

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
	<p>Scholastic 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 week's concept and enable them to answer the Concept Question (Implementation Guide (IG) pp. 10–11).</p> <p>See the Themes for each month:</p> <p>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>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities), and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences, all connected to the week's 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>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is 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:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>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.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children's learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>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).</p> <p>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).</p>

I. SOCIAL AND EMOTIONAL DEVELOPMENT

A. Self Concept PK4

PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.

The child may:

- stay in designated personal spaces without intruding upon others (e.g., stays in own seat at lunch table without kicking feet or leaning against neighboring children or stays seated on assigned space during whole group instruction without distracting others)
- move around the classroom without stepping on materials or disrupting others' activities
- maintain appropriate personal space when speaking with others

PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.

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- move around the classroom without stepping on materials or disrupting others' activities
- maintain appropriate personal space when speaking with others

See for example:

T2: W1: Literacy 18–19, 20–21

Day 3: Small Group: Discuss children's school routines with the At School Activity.

Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (**listen, school**); Story Time: Connect the texts *Our School Rules* and *Ming Goes to School*; Read closely to answer the week's Concept Question: *What do we do at school?*; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.

T5: W2: Language 30–31

Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.

T6: W4: Literacy 61

Day 3: Independent Centers: Writer's Corner: *Can you write a list of classroom rules to keep children safe?*

T7: W1: Literacy 16–17

Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations.

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<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use basic physical characteristics to describe self (e.g., hair color, eye color, or height) • identify with a group or groups to which they belong (e.g., race/ethnicity, speaker of another language, family member, classroom group) • use personal inclinations to describe self (e.g., favorite color, food, or game) • use specific competencies to describe self (e.g., “I can tie my shoes.” or “I am good at drawing.”) 	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use basic physical characteristics to describe self (e.g., hair color, eye color, or height) • identify with a group or groups to which they belong (e.g., race/ethnicity, speaker of another language, family member, classroom group) • use personal inclinations to describe self (e.g., favorite color, food, or game) • use specific competencies to describe self (e.g., “I can tie my shoes.” or “I am good at drawing.”) <p>See for example:</p> <p>T1: W1: Literacy 14–15, 18–19 Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud). Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>T1: W1: Language 14–15 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 to do or something they are known for.</p> <p>T1: W3: Language 42–43 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>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.</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>T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.</p>
<p>PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</p> <p>The child may:</p> <ul style="list-style-type: none"> • choose to use the stairs instead of the climbing rope on the playground • request help from adults when appropriate • decline help politely when not needed (e.g., “No thanks, I can do it myself.”) 	<p>PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</p> <p>The child may:</p> <ul style="list-style-type: none"> • choose to use the stairs instead of the climbing rope on the playground • request help from adults when appropriate • decline help politely when not needed (e.g., “No thanks, I can do it myself.”) <p>See for example:</p> <p>T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad’s First Day</i>.</p> <p>T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>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.</p> <p>T7: W2: Literacy 30–31 Day 2: Small Group: Children ask and answer questions to express their opinion.</p>

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<p>PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently select a new book or game in a learning center work on a puzzle until it is complete try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher) 	<p>PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently select a new book or game in a learning center work on a puzzle until it is complete try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher) <p>See for example:</p> <p>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.</p> <p>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>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>T8: W4: Language 58–59 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.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Self Concept PK3

PK3.I.A.1 Child is building competence in controlling own body movements.

The child may:

- stay in designated personal spaces without intruding upon others (e.g., stays in own seat at lunch table without kicking feet or leaning against neighboring children or stays seated on assigned space during whole group instruction without distracting others)
- move around the classroom without stepping on materials or disrupting others' activities
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- move around the classroom without stepping on materials or disrupting others' activities
- maintain appropriate personal space when speaking with others

See for example:

T2: W1: Literacy 18–19, 20–21

Day 3: Small Group: Discuss children's school routines with the At School Activity.

Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (**listen, school**); Story Time: Connect the texts *Our School Rules* and *Ming Goes to School*; Read closely to answer the week's Concept Question: *What do we do at school?*; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.

T5: W2: Language 30–31

Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.

T6: W4: Literacy 61

Day 3: Independent Centers: Writer's Corner: *Can you write a list of classroom rules to keep children safe?*

T7: W1: Literacy 16–17

Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations.

PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.

The child may:

- use basic physical characteristics to describe self (e.g., hair color, eye color, or height)
- identify with a group or groups to which they belong (e.g., race/ethnicity, speaker of another language, family member, classroom group)
- use personal inclinations to describe self (e.g., favorite color, food, or game)
- use specific competencies to describe self (e.g., "I can tie my shoes." or "I am good at drawing.")

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- use specific competencies to describe self (e.g., "I can tie my shoes." or "I am good at drawing.")

See for example:

T1: W1: Literacy 14–15, 18–19

Day 1: Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

Day 3: Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

T1: W1: Language 14–15

Day 1: Circle Time: Introduce Vocabulary (**grandmother**); Story Time: Read the book *Alma and How She Got Her Name* 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 to do or something they are known for.

T1: W3: Language 42–43

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 *First Laugh—Welcome, Baby!*; Guiding Question: *What different family members do you hear about in the story?*; Small Group: Challenge children to identify different family members in the Family Role Play 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.

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.

T8: W3: Language 46–47

Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.

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<p>PK3.I.A.3 Child begins to show awareness of own abilities.</p> <p>The child may:</p> <ul style="list-style-type: none"> choose to use the stairs instead of the climbing rope on the playground request help from adults when appropriate decline help politely when not needed (e.g., “No thanks, I can do it myself.”) 	<p>PK3.I.A.3 Child begins to show awareness of own abilities.</p> <p>The child may:</p> <ul style="list-style-type: none"> choose to use the stairs instead of the climbing rope on the playground request help from adults when appropriate decline help politely when not needed (e.g., “No thanks, I can do it myself.”) <p>See for example:</p> <p>T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad’s First Day</i>.</p> <p>T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>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.</p> <p>T7: W2: Literacy 30–31 Day 2: Small Group: Children ask and answer questions to express their opinion.</p>
<p>PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently select a new book or game in a learning center work on a puzzle until it is complete try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher) 	<p>PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently select a new book or game in a learning center work on a puzzle until it is complete try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher) <p>See for example:</p> <p>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.</p> <p>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>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>T8: W4: Language 58–59 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.</p>

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B1. Self Regulation PK4	
	<p>Additionally, as part of following classroom routines, children must learn to transition from one activity to another. PreK On My Way encourages teachers to teach classroom management routines to help children transition and focus on different circumstances. See Transitions Songs (IG p. 81). The Teacher Hub also includes a collection of engaging songs and fingerplays to use during transitions, etc.</p>
<p>PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding of classroom rules • respond appropriately to classroom behavior expectations • identify and follow the sequence of the day's events, (e.g., "After centers, it's time to go outside.") • participate in daily transitions when changing centers, moving from whole group to small group instruction, getting in line, etc. 	<p>PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding of classroom rules • respond appropriately to classroom behavior expectations • identify and follow the sequence of the day's events, (e.g., "After centers, it's time to go outside.") • participate in daily transitions when changing centers, moving from whole group to small group instruction, getting in line, etc. <p>See for example:</p> <p>T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children's school routines with the At School Activity.</p> <p>T2: W1: Math 14–15, 16–17, 22–23 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine.</p> <p>T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: W4: Language 64–65 Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>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.</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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.B.1.b Child takes care of and manages classroom materials.</p> <p>The child may:</p> <ul style="list-style-type: none"> • appropriately handle materials during activities • clean up and place classroom materials in appropriately labeled spaces • put away personal belongings in their designated space 	<p>PK4.I.B.1.b Child takes care of and manages classroom materials.</p> <p>The child may:</p> <ul style="list-style-type: none"> • appropriately handle materials during activities • clean up and place classroom materials in appropriately labeled spaces • put away personal belongings in their designated space <p>See for example:</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>PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • communicate appropriately to make needs known • wait for a turn (e.g., waits patiently at the water fountain for a classmate to finish drinking or selects another learning center when the learning center of choice is full) • refrain from impulsive responses (e.g., waits for turn to be called on during group discussion or requests materials rather than grabbing them) 	<p>PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • communicate appropriately to make needs known • wait for a turn (e.g., waits patiently at the water fountain for a classmate to finish drinking or selects another learning center when the learning center of choice is full) • refrain from impulsive responses (e.g., waits for turn to be called on during group discussion or requests materials rather than grabbing them) <p>See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: 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>T1: W4: Language 62–63 Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share).</p> <p>T1: W4: Math 62–63 Day 4: Circle Time: Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Literacy 16–17 Day 2: Circle Time: Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>T4: W1: Literacy 16–17 Day 2: Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>T4: W3: Literacy 44–45 Day 2: Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</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> <p>T5: W1: Language 16–17 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>

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B1. Self Regulation PK3	
<p>PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding of classroom rules • respond appropriately to classroom behavior expectations • identify and follow the sequence of the day's events, (e.g., "After centers, it's time to go outside.") • participate in daily transitions when changing centers, moving from whole group to small group instruction, getting in line, etc. 	<p>PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding of classroom rules • respond appropriately to classroom behavior expectations • identify and follow the sequence of the day's events, (e.g., "After centers, it's time to go outside.") • participate in daily transitions when changing centers, moving from whole group to small group instruction, getting in line, etc. <p>See for example:</p> <p>T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children's school routines with the At School Activity.</p> <p>T2: W1: Math 14–15, 16–17, 22–23 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine.</p> <p>T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: W4: Language 64–65 Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>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.</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>PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • appropriately handle materials during activities • clean up and place classroom materials in appropriately labeled spaces • put away personal belongings in their designated space 	<p>PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • appropriately handle materials during activities • clean up and place classroom materials in appropriately labeled spaces • put away personal belongings in their designated space <p>See for example:</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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> communicate appropriately to make needs known wait for a turn (e.g., waits patiently at the water fountain for a classmate to finish drinking or selects another learning center when the learning center of choice is full) refrain from impulsive responses (e.g., waits for turn to be called on during group discussion or requests materials rather than grabbing them) 	<p>PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> communicate appropriately to make needs known wait for a turn (e.g., waits patiently at the water fountain for a classmate to finish drinking or selects another learning center when the learning center of choice is full) refrain from impulsive responses (e.g., waits for turn to be called on during group discussion or requests materials rather than grabbing them) <p>See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: 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>T1: W4: Language 62–63 Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share);</p> <p>T1: W4: Math 62–63 Day 4: Circle Time: Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Literacy 16–17 Day 2: Circle Time: Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>T4: W1: Literacy 16–17 Day 2: Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>T4: W3: Literacy 44–45 Day 2: Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</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> <p>T5: W1: Language 16–17 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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B2. Emotional Control PK4

PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.

The child may:

- express feelings or respond with appropriate behavior (e.g., Child does not grab a toy back from a friend, but rather says, "I feel sad when you take my toy!")
- verbalize understanding that all feelings are okay even though some behaviors may not be okay
- identify appropriate and inappropriate behaviors to common feelings

PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.

The child may:

- express feelings or respond with appropriate behavior (e.g., Child does not grab a toy back from a friend, but rather says, "I feel sad when you take my toy!")
- verbalize understanding that all feelings are okay even though some behaviors may not be okay
- identify appropriate and inappropriate behaviors to common feelings

See for example:

T1: W1: Literacy 14–15, 16–17, 18–19, 22–23

Day 1: Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

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: *Can you show me that you are angry without making a sound?*

Day 3: Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

Day 5: Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

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.

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.

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 *Happy in Our Skin*; Small Group: Talk about feelings with the We're So Happy Activity.

T6: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

T8: W2: Literacy 30–31

Day 2: Circle Time: 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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate familiarity with a variety of feeling words (e.g., happy, sad, mad, scared, proud, worried, excited) label own feelings when prompted identify feelings of characters in stories or movies 	<p>PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate familiarity with a variety of feeling words (e.g., happy, sad, mad, scared, proud, worried, excited) label own feelings when prompted identify feelings of characters in stories or movies <p>See for example:</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: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>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.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</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: Literacy 16–17</p> <p>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</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: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: 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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use appropriate strategies to decrease level of distress (e.g., requests help when feeling frustrated with a task or seeks comfort from teacher when feeling sad) • respond positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situations or take a deep breath) • show enjoyment while participating in activities that stimulate different types of emotions (e.g., playground games or music activities that require alternation of loud/quiet, fast/slow) 	<p>PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use appropriate strategies to decrease level of distress (e.g., requests help when feeling frustrated with a task or seeks comfort from teacher when feeling sad) • respond positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situations or take a deep breath) • show enjoyment while participating in activities that stimulate different types of emotions (e.g., playground games or music activities that require alternation of loud/quiet, fast/slow) <p>See for example:</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; Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; 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>T4: W3: Math 44–45</p> <p>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>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; Challenge children to think of strategies for managing their own feelings.</p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B2. Emotional Control PK3

PK3.I.B.2.a Child recognizes and expresses a range of emotions.

The child may:

- express feelings or respond with appropriate behavior (e.g., Child does not grab a toy back from a friend, but rather says, "I feel sad when you take my toy!")
- verbalize understanding that all feelings are okay even though some behaviors may not be okay
- identify appropriate and inappropriate behaviors to common feelings

PK3.I.B.2.a Child recognizes and expresses a range of emotions.

The child may:

- express feelings or respond with appropriate behavior (e.g., Child does not grab a toy back from a friend, but rather says, "I feel sad when you take my toy!")
- verbalize understanding that all feelings are okay even though some behaviors may not be okay
- identify appropriate and inappropriate behaviors to common feelings

See for example:

T1: W1: Literacy 14–15, 16–17, 18–19, 22–23

Day 1: Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

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: *Can you show me that you are angry without making a sound?*

Day 3: Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

Day 5: Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

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.

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.

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 *Happy in Our Skin*; Small Group: Talk about feelings with the We're So Happy Activity.

T6: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

T8: W2: Literacy 30–31

Day 2: Circle Time: 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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate familiarity with a variety of feeling words (e.g., happy, sad, mad, scared, proud, worried, excited) • label own feelings when prompted • identify feelings of characters in stories or movies 	<p>PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate familiarity with a variety of feeling words (e.g., happy, sad, mad, scared, proud, worried, excited) • label own feelings when prompted • identify feelings of characters in stories or movies <p>See for example:</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: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>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.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</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: Literacy 16–17</p> <p>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</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: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: 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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.B.2.c Child manages intensity of emotions with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use appropriate strategies to decrease level of distress (e.g., requests help when feeling frustrated with a task or seeks comfort from teacher when feeling sad) • respond positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situations or take a deep breath) • show enjoyment while participating in activities that stimulate different types of emotions (e.g., playground games or music activities that require alternation of loud/quiet, fast/slow) 	<p>PK3.I.B.2.c Child manages intensity of emotions with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use appropriate strategies to decrease level of distress (e.g., requests help when feeling frustrated with a task or seeks comfort from teacher when feeling sad) • respond positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situations or take a deep breath) • show enjoyment while participating in activities that stimulate different types of emotions (e.g., playground games or music activities that require alternation of loud/quiet, fast/slow) <p>See for example:</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; Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; 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>T4: W3: Math 44–45</p> <p>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>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; Challenge children to think of strategies for managing their own feelings.</p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B3. Control of Attention PK4

PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

The child may:

- select and complete an activity before moving on to a new one
- create and carry out a sequence of dramatic play plans with a peer
- follow a familiar daily routine until the task is finished

PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

The child may:

- select and complete an activity before moving on to a new one
- create and carry out a sequence of dramatic play plans with a peer
- follow a familiar daily routine until the task is finished

See for example:

T1: W2: Math 36–37

Day 5: Circle Time: Act It Out: Children practice identifying numbers.

T2: W1: Math 14–15

Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine.

T2: W1: Literacy 18–19

Day 3: Small Group: Discuss children's school routines with the At School Activity.

T2: W2: Language 32–33

Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity.

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.

T5: W1: Language 16–17

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.

T5: W2: Language 30–31

Day 2: Circle Time: Share the Mind **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.

Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.

T5: W4: Literacy 64–65

Day 5: Circle Time: Act It Out: Five Little Froggies.

T7: W1: Math 22–23

Day 5: Circle Time: Act It Out: Day or Night?

T7: W3: Language 50–51

Day 5: Circle Time: Act It Out: Care for a Plant.

T8: W3: Language 46–47

Day 3: Circle Time: Act It Out: Growing Up.

PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.

The child may:

- increase stamina on ability to pay attention during story time
- actively participate by sitting attentively (e.g., eye contact, raising hand, contributing to discussion) during circle time
- engage in a teacher-led small group activity despite what may be occurring in other small groups around her

PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.

The child may:

- increase stamina on ability to pay attention during story time
- actively participate by sitting attentively (e.g., eye contact, raising hand, contributing to discussion) during circle time
- engage in a teacher-led small group activity despite what may be occurring in other small groups around her

See for example:

T1: W4: Math 58–59

Day 2: Circle Time: Share the Mind Builder **Manage Emotions**.

T3: W1: Literacy 16–17

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
B3. Control of Attention PK3	
<p>PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.</p> <p>The child may:</p> <ul style="list-style-type: none"> • select and complete an activity before moving on to a new one • create and carry out a sequence of dramatic play plans with a peer • follow a familiar daily routine until the task is finished 	<p>PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.</p> <p>The child may:</p> <ul style="list-style-type: none"> • select and complete an activity before moving on to a new one • create and carry out a sequence of dramatic play plans with a peer • follow a familiar daily routine until the task is finished <p>See for example:</p> <p>T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T2: W1: Math 14–15 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine.</p> <p>T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children’s school routines with the At School Activity.</p> <p>T2: W2: Language 32–33 Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity.</p> <p>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.</p> <p>T5: W1: Language 16–17 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>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W3: Language 50–51 Day 5: Circle Time: Act It Out: Care for a Plant.</p> <p>T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p>
<p>PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p>The child may:</p> <ul style="list-style-type: none"> • increase stamina on ability to pay attention during story time • actively participate by sitting attentively (e.g., eye contact, raising hand, contributing to discussion) during circle time • engage in a teacher-led small group activity despite what may be occurring in other small groups around her 	<p>PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p>The child may:</p> <ul style="list-style-type: none"> • increase stamina on ability to pay attention during story time • actively participate by sitting attentively (e.g., eye contact, raising hand, contributing to discussion) during circle time • engage in a teacher-led small group activity despite what may be occurring in other small groups around her <p>See for example:</p> <p>T1: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Manage Emotions.</p> <p>T3: W1: Literacy 16–17 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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Relationships with Others PK4

PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.

The child may:

- greet teachers and/or peers in the morning and say goodbye when leaving
- demonstrate they are listening to adults and/or peers when communicating (e.g., looks at speaker, responds to verbal or nonverbal exchanges)
- engage in conversations with adults and/or peers about what they are doing (e.g., shares stories and experiences from outside of the school)

PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.

The child may:

- greet teachers and/or peers in the morning and say goodbye when leaving
- demonstrate they are listening to adults and/or peers when communicating (e.g., looks at speaker, responds to verbal or nonverbal exchanges)
- engage in conversations with adults and/or peers about what they are doing (e.g., shares stories and experiences from outside of the school)

See for example:

T1: W2: Literacy 30–31

Day 2: Circle Time: Share the Mind Builder **Make and Keep Relationships**; Focus on Vocabulary (**friendship**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.

T1: W4: Math 58–59, 60–61, 62–63

Concept Question: How can we be a good friend to others?

Day 2: Circle Time: Share the Mind Builder **Manage Emotions**; Focus on Vocabulary (**emotions, calm**);

Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; Small Group: Model managing your emotions.

Day 3: Independent Centers: Pretend and Learn Center: *How can you be a good friend to others when you play in this area?*

Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (**take turns, share**).

T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65

Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading *A Friend Like You*; Guiding Question: *What are some ways we can make new friends?*; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.

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.

Day 3: Circle Time: Follow the Friend Activity.

Day 4: Circle Time: Talk About Friendship; Friend of Mine Song; Focus on Vocabulary (**take turns, share**); Extended Play: Helping Hands of Friendship.

Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (**together, different**); Story Time: Guiding Question: *What do you think is the most important thing about being a good friend?*; Small Group: Independent Response Prompt: *What is your favorite thing about having friends?*

T2: W1: Math 16–17

Day 2: Begin Story Time by connecting the Mind Builder to the book *Dad's First Day*.

