communicate meaning with peers and adults during play 	<p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 5: 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>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 4: Extended Play: Play a game of “family” charades</p> <p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Independent Writing: Invite children to draw or write about someone in their own family</p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: 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></p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity</p> <p>T6: W1: Literacy 21</p> <p>Day 4: 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></p> <p>T7: W1: Language 16–17</p> <p>Day 2: Small Group: Challenge children to act out a recently acquired ability and express their pride</p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W4: Literacy 60–61</p> <p>Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies—but no words</p>

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<p>COMMUNICATION, LANGUAGE AND LITERACY</p> <p>PART B: ENGLISH LANGUAGE ARTS AND LITERACY</p> <p>READING FOUNDATIONS</p> <p>Print Concepts PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print PK.ELAL.1. Indicators: a. Recognizes that words are read from left to right, top to bottom, and page to page b. Recognizes that spoken words are represented in written language c. Understands that words are separated by spaces in print d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name e. Recognizes that letters are grouped to form words f. Differentiates letters from numerals g. Identifies front cover and back cover</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize the organization and basic features of print in English and/or their home language, even if it does not follow a left to right, top to bottom format.</p>	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and Book Concepts 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>See the following: T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity T1: W2: Literacy 28–29, 32–33 Day 1: 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 T1: W3: Literacy 42–43 Day 1: 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 T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on Role of Author and Illustrator; Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books T3: W1: Literacy 18–19 Day 3: 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 T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in Class Weather Book Activity T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books T7: W1: Literacy 14–15 Day 1: 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> T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i> T8: W3: Language 44–45 Day 2: 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>

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<p>Phonological Awareness PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes) PK.ELA.2. Indicators: a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays) b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball) c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p>	<p>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).</p> <p>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>Children explore and recognize rhyming words in the following: T2: W4: Literacy 60–61, 62–63 Day 3: Circle Time: Identify rhymes Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity T6: W1: Literacy 14–15 Day 1: Circle Time: Let's Rhyme T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes Day 4: Circle Time: Sing a Rhyming Song T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find letters i-s-h, then find letters to go before those letters to make a word</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes</p> <p>Children explore beginning sounds in the following: T5: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds Day 3: Small Group: Guide children to recognize and produce new words that beginning with the same sound as other words T6: W2: Literacy 32–33 Day 3: 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 T7: W4: Literacy 56–57 Day 1: 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> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: 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> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p>

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<p>Continued</p>	<p>T8: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in Letter Sound Matches Activity</p> <p>Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V</i></p> <p>Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q</i></p> <p>Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p>
<p>Phonics and Word Recognition PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills PKRF.3 Indicators: a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.</p>	<p>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).</p> <p>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).</p> <p>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>See the following:</p> <p>T1: W1: Literacy 14–15</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity</p> <p>T2: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity</p> <p>T2: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity</p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity</p> <p>T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity</p> <p>Day 2: Small Group: Alphabet Problem Solving</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different alphabet books</p> <p>T5: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx</i></p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn,</i> and <i>l</i>; Show children how to make an insect for the letter <i>l</i> and identify the letters <i>l, n,</i> and <i>c</i> in the word <i>insect</i></p> <p>T7: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb</i></p>
<p>Fluency PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding</p>	<p>Teachers can model fluency during the interactive read-alouds and include children in appropriate participation and responses.</p> <p>In addition, see the following activities:</p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: 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>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i></p>

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<p>READING</p> <p>Key Ideas and Details PK.ELAL.5. [PKR.1] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios) Note: The word “text” encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</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>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>See the following, for example:</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill: Make a Connection; Story Time: Connect the Mind Builder to the read-aloud T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill: Listen and Remember; Story Time: Focus on making predictions in the read-aloud T5: W2: Language 32–33 Day 3: 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 T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Reframing the Narrative T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p>
<p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p>	<p>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>Additionally, see the following:</p> <p>T1: W2: Math 36–37 Day 5: Story Time: Read and retell story interactively focusing on emotions T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity T6: W3: Language 44–45 Day 2: 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>

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<p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can sequence events or discuss actions of characters in stories (IG p. 67).</p> <p>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>See the following:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud</p> <p>T1: W2: Math 36–37</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>T1: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>What different family members do you hear about in the story?;</i> Small Group</p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions</p> <p>T2: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Sing We’ll Go for a Walk; Focus on Vocabulary (neighborhood); Enjoy reading <i>Ofrenda</i>; Guiding Question: <i>What do you see in Ceci’s neighborhood?</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Vocabulary (argues); Story Time: Enjoy reading <i>Close Your Eyes</i>: Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T2: W3: Math 44–45, 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i></p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill: Make a Connection; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T2: W3: Math 44–45, 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i></p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill: Listen and Remember; Story Time: Focus on making predictions in the read-aloud</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Extended Play: Pretend You’re Eddie</p> <p>T5: W2: Language 32–33</p> <p>Day 3: 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>T6: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you were Nita’s neighbor, how would you help?</i></p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts; Focus on asking questions in the read-aloud</p>

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<p>Continued</p>	<p>T6: W2: Math 36–37 Day 5: 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> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i> T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in contexts; Small Group: make predictions with the Getting Ready Activity Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p>
<p>Craft and Structure PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p>	<p>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.</p> <p>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. 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>Opportunities for children to explore and learn new vocabulary are provided throughout the program. See for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Story Time: Enjoy reading <i>Nobody Hugs a Cactus</i> Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Focus on Vocabulary (feelings, prickly); Story Time: Extended Play: Act Prickly Activity; Small Group: Explore sharing with the Sharing Desert Friends Activity Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i> Day 4: Use Circle Time to talk about feelings; Story Time: Extended Play: <i>Draw how you feel</i></p>

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<p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p>	<p>PreK On My Way includes everything needed for teacher-led, child-led, and independent learning, sparked by wonderful books across all domains of learning. The program components include Read-Alouds (72 trade books and 24 big books) for large-group activities; Alphabet Books (26) for small-group activities; and Classroom Library titles (24) for independent activities. Additionally, Little eReaders are part of the digital program. (IG pp. 16–19)</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud of the best authentic trade books. The read-aloud books are aligned to Mind Builders and to academic skills in order to support children’s learning (IG p. 67). The collection includes picture books, realistic fiction, environmental fiction, rhyming stories, illustrated songs, number/counting books, nonfiction science books, informational narratives, and reference books.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard (IG p. 31).</p> <p>Opportunities for children to explore and interact with a variety of genres are provided throughout PreK On My Way. See for example:</p> <p>T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books T6: W4: Language 60–61, 64–65 Day 3: 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> T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p>
<p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p>	<p>T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on 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>Integration of Knowledge and Ideas PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p>	<p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, which includes discussion of illustrations.</p> <p>In addition, see the following: T1: W2: Math 28–29 Day 1: Story Time: Read for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters T3: W1: Math 14–15, 16–17, 20–21 Day 1: Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read T3: W4: Math 58–59, 60–61, 62–63, 64–65 Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: Write about when two people work together. What happens when one more helps? T5: W4: Language 58–59, 64–65 Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p>

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<p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p>	<p>Opportunities for children to make connection with texts are provided throughout PreK On My Way. See, for example:</p> <p>T1: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness</p> <p>T1: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Focus on Vocabulary (jealous); Story Time: Enjoy reading <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feelings do we have?</i></p> <p>T1: W3: Language 42–43</p> <p>Day 1: 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</p> <p>T1: W3: Math 42–43</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions; Focus on Vocabulary (emotion, calm); Story Time: Read closely to discuss how characters manage their emotions</p> <p>T2: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Sing We'll Go for a Walk; Focus on Vocabulary (neighborhood); Enjoy reading <i>Ofrenda</i>; Guiding Question: <i>What do you see in Ceci's neighborhood?</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Vocabulary (argues); Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the book <i>Happy in Our Skin</i>, reading closely to notice when children are showing their feelings through their actions</p>