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</p> <p>The child may:</p> <ul style="list-style-type: none"> readily accept and carry out “classroom helper” assignments with adult assistance remind his teacher that it is his turn to shut off the lights respect other’s workspace and time with shared materials take responsibility for cleaning up classroom materials after use (e.g., “We need to put the cars away, let’s get the box.”) 	<p>PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</p> <p>The child may:</p> <ul style="list-style-type: none"> readily accept and carry out “classroom helper” assignments with adult assistance remind his teacher that it is his turn to shut off the lights respect other’s workspace and time with shared materials take responsibility for cleaning up classroom materials after use (e.g., “We need to put the cars away, let’s get the box.”) <p>See for example:</p> <p>T2: W1: Literacy 20–21 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 week’s 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>T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.C.3 Child shows competence in initiating social interactions.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate spontaneously in a variety of group activities, tasks, and play actively seek out partners and appropriately invite them to play (e.g., starts a game with classmates on the playground) seek out the teacher to ask questions, when appropriate 	<p>PK4.I.C.3 Child shows competence in initiating social interactions.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate spontaneously in a variety of group activities, tasks, and play actively seek out partners and appropriately invite them to play (e.g., starts a game with classmates on the playground) seek out the teacher to ask questions, when appropriate <p>See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: 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: Literacy 16–17 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>T2: W3: Literacy 44–45 Day 2: Small Group: Let's Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem.</p> <p>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.</p> <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>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</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>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal follow the lead of others (e.g., enters a center and adapts to the ongoing play of others) generate joint play goals and carry them out with at least one other peer 	<p>PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal follow the lead of others (e.g., enters a center and adapts to the ongoing play of others) generate joint play goals and carry them out with at least one other peer <p>See for example:</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. 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>T3: W4: Math 58–59, 64–65 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. Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>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.</p> <p>T8: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p>
<p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow conflict resolution steps, with teacher’s guidance, to solve a dispute with a classmate ask an adult or peer for help when needed (e.g., “Teacher, Johnny isn’t listening to me; he took my toy and won’t give it back.”) attempt to work out problems with a peer independently before seeking adult help 	<p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow conflict resolution steps, with teacher’s guidance, to solve a dispute with a classmate ask an adult or peer for help when needed (e.g., “Teacher, Johnny isn’t listening to me; he took my toy and won’t give it back.”) attempt to work out problems with a peer independently before seeking adult help <p>See for example:</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>T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution.</p> <p>T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p> <p>The child may:</p> <ul style="list-style-type: none"> show emotions related to another's experience (e.g., expresses sadness for a character in a book or shows excitement when a classmate crosses the finish line in a race) demonstrate a desire to be helpful (e.g., volunteers to help a classmate clean up a spill) demonstrate consideration for a classmate (e.g., comforts a classmate who is crying, slows down to walk with a classmate who has an injury, befriends a classmate who is shy) 	<p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p> <p>The child may:</p> <ul style="list-style-type: none"> show emotions related to another's experience (e.g., expresses sadness for a character in a book or shows excitement when a classmate crosses the finish line in a race) demonstrate a desire to be helpful (e.g., volunteers to help a classmate clean up a spill) demonstrate consideration for a classmate (e.g., comforts a classmate who is crying, slows down to walk with a classmate who has an injury, befriends a classmate who is shy) <p>See for example:</p> <p>T1: W4: Language 56–57, 62–63</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school).</p> <p>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></p> <p>T2: W2: Literacy 30–31</p> <p>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.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.I.C.7 Child interacts with peers and has preferred friends.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with friends to plan their play (e.g., planning to play ‘house’ in the dramatic play/pretend and learn center) • express interest in playing with a preferred playmate outside of school • independently choose a work or play partner 	<p>PK4.I.C.7 Child interacts with peers and has preferred friends.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with friends to plan their play (e.g., planning to play ‘house’ in the dramatic play/pretend and learn center) • express interest in playing with a preferred playmate outside of school • independently choose a work or play partner <p>See for example:</p> <p>T1: W4: Language 56–57, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T2: W1: Literacy 16–17 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>T3: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Work Together; 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>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</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>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Relationships with Others PK3

PK3.I.C.1 Child forms positive relationships with adults and peers.

The child may:

- greet teachers and/or peers in the morning and say goodbye when leaving
- demonstrate they are listening to adults and/or peers when communicating (e.g., looks at speaker, responds to verbal or nonverbal exchanges)
- engage in conversations with adults and/or peers about what they are doing (e.g., shares stories and experiences from outside of the school)

PK3.I.C.1 Child forms positive relationships with adults and peers.

The child may:

- greet teachers and/or peers in the morning and say goodbye when leaving
- demonstrate they are listening to adults and/or peers when communicating (e.g., looks at speaker, responds to verbal or nonverbal exchanges)
- engage in conversations with adults and/or peers about what they are doing (e.g., shares stories and experiences from outside of the school)

See for example:

T1: W2: Literacy 30–31

Day 2: Circle Time: Share the Mind Builder **Make and Keep Relationships**; Focus on Vocabulary (**friendship**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.

T1: W4: Math 58–59, 60–61, 62–63

Concept Question: How can we be a good friend to others?

Day 2: Circle Time: Share the Mind Builder **Manage Emotions**; Focus on Vocabulary (**emotions, calm**);

Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; Small Group: Model managing your emotions.

Day 3: Independent Centers: Pretend and Learn Center: *How can you be a good friend to others when you play in this area?*

Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (**take turns, share**).

T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65

Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading *A Friend Like You*; Guiding Question: *What are some ways we can make new friends?*; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.

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.

Day 3: Circle Time: Follow the Friend Activity.

Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (**take turns, share**); Extended Play: Helping Hands of Friendship.

Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (**together, different**); Story Time: Guiding Question: *What do you think is the most important thing about being a good friend?*; Small Group: Independent Response Prompt: *What is your favorite thing about having friends?*

T2: W1: Math 16–17

Day 2: Begin Story Time by connecting the Mind Builder to the book *Dad's First Day*.

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> readily accept and carry out “classroom helper” assignments with adult assistance remind his teacher that it is his turn to shut off the lights respect other’s workspace and time with shared materials take responsibility for cleaning up classroom materials after use (e.g., “We need to put the cars away, let’s get the box.”) 	<p>PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> readily accept and carry out “classroom helper” assignments with adult assistance remind his teacher that it is his turn to shut off the lights respect other’s workspace and time with shared materials take responsibility for cleaning up classroom materials after use (e.g., “We need to put the cars away, let’s get the box.”) <p>See for example:</p> <p>T2: W1: Literacy 20–21 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 week’s 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>T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate spontaneously in a variety of group activities, tasks, and play actively seek out partners and appropriately invite them to play (e.g., starts a game with classmates on the playground) seek out the teacher to ask questions, when appropriate 	<p>PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate spontaneously in a variety of group activities, tasks, and play actively seek out partners and appropriately invite them to play (e.g., starts a game with classmates on the playground) seek out the teacher to ask questions, when appropriate <p>See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: 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: Literacy 16–17 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>T2: W3: Literacy 44–45 Day 2: Small Group: Let's Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem.</p> <p>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.</p> <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>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</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>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.C.4 Child enjoys parallel and associative play with peers.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal follow the lead of others (e.g., enters a center and adapts to the ongoing play of others) generate joint play goals and carry them out with at least one other peer 	<p>PK3.I.C.4 Child enjoys parallel and associative play with peers.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal follow the lead of others (e.g., enters a center and adapts to the ongoing play of others) generate joint play goals and carry them out with at least one other peer <p>See for example:</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. 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>T3: W4: Math 58–59, 64–65 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. Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Plan; Small Group: Help children identify a plan, follow steps, and reach a goal.</p> <p>T8: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p>
<p>PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow conflict resolution steps, with teacher’s guidance, to solve a dispute with a classmate ask an adult or peer for help when needed (e.g., “Teacher, Johnny isn’t listening to me; he took my toy and won’t give it back.”) attempt to work out problems with a peer independently before seeking adult help 	<p>PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow conflict resolution steps, with teacher’s guidance, to solve a dispute with a classmate ask an adult or peer for help when needed (e.g., “Teacher, Johnny isn’t listening to me; he took my toy and won’t give it back.”) attempt to work out problems with a peer independently before seeking adult help <p>See for example:</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>T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution.</p> <p>T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.C.6 Child responds with concern when a child or adult is distressed.</p> <p>The child may:</p> <ul style="list-style-type: none"> show emotions related to another's experience (e.g., expresses sadness for a character in a book or shows excitement when a classmate crosses the finish line in a race) demonstrate a desire to be helpful (e.g., volunteers to help a classmate clean up a spill) demonstrate consideration for a classmate (e.g., comforts a classmate who is crying, slows down to walk with a classmate who has an injury, befriends a classmate who is shy) 	<p>PK3.I.C.6 Child responds with concern when a child or adult is distressed.</p> <p>The child may:</p> <ul style="list-style-type: none"> show emotions related to another's experience (e.g., expresses sadness for a character in a book or shows excitement when a classmate crosses the finish line in a race) demonstrate a desire to be helpful (e.g., volunteers to help a classmate clean up a spill) demonstrate consideration for a classmate (e.g., comforts a classmate who is crying, slows down to walk with a classmate who has an injury, befriends a classmate who is shy) <p>See for example:</p> <p>T1: W4: Language 56–57, 62–63</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school).</p> <p>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></p> <p>T2: W2: Literacy 30–31</p> <p>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.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.I.C.7 Child interacts with peers and may have preferred friends.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with friends to plan their play (e.g., planning to play ‘house’ in the dramatic play/pretend and learn center) • express interest in playing with a preferred playmate outside of school • independently choose a work or play partner 	<p>PK3.I.C.7 Child interacts with peers and may have preferred friends.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with friends to plan their play (e.g., planning to play ‘house’ in the dramatic play/pretend and learn center) • express interest in playing with a preferred playmate outside of school • independently choose a work or play partner <p>See for example:</p> <p>T1: W4: Language 56–57, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T2: W1: Literacy 16–17 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>T3: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Work Together; 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>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</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>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Social Awareness PK4

PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.

The child may:

- use words to express own and other's preferences (e.g., "I like to paint with red and Mary likes to paint with blue.")
- use words to express own and other's feelings (e.g., "Michael thinks that's funny, but I don't!")
- ask questions that indicate understanding that others may have a different perspective (e.g., "Do you like cats or dogs?" or "Were you scared of the thunder?")

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The child may:

- use words to express own and other's preferences (e.g., "I like to paint with red and Mary likes to paint with blue.")
- use words to express own and other's feelings (e.g., "Michael thinks that's funny, but I don't!")
- ask questions that indicate understanding that others may have a different perspective (e.g., "Do you like cats or dogs?" or "Were you scared of the thunder?")

See for example:

T1: W1: Literacy 14–15, 16–17, 18–19, 22–23

Day 1: Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

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: *Can you show me that you are angry without making a sound?*

Day 3: Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

Day 5: Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

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.

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.

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.

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 *Happy in Our Skin*; Small Group: Talk about feelings with the We're So Happy Activity.

T6: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

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: Children ask and answer questions to express their opinion.

T8: W4: Literacy 58–59

Day 2: Circle Time: Share the Mind Builder **Show Self-Awareness**; Story Time: Extended Play: Express Pride; Small Group: Highlight skills with the Show What You Can Do! Activity.

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Social Awareness PK3

PK3.I.D.1 Child shows interest in other people and their feelings.

The child may:

- use words to express own and other's preferences (e.g., "I like to paint with red and Mary likes to paint with blue.")
- use words to express own and other's feelings (e.g., "Michael thinks that's funny, but I don't!")
- ask questions that indicate understanding that others may have a different perspective (e.g., "Do you like cats or dogs?" or "Were you scared of the thunder?")

PK3.I.D.1 Child shows interest in other people and their feelings.

The child may:

- use words to express own and other's preferences (e.g., "I like to paint with red and Mary likes to paint with blue.")
- use words to express own and other's feelings (e.g., "Michael thinks that's funny, but I don't!")
- ask questions that indicate understanding that others may have a different perspective (e.g., "Do you like cats or dogs?" or "Were you scared of the thunder?")

See for example:

T1: W1: Literacy 14–15, 16–17, 18–19, 22–23

Day 1: Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

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: *Can you show me that you are angry without making a sound?*

Day 3: Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

Day 5: Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

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.

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.

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.

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 *Happy in Our Skin*; Small Group: Talk about feelings with the We're So Happy Activity.

T6: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

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: Children ask and answer questions to express their opinion.

T8: W4: Literacy 58–59

Day 2: Circle Time: Share the Mind Builder **Show Self-Awareness**; Story Time: Extended Play: Express Pride; Small Group: Highlight skills with the Show What You Can Do! Activity.

II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION

Conversation and group discussions are a part of every PreK On My Way lesson. The teacher begins each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction and then reads aloud the book, pausing to ask open-ended questions along the way to encourage conversation about the book. Throughout the program, prompts for interactive read-alouds, purposeful play conversation starters, and Chat Bands and Chat Charts encourage continued conversation around target concepts (IG pp. 12, 15).

Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.

Three times per week, Story Time is structured to follow the research-based model in *Developing Talkers*. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children's understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).

A. Listening Comprehension PK4

PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

The child may:

- use nonverbal gestures to show a response to adults and peers (e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)
- respond to requests by completing the appropriate actions (e.g., passing a pencil when a friend asks for it)
- appropriately contribute to discussions by commenting or asking questions
- provide appropriate verbal responses to questions asked by peers or adults

PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

The child may:

- use nonverbal gestures to show a response to adults and peers (e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)
- respond to requests by completing the appropriate actions (e.g., passing a pencil when a friend asks for it)
- appropriately contribute to discussions by commenting or asking questions
- provide appropriate verbal responses to questions asked by peers or adults

See for example:

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.

T4: W1: Language 16–17

Day 2: Circle Time: Focus on Vocabulary (**curiosity**); Small Group: Ask and answer questions about animal families.

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: W4: Language 56–57

Day 1: Begin Circle Time by introducing the book and asking, *How can you stay safe at home?*; Small Group: Guide children to ask and answer questions about things people can do to stay safe.

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: Children ask and answer questions to express their opinion of abilities.

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow multi-step directions given by the teacher (e.g., “Please put your things away, then find your square on the carpet, and sit down.”) repeat previously given multi-step instructions to a peer or adult participate in songs and/or dances that require the response of various movements or gestures (e.g., “March your feet, then find a friend, grab their hand and dance with them.”) participate successfully in games such as “Follow the Leader” or “Simon Says” 	<p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow multi-step directions given by the teacher (e.g., “Please put your things away, then find your square on the carpet, and sit down.”) repeat previously given multi-step instructions to a peer or adult participate in songs and/or dances that require the response of various movements or gestures (e.g., “March your feet, then find a friend, grab their hand and dance with them.”) participate successfully in games such as “Follow the Leader” or “Simon Says” <p>See for example:</p> <p>T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>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.</p> <p>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 the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Listening Comprehension PK3

PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.

The child may:

- use nonverbal gestures to show a response to adults and peers (e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)
- respond to requests by completing the appropriate actions (e.g., passing a pencil when a friend asks for it)
- appropriately contribute to discussions by commenting or asking questions
- provide appropriate verbal responses to questions asked by peers or adults

PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.

The child may:

- use nonverbal gestures to show a response to adults and peers (e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)
- respond to requests by completing the appropriate actions (e.g., passing a pencil when a friend asks for it)
- appropriately contribute to discussions by commenting or asking questions
- provide appropriate verbal responses to questions asked by peers or adults

See for example:

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.

T4: W1: Language 16–17

Day 2: Circle Time: Focus on Vocabulary (**curiosity**); Small Group: Ask and answer questions about animal families.

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: W4: Language 56–57

Day 1: Begin Circle Time by introducing the book and asking, *How can you stay safe at home?*; Small Group: Guide children to ask and answer questions about things people can do to stay safe.

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: Children ask and answer questions to express their opinion of abilities.

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.A.2 Child shows understanding by following two-step verbal directions.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow multi-step directions given by the teacher (e.g., “Please put your things away, then find your square on the carpet, and sit down.”) repeat previously given multi-step instructions to a peer or adult participate in songs and/or dances that require the response of various movements or gestures (e.g., “March your feet, then find a friend, grab their hand and dance with them.”) participate successfully in games such as “Follow the Leader” or “Simon Says” 	<p>PK3.II.A.2 Child shows understanding by following two-step verbal directions.</p> <p>The child may:</p> <ul style="list-style-type: none"> follow multi-step directions given by the teacher (e.g., “Please put your things away, then find your square on the carpet, and sit down.”) repeat previously given multi-step instructions to a peer or adult participate in songs and/or dances that require the response of various movements or gestures (e.g., “March your feet, then find a friend, grab their hand and dance with them.”) participate successfully in games such as “Follow the Leader” or “Simon Says” <p>See for example:</p> <p>T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>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.</p> <p>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 the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Speaking (Conversation) PK4

PK4.II.B.1 Child uses language for multiple purposes.

The child may:

- request help from an adult or peer when needed
- communicate feelings, needs, and wants
- participate in one-on-one or group discussions during learning activities
- share information or stories

PK4.II.B.1 Child uses language for multiple purposes.

The child may:

- request help from an adult or peer when needed
- communicate feelings, needs, and wants
- participate in one-on-one or group discussions during learning activities
- share information or stories

See 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.

T2: W2: Math 30–31

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 children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? 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 *Penguin Day: A Family Story*; 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 *A House in the Sky*; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.

T5: W1: Math 16–17

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

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: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

T6: W3: Literacy 48–49

Day 4: Small Group: Encourage children to use conversational etiquette during the activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p>The child may:</p> <ul style="list-style-type: none"> initiate, participate in, or terminate conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation) participate in a conversation with a peer or adult, taking turns talking and not interrupting have multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person use nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited) 	<p>PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p>The child may:</p> <ul style="list-style-type: none"> initiate, participate in, or terminate conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation) participate in a conversation with a peer or adult, taking turns talking and not interrupting have multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person use nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited) <p>See for example:</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 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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.B.3 Child provides appropriate information in various settings.</p> <p>The child may:</p> <ul style="list-style-type: none"> answer questions from adults within the school, other than the classroom teacher (e.g., nurse, secretary, cafeteria staff) provide adequate information to update someone new to a situation about what is currently taking place (e.g., if someone walks up to a group of children playing, the child will explain what they are playing so the new person can join in) communicate emotions and needs/ desires appropriately, (e.g., “I’m feeling sad today because...”, asking permission to use the restroom, inviting others to join an activity) 	<p>PK4.II.B.3 Child provides appropriate information in various settings.</p> <p>The child may:</p> <ul style="list-style-type: none"> answer questions from adults within the school, other than the classroom teacher (e.g., nurse, secretary, cafeteria staff) provide adequate information to update someone new to a situation about what is currently taking place (e.g., if someone walks up to a group of children playing, the child will explain what they are playing so the new person can join in) communicate emotions and needs/ desires appropriately, (e.g., “I’m feeling sad today because...”, asking permission to use the restroom, inviting others to join an activity) <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>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.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>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.</p> <p>T1: W2: Math 34–35</p> <p>Concept Question: How do we talk about and manage our feelings?</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>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>T4: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T5: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind 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>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: W4: Language 56–57</p> <p>Day 1: Begin Circle Time by introducing the 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: W2: Literacy 30–31</p> <p>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: Children ask and answer questions to express their opinion of abilities.</p> <p>T7: W3: Literacy 44–45</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.B.4 Child matches language to social contexts.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use proper titles when speaking to people (e.g., refers to classmates by first name but uses the title “Mrs.” or “Mr.” when addressing the teacher) • adjust voice appropriately based on the activity or situation (e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying) • align vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria) 	<p>PK4.II.B.4 Child matches language to social contexts.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use proper titles when speaking to people (e.g., refers to classmates by first name but uses the title “Mrs.” or “Mr.” when addressing the teacher) • adjust voice appropriately based on the activity or situation (e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying) • align vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria) <p>See for example:</p> <p>T5: W1: Language 16–17</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>T6: W3: Language 46–47</p> <p>Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Speaking (Conversation) PK3

PK3.II.B.1 Child uses language to communicate basic needs and wants.

The child may:

- request help from an adult or peer when needed
- communicate feelings, needs, and wants
- participate in one-on-one or group discussions during learning activities
- share information or stories

PK3.II.B.1 Child uses language to communicate basic needs and wants.

The child may:

- request help from an adult or peer when needed
- communicate feelings, needs, and wants
- participate in one-on-one or group discussions during learning activities
- share information or stories

See 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.

T2: W2: Math 30–31

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 children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? 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 *Penguin Day: A Family Story*; 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 *A House in the Sky*; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.

T5: W1: Math 16–17

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

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: W2: Math 36–37

Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

T6: W3: Literacy 48–49

Day 4: Small Group: Encourage children to use conversational etiquette during the activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p>The child may:</p> <ul style="list-style-type: none"> initiate, participate in, or terminate conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation) participate in a conversation with a peer or adult, taking turns talking and not interrupting have multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person use nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited) 	<p>PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p>The child may:</p> <ul style="list-style-type: none"> initiate, participate in, or terminate conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation) participate in a conversation with a peer or adult, taking turns talking and not interrupting have multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person use nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited) <p>See for example:</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 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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.B.3 Child is able to communicate basic information in familiar social settings.</p> <p>The child may:</p> <ul style="list-style-type: none"> answer questions from adults within the school, other than the classroom teacher (e.g., nurse, secretary, cafeteria staff) provide adequate information to update someone new to a situation about what is currently taking place (e.g., if someone walks up to a group of children playing, the child will explain what they are playing so the new person can join in) communicate emotions and needs/ desires appropriately, (e.g., “I’m feeling sad today because...”, asking permission to use the restroom, inviting others to join an activity) 	<p>PK3.II.B.3 Child is able to communicate basic information in familiar social settings.</p> <p>The child may:</p> <ul style="list-style-type: none"> answer questions from adults within the school, other than the classroom teacher (e.g., nurse, secretary, cafeteria staff) provide adequate information to update someone new to a situation about what is currently taking place (e.g., if someone walks up to a group of children playing, the child will explain what they are playing so the new person can join in) communicate emotions and needs/desires appropriately, (e.g., “I’m feeling sad today because...”, asking permission to use the restroom, inviting others to join an activity) <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>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.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>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.</p> <p>T1: W2: Math 34–35</p> <p>Concept Question: How do we talk about and manage our feelings?</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>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>T4: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T5: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind 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>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: W4: Language 56–57</p> <p>Day 1: Begin Circle Time by introducing the 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: W2: Literacy 30–31</p> <p>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: Children ask and answer questions to express their opinion of abilities.</p> <p>T7: W3: Literacy 44–45</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.B.4 Child begins to use appropriate language for different situations.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use proper titles when speaking to people (e.g., refers to classmates by first name but uses the title “Mrs.” or “Mr.” when addressing the teacher) • adjust voice appropriately based on the activity or situation (e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying) • align vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria) 	<p>PK3.II.B.4 Child begins to use appropriate language for different situations.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use proper titles when speaking to people (e.g., refers to classmates by first name but uses the title “Mrs.” or “Mr.” when addressing the teacher) • adjust voice appropriately based on the activity or situation (e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying) • align vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria) <p>See for example:</p> <p>T5: W1: Language 16–17</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>T6: W3: Language 46–47</p> <p>Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Articulation PK4

PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.

The child may:

- speak loud enough so that what is being said can be heard
- articulate individual words in a sentence
- enunciate each sound or syllable in words
- distinctly produce voiced and unvoiced English consonant pair sounds (e.g., /b/- /p/, /d/- /t/, /z/- /s/, /k/- /g/, and /v/- /f/)

PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.

The child may:

- speak loud enough so that what is being said can be heard
- articulate individual words in a sentence
- enunciate each sound or syllable in words
- distinctly produce voiced and unvoiced English consonant pair sounds (e.g., /b/- /p/, /d/- /t/, /z/- /s/, /k/- /g/, and /v/- /f/)

See for example:

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 turns using the sentence, *Please, may I have a turn?* in the Playtime Problem Solving Activity.

T2: W1: Language 20–21

Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses.

PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.

The child may:

- recite nursery rhymes and songs with the correct intonation
- use appropriate intonation to represent emotion
- match intonation to the situation (e.g., talking to a baby vs. talking to an adult)

PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.

The child may:

- recite nursery rhymes and songs with the correct intonation
- use appropriate intonation to represent emotion
- match intonation to the situation (e.g., talking to a baby vs. talking to an adult)

See for example:

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: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

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.

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Articulation PK3

PK3.II.C.1 Child's speech is understood by familiar adults and peers.

The child may:

- speak loud enough so that what is being said can be heard
- articulate individual words in a sentence
- enunciate each sound or syllable in words
- distinctly produce voiced and unvoiced English consonant pair sounds (e.g., /b/- /p/, /d/- /t/, /z/- /s/, /k/- /g/, and /v/- /f/)

PK3.II.C.1 Child's speech is understood by familiar adults and peers.

The child may:

- speak loud enough so that what is being said can be heard
- articulate individual words in a sentence
- enunciate each sound or syllable in words
- distinctly produce voiced and unvoiced English consonant pair sounds (e.g., /b/- /p/, /d/- /t/, /z/- /s/, /k/- /g/, and /v/- /f/)

See for example:

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 turns using the sentence, *Please, may I have a turn?* in the Playtime Problem Solving Activity.

T2: W1: Language 20–21

Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses.

PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.

The child may:

- recite nursery rhymes and songs with the correct intonation
- use appropriate intonation to represent emotion
- match intonation to the situation (e.g., talking to a baby vs. talking to an adult)

PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.

The child may:

- recite nursery rhymes and songs with the correct intonation
- use appropriate intonation to represent emotion
- match intonation to the situation (e.g., talking to a baby vs. talking to an adult)

See for example:

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: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

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.

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Vocabulary PK4

PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is 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:

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).

PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

The child may:

- appropriately identify items seen in real life, books, or pictures, naturally incorporating new terminology
- use newly learned words to describe or explain in detail things seen in real life, books, or pictures
- use descriptive words when asking questions or giving directions to peers in authentic situations (e.g., "Can you give me that small brown crayon?" or "Please grab that red cup so we can use it in the kitchen center.")
- use descriptive language to compare, contrast, and categorize objects, people, and actions
- provide opposites (antonyms) or words with similar meaning (synonyms) to demonstrate understanding of key vocabulary words

PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

The child may:

- appropriately identify items seen in real life, books, or pictures, naturally incorporating new terminology
- use newly learned words to describe or explain in detail things seen in real life, books, or pictures
- use descriptive words when asking questions or giving directions to peers in authentic situations (e.g., "Can you give me that small brown crayon?" or "Please grab that red cup so we can use it in the kitchen center.")
- use descriptive language to compare, contrast, and categorize objects, people, and actions
- provide opposites (antonyms) or words with similar meaning (synonyms) to demonstrate understanding of key vocabulary words

See for example:

T1: W3: Math 46–47

Day 3: Circle Time: Introduce Vocabulary (**short, long**); Small Group: Guide children to sort blocks with the Tall and Short Activity.

T2: W1: Language 14–15

Day 1: Circle Time: Introduce Vocabulary (**reply**).

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.

T3: W2: Literacy 32–33

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.

T4: W3: Math 46–47

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.

T5: W2: Language 30–31

Day 2: Circle Time: Share the Mind **Follow Rules and Routines**; Focus on Vocabulary (**routine, share**).

T6: W2: Language 32–33

Day 3: Circle Time: Share the Comprehension Skill **Ask Questions**; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.

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.

T7: W2: Literacy 30–31

Day 2: Circle Time: Share the Mind Builder **Ask and Answer Questions**; Focus on Vocabulary (**conversation, share**).

T8: W1: Language 14–15, 18–19

Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.

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 groups, students are prompted to respond to read-alouds through writing, drawing, or storytelling.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in activities that reinforce the use of instructional language (e.g., circle time discussions, observational conversations, recall & review) respond appropriately to questions related to content-area instruction (e.g., If a teacher asks, “how many sides does a triangle have?” the child would immediately respond “three”) follow directions that include language from instruction (e.g., “Please draw a small red square.” or “Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.”) use language from previous instruction to describe something (e.g., when retelling a story, the child might use the word “character” or when describing an object, the child might use words like “heavier” or “lighter”) incorporate instructional terms into learning center interactions (e.g., in library, the child might point to the cover of a book and tell a friend “Look, that is a seed, this book must be about plants.”) 	<p>PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in activities that reinforce the use of instructional language (e.g., circle time discussions, observational conversations, recall & review) respond appropriately to questions related to content-area instruction (e.g., If a teacher asks, “how many sides does a triangle have?” the child would immediately respond “three”) follow directions that include language from instruction (e.g., “Please draw a small red square.” or “Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.”) use language from previous instruction to describe something (e.g., when retelling a story, the child might use the word “character” or when describing an object, the child might use words like “heavier” or “lighter”) incorporate instructional terms into learning center interactions (e.g., in library, the child might point to the cover of a book and tell a friend “Look, that is a seed, this book must be about plants.”) <p>See for example:</p> <p>T1: W2: Math 40–41 Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W4: Language 56–57 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator.</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>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></p> <p>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.</p> <p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: 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.</p> <p>T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</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: Children ask and answer questions to express their opinion of abilities.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • add a connected idea to another child’s comment (e.g., a child says, “My rock went to the bottom.” and then the other child responds with: “Your rock sank!”). • respond to and use thematic vocabulary when engaging in child-initiated play • use specific terminology when recalling facts from a book that has been read aloud or when describing the events in the story • use new vocabulary words when asking and answering questions • incorporate new vocabulary into comments when contributing ideas related to the current topic of conversation 	<p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • add a connected idea to another child’s comment (e.g., a child says, “My rock went to the bottom.” and then the other child responds with: “Your rock sank!”). • respond to and use thematic vocabulary when engaging in child-initiated play • use specific terminology when recalling facts from a book that has been read aloud or when describing the events in the story • use new vocabulary words when asking and answering questions • incorporate new vocabulary into comments when contributing ideas related to the current topic of conversation <p>See for example:</p> <p>T3: W2: Literacy 30–31 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.</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.</p> <p>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.</p> <p>T6: W2: Language 28–29, 32–33, 34–35 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. 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: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Vocabulary PK3

PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.

The child may:

- appropriately identify items seen in real life, books, or pictures, naturally incorporating new terminology
- use newly learned words to describe or explain in detail things seen in real life, books, or pictures
- use descriptive words when asking questions or giving directions to peers in authentic situations (e.g., “Can you give me that small brown crayon?” or “Please grab that red cup so we can use it in the kitchen center.”)
- use descriptive language to compare, contrast, and categorize objects, people, and actions
- provide opposites (antonyms) or words with similar meaning (synonyms) to demonstrate understanding of key vocabulary words

PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.

The child may:

- appropriately identify items seen in real life, books, or pictures, naturally incorporating new terminology
- use newly learned words to describe or explain in detail things seen in real life, books, or pictures
- use descriptive words when asking questions or giving directions to peers in authentic situations (e.g., “Can you give me that small brown crayon?” or “Please grab that red cup so we can use it in the kitchen center.”)
- use descriptive language to compare, contrast, and categorize objects, people, and actions
- provide opposites (antonyms) or words with similar meaning (synonyms) to demonstrate understanding of key vocabulary words

See for example:

T1: W3: Math 46–47

Day 3: Circle Time: Introduce Vocabulary (**short, long**); Small Group: Guide children to sort blocks with the Tall and Short Activity.

T2: W1: Language 14–15

Day 1: Circle Time: Introduce Vocabulary (**reply**).

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.

T3: W2: Literacy 32–33

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.

T4: W3: Math 46–47

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.

T5: W2: Language 30–31

Day 2: Circle Time: Share the Mind **Follow Rules and Routines**; Focus on Vocabulary (**routine, share**).

T6: W2: Language 32–33

Day 3: Circle Time: Share the Comprehension Skill **Ask Questions**; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.

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.

T7: W2: Literacy 30–31

Day 2: Circle Time: Share the Mind Builder **Ask and Answer Questions**; Focus on Vocabulary (**conversation, share**).

T8: W1: Language 14–15, 18–19

Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in activities that reinforce the use of instructional language (e.g., circle time discussions, observational conversations, recall & review) respond appropriately to questions related to content-area instruction (e.g., If a teacher asks, “How many sides does a triangle have?” the child would immediately respond “Three”) follow directions that include language from instruction (e.g., “Please draw a small red square.” or “Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.”) use language from previous instruction to describe something (e.g., when retelling a story, the child might use the word “character” or when describing an object, the child might use words like “heavier” or “lighter”) incorporate instructional terms into learning center interactions (e.g., in library, the child might point to the cover of a book and tell a friend “Look, that is a seed, this book must be about plants.”) 	<p>PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in activities that reinforce the use of instructional language (e.g., circle time discussions, observational conversations, recall & review) respond appropriately to questions related to content-area instruction (e.g., If a teacher asks, “How many sides does a triangle have?” the child would immediately respond “Three”) follow directions that include language from instruction (e.g., “Please draw a small red square.” or “Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.”) use language from previous instruction to describe something (e.g., when retelling a story, the child might use the word “character” or when describing an object, the child might use words like “heavier” or “lighter”) incorporate instructional terms into learning center interactions (e.g., in library, the child might point to the cover of a book and tell a friend “Look, that is a seed, this book must be about plants.”) <p>See for example:</p> <p>T1: W2: Math 40–41 Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W4: Language 56–57 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator.</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>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></p> <p>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.</p> <p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: 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.</p> <p>T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</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: Children ask and answer questions to express their opinion of abilities.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • add a connected idea to another child's comment (e.g., a child says, "My rock went to the bottom." and then the other child responds with: "Your rock sank!"). • respond to and use thematic vocabulary when engaging in child-initiated play • use specific terminology when recalling facts from a book that has been read aloud or when describing the events in the story • use new vocabulary words when asking and answering questions • incorporate new vocabulary into comments when contributing ideas related to the current topic of conversation 	<p>PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • add a connected idea to another child's comment (e.g., a child says, "My rock went to the bottom." and then the other child responds with: "Your rock sank!"). • respond to and use thematic vocabulary when engaging in child-initiated play • use specific terminology when recalling facts from a book that has been read aloud or when describing the events in the story • use new vocabulary words when asking and answering questions • incorporate new vocabulary into comments when contributing ideas related to the current topic of conversation <p>See for example:</p> <p>T3: W2: Literacy 30–31 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.</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.</p> <p>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.</p> <p>T6: W2: Language 28–29, 32–33, 34–35 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. 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: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

E. Sentences and Structure PK4

PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.

The child may:

- share a personal experience using longer, detailed sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- participate in interactive discussions accurately using sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- respond to questions and add ideas using complete sentences
- speak using complete sentences, with standard word order when engaging in classroom activities

PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.

The child may:

- share a personal experience using longer, detailed sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- participate in interactive discussions accurately using sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- respond to questions and add ideas using complete sentences
- speak using complete sentences, with standard word order when engaging in classroom activities

See for example:

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.

T2: W4: Math 64–65

Day 5: Small Group: Independent Response Prompt: *Describe a category of vehicle and some vehicles in that category.*

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 studies words.

T7: W3: Literacy 48–49

Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly use regular plurals when speaking (e.g., “I have one sister right now, but when my mom has her baby, I will have two sisters.”) correctly use irregular plurals when speaking (e.g., “If I brush my teeth every day, how come I still lost a tooth?”) use the correct tense when describing something he did yesterday or last week (e.g., says “went” although a younger classmate says “goed.”) use correct personal and possessive pronouns when speaking (e.g., uses “my” and “mine” to identify own work or “his” and “hers” to identify a peer’s work) use proper subject-verb agreement when telling a story (e.g., “First, the black dog chases the cat. Then the brown dog joins him. Now both dogs chase the cat.”) 	<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly use regular plurals when speaking (e.g., “I have one sister right now, but when my mom has her baby, I will have two sisters.”) correctly use irregular plurals when speaking (e.g., “If I brush my teeth every day, how come I still lost a tooth?”) use the correct tense when describing something he did yesterday or last week (e.g., says “went” although a younger classmate says “goed.”) use correct personal and possessive pronouns when speaking (e.g., uses “my” and “mine” to identify own work or “his” and “hers” to identify a peer’s work) use proper subject-verb agreement when telling a story (e.g., “First, the black dog chases the cat. Then the brown dog joins him. Now both dogs chase the cat.”) <p>See for example:</p> <p>T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></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>T6: W2: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use sentences with more than one phrase when talking with a friend during centers, classroom activities, or play time (e.g., “Let’s go to the store and get milk for the baby.” or “Since I am older, I will go first.”) • add information in multiple phrases during circle time or class discussions (e.g., “Birds build nests in the trees and then they lay their eggs.”) • combine phrases to show a sequence of events when describing personal experiences or retelling a story (e.g., “We went to the grocery store and then drove back home.” or “While we were waiting for the bus, it started to rain.”) • ask questions that include more than one idea (e.g., “If I grab this book, will you come read with me?”) • use sentences that include cause and effect (e.g., “The rock was heavy, so it sank.” or “The little boy was sad because he lost his toy.”) 	<p>PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use sentences with more than one phrase when talking with a friend during centers, classroom activities, or play time (e.g., “Let’s go to the store and get milk for the baby.” or “Since I am older, I will go first.”) • add information in multiple phrases during circle time or class discussions (e.g., “Birds build nests in the trees and then they lay their eggs.”) • combine phrases to show a sequence of events when describing personal experiences or retelling a story (e.g., “We went to the grocery store and then drove back home.” or “While we were waiting for the bus, it started to rain.”) • ask questions that include more than one idea (e.g., “If I grab this book, will you come read with me?”) • use sentences that include cause and effect (e.g., “The rock was heavy, so it sank.” or “The little boy was sad because he lost his toy.”) <p>See for example:</p> <p>T4: W3: Language 46–47, 50–51</p> <p>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</p> <p>Day 1: Small Group: Guide children to speak in complex sentences using social studies words.</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Discuss responsibilities at home.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p> <p>The child may:</p> <ul style="list-style-type: none"> • tell a story with lots of detail, that makes sense and stays on topic • describe a personal experience, combining ideas, giving lots of detail, and remaining focused on the topic (e.g., “When my grandpa came over, we went to the park. We had fried chicken and played on the swings.”) • participate in a group discussion by building on or extending the ideas of peers • Use complex sentences to contribute relevant ideas during shared and/or interactive writing experiences 	<p>PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p> <p>The child may:</p> <ul style="list-style-type: none"> • tell a story with lots of detail, that makes sense and stays on topic • describe a personal experience, combining ideas, giving lots of detail, and remaining focused on the topic (e.g., “When my grandpa came over, we went to the park. We had fried chicken and played on the swings.”) • participate in a group discussion by building on or extending the ideas of peers • Use complex sentences to contribute relevant ideas during shared and/or interactive writing experiences <p>See for example:</p> <p>T1: W2: Math 40–41 Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social studies words.</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: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T8: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

E. Sentences and Structure PK3

PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.

The child may:

- share a personal experience using longer, detailed sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- participate in interactive discussions accurately using sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- respond to questions and add ideas using complete sentences
- speak using complete sentences, with standard word order when engaging in classroom activities

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- participate in interactive discussions accurately using sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- respond to questions and add ideas using complete sentences
- speak using complete sentences, with standard word order when engaging in classroom activities

See for example:

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.

T2: W4: Math 64–65

Day 5: Small Group: Independent Response Prompt: *Describe a category of vehicle and some vehicles in that category.*

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 studies words.