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<p>WRITING</p> <p>Text Types and Purposes PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p>	<p>PreK On My Way includes daily writing options, letter formation, 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.</p> <p>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>See the following, for example:</p> <p>T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children's own name recognition; Small Group: Help children trace the first letter of their name T2: W1: Language 16–17 Day 2: Independent Centers: Writer's Corner: <i>What do you like to do at school? Can you write about it?</i> T2: W2: Literacy 36–37 Day 5: 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> T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer's Corner: <i>Show me how you write your name on the dry-erase board</i> T4: W2: Language 28–29 Day 1: Independent Centers: Writer's Corner: <i>Draw a picture of your favorite pet. What is its name?</i> T4: W2: Language 34–35 Day 4: Independent Centers: Writer's Corner: <i>Think about what a pet needs. What could you write about it?</i> T5: W2: Language 30–31 Day 2: Independent Centers: Writer's Corner: <i>Make a list of your rules at home</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer's Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer's Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer's Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer's Corner: <i>Can you write the steps of the caterpillar's metamorphosis?</i> T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer's Corner: <i>Can you finish this sentence? "When I play outside, I like to _____."</i> T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer's Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p>
<p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p>	<p>PreK On My Way supports the integration of the independent learning centers to help children acquire symbolic knowledge by representing their experiences in a variety of media, such as drawing, painting, dramatic play, and verbal and written descriptions (IG p. 84).</p> <p>See the following, for example:</p> <p>T6: W4: Literacy 61 Day 3: Independent Center: Writer's Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p>

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<p>PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p>	<p>PreK On My Way supports the integration of the independent learning centers to help children acquire symbolic knowledge by representing their experiences in a variety of media, such as drawing, painting, dramatic play, and verbal and written descriptions (IG p. 84).</p> <p>See the following, for example:</p> <p>T2: W2: Literacy 36–37 Day 5: 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></p> <p>T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W2: Literacy 30–31, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i> Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Language 19 Day 3: Independent Center: Writer’s Corner: <i>Can you share a story you wrote with a friend? Can you illustrate it?</i></p>
<p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p>	<p>PreK On My Way supports the integration of the independent learning centers to help children acquire symbolic knowledge by representing their experiences in a variety of media, such as drawing, painting, dramatic play, and verbal and written descriptions (IG p. 84).</p> <p>See the following, for example:</p> <p>T8: W3: Language 42–43, 46–47, 50–51 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up</i></p>
<p>Research to Build and Present Knowledge PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p>	<p>T3: W2: Literacy 30–31 Day 2: 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</p> <p>T8: W3: Literacy 46–47 Day 3: Independent Center: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p>
<p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p>	<p>T3: W2: Language 34–35 Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity</p> <p>T3: W3: Math 46–47, 48–49 Day 3: Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity; Independent Centers: Writer’s Corner: <i>Can you write about something that is very heavy and hard to pick up?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is bigger than an elephant? What is smaller than you?</i></p> <p>T5: W4: Math 60–61, 62–63 Day 3: 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</p> <p>Day 4: Circle Time: People Graph</p>

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SPEAKING AND LISTENING

Comprehension and Collaboration
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play

PK.ELAL.19. Indicators:

- a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic
- b. Participates in conversations through multiple exchanges
- c. Considers individual differences when communicating with others

PreK On My Way includes intentional programming focused on oral language and vocabulary development. There are both an instructional focus on language, and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:

Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.

Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.

Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation in large groups.

Small-Group Activities. These activities include question to prompt conversation in small groups.

Independent Play Prompts. Open-ended questions spark conversation with and among children.

Chat Bands. These conversation starters help families continue talking about key concepts at home.

Family Activities. These activities prompt conversation related to children’s learning at school.

Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).

Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and 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. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week’s Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children’s wrists (IG p. 93).

Children learn about discussion rules in conversations. See the following, for example:

T5: W1: Language 16–17, 18–19

Day 2: Circle Time: Share the Mind Builder **Follow Rules and Routines**; Focus on Vocabulary (**communicate**); Small Group: Guide children to discover that there are a variety of rules that have to do with communication

Day 3: Small Group: Encourage conversational turn-taking

T6: W3: Literacy 48–49

Day 4: Small Group: Encourage children to use conversational etiquette during activities

Children participate in collaborative conversations. See the following, for example:

T1: W2: Language 30–31, 32–33

Concept Question: How do we talk about and manage our feelings?

Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings

Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures

T1: W2: Literacy 30–31, 32–33

Concept Question: How do we talk about and manage our feelings?

Day 2: Circle Time: Share the Mind Builder **Talk About Your Feelings**; Focus on Vocabulary (**help, frustrated**); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why

T1: W3: Literacy 44–45

Day 2: Small Group: Encourage partners to take turn using the sentence, *Please, may I have a turn?* in the Playtime Problem Solving Activity

T3: W1: Language 16–17

Day 2: Circle Time: Share the Mind Builder **Ask and Answer Questions**; Story Time: Connect the Mind Builder to the read-aloud

T4: W4: Language 62–63

Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity

T5: W1: Math 16–17

Day 2: Circle Time: Share the Mind Builder **Engage with Adults and Peers**

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<p>Continued</p>	<p>T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines</p> <p>T5: W2: Literacy 30–31 Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing book and asking <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe</p> <p>T7: W4: Language 62–63 Day 4: 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>T7: W4: Literacy 60–61 Day 3: Begin Story Time by revisiting the book and asking: <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p>

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<p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p>	<p>Interactive read-alouds form the core of PreK On My Way. Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. During the read-aloud, 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>PreK On My Way includes a wealth of digital resources for teachers, children, and families. The resources are hosted online and can be accessed through a web browser or on a smartphone, tablet, or computer. Little eReaders are a collection of 32 theme-aligned narrative and information digital books—in English and Spanish. These books can be automatically read aloud to children with high-quality recorded audio. Teachers can make them available at a computer or tablet station in the independent centers, share them during Large Group using an interactive whiteboard, or invite families to read along together at home (IG pp. 54–56).</p> <p>The PreK On My Way Song Collection, available on the Teacher Hub and the Family Exchange, includes bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home. The Teacher Hub also includes a collection of engaging Songs and Fingerplays to use during transitions, etc.</p> <p>See the following, for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill: Listen and Remember; Story Time: Focus on making predictions in the read-aloud</p> <p>T5: W2: Language 32–33</p> <p>Day 3: 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>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Reframing the Narrative</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p>
<p>PK.ELAL.21. [PKSL.3] Identifies the speaker</p>	<p>Although not specifically addressed, the teacher can easily incorporate identification of the speaker into any lesson.</p>

New York State Prekindergarten Learning Standards	Scholastic PreK On My Way
<p>Presentation of Knowledge and Ideas PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p>	<p>Opportunities for children to describe familiar people, places, things, and events are found throughout the program.</p> <p>For example:</p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: 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></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i></p> <p>Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p>

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<p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p>	<p>Theme 6: Let's Create 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>For example:</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: 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</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T5: W2: Language 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans; 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</p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: 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></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation</p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book</i></p> <p>Day 2: Story Time: Extended Play: Mold Something</p> <p>Day 3: 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>Day 4: Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i></p> <p>T6: W3: Math 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity</p> <p>T6: W4: Language 62–63</p> <p>Day 4: 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>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity</p>