T7: W3: Literacy 48–49

Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly use regular plurals when speaking (e.g., “I have one sister right now, but when my mom has her baby, I will have two sisters.”) correctly use irregular plurals when speaking (e.g., “If I brush my teeth every day, how come I still lost a tooth?”) use the correct tense when describing something he did yesterday or last week (e.g., says “went” although a younger classmate says “goed.”) use correct personal and possessive pronouns when speaking (e.g., uses “my” and “mine” to identify own work or “his” and “hers” to identify a peer’s work) use proper subject-verb agreement when telling a story (e.g., “First, the black dog chases the cat. Then the brown dog joins him. Now both dogs chase the cat.”) 	<p>PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly use regular plurals when speaking (e.g., “I have one sister right now, but when my mom has her baby, I will have two sisters.”) correctly use irregular plurals when speaking (e.g., “If I brush my teeth every day, how come I still lost a tooth?”) use the correct tense when describing something he did yesterday or last week (e.g., says “went” although a younger classmate says “goed.”) use correct personal and possessive pronouns when speaking (e.g., uses “my” and “mine” to identify own work or “his” and “hers” to identify a peer’s work) use proper subject-verb agreement when telling a story (e.g., “First, the black dog chases the cat. Then the brown dog joins him. Now both dogs chase the cat.”) <p>See for example:</p> <p>T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></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>T6: W2: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p>
<p>PK3.II.E.3 Child uses simple sentence structures with at least one idea.</p> <p>The child may:</p> <ul style="list-style-type: none"> use sentences with more than one phrase when talking with a friend during centers, classroom activities, or play time (e.g., “Let’s go to the store and get milk for the baby.” or “Since I am older, I will go first.”) add information in multiple phrases during circle time or class discussions (e.g., “Birds build nests in the trees and then they lay their eggs.”) combine phrases to show a sequence of events when describing personal experiences or retelling a story (e.g., “We went to the grocery store and then drove back home.” or “While we were waiting for the bus, it started to rain.”) ask questions that include more than one idea (e.g., “If I grab this book, will you come read with me?”) use sentences that include cause and effect (e.g., “The rock was heavy, so it sank.” or “The little boy was sad because he lost his toy.”) 	<p>PK3.II.E.3 Child uses simple sentence structures with at least one idea.</p> <p>The child may:</p> <ul style="list-style-type: none"> use sentences with more than one phrase when talking with a friend during centers, classroom activities, or play time (e.g., “Let’s go to the store and get milk for the baby.” or “Since I am older, I will go first.”) add information in multiple phrases during circle time or class discussions (e.g., “Birds build nests in the trees and then they lay their eggs.”) combine phrases to show a sequence of events when describing personal experiences or retelling a story (e.g., “We went to the grocery store and then drove back home.” or “While we were waiting for the bus, it started to rain.”) ask questions that include more than one idea (e.g., “If I grab this book, will you come read with me?”) use sentences that include cause and effect (e.g., “The rock was heavy, so it sank.” or “The little boy was sad because he lost his toy.”) <p>See for example:</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.</p> <p>T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social studies words.</p> <p>T8: W1: Literacy 18–19 Day 3: Circle Time: Discuss responsibilities at home.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.</p> <p>The child may:</p> <ul style="list-style-type: none"> • tell a story with lots of detail, that makes sense and stays on topic • describe a personal experience, combining ideas, giving lots of detail, and remaining focused on the topic (e.g., “When my grandpa came over, we went to the park. We had fried chicken and played on the swings.”) • participate in a group discussion by building on or extending the ideas of peers • use complex sentences to contribute relevant ideas during shared and/or interactive writing experiences 	<p>PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.</p> <p>The child may:</p> <ul style="list-style-type: none"> • tell a story with lots of detail, that makes sense and stays on topic • describe a personal experience, combining ideas, giving lots of detail, and remaining focused on the topic (e.g., “When my grandpa came over, we went to the park. We had fried chicken and played on the swings.”) • participate in a group discussion by building on or extending the ideas of peers • use complex sentences to contribute relevant ideas during shared and/or interactive writing experiences <p>See for example:</p> <p>T1: W2: Math 40–41 Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social studies words.</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: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T8: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p>

III. EMERGENT LITERACY: READING

A. Motivation to Read PK4

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).

Before the read-aloud begins, teachers introduce key vocabulary. Teachers can revisit vocabulary words and comprehension strategies as appropriate (IG p. 31).

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 groups, students are prompted to respond to read-alouds through writing, drawing, or storytelling.

PK4.III.A.1 Child engages in story-related pre-reading activities.

The child may:

- repeat or "chime in" on repeated parts of predictable stories
- ask a teacher to re-read a favorite book
- engage in "pretend readings" of familiar books, verbalizing what is happening in a story while looking at pictures and turning the pages of a book
- participate in various reading experiences, including read alouds, shared reading, listening to recorded stories with headphones, or interacting with digital books

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See for example:

T1: W3: Literacy 46–47

Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.

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 *Biblioburro*. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: *Show me a page that shows persistence in this book*.

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: 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.

T4: W4: Language 60–61

Day 3: Story Time: Revisit *I Am a Cat* and ask the Guiding Question: *How are some cats different from others?*; Small Group: Recall details with the Let's Talk About Cats Activity.

T5: W4: Language 58–59, 64–65

Day 5: Independent Centers: Library and Listening Center: *Can you find pictures of children helping each other stay safe?*

T6: W2: Language 32–33

Day 3: Circle Time: Share the Comprehension Skill **Ask Questions**; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.

T6: W3: Literacy 46–47

Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.

T8: W2: Literacy 28–29

Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.

T8: W3: Literacy 42–43

Day 1: Story Time: Introduce *The Very Impatient Caterpillar*; Guiding Question: *Why is the caterpillar impatient?*

T8: W3: Language 42–43

Day 1: Story Time: Introduce *How Kids Grow*; Guiding Question: *What can babies do?*; Independent Centers: Writer's Corner: *Can you write about how you've changed since you were a baby?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently choose a book, magazine, brochure, or other reading material to read to self, peer or stuffed animal select and interact with a digital book of their choice by clicking on the cover of the book they choose to read or listen to select a favorite book for the teacher to read during read aloud time select the reading/library center during free play 	<p>PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently choose a book, magazine, brochure, or other reading material to read to self, peer or stuffed animal select and interact with a digital book of their choice by clicking on the cover of the book they choose to read or listen to select a favorite book for the teacher to read during read aloud time select the reading/library center during free play <p>See for example:</p> <p>T1: W2: 30–31, 32–33 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>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></p> <p>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.</p> <p>T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Days 1–5: Independent Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy? How do the characters in the book take care of themselves? If you wrote a book about staying healthy, what would you put in it?</i></p> <p>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> <p>T8: W3: Math 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p>
<p>PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.</p> <p>The child may:</p> <ul style="list-style-type: none"> recognize and “read” environmental print (e.g., the writing on a food container, signs, menus, etc.) ask the meaning of text (e.g., posters, charts, or digital materials) encountered throughout the classroom or school ask what a note from home says point to the words while pretending to read or listen to a story (e.g., a digital story or a story read aloud) 	<p>PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.</p> <p>The child may:</p> <ul style="list-style-type: none"> recognize and “read” environmental print (e.g., the writing on a food container, signs, menus, etc.) ask the meaning of text (e.g., posters, charts, or digital materials) encountered throughout the classroom or school ask what a note from home says point to the words while pretending to read or listen to a story (e.g., a digital story or a story read aloud) <p>See for example:</p> <p>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></p> <p>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></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Motivation to Read PK3

PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.

The child may:

- repeat or “chime in” on repeated parts of predictable stories
- ask a teacher to re-read a favorite book
- engage in “pretend readings” of familiar books, verbalizing what is happening in a story while looking at pictures and turning the pages of a book
- participate in various reading experiences, including read alouds, shared reading, listening to recorded stories with headphones, or interacting with digital books

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See for example:

T1: W3: Literacy 46–47

Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.

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 *Biblioburro*. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: *Show me a page that shows persistence in this book*.

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: 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.

T4: W4: Language 60–61

Day 3: Story Time: Revisit *I Am a Cat* and ask the Guiding Question: *How are some cats different from others?*; Small Group: Recall details with the Let’s Talk About Cats Activity.

T5: W4: Language 58–59, 64–65

Day 5: Independent Centers: Library and Listening Center: *Can you find pictures of children helping each other stay safe?*

T6: W2: Language 32–33

Day 3: Circle Time: Share the Comprehension Skill **Ask Questions**; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.

T6: W3: Literacy 46–47

Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.

T8: W2: Literacy 28–29

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Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.A.2 Child tells a story by looking at pictures or from memory.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently choose a book, magazine, brochure, or other reading material to read to self, peer or stuffed animal select and interact with a digital book of their choice by clicking on the cover of the book they choose to read or listen to select a favorite book for the teacher to read during read aloud time select the reading/library center during free play 	<p>PK3.III.A.2 Child tells a story by looking at pictures or from memory.</p> <p>The child may:</p> <ul style="list-style-type: none"> independently choose a book, magazine, brochure, or other reading material to read to self, peer or stuffed animal select and interact with a digital book of their choice by clicking on the cover of the book they choose to read or listen to select a favorite book for the teacher to read during read aloud time select the reading/library center during free play <p>See for example:</p> <p>T1: W2: 30–31, 32–33 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>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></p> <p>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.</p> <p>T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Days 1–5: Independent Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy? How do the characters in the book take care of themselves? If you wrote a book about staying healthy, what would you put in it?</i></p> <p>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> <p>T8: W3: Math 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p>
<p>PK3.III.A.3 Child notices and connects meaning to environmental print.</p> <p>The child may:</p> <ul style="list-style-type: none"> recognize and “read” environmental print (e.g., the writing on a food container, signs, menus, etc.) ask the meaning of text (e.g., posters, charts, or digital materials) encountered throughout the classroom or school ask what a note from home says point to the words while pretending to read or listen to a story (e.g., a digital story or a story read aloud) 	<p>PK3.III.A.3 Child notices and connects meaning to environmental print.</p> <p>The child may:</p> <ul style="list-style-type: none"> recognize and “read” environmental print (e.g., the writing on a food container, signs, menus, etc.) ask the meaning of text (e.g., posters, charts, or digital materials) encountered throughout the classroom or school ask what a note from home says point to the words while pretending to read or listen to a story (e.g., a digital story or a story read aloud) <p>See for example:</p> <p>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></p> <p>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></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Phonological Awareness PK4

PK4.III.B.1 Child identifies the individual words in a spoken sentence.

The child may:

- identify a word that changes in a sentence (e.g., If the two sentences are: "The cat sat." and "The rat sat." the child will recognize that the word "cat" was replaced with "rat")
- clap (or do some other type of action like tapping, stomping, jumping, or holding up a finger) to represent each individual word in a spoken sentence
- count the number of words in a sentence
- repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken
- change a word used in a sentence to make a new sentence (e.g., "Carlos plays with friends." becomes "Kevaeh plays friends." or "Carlos plays with toys.")

PK4.III.B.1 Child identifies the individual words in a spoken sentence.

The child may:

- identify a word that changes in a sentence (e.g., If the two sentences are: "The cat sat." and "The rat sat." the child will recognize that the word "cat" was replaced with "rat")
- clap (or do some other type of action like tapping, stomping, jumping, or holding up a finger) to represent each individual word in a spoken sentence
- count the number of words in a sentence
- repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken
- change a word used in a sentence to make a new sentence (e.g., "Carlos plays with friends." becomes "Kevaeh plays friends." or "Carlos plays with toys.")

See for example:

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.

T5: W2: Literacy 32–33

Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.

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: W3: Language 46–47

Day 3: Independent Centers: ABC Center: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p> <p>The child may:</p> <ul style="list-style-type: none"> during a rhyming game, demonstrate the difference between a “bat” (e.g., makes a swinging motion) and a “pat” (e.g., pats top of head) point to the appropriate picture when prompted (e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken) discriminate between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/) 	<p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p> <p>The child may:</p> <ul style="list-style-type: none"> during a rhyming game, demonstrate the difference between a “bat” (e.g., makes a swinging motion) and a “pat” (e.g., pats top of head) point to the appropriate picture when prompted (e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken) discriminate between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/) <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>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.</p> <p>T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity.</p> <p>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 begin with the same sound as other words.</p> <p>T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>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.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p> <p>The child may:</p> <ul style="list-style-type: none"> blend two words together to create a new compound word (e.g., Teacher: “If I say the words sun and flower what compound word can you make?” Child: “Sunflower.”) use picture cards to create compound words make compound words by responding with a second part of the word after the teacher has provided the first part (e.g., Teacher: “What word can I add to “rain” to make a compound word?” Child: “Bow so you get rainbow.” or “Drop so you get raindrop.”) segment a compound word by separating and naming the two smaller words that make up the compound word (e.g., Teacher: “What two words do you hear when I say starfish?” Child: “Star” and “fish.”) 	<p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p> <p>The child may:</p> <ul style="list-style-type: none"> blend two words together to create a new compound word (e.g., Teacher: “If I say the words sun and flower what compound word can you make?” Child: “Sunflower.”) use picture cards to create compound words make compound words by responding with a second part of the word after the teacher has provided the first part (e.g., Teacher: “What word can I add to “rain” to make a compound word?” Child: “Bow so you get rainbow.” or “Drop so you get raindrop.”) segment a compound word by separating and naming the two smaller words that make up the compound word (e.g., Teacher: “What two words do you hear when I say starfish?” Child: “Star” and “fish.”) <p>See for example:</p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: <i>Thunderstorm is a special kind of word called a compound word. What two words do you hear in the word thunderstorm?</i>; Extended Play: Challenge children to be curious as you play Weather-Word Picture Clues. Explain that you will think of a weather-related word that is also a compound word. Tell children that you will quickly draw each part of the weather word. They will guess the two picture words and put them together. Weather-related compound words can include <i>sunglasses, snowball, sunlight, raincoat, and rainbow.</i></p> <p>T7: W1: Language 14–15 Day 1: Small Group: Challenge children to delete one word from a compound word. Guide children to understand that some words are compound words.</p> <p>T8: W4: Language 14–15 Day 1: Circle Time: Show children two words and have them put the words together and name the compound word. Use <i>class + room; hand + ful; and side + walk.</i></p>
<p>PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</p> <p>The child may:</p> <ul style="list-style-type: none"> take compound word picture cards apart by deleting either the first or second part and stating the word that is left (e.g., “sunflower” - “sun” = “flower”) create a compound word by adding a word to the given word (e.g., A teacher might point to a picture and ask, “What is a compound word that has the word rain in it?” and the child would respond with “rainbow” or “raincoat”) play with words to make different compound words (e.g., If the child has the word “basketball” and substitutes a picture of a basket with a picture of a foot, they now created the word “football”) use movements to represent manipulation of combining words to make a compound word (e.g., using one hand to represent “rain” and the other hand to represent “coat,” clapping together to make “raincoat”) 	<p>PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</p> <p>The child may:</p> <ul style="list-style-type: none"> take compound word picture cards apart by deleting either the first or second part and stating the word that is left (e.g., “sunflower” - “sun” = “flower”) create a compound word by adding a word to the given word (e.g., A teacher might point to a picture and ask, “What is a compound word that has the word rain in it?” and the child would respond with “rainbow” or “raincoat”) play with words to make different compound words (e.g., If the child has the word “basketball” and substitutes a picture of a basket with a picture of a foot, they now created the word “football”) use movements to represent manipulation of combining words to make a compound word (e.g., using one hand to represent “rain” and the other hand to represent “coat,” clapping together to make “raincoat”) <p>See for example:</p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: <i>Thunderstorm is a special kind of word called a compound word. What two words do you hear in the word thunderstorm?</i>; Extended Play: Challenge children to be curious as you play Weather-Word Picture Clues. Explain that you will think of a weather-related word that is also a compound word. Tell children that you will quickly draw each part of the weather word. They will guess the two picture words and put them together. Weather-related compound words can include <i>sunglasses, snowball, sunlight, raincoat, and rainbow.</i></p> <p>T7: W1: Language 14–15 Day 1: Small Group: Challenge children to delete one word from a compound word. Guide children to understand that some words are compound words.</p> <p>T8: W4: Language 14–15 Day 1: Circle Time: Show children two words and have them put the words together and name the compound word. Use <i>class + room; hand + ful; and side + walk.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a segmented word by blending the syllables together (e.g., teacher says, /dī/-/nō/-/saur/ and the child says “dinosaur”) provide the second syllable when the teacher holds up a picture and says the first syllable of the word (e.g., teacher holds up a picture of a bucket and says “buck”; the child finishes the word by saying “et”= “bucket”). clap, tap, or jump for each syllable in a familiar word (up to three syllables) identify the number of syllables in own name or a peer’s name sort picture cards or objects based on the number of syllables in the word 	<p>PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a segmented word by blending the syllables together (e.g., teacher says, /dī/-/nō/-/saur/ and the child says “dinosaur”) provide the second syllable when the teacher holds up a picture and says the first syllable of the word (e.g., teacher holds up a picture of a bucket and says “buck”; the child finishes the word by saying “et”= “bucket”). clap, tap, or jump for each syllable in a familiar word (up to three syllables) identify the number of syllables in own name or a peer’s name sort picture cards or objects based on the number of syllables in the word <p>See for example:</p> <p>T5: W2: Math 28–29 Day 1: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of market? How many syllables are in the word market?</i></p> <p>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.</p> <p>T7: W2: Literacy 34–35 Day 4: Circle Time: Together, clap syllables in words that focus on actions: <i>splashing, jumping, chasing, stomping, and changing</i>. Then blend syllables, for example: <i>splash-ing, splashing</i>.</p> <p>T8: W4: Literacy 60–61 Day 3: Story Time: <i>Today we are going to reread the book The Greatest Adventure by Tony Piedra. Let’s say the name of the book together, The Greatest Adventure. The word adventure has three syllables or parts. Let’s clap as we say each part of the word, ad-ven-ture.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.6 Child identifies rhyming words.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or objects that rhyme • give a thumbs up if two words rhyme or thumbs down if they do not • state which word does not rhyme when listening to a list of three words within a story • identify the words that rhyme in a nursery rhyme, poem, or book • generate real or nonsense words that rhyme with a given word • listen to two words that rhyme and produce a third word (real or nonsense) that rhymes with the pair 	<p>PK4.III.B.6 Child identifies rhyming words.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or objects that rhyme • give a thumbs up if two words rhyme or thumbs down if they do not • state which word does not rhyme when listening to a list of three words within a story • identify the words that rhyme in a nursery rhyme, poem, or book • generate real or nonsense words that rhyme with a given word • listen to two words that rhyme and produce a third word (real or nonsense) that rhymes with the pair <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>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.</p> <p>T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity.</p> <p>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 begin with the same sound as other words.</p> <p>T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>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.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff, and Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff, and Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p> <p>The child may:</p> <ul style="list-style-type: none"> pair pictures or sort objects into groups by beginning sound identify words in rhyming songs that begin with the same sounds make silly phrases by changing the beginning sounds of all words to have the same sound (e.g., “Mappy Mirthday Moo Moo”) play name games (e.g., producing a word that begins with same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando) listen to two sentences within a story and identify which sentence has alliteration in it 	<p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p> <p>The child may:</p> <ul style="list-style-type: none"> pair pictures or sort objects into groups by beginning sound identify words in rhyming songs that begin with the same sounds make silly phrases by changing the beginning sounds of all words to have the same sound (e.g., “Mappy Mirthday Moo Moo”) play name games (e.g., producing a word that begins with same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando) listen to two sentences within a story and identify which sentence has alliteration in it <p>See for example:</p> <p>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 begin with the same sound as other words.</p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>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></p> <p>T8: W2: Literacy 28–29 Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.</p>
<p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a word that is segmented by onset-rime (e.g., if the teacher says /b/+ark/ then child will say “bark”) select the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says /r/+ug/, child selects the picture of the rug) look at a picture of an animal and when the teacher says the onset, the child finishes the word by saying the rime (e.g., if the teacher says /t/ the child says /oad/) 	<p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a word that is segmented by onset-rime (e.g., if the teacher says /b/+ark/ then child will say “bark”) select the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says /r/+ug/, child selects the picture of the rug) look at a picture of an animal and when the teacher says the onset, the child finishes the word by saying the rime (e.g., if the teacher says /t/ the child says /oad/) <p>See for example:</p> <p>T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T6: W3: Literacy 44–45 Day 2: Story Time: <i>Look at the letters in the word red. What is the first letter? What sound does the letter r make? What is the second letter? What sound does the letter e make? What is the last letter? What sound does the letter d make? Let’s put the sounds together to read the word! (red)</i></p> <p>T7: W3: Literacy 42–43 Day 1: Story Time: <i>Listen as I say an onset and rime: /l/ /ot/. Can you blend these sounds to make a word? What word can you make? Repeat with pan, pot, bin, and cup.</i></p> <p>T1: W2: Math 28–29 Day 1: Independent Centers: ABC Center: <i>What sound do you hear at the beginning of duck? What does the rest of the word sound like? Let’s say the whole word together: duck.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</p> <p>The child may:</p> <ul style="list-style-type: none"> • watch an adult say a word segmented by phonemes, tapping a dot for each phoneme, and correctly identify the word by naming it or pointing to a picture/object that matches (e.g., teacher says, /b/- ð/-/x/ and child points to a box or says “box”) • pull down a chip for each phoneme they hear, when the teacher says a word segmented by phonemes • select a picture or an object and uses sound boxes or gestures to accurately segment the word by phoneme (e.g., child points to a hat and says /h/-/ ä/-/t/) 	<p>PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</p> <p>The child may:</p> <ul style="list-style-type: none"> • watch an adult say a word segmented by phonemes, tapping a dot for each phoneme, and correctly identify the word by naming it or pointing to a picture/object that matches (e.g., teacher says, /b/- ð/-/x/ and child points to a box or says “box”) • pull down a chip for each phoneme they hear, when the teacher says a word segmented by phonemes • select a picture or an object and uses sound boxes or gestures to accurately segment the word by phoneme (e.g., child points to a hat and says /h/-/ ä/-/t/) <p>See for example:</p> <p>T6: W2: Literacy 28–29</p> <p>Day 1: Story Time: <i>Uh-oh! I see a fox. Listen as I say the sounds in the word fox: /f/ /o/ /ks/. Now say the sounds and the word with me, /f/ /o/ /ks/, fox.</i></p> <p>T6: W2: Literacy 32–33</p> <p>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.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Phonological Awareness PK3

PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.