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<p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p>	<p>Theme 6: Let's Create 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>For example:</p> <p>T4: W2: Language 30–31 Day 2: Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity T6: W2: Math 36–37 Day 5: 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> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i> Day 5: 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> T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Express Pride; Small Group: Challenge children to act out a recently acquired ability and express their pride T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); 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 opinion of abilities T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p>
<p>Language PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences Day 2: 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 Day 3: Small Group: Encourage children to use complete sentences in their speech Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses T4: W3: Language 46–47 Day 3: 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 T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity</p>
<p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>T4: W2: Literacy 35 Day 4: Independent Center: Writer's Corner: <i>Write a story about having a pet. What kind of animal is your pet? Can you put a period at the end of your story?</i> T8: W3: Language 44–45 Day 2: 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>Knowledge of Language PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p>	<p>PreK On My Way puts an intentional focus on oral language and vocabulary development, not only through the instructional focus on language, but also through supports and routines throughout the program. Conversation is encouraged every day through the following: Concept Questions, Vocabulary Cards, Large-Group Read-Aloud Prompts, Small-Group Activities, Independent Play Prompts, Chat Bands, Family Activities, and Chat Charts (IG p. 63).</p>

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<p>Vocabulary Acquisition and Use PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings PK.ELAL.28. Indicators: a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p>	<p>Key words and phrases are introduced and retaught throughout the PreK On My Way 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.</p> <p>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 may also revisit vocabulary words and comprehension strategies as appropriate.</p> <p>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>Children sort and categorize words and objects in the following:</p> <p>T1: W1: Literacy 16–17 Day 2: Small Group: Explore words that name feelings T1: W2: Literacy 30–31 Day 2: Small Group: Explore words that name feelings T2: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Circle Time: Focus on Vocabulary (shape, square); Small Group: Explore squares Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (group, rectangle); Small Group: Explore rectangles Day 3: Circle Time: Focus on Vocabulary (triangle, circle); Small Group: Identify shapes Day 4: Circle Time: I Spy Shapes!; Small Group: Explore shapes T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity Day 3: Circle Time: Sing a Shapes Song; Small Group: Names shapes in the Calling All Architects! Activity Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); 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 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i> T3: W4: Language 56–57 Day 1: Small Group: Sort objects into categories in the Push or Pull Activity T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences T5: W1: Language 14–15 Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts T5: W2: Language 34–35 Day 4: Small Group: Children practice sorting and classifying fruit T6: W2: Language 34–35 Day 4: Small Group: Classify animals with the On the Farm Activity T6: W3: Math 46–47, 48–49 Day 3: Small Group: Flat or Not? sorting activity Day 4: Small Group: Sort Your Art Activity T7: W1: Language 18–19 Day 3: Small Group: Does It Fit? sorting activity T7: W2: Literacy 36–37 Day 4: Small Group: Describe the seasons with the Picture Sort Activity</p>

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<p>Continued</p>	<p>T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing with the Sort It Out! Activity T8: W2: Language 34–35 Day 4: Small Group: Children categorize foods in the Healthy or Unhealthy? Activity</p> <p>Children explore words with opposite meanings in the following: T1: W3: Math 46–47 Day 3: Circle Time: Introduce and explore vocabulary (short, long) T3: W1: Language 18–19 Day 3: Circle Time: Introduce and explore vocabulary (sweet, sour) T3: W3: Math 42–43, 46–47, 48–49, 50–51 Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity Day 3: Circle Time: Introduce and explore vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i> Day 4/5: Circle Time: Introduce and explore vocabulary (heavy, light) T4: W4: Language 62–63 Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity T6: W1: Math 18–19, 22–23 Day 3: Circle Time: Focus on Vocabulary (small, large) Day 5: Circle Time: Focus on Vocabulary (empty, full)</p>
<p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>	<p>T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences Day 2: 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 Day 3: Small Group: Encourage children to use complete sentences in their speech Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses T4: W3: Language 46–47 Day 3: 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 T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social study words T8: W4: Language 56–57, 58–59, 62–63 Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure Day 2: Small Group: Have children discuss what types of adventures they have gone on where they had to be persistent Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job</p>

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<p>COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS</p> <p>COUNTING AND CARDINALITY</p> <p>Know number names and the count sequence PK.MATH.1. [NY-PK.CC.1.] Counts to 20 Note: Emergent Multilingual Learners may demonstrate this Standard by counting in their home language(s).</p>	<p>Children know number names. See, for example: T1: W1: Math 14–15, 16–17, 18–19 Day 1: Circle Time: Build Math Background, Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i> T3: W1: Math 20–21 Day 4: Small Group: Children match numeral images to their names in the Number Match Activity</p> <p>Children know the count sequence. See, for example: T1: W1: Math 14–15, 16–17, 18–19 Day 1: Circle Time: Build Math Background, Show number cards and practice counting; Small Group: Introduce counting with the Give Me 3! Activity Day 2: Small Group: Practice counting with the Number Band Activity Day 3: Story Time: Focus on comprehension and counting in the read-aloud T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i> Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity Day 4: Small Group: Practice counting with the Behind the Curtain Activity T1: W3: Math 42–43, 44–45, 48–49 Day 1: Circle Time: Build Math Background, Practice counting items together; Sing a Counting Song T1: W4: Math 56–57, 58–59, 60–61, 62–62 Day 1: Small Group: Practice counting with the Tomato Harvest Activity Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity Day 4: Small Group: Practice counting with the Build a Superhero Activity T2: W4: Math Day 3: 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 T3: W1: Math 14–15, 16–17, 20–21 Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</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 Day 2: 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 Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting T3: W4: Math 56–57 Day 1: 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 T4: W1: Math 14–15 Day 1: 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 T4: W4: Math 60–61 Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks” T5: W3: Math 42–43, 48–49 Day 1: 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 Day 4: 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 T6: W4: Math 56–57 Day 1: Small Group: Practice counting with the Five Twigs Activity T7: W1: Math 14–15, 16–17 Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting</p>

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<p>Continued</p>	<p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers T8: W4: Math 56–57, 58–59, 62–63, 64–65 Day 1: Small Group: Count manipulatives with the Count It Down! Activity Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward</i></p>
<p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0–5 , with a written numeral 0–5 (with 0 representing a count of no objects Note: Students can select the corresponding number card and/or write the numeral.</p>	<p>Children recognize written numerals. See for example: T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers T3: W1: Math 20–21 Day 4: Small Group: Develop number names with the Number Match Activity T3: W3: Math 44–45 Day 2: Story Time: Read closely to think symbolically about the text and about numbers T8: W4: Math 56–57, 58–59, 60–61 Day 1: Story Time: Read for enjoyment, with a focus on the counting sequence Day 2: Independent Centers: Math and Science Center: <i>Find the number that shows how old you are</i> Day 3: Independent Centers: Math and Science Center: <i>Count to 10. What number did you count after eight?</i></p>

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<p>Counts to tell the number of objects PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</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>See the following:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: 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>Day 2: Small Group: Challenge children to count the number of cubes shared in Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background, Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with How Many? Activity</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–62</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity</p> <p>T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</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>Day 2: 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>T4: W1: Math 14–15, 20–21</p> <p>Day 1: 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>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p> <p>T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity</p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Speed Subitizing</p> <p>Day 3: Small Group: Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: 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</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connection 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</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity</p> <p>T8: W2: Math 28–29, 30–31, 34–35</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity</p>

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<p>Continued</p>	<p>Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of ducklings using Connecting Cubes in Ducks in a Row Activity</p> <p>Day 4: 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>T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity</p> <p>Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p>
<p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)</p>	<p>T1: W3: Math 42–43</p> <p>Day 1: 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</p> <p>T3: W1: Math 16–17</p> <p>Day 2: 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>T4: W1: Math 14–15</p> <p>Day 1: 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>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p>

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<p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</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>See the following:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: 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>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: 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</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–62</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity</p> <p>T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</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>Day 2: 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>T4: W1: Math 14–15</p> <p>Day 1: 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>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p> <p>T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity</p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Speed Subitizing</p> <p>Day 3: Small Group: Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: 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</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connection 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</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity</p> <p>T8: W2: Math 28–29, 30–31, 34–35</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity</p>

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<p>Continued</p>	<p>Day 2: 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>Day 4: 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>T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity</p> <p>Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p>
<p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many _____ are there?)</p> <p>Note: Non-verbal students may demonstrate this skill by using an answer card, objects, computer program, or their fingers.</p>	<p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: 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>Day 2: Small Group: Challenge children to count the number of cubes shared in Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity</p>
<p>PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1–10, counts out that many objects</p>	<p>T8: W4: Math 56–57, 58–59</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity</p> <p>Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p>
<p>Compares numbers</p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as the number of objects in another group (e.g., using matching and counting strategies)</p> <p>Note: Include groups with up to five objects</p>	<p>T1: W1: Math 20–21</p> <p>Day 4: 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> <p>T3: W3: Math 46–47, 48–49</p> <p>Day 3: Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity</p> <p>Day 5: Small Group: Small Group: Independent Response Prompt: <i>What is bigger than an elephant? What is smaller than you?</i></p> <p>T3: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity</p> <p>Day 3: Small Group: Weigh objects with the Balance It Out Activity</p>

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<p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p>	<p>Children use ordinal terms in the following:</p> <p>T2: W1: Math 14–15, 16–17, 22–23</p> <p>Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine; Focus on Vocabulary (first); Small Group: Talk about first, second, and third with the Behind the Curtain: Build a Tower Activity</p> <p>Day 2: Story Time: Extended Play: Talk about daily schedules using sequential order and ordinal numbers; Small Group: Challenge children to get into a line in height order and guide them to use ordinal numbers to say their place; Independent Centers: Math and Science Center: <i>Show three blocks in a line. Which is first? Second? Third?</i></p> <p>Day 5: Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far</p> <p>T3: W1: Math 18–19</p> <p>Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements Activity; Focus on Vocabulary (second, last); Small Group: Use ordinal terms in the Rabbit Parade Activity; Independent Centers: Math and Science Center: <i>Arrange Connecting Cubes in a row. Which are first, second, and last?</i></p> <p>T7: W2: Math 28–29</p> <p>Day 1: Circle Time: Build Background (ordinal numbers); Story Time: Read aloud for enjoyment, focusing on counting; Small Group: Practice ordinal numbers in the Behind the Curtain: Fall Leaves Activity</p> <p>T8: W2: Math 28–29, 30–31, 34–35, 36–37</p> <p>Day 1: 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>Day 2: 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 Ducks In a Row Activity</p> <p>Day 4: 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>OPERATIONS AND ALGEBRAIC THINKING</p> <p>Understands addition as adding to, and understand subtraction as taking from</p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p>	<p>Children explore addition and subtraction. See the following:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: 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 (add); Small Group: Practice adding with the In the Mitten Activity</p> <p>Day 2: 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></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one</p> <p>Day 4: 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</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects</p> <p>T5: W1: Math 18–19</p> <p>Day 3: 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></p> <p>T5: W2: Math 32–33</p> <p>Day 3: 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</p> <p>T7: W3: Math 46–47</p> <p>Day 3: 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>Understands simple patterns PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)</p>	<p>Children recognize, extend, and create patterns in the following:</p> <p>T3: W1: Language 14–15, 16–17 Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i> Day 2: 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></p> <p>T3: W3: Math 44–45 Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary rhythm, pattern); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in What Comes Next? Activity Day 2: 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 Day 3: Small Group: Identify patterns with the Changing the Pattern Activity Day 4: 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 Day 5: Use Circle Time to connect to music and play a pattern game</p> <p>T6: W1: Math 16–17, 18–19 Day 2: Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity Day 3: 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</p> <p>T6: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity Day 4: Circle Time: Shape Patterns; Small Group make patterns in the Build a Pattern with Shapes Activity Day 5: Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i></p> <p>T7: W3: Math 44–45, 48–49 Day 2: 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 Day 4: Small Group: Create patterns with the Build a Beanstalk Activity</p>

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<p>MEASUREMENT AND DATA</p> <p>Describes and compares measurable attributes</p> <p>PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p>	<p>Children use measurement to describe and compare objects in the following:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity</p> <p>Day 4: 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></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>Day 5: Circle Time: Children act out measurement words</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity</p> <p>Day 2: 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></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); 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></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light activity; Focus on Vocabulary (heavy, light); 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></p> <p>Day 5: Circle Time: Revisit vocabulary (heavy, light); 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></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: 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</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); 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</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); 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</p> <p>Day 5: Circle Time: Acting It Out (measuring words); Focus on Vocabulary (wide, thin); 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></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Measure it! Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: 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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<p style="color: #0070c0;">Continued</p>	<p>Day 4: Circle Time: Heavy or Light; Measure your Grin; Focus on Vocabulary (heavy, light); 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>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: 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>Day 2: 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>Day 5: Circle Time: Focus on Vocabulary (equal)</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement</p> <p>Day 5: Story Time: Revisit the book focusing on measurement</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud</p> <p>Day 5: Story Time: Revisit and retell interactively focusing on measurement</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement</p> <p>Day 4: 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>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); 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>Sorts objects and counts the number of objects in each category PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10</p>	<p>T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); 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 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i> T4: W3: Math 48–49 Day 4: 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 T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences T5: W2: Language 34–35 Day 4: Small Group: Children practice sorting and classifying fruit T6: W3: Math 46–47, 48–49 Day 3: Small Group: Flat or Not? sorting activity Day 4: Small Group: Sort Your Art Activity T7: W1: Language 18–19 Day 3: Small Group: Does It Fit? sorting activity T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing in the Sort It Out! Activity</p>

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<p>GEOMETRY</p> <p>Identifies and describes shapes (squares, circles, triangles and rectangles) PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p>	<p>Children describe objects in the environment using the names of shapes in the following: T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); 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 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity Day 4: 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 Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape</i> T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity Day 3: Small Group: Name shapes in the Calling All Architects! Activity Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity T2: W4: Math 62–63 Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i></p> <p>Children explore spatial sense and location words in the following: T2: W1: Math 18–19, 20–21, 22–23 Day 3: 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 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words Day 5: Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room</i> T2: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Use two different objects to demonstrate locations terms; Simon Says: Play using locations terms in Simon’s instructions Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce location words; Where Is Lala?; Focus on Vocabulary (above, under); 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 Day 4: 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 Day 5: Independent Centers: Math and Science Center: <i>Use location words to tell where animals are</i> T5: W4: Math 56–57 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room Day 5: Circle Time: Sing About Moving; Focus on Vocabulary (between) T7: W2: Math 32–33, 34–35 Day 3: 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 Day 4: Small Group: Use location term with the Spot the Mistake: Garden Activity T8: W2: Math 28–29, 32–33 Day 1: Circle Time: Vocabulary (below) Day 3: 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>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size</p>	<p>Children name shapes in the following:</p> <p>T1: W1: Language 20–21 Day 4: Use Circle Time to introduce vocabulary (square); Small Group: It's a Square Activity</p> <p>T1: W1: Literacy 20–21 Day 4: Use Circle Time to introduce vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity</p> <p>Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Small Group: Discuss rectangles with the Rectangle or Not? Activity</p> <p>Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity</p> <p>Day 4: 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</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape</i></p> <p>T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity</p> <p>Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity</p> <p>T2: W4: Math 62–63 Day 4: 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</p> <p>T3: W1: Language 14–15 Day 1: 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></p> <p>T6: W2: Math 28–29, 30–31, 32–33 Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes</p> <p>Day 2: Circle Time: Focus on Vocabulary (sphere); 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</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes</p> <p>Day 2: Small Group: Help children describe the shapes they are creating</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes</p> <p>T7: W4: Math 56–57, 60–61, 62–63 Day 1: 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</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity</p>