The child may:

- identify a word that changes in a sentence (e.g., If the two sentences are: "The cat sat." and "The rat sat." the child will recognize that the word "cat" was replaced with "rat")
- clap (or do some other type of action like tapping, stomping, jumping, or holding up a finger) to represent each individual word in a spoken sentence
- count the number of words in a sentence
- repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken
- change a word used in a sentence to make a new sentence (e.g., "Carlos plays with friends." becomes "Kevaeh plays friends." or "Carlos plays with toys.")

PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.

The child may:

- identify a word that changes in a sentence (e.g., If the two sentences are: "The cat sat." and "The rat sat." the child will recognize that the word "cat" was replaced with "rat")
- clap (or do some other type of action like tapping, stomping, jumping, or holding up a finger) to represent each individual word in a spoken sentence
- count the number of words in a sentence
- repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken
- change a word used in a sentence to make a new sentence (e.g., "Carlos plays with friends." becomes "Kevaeh plays friends." or "Carlos plays with toys.")

See for example:

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.

T5: W2: Literacy 32–33

Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.

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: W3: Language 46–47

Day 3: Independent Centers: ABC Center: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.</p> <p>The child may:</p> <ul style="list-style-type: none"> during a rhyming game, demonstrate the difference between a “bat” (e.g., makes a swinging motion) and a “pat” (e.g., pats top of head) point to the appropriate picture when prompted (e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken) discriminate between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/) 	<p>PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.</p> <p>The child may:</p> <ul style="list-style-type: none"> during a rhyming game, demonstrate the difference between a “bat” (e.g., makes a swinging motion) and a “pat” (e.g., pats top of head) point to the appropriate picture when prompted (e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken) discriminate between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/) <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>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.</p> <p>T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity.</p> <p>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 begin with the same sound as other words.</p> <p>T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>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.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff, and Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff, and Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.B.3 Child recognizes the individual words in a compound word.</p> <p>The child may:</p> <ul style="list-style-type: none"> blend two words together to create a new compound word (e.g., Teacher: “If I say the words sun and flower what compound word can you make?” Child: “Sunflower.”) use picture cards to create compound words make compound words by responding with a second part of the word after the teacher has provided the first part (e.g., Teacher: “What word can I add to “rain” to make a compound word?” Child: “Bow so you get rainbow.” or “Drop so you get raindrop.”) segment a compound word by separating and naming the two smaller words that make up the compound word (e.g., Teacher: “What two words do you hear when I say starfish?” Child: “Star” and “fish.”) 	<p>PK3.III.B.3 Child recognizes the individual words in a compound word.</p> <p>The child may:</p> <ul style="list-style-type: none"> blend two words together to create a new compound word (e.g., Teacher: “If I say the words sun and flower what compound word can you make?” Child: “Sunflower.”) use picture cards to create compound words make compound words by responding with a second part of the word after the teacher has provided the first part (e.g., Teacher: “What word can I add to “rain” to make a compound word?” Child: “Bow so you get rainbow.” or “Drop so you get raindrop.”) segment a compound word by separating and naming the two smaller words that make up the compound word (e.g., Teacher: “What two words do you hear when I say starfish?” Child: “Star” and “fish.”) <p>See for example:</p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: Discuss with students: <i>Thunderstorm is a special kind of word called a compound word. What two words do you hear in the word thunderstorm?</i>; Extended Play: Challenge children to be curious as you play Weather-Word Picture Clues. Explain that you will think of a weather-related word that is also a compound word. Tell children that you will quickly draw each part of the weather word. They will guess the two picture words and put them together. Weather-related compound words can include <i>sunglasses</i>, <i>snowball</i>, <i>sunlight</i>, <i>raincoat</i>, and <i>rainbow</i>.</p> <p>T7: W1: Language 14–15 Day 1: Small Group: Challenge children to delete one word from a compound word. Guide children to understand that some words are compound words.</p> <p>T8: W4: Language 14–15 Day 1: Circle Time: Show children two words and have them put the words together and name the compound word. Use <i>class + room</i>; <i>hand + ful</i>; and <i>side + walk</i>.</p>
<p>PK3.III.B.5 Child participates in oral syllabication activities.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a segmented word by blending the syllables together (e.g., teacher says, /dī/-/nō/-/saur/ and the child says “dinosaur”) provide the second syllable when the teacher holds up a picture and says the first syllable of the word (e.g., teacher holds up a picture of a bucket and says “buck”; the child finishes the word by saying “et”= “bucket”). clap, tap, or jump for each syllable in a familiar word (up to three syllables) identify the number of syllables in own name or a peer’s name sort picture cards or objects based on the number of syllables in the word 	<p>PK3.III.B.5 Child participates in oral syllabication activities.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify a segmented word by blending the syllables together (e.g., teacher says, /dī/-/nō/-/saur/ and the child says “dinosaur”) provide the second syllable when the teacher holds up a picture and says the first syllable of the word (e.g., teacher holds up a picture of a bucket and says “buck”; the child finishes the word by saying “et”= “bucket”). clap, tap, or jump for each syllable in a familiar word (up to three syllables) identify the number of syllables in own name or a peer’s name sort picture cards or objects based on the number of syllables in the word <p>See for example:</p> <p>T5: W2: Math 28–29 Day 1: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of market? How many syllables are in the word market?</i></p> <p>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.</p> <p>T7: W2: Literacy 34–35 Day 4: Circle Time: Together, clap syllables in words that focus on actions: <i>splashing</i>, <i>jumping</i>, <i>chasing</i>, <i>stomping</i>, and <i>changing</i>. Then blend syllables, for example: <i>splash-ing</i>, <i>splashing</i>.</p> <p>T8: W4: Literacy 60–61 Day 3: Story Time: <i>Today we are going to reread the book The Greatest Adventure by Tony Piedra. Let’s say the name of the book together, The Greatest Adventure. The word adventure has three syllables or parts. Let’s clap as we say each part of the word, ad-ven-ture.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or objects that rhyme • give a thumbs up if two words rhyme or thumbs down if they do not • state which word does not rhyme when listening to a list of three words within a story • identify the words that rhyme in a nursery rhyme, poem, or book • generate real or nonsense words that rhyme with a given word • listen to two words that rhyme and produce a third word (real or nonsense) that rhymes with the pair 	<p>PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or objects that rhyme • give a thumbs up if two words rhyme or thumbs down if they do not • state which word does not rhyme when listening to a list of three words within a story • identify the words that rhyme in a nursery rhyme, poem, or book • generate real or nonsense words that rhyme with a given word • listen to two words that rhyme and produce a third word (real or nonsense) that rhymes with the pair <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>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.</p> <p>T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity.</p> <p>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 begin with the same sound as other words.</p> <p>T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>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.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff, and Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff, and Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or sort objects into groups by beginning sound • identify words in rhyming songs that begin with the same sounds • make silly phrases by changing the beginning sounds of all words to have the same sound (e.g., “Mappy Mirthday Moo Moo”) • play name games (e.g., producing a word that begins with same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando) • listen to two sentences within a story and identify which sentence has alliteration in it 	<p>PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.</p> <p>The child may:</p> <ul style="list-style-type: none"> • pair pictures or sort objects into groups by beginning sound • identify words in rhyming songs that begin with the same sounds • make silly phrases by changing the beginning sounds of all words to have the same sound (e.g., “Mappy Mirthday Moo Moo”) • play name games (e.g., producing a word that begins with same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando) • listen to two sentences within a story and identify which sentence has alliteration in it <p>See for example:</p> <p>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 begin with the same sound as other words.</p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>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></p> <p>T8: W2: Literacy 28–29 Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.</p>
<p>PK3.III.B.8 Child participates in onset-rime blending activities (in English only).</p> <p>The child may:</p> <ul style="list-style-type: none"> • identify a word that is segmented by onset-rime (e.g., if the teacher says /b/+ark/ then child will say “bark”) • select the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says /r/+ug/, child selects the picture of the rug) • look at a picture of an animal and when the teacher says the onset, the child finishes the word by saying the rime (e.g., if the teacher says /t/ the child says /oad/) 	<p>PK3.III.B.8 Child participates in onset-rime blending activities (in English only).</p> <p>The child may:</p> <ul style="list-style-type: none"> • identify a word that is segmented by onset-rime (e.g., if the teacher says /b/+ark/ then child will say “bark”) • select the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says /r/+ug/, child selects the picture of the rug) • look at a picture of an animal and when the teacher says the onset, the child finishes the word by saying the rime (e.g., if the teacher says /t/ the child says /oad/) <p>See for example:</p> <p>T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T6: W3: Literacy 44–45 Day 2: Story Time: <i>Look at the letters in the word red. What is the first letter? What sound does the letter r make? What is the second letter? What sound does the letter e make? What is the last letter? What sound does the letter d make? Let’s put the sounds together to read the word! (red)</i></p> <p>T7: W3: Literacy 42–43 Day 1: Story Time: <i>Listen as I say an onset and rime: /l/ /ot/. Can you blend these sounds to make a word? What word can you make? Repeat with pan, pot, bin, and cup.</i></p> <p>T1: W2: Math 28–29 Day 1: Independent Centers: ABC Center: <i>What sound do you hear at the beginning of duck? What does the rest of the word sound like? Let’s say the whole word together: duck.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Alphabet Knowledge PK4

PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling 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).

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).

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.

PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

The child may:

- name letters on name cards, posters, books, and signs around the room
- identify specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.)
- recognize the letters in their own name (e.g., "If your name starts with _____, please stand up." or "If you have a _____ in your name, touch your nose.")
- match upper and lowercase letters, while recalling the name of the letters
- participate in letter recognition games or activities (e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)

PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

The child may:

- name letters on name cards, posters, books, and signs around the room
- identify specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.)
- recognize the letters in their own name (e.g., "If your name starts with _____, please stand up." or "If you have a _____ in your name, touch your nose.")
- match upper and lowercase letters, while recalling the name of the letters
- participate in letter recognition games or activities (e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)

See for example:

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

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.

T1: W4: Literacy 56–57

Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet *Aa, Bb* Activity.

T2: W1: Literacy 14–15

Day 1: Circle Time: Focus on the Alphabet; Small Group: Read *Cat Has a Cake* and *Dinosaurs Can* in the Alphabet *Cc, Dd* Activity.

T2: W3: Literacy 42–43

Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet *Gg, Hh* Activity.

T3: W1: Literacy 14–15

Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet *Kk, Ll* Activity.

T4: W3: Literacy 42–43, 44–45

Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet *Ww, Xx* Activity.

Day 2: Small Group: Alphabet Problem Solving.

T5: W4: Literacy 56–57

Day 1: Circle Time: Review the letters *Nn, Rr*, and *Xx*; Small Group: Help children practice letter-sound correspondence focusing on the letters *Nn, Rr*, and *Xx*.

T6: W4: Literacy 56–57

Day 1: Circle Time: Review the letters *Ss, Ff*, and *Pp*; Small Group: Help children identify the letters *Ss, Ff*, and *Pp* and sort words by initial letter sound.

T7: W2: Literacy 28–29

Day 1: Circle Time: Review the letters *Hh, Oo*, and *Bb*; Small Group: Help children recognize and make the sounds of the letters *Hh, Oo*, and *Bb*.

T8: W3: Language 44–45

Day 2: Independent Centers: ABC Center: *Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>The child may:</p> <ul style="list-style-type: none"> match a letter to the picture that begins with the corresponding letter sound identify the letter that corresponds with a specific letter sound (e.g., “I am thinking of a letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?”) point to the letter that matches the sound heard when shown 2-4 letters categorize objects or pictures by beginning sounds, matching the sound to the printed letter 	<p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>The child may:</p> <ul style="list-style-type: none"> match a letter to the picture that begins with the corresponding letter sound identify the letter that corresponds with a specific letter sound (e.g., “I am thinking of a letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?”) point to the letter that matches the sound heard when shown 2-4 letters categorize objects or pictures by beginning sounds, matching the sound to the printed letter <p>See for example:</p> <p>T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>.</p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Talk about the alphabet (letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>; Show children how to make an insect for the letter <i>I</i> and identify the letters <i>i</i>, <i>n</i>, and <i>c</i> in the word <i>insect</i>.</p> <p>T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>.</p> <p>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>
<p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the correct sound when shown a letter or given a letter name make the correct letter sound while pointing to a letter in a book or on a poster produce the sound of each letter in their name as they write each letter say the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat) 	<p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the correct sound when shown a letter or given a letter name make the correct letter sound while pointing to a letter in a book or on a poster produce the sound of each letter in their name as they write each letter say the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat) <p>See for example:</p> <p>T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>.</p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Talk about the alphabet (letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>; Show children how to make an insect for the letter <i>I</i> and identify the letters <i>i</i>, <i>n</i>, and <i>c</i> in the word <i>insect</i>.</p> <p>T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Alphabet Knowledge PK3

PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).

The child may:

- name letters on name cards, posters, books, and signs around the room
- identify specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.)
- recognize the letters in their own name (e.g., "If your name starts with _____, please stand up." or "If you have a _____ in your name, touch your nose.")
- match upper and lowercase letters, while recalling the name of the letters
- participate in letter recognition games or activities (e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)

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The child may:

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- identify specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.)
- recognize the letters in their own name (e.g., "If your name starts with _____, please stand up." or "If you have a _____ in your name, touch your nose.")
- match upper and lowercase letters, while recalling the name of the letters
- participate in letter recognition games or activities (e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)

See for example:

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

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.

T1: W4: Literacy 56–57

Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity.

T2: W1: Literacy 14–15

Day 1: Circle Time: Focus on the Alphabet; Small Group: Read *Cat Has a Cake* and *Dinosaurs Can* in the Alphabet Cc, Dd Activity.

T2: W3: Literacy 42–43

Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Gg, Hh Activity.

T3: W1: Literacy 14–15

Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Kk, Ll Activity.

T4: W3: Literacy 42–43, 44–45

Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Ww, Xx Activity.

Day 2: Small Group: Alphabet Problem Solving.

T5: W4: Literacy 56–57

Day 1: Circle Time: Review the letters Nn, Rr, and Xx; Small Group: Help children practice letter-sound correspondence focusing on the letters Nn, Rr, and Xx.

T6: W4: Literacy 56–57

Day 1: Circle Time: Review the letters Ss, Ff, and Pp; Small Group: Help children identify the letters Ss, Ff, and Pp and sort words by initial letter sound.

T7: W2: Literacy 28–29

Day 1: Circle Time: Review the letters Hh, Oo, and Bb; Small Group: Help children recognize and make the sounds of the letters Hh, Oo, and Bb.

T8: W3: Language 44–45

Day 2: Independent Centers: ABC Center: *Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</p> <p>The child may:</p> <ul style="list-style-type: none"> match a letter to the picture that begins with the corresponding letter sound identify the letter that corresponds with a specific letter sound (e.g., “I am thinking of a letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?”) point to the letter that matches the sound heard when shown 2-4 letters categorize objects or pictures by beginning sounds, matching the sound to the printed letter 	<p>PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</p> <p>The child may:</p> <ul style="list-style-type: none"> match a letter to the picture that begins with the corresponding letter sound identify the letter that corresponds with a specific letter sound (e.g., “I am thinking of a letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?”) point to the letter that matches the sound heard when shown 2-4 letters categorize objects or pictures by beginning sounds, matching the sound to the printed letter <p>See for example:</p> <p>T1: W2: Literacy 28–29 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.</p> <p>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.</p> <p>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?</i></p>
<p>PK3.III.C.3 Child produces the correct sound for the first letter of his name.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the correct sound when shown a letter or given a letter name make the correct letter sound while pointing to a letter in a book or on a poster produce the sound of each letter in their name as they write each letter say the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat) 	<p>PK3.III.C.3 Child produces the correct sound for the first letter of his name.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the correct sound when shown a letter or given a letter name make the correct letter sound while pointing to a letter in a book or on a poster produce the sound of each letter in their name as they write each letter say the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat) <p>See for example:</p> <p>T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>.</p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Talk about the alphabet (letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc</i>, <i>Ii</i>, and <i>Nn</i>; Show children how to make an insect for the letter <i>I</i> and identify the letters <i>I</i>, <i>n</i>, and <i>c</i> in the word <i>insect</i>.</p> <p>T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
D. Comprehension of Text PK4	
	<p>Act It Out is one of the small-group activities provided throughout the program to provide support for 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>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 groups, students are prompted to respond to read-alouds through writing, drawing, or storytelling.</p>
<p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in acting out a familiar story in whole group and small group settings retell the main events of a story in sequence use the pictures in the books to recall what is happening in the story organize pictures to represent the accurate sequence of events in a story read aloud recall characters, setting, and main idea of a story read aloud 	<p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in acting out a familiar story in whole group and small group settings retell the main events of a story in sequence use the pictures in the books to recall what is happening in the story organize pictures to represent the accurate sequence of events in a story read aloud recall characters, setting, and main idea of a story read aloud <p>See for example:</p> <p>T1: W2: Math 40–41 Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W2: Literacy 36–37 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 Day 5: Circle Time: Act It Out.</p> <p>T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>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.</p> <p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i> Small Group: Recall details with the Let's Talk About Cats Activity.</p> <p>T5: W1: Language 18–19, 22–23 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 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65 Day 5: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out.</p> <p>T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself.</p> <p>T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>The child may:</p> <ul style="list-style-type: none"> • relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character's trip to the zoo) • describe how to do something learned from reading a book • reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants) • use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, "My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.") 	<p>PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>The child may:</p> <ul style="list-style-type: none"> • relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character's trip to the zoo) • describe how to do something learned from reading a book • reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants) • use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, "My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.") <p>See for example:</p> <p>T1: W1: Language 15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: 30–31, 32–33 Concept Question: <i>How do we talk about and manage our feelings?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>T2: W2: Language 30–31 Day 2: 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.</p> <p>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></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: W2: Language 30–31 Day 2: Small Group: Sort clothing in the Planning for Weather Activity.</p> <p>T3: W3: Math 46–47 Day 3: Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask and answer questions about the story details and events ask and answer questions about the characters or actions within a story ask and answer questions about information learned from a text 	<p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask and answer questions about the story details and events ask and answer questions about the characters or actions within a story ask and answer questions about information learned from a text <p>See 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.</p> <p>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.</p> <p>T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let's Talk About Cats Activity.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the 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>T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; 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: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; 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.</p>
<p>PK4.III.D.4 Child makes inferences and predictions about a text.</p> <p>The child may:</p> <ul style="list-style-type: none"> actively participate while being read to by predicting what might happen next in the story predict what might happen in a book based on the cover or title of the book or by doing a picture walk prior to reading a story use illustrations to make inferences about how a character might feel or consider why a character acted in a certain way discuss how the story might change if it had different characters, a changed setting, or an alternate ending tell what might happen next if the story continued 	<p>PK4.III.D.4 Child makes inferences and predictions about a text.</p> <p>The child may:</p> <ul style="list-style-type: none"> actively participate while being read to by predicting what might happen next in the story predict what might happen in a book based on the cover or title of the book or by doing a picture walk prior to reading a story use illustrations to make inferences about how a character might feel or consider why a character acted in a certain way discuss how the story might change if it had different characters, a changed setting, or an alternate ending tell what might happen next if the story continued <p>See for example:</p> <p>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.</p> <p>T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Comprehension of Text PK3

PK3.III.D.1 Child re-enacts a story after it has been read aloud.