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<p>Explores and creates two- and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two- and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p>	<p>T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on Geometry in the read-aloud; Small Group: Talk about shapes</p> <p>Day 2: Small Group: Help children describe the shapes they are creating</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: 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</p> <p>Day 3: Circle Time: Share the Math Strategy; Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity</p>
<p>PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)</p>	<p>T1: W1: Literacy 20–21</p> <p>Day 4: Use Circle Time to introduce vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion</p> <p>T2: W3: Math 48–49</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity</p> <p>T2: W4: Math 62–63</p> <p>Day 4: 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</p> <p>T6: W3: Math 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity</p> <p>Day 4: Circle Time: Talk about making art; Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity</p>
<p>COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE</p> <p>PHYSICAL SCIENCE</p> <p>PK.SCI.1. [P-PS1–1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid</p> <p>PK.SCI.1 Indicators:</p> <ol style="list-style-type: none"> a. Observes and describes similarities and differences between solids and liquids based on their physical properties b. Compares and categorizes solids and liquids based on their physical properties 	<p>Not specifically addressed.</p>

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<p>PK.SCI.2. [P-PS2–1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull</p> <p>PK.SCI.2 Indicators:</p> <p>a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)</p>	<p>Theme 3: Let’s Investigate, Week 4, Make It Move, explores how we can make things go. See the following:</p> <p>T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Make Connections; 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</p> <p>Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud; Guiding Question: <i>What things can move with a pull?</i>; Small Group: Review movement of objects and people in the Fast or Slow Activity</p> <p>Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move</p> <p>Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i></p> <p>T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: <i>Wheels on the Bus</i>; Story Time: Enjoy reading <i>Oscar and the Cricket</i>; Guiding Question: <i>What does Oscar make the ball do?</i></p> <p>Day 2: Story Time: Extended Play: Ping Pong Balls</p> <p>Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; 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></p> <p>Day 4: Circle Time: Talk About Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend Pulling</p> <p>Day 5: Story Time: Guiding Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i></p> <p>T3: W4: Math 64–65</p> <p>Day 5: Circle Time: Connect to Physical Science; Story Time: Guiding Question: <i>What makes the seesaw go up and down?</i></p>
<p>PK.SCI.3. [P-PS4–1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials</p> <p>PK.SCI.3 Indicators:</p> <p>a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers</p>	<p>T5: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Introduce Vocabulary rhythm, pattern); Story Time: Read <i>I Got Rhythm</i> for enjoyment; Fine Arts: Music: Participate in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern.</p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i></p> <p>Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i>; Creativity Station: <i>Can you draw a musical instrument?</i></p> <p>Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Creativity Station: <i>Draw or paint a musical instrument</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound</i>; Writer’s Corner: <i>Write about how you express yourself through music and dance</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader</p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i>; Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i>; Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p>

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<p>LIFE SCIENCES</p> <p>PK.SCI.4. [P-LS1–1.] Observes familiar plants and animals (including humans and describes what they need to survive</p> <p>PK.SCI.4 Indicators:</p> <p>a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)</p>	<p>Theme 4: Discover Animals explores what makes animals so interesting and special. Week 1 explores Animal Families and how animals help their babies learn, live, and grow; Week 2 is about Caring for Pets and how we can help animals stay healthy; Week 3 explores Animal Homes and what it is like where they live; and Week 4 addresses Animal Features and how they use them. Children explore a variety of living creatures throughout Theme 4 lessons.</p> <p>See the following, for example:</p> <p>T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents</p> <p>Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Be an Animal Family!</p> <p>T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i></p> <p>Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i>; Small Group: Identify Animal Families</p> <p>Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Imitate chicks</p> <p>Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day</i></p> <p>T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; <i>Five Little Speckled Frogs</i>; Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i></p> <p>T4: W2: Literacy 34–35, 36–37</p> <p>Day 4: Circle Time: Talk about Pets; Move Like a Pet; Focus on Vocabulary (pets, exercise); Story Time: Extended Play: Taking care of pets</p> <p>Day 5: Circle Time: Focus on Vocabulary (paws); Small Group: Independent Response Prompt: <i>What are the things to do to take care of a pet?</i></p> <p>T4: W3: Language 42–43, 50–51</p> <p>Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in Life Cycle Activity</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T8: W3: Language 48–49</p> <p>Day 4: Small Group: Identify living and nonliving things</p>

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<p>PK.SCI.5. [P-LS1–2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p> <p>PK.SCI.5 Indicators:</p> <ul style="list-style-type: none"> a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals) b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals) 	<p>Theme 7: Our Earth explores concepts relating to the world around us. Week 3 is about Caring for Plants and how we can help them grow. See the following, for example:</p> <p>T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i> Small Group: Talk about organisms with the Living or Nonliving? Activity</p> <p>Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles</p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity</p> <p>Day 4: Circle Time: Sing About Plant Parts</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p> <p>See additional activities/lessons related to life science:</p> <p>T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i></p> <p>Day 3: Circle Time: Build Science background; Penguin Waddle; Story Time: Focus on Science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i>; Small Group: Identify Animal Families</p> <p>Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Imitate chicks</p> <p>Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day.</i></p> <p>T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; <i>Five Little Speckled Frogs</i>; Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary predators Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family</i></p> <p>T4: W3: Literacy 42–43, 46–47, 48–49</p> <p>Day 1: Story Time: Enjoy Reading <i>A House in the Sky</i>; Guiding Question: <i>What are some places where animals can live?</i></p> <p>Day 3: Circle Time: Build Science Background; Story Time: Guiding Question: <i>Why are different homes good for different animals?</i>; Small Group: Identify animal homes in the Animals’ Homes Activity</p> <p>Day 4: Circle Time: Focus on Vocabulary (worms, grasshoppers); Small Group: Learn what makes a good animal home in the At the Pond Activity</p> <p>T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Science Background: <i>What are some features cats have?</i>; Story Time: Enjoy reading <i>I Am a Cat</i>; Small Group: Sort animals with the Cat Family Activity</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>Day 3: Circle Time: Focus on Vocabulary (mane); Story Time: Revisit <i>I Am a Cat</i> and ask, <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity</p> <p>Day 4: Circle Time: Talk About Animals; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify different animal feet with the Fantastic Feet Activity</p> <p>Day 5: Circle Time: Discuss Animal Features; Story Time: Revisit the big book and ask, <i>If you were a cat, what feature would you most want to have?</i>; Small Group: Independent Response: <i>If you had cat features, how would you use them?</i></p>

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<p>Continued</p>	<p>T4: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>What Am I?</i> and ask, <i>Which animals in the book have feathers?</i> Day 2: Independent Centers: Creativity Station: <i>Which animals can you make with these materials? What features will you show?</i>; Math and Science Center: <i>Can you show five animals that have feathers?</i> Day 3: Story Time: Guiding Question: <i>What features help animals stay safe?</i>; Small Group: Use play clay to make animals in the Animals Features Activity Day 4: Circle Time: Talk about Animal Features; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify details about Animals in the Fantastic Animals Activity Day 5: Story Time: Revisit big book and ask, <i>Which animals feature would you like to have if you could?</i>; Small Group: Independent Response: <i>Which animal feature from the book do you think is the best?</i> T4: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>Creature Features</i> and ask, <i>What features do some animals in this book have?</i>; Small Group: Matching Animal Features Activity Day 2: Independent Centers: Writer’s Corner: <i>Can you write about an animal’s feature that you are curious about?</i> Day 3: Story Time: Guiding Question: <i>How do animals in this book use their features?</i>; Small Group: Count and classify groups of ducks by similarities and differences in the Give Me Ducks! Activity Day 4: Circle Time: Talk about Animal patterns; Introduce Vocabulary (foot, feet) Day 5: Story Time: Revisit big book and ask, <i>What are some animal features that you also have?</i> T5: W1: Literacy 14–15, 20–21 Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i> Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body part with the Simon Says Activity T5: W1: Language 14–15, 18–19, 20–21, 22–23 Day 1: Circle Time: Build Science Background by asking <i>What body parts help us move?</i>; Sing about Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity Day 4: Circle Time: Talk about Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create body diagram with the Outline My Body Activity Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i> T5: W1: Math 18–19, 20–21 Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i> Day 4: Circle Time: Talk about Body Parts; Focus on Vocabulary (shoulders, knees); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Heads, Shoulders, Knees, and Toes</i> T8: W3 Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i> Writer’s Corner: <i>Can you write a story about a caterpillar and changing into a butterfly?</i> Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It’s metamorphosis time!</i> Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> Day 4: 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 Day 5: Circle Time: Introduce new Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3 Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Introduce Vocabulary grow, cuddled; Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>

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<p>Continued</p>	<p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up</i></p> <p>T8: W3 Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i></p> <p>Day 3: Circle Time: Sing a Growing Song</p> <p>Day 4: Story Time: Connect texts <i>What Have We Learned?</i> and <i>I Want to Grow</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p>
<p>PK.SCI.6. [P-LS3–1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.</p> <p>PK.SCI.6 Indicators:</p> <p>a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)</p> <p>b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)</p>	<p>Children observe and represent that some young plants and animals are similar to, but not exactly like, their parents. See, for example:</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T4: W1: Language 14–15, 16–17, 18–19</p> <p>Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents</p> <p>Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Be an Animal Family!</p>

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<p>EARTH AND SPACE SCIENCES</p> <p>PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns</p> <p>PK.SCI.7 Indicators:</p> <p>a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)</p>	<p>Theme 7: Our Earth explores concepts relating to the world around us. Week 1 explores Day and Night and what we do during the day and night. Week 2 relates to the Seasons and what we do during different seasons. See the following, for example:</p> <p>T7: W1: Language 14–15, 18–19, 20–21</p> <p>Day 1: Story Time: Enjoy reading <i>Happy Birthday, Moon</i></p> <p>Day 3: Story Time: Guiding Question: <i>How is the moon in the story like the real moon?</i></p> <p>Day 4: Circle Time: Talk About Our Earth; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about Day and Night</p> <p>T7: W1: Literacy 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Stars; Story Time: Enjoy reading <i>Rabbit Moon</i></p> <p>Day 3: Circle Time: Build Background; Moon's Orbit Game; Focus on Vocabulary (journey); 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>Day 4: Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (mountain, country); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk About Day and Night; Small Group: Talk about what clouds look like in the Daytime Sky Activity</p> <p>Day 5: Story Time: Guiding Question: <i>What might we see in the sky at night?</i>; Small Group: Independent Response Prompt: <i>Write some things you know about day and night</i></p> <p>T7: W1: Math 14–15, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Twenty Yawns</i></p> <p>Day 4: Circle Time: Talk About Day and Night; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk About Day and Night; Small Group: Practice categorizing with the Day or Night? Activity</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Build Science Background; Sing About Seasons; Story Time: Enjoy reading <i>Rainy, Sunny, Blowy, Snowy</i>; Guiding Question: <i>What happens to plants and animals in each season?</i> Small Group: Talk about spring and fall</p> <p>Day 2: Circle Time; Focus on Vocabulary (seasons); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons</p> <p>Day 3: Circle Time: Focus on Vocabulary (shelter, gust); Story Time: Guiding Question: <i>What is the weather like in each season?</i> Small Group: Talk about summer and winter</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Small Group: Talk about different seasons with the Trees in Every Season Activity</p> <p>Day 5: Act It Out! Seasons</p> <p>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Sing about Seasons; Story Time: Enjoy reading <i>Sometimes Rain</i>; Guiding Question: <i>What things do the children do in each season?</i></p> <p>Day 2: Story Time: Extended Play: Talk about seasonal clothing</p> <p>Day 3: Circle Time: Build Background: Spring Puddle Jumps!; Story Time: Focus on the season in the read-aloud; Small Group: Talk about seasonal changes</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity</p> <p>Day 5: Circle Time: Be a Weather Reporter!</p> <p>T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Sing About Weather; Focus on Vocabulary (spring, fall); Story Time: Guiding Question: <i>What is one change that happens in a season?</i></p> <p>Day 2: Story Time: Extended Play: Season Groups</p> <p>Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities</p> <p>Day 5: Circle Time: Connect to Science; Outdoor Activity</p>

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<p>PK.SCI.8. [P-ESS2–1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally</p> <p>PK.SCI.8 Indicators:</p> <p>a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)</p> <p>b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot)</p>	<p>Theme 3: Let’s Investigate is about investigating the world around us. Week 2 explores Weather and how it can affect us. See the following:</p> <p>T3: W2: Language 28–29, 32–33, 34–35</p> <p>Day 1: Story Time: Enjoy reading <i>Cloudette</i>; Small Group: Explore different types of weather with the What’s the Weather? Activity</p> <p>Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Small Group: Help children with making and recording observations with the Daily Weather Book Activity; Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>Weather</i></p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); 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</p> <p>Day 3: Circle Time 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</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book</p> <p>Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>The Mitten</i></p> <p>Day 2: Story Time: Extended Play: Cold Weather</p> <p>Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> <p>Day 4: Circle Time: All Kinds of Weather; Fun in Any Weather; Focus on Vocabulary (snowy, windy); Story Time: <i>Big Chart of Big Ideas: What’s the Weather?</i>; Small Group: Explore weather</p> <p>Day 5: Circle Time: Connect to Science; Story Time: Guiding Question: <i>How does the cold weather affect the boy or the animals?</i></p>
<p>PK.SCI.9. [P-PS3–1.] Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface</p> <p>PK.SCI.9 Indicators:</p> <p>a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things)</p>	<p>Not specifically addressed</p>
<p>ENGINEERING DESIGN</p> <p>PK.SCI.10. [K-2-ETS1–1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p>	<p>T6: W4: Language 58–59, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Introduce Vocabulary (ideas, compete); Small Group: Invite children to make forts out of wooden blocks and encourage them to try a different design for their fort in the What Can You Build? Activity</p> <p>Day 4: 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>PK.SCI.11. [K-2-ETS1–2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p>	<p>T2: W4: Math 62–63</p> <p>Day 4: 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</p>