The child may:

- participate in acting out a familiar story in whole group and small group settings
- retell the main events of a story in sequence
- use the pictures in the books to recall what is happening in the story
- organize pictures to represent the accurate sequence of events in a story read aloud
- recall characters, setting, and main idea of a story read aloud

PK3.III.D.1 Child re-enacts a story after it has been read aloud.

The child may:

- participate in acting out a familiar story in whole group and small group settings
- retell the main events of a story in sequence
- use the pictures in the books to recall what is happening in the story
- organize pictures to represent the accurate sequence of events in a story read aloud
- recall characters, setting, and main idea of a story read aloud

See for example:

T1: W2: Math 40–41

Day 5: Story Time: Read and retell the story interactively, focusing on emotions.

T1: W2: Literacy 36–37

Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest.

T1: W2: Math 36–37

Day 5: Circle Time: Act It Out.

T2: W2: Language 32–33

Day 3: Small Group: Act and dance with the Act It Out Activity.

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.

T4: W4: Language 60–61

Day 3: Story Time: Revisit *I Am a Cat* and ask the Guiding Question: *How are some cats different from others?*
Small Group: Recall details with the Let's Talk About Cats Activity.

T5: W1: Language 18–19, 22–23

Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: *What does our brain do?*
Small Group: Recall information and vocabulary with the More Parts of the Body Activity.

Day 5: Circle Time: Act It Out: Body Parts.

T5: W4: Language 64–65

Day 5: Act It Out: Red Light, Green Light.

T5: W4: Literacy 64–65

Day 5: Circle Time: Act It Out.

T6: W1: Literacy 50–51

Day 5: Circle Time: Act It Out: Name Animals.

T6: W3: Literacy 22–23

Day 5: Circle Time: Act It Out: I Like This!

T6: W2: Language 36–37

Day 5: Circle Time: Act It Out: Express Yourself.

T6: W4: Language 64–65

Day 5: Circle Time: Act It Out: Imaginary House.

T6: W4: Math 64–65

Day 5: Story Time: Revisit and retell interactively, focusing on measurement.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.D.2 Child makes personal connections to books read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character's trip to the zoo) describe how to do something learned from reading a book reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants) use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, "My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.") 	<p>PK3.III.D.2 Child makes personal connections to books read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character's trip to the zoo) describe how to do something learned from reading a book reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants) use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, "My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.") <p>See for example:</p> <p>T1: W1: Language 15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: 30–31, 32–33 Concept Question: <i>How do we talk about and manage our feelings?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>T2: W2: Language 30–31 Day 2: 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.</p> <p>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></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: W2: Language 30–31 Day 2: Small Group: Sort clothing in the Planning for Weather Activity.</p> <p>T3: W3: Math 46–47 Day 3: Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask and answer questions about the story details and events ask and answer questions about the characters or actions within a story ask and answer questions about information learned from a text 	<p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask and answer questions about the story details and events ask and answer questions about the characters or actions within a story ask and answer questions about information learned from a text <p>See 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.</p> <p>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.</p> <p>T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let's Talk About Cats Activity.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the 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>T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; 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: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; 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.</p>
<p>PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p> <p>The child may:</p> <ul style="list-style-type: none"> actively participate while being read to by predicting what might happen next in the story predict what might happen in a book based on the cover or title of the book or by doing a picture walk prior to reading a story use illustrations to make inferences about how a character might feel or consider why a character acted in a certain way discuss how the story might change if it had different characters, a changed setting, or an alternate ending tell what might happen next if the story continued 	<p>PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p> <p>The child may:</p> <ul style="list-style-type: none"> actively participate while being read to by predicting what might happen next in the story predict what might happen in a book based on the cover or title of the book or by doing a picture walk prior to reading a story use illustrations to make inferences about how a character might feel or consider why a character acted in a certain way discuss how the story might change if it had different characters, a changed setting, or an alternate ending tell what might happen next if the story continued <p>See for example:</p> <p>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.</p> <p>T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
E. Concepts of Print PK4	
	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling 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>PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to the print or pictures in a book when prompted point to specific letters within a word when prompted use a pointer or highlighting tape to identify a letter or word when prompted sort letters, words, and pictures into their corresponding categories 	<p>PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to the print or pictures in a book when prompted point to specific letters within a word when prompted use a pointer or highlighting tape to identify a letter or word when prompted sort letters, words, and pictures into their corresponding categories <p>See for example:</p> <p>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.</p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p> <p>T6: W2: Language 34–35 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>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p>
<p>PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly turn the pages in a book from beginning to end imitate reading behaviors (e.g., moving top to bottom and left to right; return sweep, etc.) on charts, lists, and big books use a pointer or finger to track print in big books or enlarged text as the teacher is reading accurately model left-to-right directionality when reading labels around the room (e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child) 	<p>PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly turn the pages in a book from beginning to end imitate reading behaviors (e.g., moving top to bottom and left to right; return sweep, etc.) on charts, lists, and big books use a pointer or finger to track print in big books or enlarged text as the teacher is reading accurately model left-to-right directionality when reading labels around the room (e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child) <p>See for example:</p> <p>T3: W1: Literacy 18–19 Day 3: Small Group: Discuss how to hold and care for books.</p> <p>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></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to or name a period at the end of a sentence recognize different types of punctuation (e.g., period, question mark, exclamation) even if they don't understand the purpose of each kind write name with the correct case (e.g., capital letter at the beginning of the name and lowercase letters for the rest) recognize that the first letter in a name is capitalized recognize that the first word in a sentence is capitalized 	<p>PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to or name a period at the end of a sentence recognize different types of punctuation (e.g., period, question mark, exclamation) even if they don't understand the purpose of each kind write name with the correct case (e.g., capital letter at the beginning of the name and lowercase letters for the rest) recognize that the first letter in a name is capitalized recognize that the first word in a sentence is capitalized <p>See for example:</p> <p>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.</p> <p>T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i></p> <p>T4: W2: Literacy 34–35 Day 4: Independent Centers: 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></p> <p>T5: W2: Language 32–33 Day 3: Story Time: Point to the period after “chores.” <i>What is this little dot at the end of this line in the book? What is it for?</i></p> <p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
E. Concepts of Print PK3	
<p>PK3.III.E.1 Child can distinguish between pictures and print.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to the print or pictures in a book when prompted point to specific letters within a word when prompted use a pointer or highlighting tape to identify a letter or word when prompted sort letters, words, and pictures into their corresponding categories 	<p>PK3.III.E.1 Child can distinguish between pictures and print.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to the print or pictures in a book when prompted point to specific letters within a word when prompted use a pointer or highlighting tape to identify a letter or word when prompted sort letters, words, and pictures into their corresponding categories <p>See for example:</p> <p>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.</p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p> <p>T6: W2: Language 34–35 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>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p>
<p>PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly turn the pages in a book from beginning to end imitate reading behaviors (e.g., moving top to bottom and left to right; return sweep, etc.) on charts, lists, and big books use a pointer or finger to track print in big books or enlarged text as the teacher is reading accurately model left-to-right directionality when reading labels around the room (e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child) 	<p>PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</p> <p>The child may:</p> <ul style="list-style-type: none"> correctly turn the pages in a book from beginning to end imitate reading behaviors (e.g., moving top to bottom and left to right; return sweep, etc.) on charts, lists, and big books use a pointer or finger to track print in big books or enlarged text as the teacher is reading accurately model left-to-right directionality when reading labels around the room (e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child) <p>See for example:</p> <p>T3: W1: Literacy 18–19 Day 3: Small Group: Discuss how to hold and care for books.</p> <p>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></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</p> <p>The child may:</p> <ul style="list-style-type: none"> point to or name a period at the end of a sentence recognize different types of punctuation (e.g., period, question mark, exclamation) even if they don't understand the purpose of each kind write name with the correct case (e.g., capital letter at the beginning of the name and lowercase letters for the rest) recognize that the first letter in a name is capitalized recognize that the first word in a sentence is capitalized 	<p>PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</p> <p>The child may:</p> <ul style="list-style-type: none"> point to or name a period at the end of a sentence recognize different types of punctuation (e.g., period, question mark, exclamation) even if they don't understand the purpose of each kind write name with the correct case (e.g., capital letter at the beginning of the name and lowercase letters for the rest) recognize that the first letter in a name is capitalized recognize that the first word in a sentence is capitalized <p>See for example:</p> <p>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.</p> <p>T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i></p> <p>T4: W2: Literacy 34–35 Day 4: Independent Centers: 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></p> <p>T5: W2: Language 32–33 Day 3: Story Time: Point to the period after “chores.” <i>What is this little dot at the end of this line in the book? What is it for?</i></p> <p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

IV. EMERGENT LITERACY: WRITING

PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling 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).

A. Motivation to Write PK4

PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

The child may:

- use letter-like shapes when writing or making labels in learning centers
- attempt to write letters to represent a word as a caption under a drawing and “reads” it to an adult or peer
- write a story or message using mock letters, symbols, or other marks and “read” it to the teacher
- label pictures to tell a story

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- attempt to write letters to represent a word as a caption under a drawing and “reads” it to an adult or peer
- write a story or message using mock letters, symbols, or other marks and “read” it to the teacher
- label pictures to tell a story

See for example:

T1: W2: Math 34–35

Day 4: Extended Play: Draw How You Feel.

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.

T3: W1: Literacy 18–19

Day 2: Independent Centers: Writer’s Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

T3: W3: Language 50–51

Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw and attempt to write to share a personal experience (e.g., petting the animals at the zoo or eating cake at a birthday party) draw and label pictures to tell a story use various writing utensils and types of paper to create personalized cards that include drawing and writing make labels, signs, or menus to contribute to learning centers, using many different types of writing utensils and paper use a journal or hand-made paper booklet to record ideas or write stories through drawings and writings 	<p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw and attempt to write to share a personal experience (e.g., petting the animals at the zoo or eating cake at a birthday party) draw and label pictures to tell a story use various writing utensils and types of paper to create personalized cards that include drawing and writing make labels, signs, or menus to contribute to learning centers, using many different types of writing utensils and paper use a journal or hand-made paper booklet to record ideas or write stories through drawings and writings <p>See for example:</p> <p>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.</p> <p>T1: W1: Literacy 22–23 Day 5: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Math 34–35 Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it; Creativity Station: Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>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></p> <p>T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>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></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Motivation to Write PK3

PK3.IV.A.1 Child engages in free-choice drawing and writing activities.

The child may:

- use letter-like shapes when writing or making labels in learning centers
- attempt to write letters to represent a word as a caption under a drawing and “reads” it to an adult or peer
- write a story or message using mock letters, symbols, or other marks and “read” it to the teacher
- label pictures to tell a story

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- write a story or message using mock letters, symbols, or other marks and “read” it to the teacher
- label pictures to tell a story

See for example:

T1: W2: Math 34–35

Day 4: Extended Play: Draw How You Feel.

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.

T3: W1: Literacy 18–19

Day 2: Independent Centers: Writer’s Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

T3: W3: Language 50–51

Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.

PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.

The child may:

- draw and attempt to write to share a personal experience (e.g., petting the animals at the zoo or eating cake at a birthday party)
- draw and label pictures to tell a story
- use various writing utensils and types of paper to create personalized cards that include drawing and writing
- make labels, signs, or menus to contribute to learning centers, using many different types of writing utensils and paper
- use a journal or hand-made paper booklet to record ideas or write stories through drawings and writings

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- use a journal or hand-made paper booklet to record ideas or write stories through drawings and writings

See for example:

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 22–23

Day 5: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

T1: W2: Math 34–35

Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: *Choose an emotion. Write about a time that you felt it; Creativity Station: Draw to show the difference between being scared and surprised.*

T1: W3: Literacy 50–51

Day 5: Independent Writing: Invite children to draw or write about someone in their own family.

T3: W1: Literacy 18–19

Day 2: Independent Centers: Writer’s Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

T3: W3: Language 50–51

Day 5: Writing: Invite children to draw or write about measuring different things in the classroom.

T7: W4: Literacy 58–59

Day 2: Independent Centers: Writer’s Corner: *Can you make a sign to remind people in your family to close the refrigerator door?*

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Writing as a Process PK4

PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

The child may:

- participate in brainstorming ideas for what to write about during a shared or interactive writing experience
- share the pen with the teacher to add pictures, letters, or familiar words during an interactive writing experience
- contribute relevant ideas to a shared writing activity

PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

The child may:

- participate in brainstorming ideas for what to write about during a shared or interactive writing experience
- share the pen with the teacher to add pictures, letters, or familiar words during an interactive writing experience
- contribute relevant ideas to a shared writing activity

See for example:

T3: W2: Literacy 30–31

Day 2: Shared Writing: Transcribe children's speech as they share which type of weather makes them curious.

T3: W3: Language 44–45, 50–51

Day 2: Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.

T4: W2: Language 34–35

Day 4: Independent Centers: Writer's Corner: *Think about what a pet needs. What could you write about it?*

T8: W4: Literacy 64–65

Day 3: Independent Centers: Writer's Corner: *Imagine three words that make you smile. Can you say or write them down?*

PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

The child may:

- contribute ideas for adding details to the drawings and words of a story
- share ideas for how to change the details (e.g., a character, the ending, the setting, etc.) of a piece of writing
- make suggestions for deleting parts of a piece of writing that do not belong
- notice when something that has been written doesn't make sense or sound right when read aloud (e.g., incorrect sequence, improper word usage, inaccurate tense, etc.)
- notice when there is incorrect punctuation or a need for punctuation and suggests a change in a piece of writing (some prompting may be needed)

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- notice when there is incorrect punctuation or a need for punctuation and suggests a change in a piece of writing (some prompting may be needed)

See for example:

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.

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.

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

Day 2: Circle Time: Share the Mind Builder **Persistence** and Focus on Vocabulary (**goals, solve problems**); Small Group: Talk about persisting with the We Will Persist! Activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</p> <p>The child may:</p> <ul style="list-style-type: none"> • read and answer questions about own writing (drawings, labels, and/or written representations of words) with an adult or peers • engage in rereading writing that has been developed collaboratively (e.g., shared and/or interactive writing experiences) • present individually written work to the class during share time • actively listen to peers while they share their experiences and respond appropriately (e.g., claps for peers, says “thank you for sharing”, waits turn, asks thoughtful questions about their peers’ work) 	<p>PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</p> <p>The child may:</p> <ul style="list-style-type: none"> • read and answer questions about own writing (drawings, labels, and/or written representations of words) with an adult or peers • engage in rereading writing that has been developed collaboratively (e.g., shared and/or interactive writing experiences) • present individually written work to the class during share time • actively listen to peers while they share their experiences and respond appropriately (e.g., claps for peers, says “thank you for sharing”, waits turn, asks thoughtful questions about their peers’ work) <p>See for example:</p> <p>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></p> <p>T2: W2: Literacy 32–33, 36–37 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. 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 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i></p> <p>T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i></p> <p>T8: W3: Language 42–43 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Writing as a Process PK3

PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.

The child may:

- participate in brainstorming ideas for what to write about during a shared or interactive writing experience
- share the pen with the teacher to add pictures, letters, or familiar words during an interactive writing experience
- contribute relevant ideas to a shared writing activity

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- contribute relevant ideas to a shared writing activity

See for example:

T3: W2: Literacy 30–31

Day 2: Shared Writing: Transcribe children's speech as they share which type of weather makes them curious.

T3: W3: Language 44–45, 50–51

Day 2: Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.

T4: W2: Language 34–35

Day 4: Independent Centers: Writer's Corner: *Think about what a pet needs. What could you write about it?*

T8: W4: Literacy 64–65

Day 3: Independent Centers: Writer's Corner: *Imagine three words that make you smile. Can you say or write them down?*

PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.

The child may:

- contribute ideas for adding details to the drawings and words of a story
- share ideas for how to change the details (e.g., a character, the ending, the setting, etc.) of a piece of writing
- make suggestions for deleting parts of a piece of writing that do not belong
- notice when something that has been written doesn't make sense or sound right when read aloud (e.g., incorrect sequence, improper word usage, inaccurate tense, etc.)
- notice when there is incorrect punctuation or a need for punctuation and suggests a change in a piece of writing (some prompting may be needed)

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- notice when there is incorrect punctuation or a need for punctuation and suggests a change in a piece of writing (some prompting may be needed)

See for example:

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.

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.

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

Day 2: Circle Time: Share the Mind Builder **Persistence** and Focus on Vocabulary (**goals, solve problems**); Small Group: Talk about persisting with the We Will Persist! Activity.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.IV.B.3 Child shares written products with others.</p> <p>The child may:</p> <ul style="list-style-type: none"> • read and answer questions about own writing (drawings, labels, and/or written representations of words) with an adult or peers • engage in rereading writing that has been developed collaboratively (e.g., shared and/or interactive writing experiences) • present individually written work to the class during share time • actively listen to peers while they share their experiences and respond appropriately (e.g., claps for peers, says “thank you for sharing”, waits turn, asks thoughtful questions about their peers’ work) 	<p>PK3.IV.B.3 Child shares written products with others.</p> <p>The child may:</p> <ul style="list-style-type: none"> • read and answer questions about own writing (drawings, labels, and/or written representations of words) with an adult or peers • engage in rereading writing that has been developed collaboratively (e.g., shared and/or interactive writing experiences) • present individually written work to the class during share time • actively listen to peers while they share their experiences and respond appropriately (e.g., claps for peers, says “thank you for sharing”, waits turn, asks thoughtful questions about their peers’ work) <p>See for example:</p> <p>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></p> <p>T2: W2: Literacy 32–33, 36–37 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. 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 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i></p> <p>T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i></p> <p>T8: W3: Language 42–43 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Conventions in Writing PK4

PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

The child may:

- correctly place letters from a name puzzle in order and then practice writing name on a white board
- copy or write name using sensory materials (e.g., on a “gel” bag, with shaving cream, or in sand)
- write first name from memory on attendance chart, center waiting lists, in journals, and on artwork
- sign name on letters or cards (e.g., thank you note to a visitor or a birthday card to a friend)

PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

The child may:

- correctly place letters from a name puzzle in order and then practice writing name on a white board
- copy or write name using sensory materials (e.g., on a “gel” bag, with shaving cream, or in sand)
- write first name from memory on attendance chart, center waiting lists, in journals, and on artwork
- sign name on letters or cards (e.g., thank you note to a visitor or a birthday card to a friend)

See for example:

T1: W2: Literacy 28–29

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.

T3: W4: Literacy 58–59

Day 2: Independent Centers: Writer’s Corner: *Show me how you write your name on my dry-erase board.*

T6: W4: Language 56–57

Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.

T8: W3: Language 44–45

Day 2: Independent Centers: ABC Center: *Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?*

PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

The child may:

- write known letters spontaneously to represent words when composing a message
- add labels to drawings, using one or two letters or letter strings to represent words
- write regularly in journals or blank books, using drawings, letter strings, or letters to represent words

PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

The child may:

- write known letters spontaneously to represent words when composing a message
- add labels to drawings, using one or two letters or letter strings to represent words
- write regularly in journals or blank books, using drawings, letter strings, or letters to represent words

See for example:

T3: W1: Literacy 18–19

Day 2: Independent Centers: Writer’s Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

T6: W3: Language 46–47

Day 3: Independent Centers: ABC Center: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

T8: W4: Literacy 64–65

Day 3: Independent Centers: Writer’s Corner: *Imagine three words that make you smile. Can you say or write them down?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use letter-like forms and actual letters to represent their name • use approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes miss the medial sounds • attempt to write complex words, using letters to represent the sounds heard (e.g., writes btl and says, “I wrote the word beautiful.”) • use letter walls or labels from around the room to correctly write familiar words 	<p>PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use letter-like forms and actual letters to represent their name • use approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes miss the medial sounds • attempt to write complex words, using letters to represent the sounds heard (e.g., writes btl and says, “I wrote the word beautiful.”) • use letter walls or labels from around the room to correctly write familiar words <p>See for example:</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>.</p> <p>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></p>
<p>PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p> <p>The child may:</p> <ul style="list-style-type: none"> • write a list starting at the top of the page and move downward accordingly • write starting on the left side of paper and progress to the right • write more or less in a horizontal line • write with the correct sweep to begin a second line of text (e.g., starting below the first line in a left to right direction) 	<p>PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p> <p>The child may:</p> <ul style="list-style-type: none"> • write a list starting at the top of the page and move downward accordingly • write starting on the left side of paper and progress to the right • write more or less in a horizontal line • write with the correct sweep to begin a second line of text (e.g., starting below the first line in a left to right direction) <p>See for example:</p> <p>T3: W2: Literacy 34–35 Day 4: Compose an informative text; share and celebrate written products; use top to bottom and left to right directionality when writing.</p> <p>T5: W4: Literacy 56–57 Day 1: Compose an informative text; share and celebrate written products; use top to bottom and left to right directionality when writing.</p>
<p>PK4.IV.C.5 Child begins to experiment with punctuation when writing.</p> <p>The child may:</p> <ul style="list-style-type: none"> • write and put punctuation at the end of the entire piece • write and put punctuation after each word or in sporadic places • correctly add missing punctuation to interactive and independent writing, with teacher prompting 	<p>PK4.IV.C.5 Child begins to experiment with punctuation when writing.</p> <p>The child may:</p> <ul style="list-style-type: none"> • write and put punctuation at the end of the entire piece • write and put punctuation after each word or in sporadic places • correctly add missing punctuation to interactive and independent writing, with teacher prompting <p>See for example:</p> <p>T4: W2: Literacy 34–35 Day 4: Begin to experiment with end punctuation.</p> <p>T7: W1: Language 20–21 Day 4: Begin to experiment with end punctuation.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Conventions in Writing PK3

PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).