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<p>PK.SCI.12. [K-2-ETS1–3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p>	<p>Not specifically addressed</p>
<p>COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES</p> <p>INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY</p> <p>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> <p>PK.SOC.1. Indicators:</p> <ol style="list-style-type: none"> Identifies self by using characteristics such as eye color, hair color, age Describes how each person is unique and important Identifies as a member of a group 	<p>T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the 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; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for Day 2: Story Time: Connect the Mind Builder Building Relationships to the read-aloud; Explore family relationships T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit 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> T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: 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 Day 2: 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 Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity Day 4: 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 Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Family Concept Question: What makes a family? T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity Day 4: Circle Time: Talk About Families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades Day 5: 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> T1: W3: Family Concept Question: What makes a family? T1: W3: Math 42–43, 48–49, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild) Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p>

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<p>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures PK.SOC.2. Indicators: a. Talks about and/or shows items related to cultural traditions (e.g., Describes some of the dances, foods, and special events related to culture) b. Describes own community and/or cultural group</p>	<p>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>CIVIC IDEALS AND PRACTICES PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities PK.SOC.3. Indicators: a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs) b. Recognizes that people depend on community helpers to provide goods and services c. Identifies the tools and equipment that correspond to various roles and jobs d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community</p>	<p>T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: 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> Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer’s Corner: <i>Which classroom job is your favorite? Write about it</i></p>

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<p>PK.SOC.4. Begins to learn basic civic and democratic principles PK.SOC.4. Indicators:</p> <ul style="list-style-type: none"> a. Expresses that rules are for everyone b. Identifies rules that protect themselves and others c. Describes possible consequences when rules are not followed d. Participates in making group rules and/or rules for daily routines and transitions e. Follows rules and may remind others of the rules f. Demonstrates preferences and choices by participating when the class votes to make simple decisions 	<p>T1: W4: Language 64–65 Day 4: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship; Story Time: Connect texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other</i></p> <p>T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23 Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the weekly concept question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher</p> <p>Day 5: 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></p> <p>T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Introduce book <i>The Seesaw</i></p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); 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</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: 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></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines; Independent Centers: Writer’s Corner: <i>Make a list of your rules at home</i></p> <p>T6: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); 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>T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity</p> <p>T7: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let’s Take Care Activity</p> <p>T7: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity</p> <p>T8: W1: Language 16–17, 20–21</p>

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<p>Continued</p>	<p>Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle T8: W1: Literacy 18–19, 20–21, 22–23 Day 3: Circle Time: Discuss responsibilities at Home Day 4: Story Time: Read closely to make a connection with the weekly concept question, <i>What do we do better together?</i> Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p>
<p>GEOGRAPHY, HUMANS AND THE ENVIRONMENT</p> <p>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions PK.SOC.5. Indicators: a. Identifies features of own home and familiar places b. Names the street, neighborhood, city and/or town where they live c. Uses words that indicate direction, position and relative distance d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials</p>	<p>T2: W1: Math 18–19, 20–21, 22–23 Day 3: 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 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words Day 5: Independent Centers: Math and Science: <i>Use location words to help partner find object in the room.</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: <i>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?</i> T2: W4: Math 60–61 Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce location words; Where Is Lala?; Focus on Vocabulary (above, under); 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 Day 4: 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 Day 5: Independent Centers: Math and Science Center: <i>Use location words to tell where animals are</i> T5: W4: Math 56–57, 58–59, 64–65 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room</p>

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<p>TIME, CONTINUITY AND CHANGE</p> <p>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</p> <p>PK.SOC.6. Indicators:</p> <ol style="list-style-type: none"> Identifies routines and common occurrences in own life Identifies changes over time in themselves, their families, and in the wider community Retells important events in sequential order Demonstrates interest in current events that relate to family, culture, and community Uses words and phrases that differentiate between events that happen in the past, present and future (e.g., uses phrases like “when I was a baby” or “before I moved to my new house”) 	<p>T2: W1: Literacy 16–17, 18–19, 20–21, 22–23</p> <p>Day 3: Small Group: Discuss children’s school routines with the At School Activity</p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: 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></p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines</p> <p>T8: W3 Literacy 46–47, 48–49, 50–51</p> <p>Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p> <p>Day 4: 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</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3 Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up</i></p>
<p>ECONOMIC SYSTEMS</p> <p>PK.SOC.7. Develops a basic understanding of economic concepts within a community</p> <p>PK.SOC.7. Indicators:</p> <ol style="list-style-type: none"> Recognizes that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs) 	<p>Although not specifically addressed, Independent Centers can provide opportunities for children to engage in dramatic play involving goods and services.</p>

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<p>COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS</p> <p>DANCE</p> <p>PK.ARTS.1. [DA:Cr1–3.PK] Creates Dance PK.ARTS.1. Indicators:</p> <p>a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)</p> <p>b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice.</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Alouds and Big Charts of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time: Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>Small-Group Activities: Activities often involve fine-motor skills and songs, either as part of the main activity or part of a recommended modification.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90).</p> <p>In addition, see the following:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Story Time: Extended Play: “Hokey Pokey”</p> <p>T6: W2: Language 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i></p> <p>Day 5: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 30–31, 32–33</p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p>
<p>PK.ARTS.2. [DA:Pr4–6.PK] Performs Dance PK.ARTS.2. Indicators:</p> <p>a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space</p> <p>b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo</p> <p>c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music</p>	<p>T2: W2: Language 32–33</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</p> <p>T5: W1: Literacy 16–17, 20–21</p> <p>Day 2: Story Time: Extended Play: “Hokey Pokey”</p> <p>Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i></p> <p>Day 5: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i></p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p> <p>Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></i></p>

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<p>PK.ARTS.3. [DA:Re7–9.PK] Responds to Dance PK.ARTS.3. Indicators:</p> <ul style="list-style-type: none"> a. Identifies a movement in a dance by repeating it b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements c. Observes a movement and shares impressions 	<p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i> Day 2: 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 Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i> Day 4: Story Time: Begin by connecting the texts <i>I Got Rhythm</i> to <i>Head, Shoulders, Knees, and Toes</i> Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p>
<p>PK.ARTS.4. [DA:Cn10–11.PK] Connects to Dance PK.ARTS.4. Indicators:</p> <ul style="list-style-type: none"> a. Recognizes the expression of emotion while watching or performing a dance b. Demonstrates a dance movement experienced at home or elsewhere c. Observes a work of dance, replicates movements and asks questions about the choreography 	<p>T1: W2: Math 36–37 Day 4: Circle Time: Dance Your Feelings T2: W3: Language 46–47 Day 3: 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 T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: T6: W2: Math 36–37 Day 5: 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></p>
<p>MEDIA ARTS</p> <p>PK.ARTS.5. [MA:Cr1–3.PK] Creates Media Arts PK.ARTS.5. Indicators:</p> <ul style="list-style-type: none"> a. Discovers and explores media arts tools 	<p>Theme 6: Let's Create explores self-expression through the arts. Week 3: Picture This specifically explores 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>See the following: T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; 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 T6: W3: Math 44–45, 48–49, 50–51 Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> Day 2: Story Time: Extended Play: Mold Something Day 3: 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> Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i> Day 5: 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>PK.ARTS.6. [MA:Cr4–6.PK] Produces Media Arts PK.ARTS.6. Indicators:</p> <p>a. Explores various ways to present media artwork</p>	<p>T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways</p> <p>T1: W4: Literacy 58–59, 62–63 Day 2: 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</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies</p> <p>T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; 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</p> <p>T6: W3: Literacy 44–45, 46–47, 48–49 Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); 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</p> <p>Day 3: Small Group: Help children create stories with letters</p> <p>Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); 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</p> <p>T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce vocabulary (plan, build)</p> <p>T6: W4: Language 62–63 Day 4: 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>T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity</p>
<p>PK.ARTS.7. [MA:Re7–9.PK] Responds and Connects to Media Arts PK.ARTS.7. Indicators:</p> <p>a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)</p> <p>b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom)</p>	<p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: 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></p>
<p>MUSIC</p> <p>PK.ARTS.8. [MU:Cr1–3.PK] Creates Music PK.ARTS.8. Indicators:</p> <p>a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)</p> <p>b. Shares musical ideas with peers</p>	<p>T6: W2: Math 32–33, 34–35, 36–37 Day 3: Story Time: Revisit the book <i>Every Little Thing</i> by Bob Marley; Guiding Question: <i>How does the music change how the people in the book feel?</i>; Independent Centers: Pretend and Learn Center: <i>Can you pretend to play music on an imaginary instrument?</i></p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you write a song or story with rhymes in it?</i></p> <p>Day 5: 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: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p>