The child may:

- correctly place letters from a name puzzle in order and then practice writing name on a white board
- copy or write name using sensory materials (e.g., on a “gel” bag, with shaving cream, or in sand)
- write first name from memory on attendance chart, center waiting lists, in journals, and on artwork
- sign name on letters or cards (e.g., thank you note to a visitor or a birthday card to a friend)

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The child may:

- correctly place letters from a name puzzle in order and then practice writing name on a white board
- copy or write name using sensory materials (e.g., on a “gel” bag, with shaving cream, or in sand)
- write first name from memory on attendance chart, center waiting lists, in journals, and on artwork
- sign name on letters or cards (e.g., thank you note to a visitor or a birthday card to a friend)

See for example:

T1: W2: Literacy 28–29

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.

T3: W4: Literacy 58–59

Day 2: Independent Centers: Writer’s Corner: *Show me how you write your name on my dry-erase board.*

T6: W4: Language 56–57

Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.

T8: W3: Language 44–45

Day 2: Independent Centers: ABC Center: *Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?*

PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.

The child may:

- write known letters spontaneously to represent words when composing a message
- add labels to drawings, using one or two letters or letter strings to represent words
- write regularly in journals or blank books, using drawings, letter strings or letters to represent words

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See for example:

T3: W1: Literacy 18–19

Day 2: Independent Centers: Writer’s Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

T6: W3: Language 46–47

Day 3: Independent Centers: ABC Center: *Find the letters i-s-h, then find letters to go before those letters to make a word.*

T8: W4: Literacy 64–65

Day 3: Independent Centers: Writer’s Corner: *Imagine three words that make you smile. Can you say or write them down?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.IV.C.3 Child begins to write using letter-like forms.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use letter-like forms and actual letters to represent their name • use approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes miss the medial sounds • attempt to write complex words, using letters to represent the sounds heard (e.g., writes btl and says, "I wrote the word beautiful.") • use letter walls or labels from around the room to correctly write familiar words 	<p>PK3.IV.C.3 Child begins to write using letter-like forms.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use letter-like forms and actual letters to represent their name • use approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes miss the medial sounds • attempt to write complex words, using letters to represent the sounds heard (e.g., writes btl and says, "I wrote the word beautiful.") • use letter walls or labels from around the room to correctly write familiar words <p>See for example:</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>.</p> <p>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></p>
<p>PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</p> <p>The child may:</p> <ul style="list-style-type: none"> • write a list starting at the top of the page and move downward accordingly • write starting on the left side of paper and progress to the right • write more or less in a horizontal line • write with the correct sweep to begin a second line of text (e.g., starting below the first line in a left to right direction) 	<p>PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</p> <p>The child may:</p> <ul style="list-style-type: none"> • write a list starting at the top of the page and move downward accordingly • write starting on the left side of paper and progress to the right • write more or less in a horizontal line • write with the correct sweep to begin a second line of text (e.g., starting below the first line in a left to right direction) <p>See for example:</p> <p>T3: W2: Literacy 34–35 Day 4: Compose an informative text; share and celebrate written products; use top to bottom and left to right directionality when writing.</p> <p>T5: W4: Literacy 56–57 Day 1: Compose an informative text; share and celebrate written products; use top to bottom and left to right directionality when writing.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
V. MATHEMATICS	
	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).
A. Number Sense PK4	
<p>PK4.V.A.1 Child rote counts from 1 to 30.</p> <p>The child may:</p> <ul style="list-style-type: none"> recite poems, fingerplay, or songs that use words to count from 1 to 10 recite number words in order up to 30 demonstrate counting sequences from 1 to 30 using puppets, counters, or other manipulatives 	<p>PK4.V.A.1 Child rote counts from 1 to 30.</p> <p>The child may:</p> <ul style="list-style-type: none"> recite poems, fingerplay, or songs that use words to count from 1 to 10 recite number words in order up to 30 demonstrate counting sequences from 1 to 30 using puppets, counters, or other manipulatives <p>See for example:</p> <p>T1: W1: Math 14–15 Day 1: Circle Time: Build Math Background: Show number cards and practice counting; 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></p> <p>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.</p> <p>T1: W3: Math 42–43, 44–45, 48–49 Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63 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.</p> <p>T2: W4: Math 60–61 Day 3: Count of Ten: Practice counting aloud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.</p> <p>T3: W1: Math 14–15, 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 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.</p> <p>T3: W2: Math 28–29 Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>T6: W4: Math 56–57 Day 1: Small Group: Practice counting with the Five Twigs Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
	<p>T7: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.</p> <p>T8: W4: Math 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p>
<p>PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move, touch, and/or point to each object while counting, using one-to-one correspondence (e.g., one count per item) • demonstrate understanding that each finger represents one count (e.g., 2 fingers represent two counts, and 3 fingers represent three counts) • point at and count up to 10 children eating during snack 	<p>PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move, touch, and/or point to each object while counting, using one-to-one correspondence (e.g., one count per item) • demonstrate understanding that each finger represents one count (e.g., 2 fingers represent two counts, and 3 fingers represent three counts) • point at and count up to 10 children eating during snack <p>See for example:</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> <p>T8: W4: Math 62–63</p> <p>Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p>
<p>PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p>The child may:</p> <ul style="list-style-type: none"> • count cars in the block center and when the teacher asks how many cars there are, and responds with the correct number. • count 8 plastic cows and point to the number 8 on a number line • count the number of children in a center and say, “Three of my friends are here.” • count fingers on one hand and say, “I have 5 fingers.” 	<p>PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p>The child may:</p> <ul style="list-style-type: none"> • count cars in the block center and when the teacher asks how many cars there are, and responds with the correct number. • count 8 plastic cows and point to the number 8 on a number line • count the number of children in a center and say, “Three of my friends are here.” • count fingers on one hand and say, “I have 5 fingers.” <p>See for example:</p> <p>T1: W2: Math 28–29</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>T3: W4: Math 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count?</i></p> <p>T8: W4: Math 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</p> <p>The child may:</p> <ul style="list-style-type: none"> look at a set of 1–5 objects and quickly say the number of objects without counting (e.g., looks at 3 red cubes on the table and say three without counting) say the number of dots on one side of a domino quickly without counting look at a page in a story and say the number of dots, animals, or objects from 1 to 6 on the page 	<p>PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</p> <p>The child may:</p> <ul style="list-style-type: none"> look at a set of 1–5 objects and quickly say the number of objects without counting (e.g., looks at 3 red cubes on the table and say three without counting) say the number of dots on one side of a domino quickly without counting look at a page in a story and say the number of dots, animals, or objects from 1 to 6 on the page <p>See for example:</p> <p>T1: W3: Math 42–43 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>T6: W4: Math 56–57, 60–61 Day 1: Circle Time: Speed Subitizing. Day 3: Small Group: Guide children to use the five-frame to subitize numbers between one and five in the Pillow Count Activity.</p> <p>T8: W1: Math 20–21 Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p>
<p>PK4.V.A.5 Child recognizes numerals 0-10.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the number name for numerals from 0 to 10 that are written on paper, cards, or game pieces point out numerals 0 to 10 by name within the everyday environment (e.g., number lines, calendar, telephone, clock, deck of cards, etc.) play games to find “hidden” numerals from 0-10 in the classroom, such as “I Spy.” 	<p>PK4.V.A.5 Child recognizes numerals 0-10.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the number name for numerals from 0 to 10 that are written on paper, cards, or game pieces point out numerals 0 to 10 by name within the everyday environment (e.g., number lines, calendar, telephone, clock, deck of cards, etc.) play games to find “hidden” numerals from 0-10 in the classroom, such as “I Spy.” <p>See for example:</p> <p>T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T3: W1: Math 20–21 Day 4: Small Group: Develop number names with the Number Match Activity.</p> <p>T3: W3: Math 44–45 Day 2: Story Time: Read closely to think symbolically about the text and about numbers.</p> <p>T8: W4: Math 58–59, Day 2: Independent Centers: Math and Science Center: <i>Find the number that shows how old you are.</i></p>
<p>PK4.V.A.6 Child represents quantities up to 10.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw dots or counters/objects to represent the quantity of a given number from 0-10 jump, clap, or tap the number of times indicated by a written numeral from 0-10 match a numeral card to set of objects or card that represents the quantity with dots 	<p>PK4.V.A.6 Child represents quantities up to 10.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw dots or counters/objects to represent the quantity of a given number from 0-10 jump, clap, or tap the number of times indicated by a written numeral from 0-10 match a numeral card to set of objects or card that represents the quantity with dots <p>See for example:</p> <p>T1: W2: Math 30–31 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>T3: W4: Math 60–61 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).</p> <p>T8: W1: Math 16–17 Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p> <p>The child may:</p> <ul style="list-style-type: none"> slide beads on a bracelet or abacus to represent how the number 5 can be shown by 4 and 1, 3 and 2, or 5 and 0. Show the number 6 with 5 fingers on one hand and 1 finger on the other hand. drop a handful of six pom poms onto a placemat and report the number of groupings (e.g., 2 and 4) and the total number of pom poms (6). 	<p>PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</p> <p>The child may:</p> <ul style="list-style-type: none"> slide beads on a bracelet or abacus to represent how the number 5 can be shown by 4 and 1, 3 and 2, or 5 and 0. Show the number 6 with 5 fingers on one hand and 1 finger on the other hand. drop a handful of six pom poms onto a placemat and report the number of groupings (e.g., 2 and 4) and the total number of pom poms (6). <p>See for example:</p> <p>T3: W4: Math 62–63</p> <p>Day 4: Circle Time: Build Math 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>T8: W2: Math 28–29, 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> <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>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p> <p>The child may:</p> <ul style="list-style-type: none"> create sets of objects with the same amounts identify which set of objects in a pair is greater than the other explain why a set of 7 crayons is less than a set of 10 crayons 	<p>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p> <p>The child may:</p> <ul style="list-style-type: none"> create sets of objects with the same amounts identify which set of objects in a pair is greater than the other explain why a set of 7 crayons is less than a set of 10 crayons <p>See for example:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T3: W4: Math 60–61, 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 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T8: W2: Math 30–31</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 the Ducks in a Row Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Number Sense PK3

PK3.V.A.1 Child rote counts from 1 to 10.

The child may:

- recite poems, fingerplay or songs that use words to count from 1 to 10
- recite number words in order up to 30
- demonstrate counting sequences from 1 to 30 using puppets, counters, or other manipulatives

PK3.V.A.1 Child rote counts from 1 to 10.

The child may:

- recite poems, fingerplay or songs that use words to count from 1 to 10
- recite number words in order up to 30
- demonstrate counting sequences from 1 to 30 using puppets, counters, or other manipulatives

See for example:

T1: W1: Math 14–15

Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Story Time: Enjoy reading *I Know Numbers!*, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to *I Know Numbers!*

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: *Grab a group of buttons. How many buttons are there?*

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, 62–63

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 60–61

Day 3: Count of Ten: Practice counting aloud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.

T3: W1: Math 14–15, 20–21

Day 1: Singing About Numbers; Story Time: Enjoy reading *Hooray for Hoppy!* 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 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.

T3: W2: Math 28–29

Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one.

T3: W4: Math 56–57

Day 1: Story Time: Read *The Seesaw* for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count.

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, 18–19

Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting.

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 64–65

Day 5: Independent Centers: Math and Science Center: *Count your toes forward and backward.*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move, touch, and/or point to each object while counting, using one-to-one correspondence (e.g., one count per item) • demonstrate understanding that each finger represents one count (e.g., 2 fingers represent two counts, and 3 fingers represent three counts) • point at and count up to 10 children eating during snack 	<p>PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move, touch, and/or point to each object while counting, using one-to-one correspondence (e.g., one count per item) • demonstrate understanding that each finger represents one count (e.g., 2 fingers represent two counts, and 3 fingers represent three counts) • point at and count up to 10 children eating during snack <p>See for example:</p> <p>T1: W3: Math 42–43 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 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 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 Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>T8: W4: Math 62–63 Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p>
<p>PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p>The child may:</p> <ul style="list-style-type: none"> • count cars in the block center and when the teacher asks how many cars there are, respond with the correct number. • count 8 plastic cows and point to the number 8 on a number line • count the number of children in a center and say, “Three of my friends are here.” • count fingers on one hand and say, “I have 5 fingers.” 	<p>PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p>The child may:</p> <ul style="list-style-type: none"> • count cars in the block center and when the teacher asks how many cars there are, respond with the correct number. • count 8 plastic cows and point to the number 8 on a number line • count the number of children in a center and say, “Three of my friends are here.” • count fingers on one hand and say, “I have 5 fingers.” <p>See for example:</p> <p>T1: W2: Math 28–29 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>T3: W4: Math 64–65 Day 5: Independent Centers: Math and Science Center: <i>How many can you count?</i></p> <p>T8: W4: Math 64–65 Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).</p> <p>The child may:</p> <ul style="list-style-type: none"> look at a set of 1–5 objects and quickly say the number of objects without counting (e.g., looks at 3 red cubes on the table and says three without counting) say the number of dots on one side of a domino quickly without counting look at a page in a story and say the number of dots, animals, or objects from 1 to 6 on the page 	<p>PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).</p> <p>The child may:</p> <ul style="list-style-type: none"> look at a set of 1–5 objects and quickly say the number of objects without counting (e.g., looks at 3 red cubes on the table and says three without counting) say the number of dots on one side of a domino quickly without counting look at a page in a story and say the number of dots, animals, or objects from 1 to 6 on the page <p>See for example:</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>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 five-frame to subitize numbers between one and five in the Pillow Count Activity.</p> <p>T8: W1: Math 20–21</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p>
<p>PK3.V.A.5 Child recognizes numerals 0-5.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the number name for numerals from 0 to 10 that are written on paper, cards, or game pieces point out numerals 0 to 10 by name within the everyday environment (e.g., number lines, calendar, telephone, clock, deck of cards, etc.) play games to find “hidden” numerals from 0-10 in the classroom, such as “I Spy.” 	<p>PK3.V.A.5 Child recognizes numerals 0-5.</p> <p>The child may:</p> <ul style="list-style-type: none"> say the number name for numerals from 0 to 10 that are written on paper, cards, or game pieces point out numerals 0 to 10 by name within the everyday environment (e.g., number lines, calendar, telephone, clock, deck of cards, etc.) play games to find “hidden” numerals from 0-10 in the classroom, such as “I Spy.” <p>See for example:</p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T3: W1: Math 20–21</p> <p>Day 4: Small Group: Develop number names with the Number Match Activity.</p> <p>T3: W3: Math 44–45</p> <p>Day 2: Story Time: Read closely to think symbolically about the text and about numbers.</p> <p>T8: W4: Math 58–59</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Find the number that shows how old you are.</i></p>
<p>PK3.V.A.6 Child represents quantities up to 5.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw dots or move counters/objects to represent the quantity of a given number from 0-10 jump, clap, or tap the number of times indicated by a written numeral from 0-10 match a numeral card to set of objects or card that represents the quantity with dots 	<p>PK3.V.A.6 Child represents quantities up to 5.</p> <p>The child may:</p> <ul style="list-style-type: none"> draw dots or move counters/objects to represent the quantity of a given number from 0-10 jump, clap, or tap the number of times indicated by a written numeral from 0-10 match a numeral card to set of objects or card that represents the quantity with dots <p>See for example:</p> <p>T1: W2: Math 30–31</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>T3: W4: Math 60–61</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).</p> <p>T8: W1: Math 16–17</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</p> <p>The child may:</p> <ul style="list-style-type: none"> • create sets of objects with the same amounts • identify which set of objects in a pair is greater than the other • explain why a set of 7 crayons is less than a set of 10 crayons 	<p>PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</p> <p>The child may:</p> <ul style="list-style-type: none"> • create sets of objects with the same amounts • identify which set of objects in a pair is greater than the other • explain why a set of 7 crayons is less than a set of 10 crayons <p>See for example:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: Writer's Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T3: W4: Math 60–61, 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 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T8: W2: Math 30–31</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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Joining and Separating PK4

PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

The child may:

- create verbal word problems (e.g., tells a story) involving adding up to 5
- show 1 finger, add 3 more fingers, and then add 1 more finger to create a set of 5
- count all objects from sets that are being joined (e.g., having a set of two cubes and a set of three cubes, then counting the cubes starting with 1, followed by 2, 3, 4, 5 to count all cubes)
- use a story mat and counters to model what happens when 3 birds join 2 birds in a tree

PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

The child may:

- create verbal word problems (e.g., tells a story) involving adding up to 5
- show 1 finger, add 3 more fingers, and then add 1 more finger to create a set of 5
- count all objects from sets that are being joined (e.g., having a set of two cubes and a set of three cubes, then counting the cubes starting with 1, followed by 2, 3, 4, 5 to count all cubes)
- use a story mat and counters to model what happens when 3 birds join 2 birds in a tree

See for example:

T1: W2: Math 28–29, 30–31, 32–33, 34–35

Day 1: Story Time: Read *Nobody Hugs a Cactus* 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: *Grab a group of buttons. How many buttons are there?*

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: *Make a group of three counters. How can you check that there are three in all?*

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.

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: W3: Math 44–45

Day 2: Small Group: Count cubes using one-to-one correspondence.

T5: W2: Math 32–33

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p> <p>The child may:</p> <ul style="list-style-type: none"> • create verbal word problems (e.g., tells a story) involving subtracting up to 5 • separate the parts of a number (e.g., starts with 4 fingers, then takes away 1 finger to show 3 are left, and then take away 2 fingers to show 1 is left) • remove 1-5 objects from a set and say how many are left • use a story mat and counters to represent removing 2 from a set of 5 (e.g., teacher tells a story about 5 cookies on a plate, and after 2 cookies were eaten, child figures out only 3 were left) 	<p>PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</p> <p>The child may:</p> <ul style="list-style-type: none"> • create verbal word problems (e.g., tells a story) involving subtracting up to 5 • separate the parts of a number (e.g., starts with 4 fingers, then take away 1 finger to show 3 are left, and then take away 2 fingers to show 1 is left) • remove 1-5 objects from a set and say how many are left • use a story mat and counters to represent removing 2 from a set of 5 (e.g., teacher tells a story about 5 cookies on a plate, and after 2 cookies were eaten, child figures out only 3 were left) <p>See for example:</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>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> <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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Joining and Separating PK3

PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.

The child may:

- create verbal word problems (e.g., tells a story) involving adding up to 5
- show 1 finger, add 3 more fingers, and then add 1 more finger to create a set of 5
- count all objects from sets that are being joined (e.g., having a set of two cubes and a set of three cubes, then counting the cubes starting with 1, followed by 2, 3, 4, 5 to count all cubes)
- use a story mat and counters to model what happens when 3 birds join 2 birds in a tree

PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.

The child may:

- create verbal word problems (e.g., tells a story) involving adding up to 5
- show 1 finger, add 3 more fingers, and then add 1 more finger to create a set of 5
- count all objects from sets that are being joined (e.g., having a set of two cubes and a set of three cubes, then counting the cubes starting with 1, followed by 2, 3, 4, 5 to count all cubes)
- use a story mat and counters to model what happens when 3 birds join 2 birds in a tree

See for example:

T3: W4: Math 60–61, 62–63, 64–65

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.