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<p>PK.ARTS.9. [MU:Pr4–6.PK] Performs Music PK.ARTS.9. Indicators: a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression—singing songs, moving in time to the music with dance props or bodily movements) b. Practices and demonstrates what they like about their own performances</p>	<p>T5: W1: Math 14–15, 16–17, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read / Got Rhythm for enjoyment Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i> T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i> Day 2: Story Time: Extended Play: Follow the Leader Day 3: Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?;</i> Construction Center: <i>Can you build a drum? What materials will you use?</i> Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?;</i> Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p>
<p>PK.ARTS.10. [MU:Re7–9.PK] Responds to Music PK.ARTS.10. Indicators: a. Demonstrates and states personal preference for varied musical selections provided by the teacher b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo) c. Responds appropriately to aural and visual cues</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice. Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud. Story Time: Extended Play: Large-group extended play options often music and songs. Small-Group Activities: Activities often involve songs, either as part of the main activity or part of a recommended modification. PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home. Songs and Fingerplays: Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90).</p> <p>In addition, see the following activities: T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?;</i> Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?;</i> Creativity Station: <i>Can you draw a musical instrument?</i> Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?;</i> Math and Science Center: <i>What instrument is louder than the others?;</i> Construction Center: <i>Can you make an instrument? What materials would you use?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family;</i> Creativity Station: <i>Draw or paint a musical instrument</i> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?;</i> Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound;</i> Writer’s Corner: <i>Write about how you express yourself through music and dance</i></p>

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<p>PK.ARTS.11. [MU:Cn10–11.PK] Connects to Music</p> <p>PK.ARTS.11. Indicators:</p> <ul style="list-style-type: none"> a. Explores and imitates sounds found in the environment b. Imagines and describes places, times, and reasons for making and listening to music c. Performs/explores folk music from a variety of cultures d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story 	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice.</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Extended Play: Large-group extended play options often music and songs.</p> <p>Small-Group Activities: Activities often involve songs, either as part of the main activity or part of a recommended modification.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90)</p>

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<p>THEATER</p> <p>PK.ARTS.12. [TH:Cr1–3.PK] Creates Theatrical Arts</p> <p>PK.ARTS.12. Indicators:</p> <ul style="list-style-type: none"> a. Transitions between imagination and reality in dramatic play b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play c. Uses gestures, words, sounds, and movements in dramatic play 	<p>Act It Out is one of the small-group activities provided throughout the program to support oral language and vocabulary development as well as math skills. Children act out specific stories, characters, or events to explore, create, and connect.</p> <p>See the following, for example:</p> <p>T1: W2: Literacy 36–37</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest</p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity</p> <p>T2: W3: Language 46–47</p> <p>Day 3: 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</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Circle Time: Act It Out: Body Parts</p> <p>T5: W4: Language 64–65</p> <p>Day 5: Act It Out: Red Light, Green Light</p> <p>T5: W4: Literacy 64–65</p> <p>Day 5: Circle Time: Act It Out</p> <p>T6: W1: Literacy 50–51</p> <p>Day 5: Circle Time: Act It Out: Name Animals</p> <p>T6: W3: Literacy 22–23</p> <p>Day 5: Circle Time: I Like This!: Act It Out</p> <p>T6: W2: Language 36–37</p> <p>Day 5: Circle Time: Act It Out: Express Yourself</p> <p>T6: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Imaginary House</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Circle Time: Act It Out: Growing Up</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>See the following Pretend Play scenarios, for example:</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i></p> <p>T1: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he’s happy. What does the dog do?</i></p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T1: W3: Language 49</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk</i></p> <p>T2: W4: Language 58–59</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p> <p>T3: W2: Language 32–33, 34–35</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: 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> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>

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<p>PK.ARTS.13. [TH:Pr4–6.PK] Performs Theatrical Arts PK.ARTS.13. Indicators:</p> <ul style="list-style-type: none"> a. Identifies characters and setting in dramatic play or guided drama b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out) c. Uses body and voice to communicate emotions in dramatic play 	<p>T1: W1: Language 15, 17 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: Language 31, 37 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel</i></p> <p>T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing</i></p>
<p>PK.ARTS.14. [TH:Re7–9.PK] Responds to Theatrical Arts PK.ARTS.14. Indicators:</p> <ul style="list-style-type: none"> a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials) b. Discusses the experiences of characters in dramatic play c. Makes connections between themselves and a character 	<p>Although not specifically addressed, these concepts can easily be included in the Dramatic Play Independent Center activities.</p>
<p>PK.ARTS.15. [TH:Cn10–11.PK] Connects to Theatrical Arts PK.ARTS.15. Indicators:</p> <ul style="list-style-type: none"> a. Identifies the similarities between a story and personal experiences in dramatic play b. Identifies stories that are similar to one another in dramatic play c. Tells a short story in dramatic play 	<p>Although not specifically addressed, these concepts can easily be included in the Dramatic Play Independent Center activities.</p>
<p style="color: #0070c0; font-weight: bold;">VISUAL ARTS</p> <p>PK.ARTS.16. [VA:Cr1–3.PK] Creates Visual Arts PK.ARTS.16. Indicators:</p> <ul style="list-style-type: none"> a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake) c. Shares and talks about personal artwork 	<p>Children use a wide variety of materials to connect with visual arts in the following:</p> <p>T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr</p> <p>Day 5: Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways</p> <p>T6: W4: Language 62–63 Day 4: 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>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book</i></p> <p>Day 2: Story Time: Extended Play: Mold Something</p> <p>Day 3: Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i></p> <p>Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i></p>

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<p>PK.ARTS.17. [VA:Pr4–6.PK] Presents Visual Arts PK.ARTS.17. Indicators: a. Selects art objects for saving or display, explaining why they are chosen b. Identifies places, both inside and outside of school, where art can be displayed or saved</p>	<p>Although not specifically addressed, teachers can easily extend lessons to include presentation of artwork.</p>
<p>PK.ARTS.18. [VA:Re7–9.PK] Responds to Visual Arts PK.ARTS.18. Indicators: a. Recognizes and shares preferences and/or reactions to art in one’s environment b. Distinguishes between images and real objects c. Selects a preferred artwork</p>	<p>T6: W3: Math 48–49, 50–51 Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W3: Language 42–43, 50–51 Day 1: 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 Day 5: 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></p>
<p>PK.ARTS.19. [Cn10–11.PK] Connects to Visual Arts PK.ARTS.19. Indicators: a. Imagines, invents, and creates art that tells a story about life b. Recognizes that people make works of art and design</p>	<p>T6: W3: Language 42–43, 50–51 Day 1: 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></p>
<p>COGNITION AND KNOWLEDGE OF THE WORLD: TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY</p> <p>Computer Science and Digital Literacy Standards are currently under development at the New York State Education Department.</p>	<p>Not specifically addressed</p>