Day 4: Circle Time: Build Math 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.

Day 5: Independent Centers: Math and Science Center: *How many can you count? What happens if you take away one?*

T4: W1: Math 18–19

Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Small Group: Guide children to make concrete models for subtracting objects.

T7: W3: Math 46–47

Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.

T5: W2: Math 32–33

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.

PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.

The child may:

- create verbal word problems (e.g., tells a story) involving subtracting up to 5
- separate the parts of a number (e.g., starts with 4 fingers, then take away 1 finger to show 3 are left, and then take away 2 fingers to show 1 is left)
- remove 1-5 objects from a set and say how many are left
- use a story mat and counters to represent removing 2 from a set of 5 (e.g., teacher tells a story about 5 cookies on a plate, and after 2 cookies were eaten, child figures out only 3 were left)

PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.

The child may:

- create verbal word problems (e.g., tells a story) involving subtracting up to 5
- separate the parts of a number (e.g., starts with 4 fingers, then take away 1 finger to show 3 are left, and then take away 2 fingers to show 1 is left)
- remove 1-5 objects from a set and say how many are left
- use a story mat and counters to represent removing 2 from a set of 5 (e.g., teacher tells a story about 5 cookies on a plate, and after 2 cookies were eaten, child figures out only 3 were left)

See for example:

T3: W4: Math 60–61, 62–63, 64–65

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.

Day 4: Circle Time: Build Math 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.

Day 5: Independent Centers: Math and Science Center: *How many can you count? What happens if you take away one?*

T4: W1: Math 18–19

Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Small Group: Guide children to make concrete models for subtracting objects.

T7: W3: Math 46–47

Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.

T5: W2: Math 32–33

Day 3: Circle Time: 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.

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Geometry and Spatial Sense PK4

PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., “Teacher, look – I made a triangle.” or “Teacher, look, this crayon cup is a cylinder.”)

PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., “Teacher, look – I made a triangle.” or “Teacher, look, this crayon cup is a cylinder.”)

See for example:

T2: W2: Math 28–29, 30–31, 32–33

Day 1: Story Time: Enjoy reading *City Shapes*; 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 children 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!; Focus on Vocabulary (**triangle, circle**); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.

T6: W3: Math 42–43, 48–49

Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.

Day 3: Circle Time: Focus on Vocabulary (**pyramid**); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.

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.

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.

Day 4: Small Group: Review solid shapes with the Find the Shape Activity.

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

The child may:

- put shapes together to make real-world objects (e.g., uses a square and a triangle to make a house)
- place pattern block shapes together to make new shapes (e.g., uses 2 triangles to make a square)
- make and name a shape created when playing with playdough (e.g., says “I’m making a circle.”)

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

The child may:

- put shapes together to make real-world objects (e.g., uses a square and a triangle to make a house)
- place pattern block shapes together to make new shapes (e.g., uses 2 triangles to make a square)
- make and name a shape created when playing with playdough (e.g., says “I’m making a circle.”)

See for example:

T1: W1: Literacy 20–21

Day 4: Use Circle Time to introduce vocabulary (**square**); Independent Centers: Math and Science Center: *Can you think of a way to use connecting cubes to make a square shape?*

T2: W2: Math 30–31

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 children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity.

T2: W3: Math 48–49

Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.

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.

T6: W3: Math 44–45

Day 2: Small Group: Help children describe the shapes they are creating.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.C.3 Child demonstrates use of position words.</p> <p>The child may:</p> <ul style="list-style-type: none"> use the words “near” and “far” to describe distance of objects on the playground and in the classroom follow directions that use location words (e.g., places a stuffed animal “on” or “under” a chair, sits “beside” or “between” friends on the carpet, gets “in front of” or “behind” a peer in line, etc.) tell a friend, using location words, where to find an object (e.g., says “The paper is in front of the markers in the writing center.”) 	<p>PK4.V.C.3 Child demonstrates use of position words.</p> <p>The child may:</p> <ul style="list-style-type: none"> use the words “near” and “far” to describe distance of objects on the playground and in the classroom follow directions that use location words (e.g., places a stuffed animal “on” or “under” a chair, sits “beside” or “between” friends on the carpet, gets “in front of” or “behind” a peer in line, etc.) tell a friend, using location words, where to find an object (e.g., says “The paper is in front of the markers in the writing center.”) <p>See for example:</p> <p>T2: W1: Math 16–17 Day 2: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind.</i></p> <p>T4: W3: Math 46–47 Day 3: Use Circle Time to share a spatial strategy and introduce vocabulary (above, under).</p> <p>T5: W4: Math 62–63 Day 4: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind.</i></p>
<p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate understanding that a shape stays the same across various orientations (e.g., identifies shape correctly while playing with blocks no matter how they are oriented on the floor or table) sort a small pile of pattern block shapes into similar shapes, regardless of size match shapes that are oriented differently from others (e.g., identifies and matches the two triangles from a group of shapes even though one is oriented sideways, and one is oriented with the tip pointing downwards) hold a pattern block and finds others of the same shape around the room, regardless of orientation and size 	<p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>The child may:</p> <ul style="list-style-type: none"> demonstrate understanding that a shape stays the same across various orientations (e.g., identifies shape correctly while playing with blocks no matter how they are oriented on the floor or table) sort a small pile of pattern block shapes into similar shapes, regardless of size match shapes that are oriented differently from others (e.g., identifies and matches the two triangles from a group of shapes even though one is oriented sideways, and one is oriented with the tip pointing downwards) hold a pattern block and finds others of the same shape around the room, regardless of orientation and size <p>See for example:</p> <p>T2: W2: Math 28–29 Day 1: Small group: Explain that a shape remains the same shape even when its size or position changes.</p> <p>T4: W4: Language 58–59 Day 2: Small group: Explain that a shape remains the same shape even when its size or position changes.</p> <p>T6: W3: Math 44–45 Day 2: Small group: Explain that a shape remains the same shape even when its size or position changes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Geometry and Spatial Sense PK3

PK3.V.C.1 Child names and describes common 2D shapes.

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., “Teacher, look – I made a triangle.” or “Teacher, look, this crayon cup is a cylinder.”)

PK3.V.C.1 Child names and describes common 2D shapes.

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., “Teacher, look – I made a triangle.” or “Teacher, look, this crayon cup is a cylinder.”)

See for example:

T2: W2: Math 28–29, 30–31, 32–33

Day 1: Story Time: Enjoy reading *City Shapes*; 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 children 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: Play Simon Says Shape Up!; Focus on Vocabulary (**triangle**, **circle**); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.

T6: W3: Math 42–43, 48–49

Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.

Day 3: Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes.

T7: W4: Math 56–57

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.

PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.

The child may:

- put shapes together to make real-world objects (e.g., uses a square and a triangle to make a house)
- place pattern block shapes together to make new shapes (e.g., uses 2 triangles to make a square)
- make and name a shape created when playing with playdough (e.g., says “I’m making a circle.”)

PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.

The child may:

- put shapes together to make real-world objects (e.g., uses a square and a triangle to make a house)
- place pattern block shapes together to make new shapes (e.g., uses 2 triangles to make a square)
- make and name a shape created when playing with playdough (e.g., says “I’m making a circle.”)

See for example:

T1: W1: Literacy 20–21

Day 4: Use Circle Time to introduce vocabulary (**square**); Independent Centers: Math and Science Center: *Can you think of a way to use connecting cubes to make a square shape?*

T2: W2: Math 30–31

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 children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity.

T2: W3: Math 48–49

Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.

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.

T6: W3: Math 44–45

Day 2: Small Group: Help children describe the shapes they are creating.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.C.3 Child begins to use language to describe position of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the words “near” and “far” to describe distance of objects on the playground and in the classroom • follow directions that use location words (e.g., places a stuffed animal “on” or “under” a chair, sits “beside” or “between” friends on the carpet, gets “in front of” or “behind” a peer in line, etc.) • tell a friend, using location words, where to find an object (e.g., says “The paper is in front of the markers in the writing center.”) 	<p>PK3.V.C.3 Child begins to use language to describe position of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the words “near” and “far” to describe distance of objects on the playground and in the classroom • follow directions that use location words (e.g., places a stuffed animal “on” or “under” a chair, sits “beside” or “between” friends on the carpet, gets “in front of” or “behind” a peer in line, etc.) • tell a friend, using location words, where to find an object (e.g., says “The paper is in front of the markers in the writing center.”) <p>See for example:</p> <p>T2: W1: Math 16–17 Day 2: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind.</i></p> <p>T4: W3: Math 46–47 Day 3: Use Circle Time to share a spatial strategy and introduce vocabulary (above, under).</p> <p>T5: W4: Math 62–63 Day 4: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind.</i></p>
<p>PK3.V.C.4 Child recognizes common shapes, regardless of size.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding that a shape stays the same across various orientations (e.g., identifies shape correctly while playing with blocks no matter how they are oriented on the floor or table) • sort a small pile of pattern block shapes into similar shapes, regardless of size • match shapes that are oriented differently from others (e.g., identifies and matches the two triangles from a group of shapes even though one is oriented sideways, and one is oriented with the tip pointing downwards) • hold a pattern block and finds others of the same shape around the room, regardless of orientation and size 	<p>PK3.V.C.4 Child recognizes common shapes, regardless of size.</p> <p>The child may:</p> <ul style="list-style-type: none"> • demonstrate understanding that a shape stays the same across various orientations (e.g., identifies shape correctly while playing with blocks no matter how they are oriented on the floor or table) • sort a small pile of pattern block shapes into similar shapes, regardless of size • match shapes that are oriented differently from others (e.g., identifies and matches the two triangles from a group of shapes even though one is oriented sideways, and one is oriented with the tip pointing downwards) • hold a pattern block and finds others of the same shape around the room, regardless of orientation and size <p>See for example:</p> <p>T2: W2: Math 28–29 Day 1: Small group: Explain that a shape remains the same shape even when its size or position changes.</p> <p>T4: W4: Language 58–59 Day 2: Small group: Explain that a shape remains the same shape even when its size or position changes.</p> <p>T6: W3: Math 44–45 Day 2: Small group: Explain that a shape remains the same shape even when its size or position changes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
D. Measurement PK4	
<p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • identify who is taller when comparing the height of 2 or more friends • place 2–10 objects from shortest to tallest or tallest to shortest on the table • use measurement words that can describe height (e.g., uses words like “taller,” “shorter,” “longer,” or “smaller”) 	<p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • identify who is taller when comparing the height of 2 or more friends • place 2–10 objects from shortest to tallest or tallest to shortest on the table • use measurement words that can describe height (e.g., uses words like “taller,” “shorter,” “longer,” or “smaller”) <p>See for example:</p> <p>T1: W1: Math 20–21 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?</i></p> <p>T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W1: Math 16–17 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 44–45 Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Math and Science Center: <i>What measuring tools do you see?</i></p> <p>T3: W3: Math 46–47, 48–49 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. Day 4: Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>T7: W3: Math 46–47, 48–49 Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement. 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 Day 1: Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p>
<p>PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</p> <p>The child may:</p> <ul style="list-style-type: none"> • compare the amount of space occupied by objects (e.g., says “I want the big bowl of cereal; it has more.”) • demonstrate understanding of capacity while filling containers using measuring cups (e.g., says “I think this one will take two cups to fill it up to the top.”) • compare capacity of containers accurately (e.g., can compare and identify which object will hold more water when filled) 	<p>PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</p> <p>The child may:</p> <ul style="list-style-type: none"> • compare the amount of space occupied by objects (e.g., says “I want the big bowl of cereal; it has more.”) • demonstrate understanding of capacity while filling containers using measuring cups (e.g., says “I think this one will take two cups to fill it up to the top.”) • compare capacity of containers accurately (e.g., can compare and identify which object will hold more water when filled) <p>See for example:</p> <p>T3: W3: Math 50–51 Day 5: Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T5: W2: Math 34–35 Day 4: Measure, describe, and compare capacity or how much can be placed inside an object using like unit and words like “empty” and “full.”</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.D.3 Child recognizes and compares weights of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use hands to compare weight of objects (e.g., holds pumpkins of various sizes and says which is heavier or lighter) • use measurement words that describe which weighs more or less using mathematical terms (e.g., “heavy,” “light,” “heavier” or “lighter”) • compare the weight of self with the weight of other objects (e.g., such as dolls, stuffed animals, or blocks) 	<p>PK4.V.D.3 Child recognizes and compares weights of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use hands to compare weight of objects (e.g., holds pumpkins of various sizes and says which is heavier or lighter) • use measurement words that describe which weighs more or less using mathematical terms (e.g., “heavy,” “light,” “heavier” or “lighter”) • compare the weight of self with the weight of other objects (e.g., such as dolls, stuffed animals, or blocks) <p>See for example:</p> <p>T1: W1: Math 18–19 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>T2: W3: Math 42–43, 44–45, 46–47 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. 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>T3: W3: Math 48–49 Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; 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>T3: W4: Math 56–57, 60–61 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. Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p>
<p>PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the daily schedule to describe what happens next in the day • talk with friends about what is happening in the day (e.g., notes that snack time happens after recess or expresses excitement for an upcoming assembly that will happen after lunch) • use time language to describe events of the day (e.g., “in the morning,” “after snack,” “before we go home,” etc.) 	<p>PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the daily schedule to describe what happens next in the day • talk with friends about what is happening in the day (e.g., notes that snack time happens after recess or expresses excitement for an upcoming assembly that will happen after lunch) • use time language to describe events of the day (e.g., “in the morning,” “after snack,” “before we go home,” etc.) <p>See for example:</p> <p>T2: W1: Literacy 18–19 Day 3: Small Group: Help children connect their own experiences to events, time, and routines; Help children understand that school is a place where some things happen every day.</p> <p>T7: W1: Language 18–19 Day 3: Independent Centers: Pretend and Learn Center: <i>Why do some grown-ups work during the night? Act out what they do</i>; Math and Science Center: <i>Why is it dark at night and light during the day?</i>; Writer’s Corner: <i>What is your favorite time of day? Why? Draw or write about why it is your favorite.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

D. Measurement PK3

PK3.V.D.1 Child understands that lengths of objects can vary and be compared.

The child may:

- identify who is taller when comparing the height of 2 or more friends
- place 2–10 objects from shortest to tallest or tallest to shortest on the table
- use measurement words that can describe height (e.g., uses words like “taller,” “shorter,” “longer,” or “smaller”)

PK3.V.D.1 Child understands that lengths of objects can vary and be compared.

The child may:

- identify who is taller when comparing the height of 2 or more friends
- place 2–10 objects from shortest to tallest or tallest to shortest on the table
- use measurement words that can describe height (e.g., uses words like “taller,” “shorter,” “longer,” or “smaller”)

See for example:

T1: W1: Math 20–21

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: *Which object is bigger?*

T1: W3: Math 46–47, 50–51

Day 3: Circle Time: Introduce Vocabulary (**short, long**); Small Group: Guide children to sort blocks with the Tall and Short Activity.

Day 5: Circle Time: Children act out measurement words.

T2: W1: Math 16–17

Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity.

T2: W3: Math 44–45

Day 2: Small Group: Guide children to compare the height, length, or weight of two objects.

T3: W3: Math 46–47, 48–49

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.

Day 4: Independent Centers: ABC Center: *Which is longer, your first or last name? How can you tell?*

T7: W3: Math 46–47, 48–49

Day 3: Circle Time: Focus on Vocabulary (**tall, short**); Story Time: Focus on measurement; Small Group: Talk about measurement.

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.

T8: W3: Math 42–43

Day 1: Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.

PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.

The child may:

- compare the amount of space occupied by objects (e.g., says “I want the big bowl of cereal; it has more.”)
- demonstrate understanding of capacity while filling containers using measuring cups (e.g., says “I think this one will take two cups to fill it up to the top.”)
- compare capacity of containers accurately (e.g., can compare and identify which object will hold more water when filled)

PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.

The child may:

- compare the amount of space occupied by objects (e.g., says “I want the big bowl of cereal; it has more.”)
- demonstrate understanding of capacity while filling containers using measuring cups (e.g., says “I think this one will take two cups to fill it up to the top.”)
- compare capacity of containers accurately (e.g., can compare and identify which object will hold more water when filled)

See for example:

T3: W3: Math 50–51

Day 5: Independent Centers: Math and Science Center: *How many scoops of rice can this container hold?*

T5: W2: Math 34–35

Day 4: Measure, describe, and compare capacity or how much can be placed inside an object using like unit and words like “empty” and “full.”

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.D.3 Child understands that weights of objects can vary and be compared.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use hands to compare weight of objects (e.g., holds pumpkins of various sizes and says which is heavier or lighter) • use measurement words that describe which weighs more or less using mathematical terms (e.g., “heavy,” “light,” “heavier” or “lighter”) • compare the weight of self with the weight of other objects (e.g., such as dolls, stuffed animals, or blocks) 	<p>PK3.V.D.3 Child understands that weights of objects can vary and be compared.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use hands to compare weight of objects (e.g., holds pumpkins of various sizes and says which is heavier or lighter) • use measurement words that describe which weighs more or less using mathematical terms (e.g., “heavy,” “light,” “heavier” or “lighter”) • compare the weight of self with the weight of other objects (e.g., such as dolls, stuffed animals, or blocks) <p>See for example:</p> <p>T1: W1: Math 18–19</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? 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>T3: W3: Math 48–49</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; 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>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>
<p>PK3.V.D.4 Child shows awareness of the passage of time within a day.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the daily schedule to describe what happens next in the day • talk with friends about what is happening in the day (e.g., notes that snack time happens after recess or expresses excitement for an upcoming assembly that will happen after lunch) • use time language to describe events of the day (e.g., “in the morning,” “after snack,” “before we go home,” etc.) 	<p>PK3.V.D.4 Child shows awareness of the passage of time within a day.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use the daily schedule to describe what happens next in the day • talk with friends about what is happening in the day (e.g., notes that snack time happens after recess or expresses excitement for an upcoming assembly that will happen after lunch) • use time language to describe events of the day (e.g., “in the morning,” “after snack,” “before we go home,” etc.) <p>See for example:</p> <p>T2: W1: Literacy 18–19</p> <p>Day 3: Small Group: Help children connect their own experiences to events, time, and routines. Help children understand that school is a place where some things happen every day.</p> <p>T7: W1: Language 18–19</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Why do some grown-ups work during the night? Act out what they do</i>; Math and Science Center: <i>Why is it dark at night and light during the day?</i>; Writer’s Corner: <i>What is your favorite time of day? Why? Draw or write about why it is your favorite.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

E. Classification and Patterns PK4

PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

The child may:

- sort all the cars in one box and all the trucks in a different box and describes why
- organize objects with a common attribute (e.g., all the animals that live in the ocean in a pile and all the animals that live on land in another pile and explains how they are alike and different)
- organize writing utensils in the writing center according to types and explains how they are alike and different

PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

The child may:

- sort all the cars in one box and all the trucks in a different box and describes why
- organize objects with a common attribute (e.g., all the animals that live in the ocean in a pile and all the animals that live on land in another pile and explains how they are alike and different)
- organize writing utensils in the writing center according to types and explains how they are alike and different

See for example:

T1: W3: Math 46–47

Day 3: Circle Time: Introduce Vocabulary (**short, long**); Small Group: Guide children to sort blocks with the Tall and Short 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: *Describe a category of vehicle and some vehicles in that category.*

T3: W3: Language 42–43, 44–45, 46–47, 48–49

Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading *This Shoe Needs a Foot*; Small Group: Children practice sorting by size in the Sorting Shoes Activity.

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.

Day 3: Circle Time: Focus on Vocabulary (**ruler, measure**); Frog Jump measuring activity; Story Time: Share the Guiding Question: *Why do we measure things?*; 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.

Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (**heavy, light**); Story Time: Read aloud from the *Big Chart of Big Ideas: I Can Measure*; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.

T4: W1: Literacy 16–17

Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.

T4: W4: Math 56–57

Day 1: Circle Time: Focus on Vocabulary (**features, sort**); Small Group: Challenge children to sort activity cards by category.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p> <p>The child may:</p> <ul style="list-style-type: none"> place concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show their favorite fruit) answer the question of the week (e.g., “Do you have a cat?”) and place a check on the yes or no graph compare data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans—says, “Look, Juan walks to school. See, his name is here.”) 	<p>PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p> <p>The child may:</p> <ul style="list-style-type: none"> place concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show their favorite fruit) answer the question of the week (e.g., “Do you have a cat?”) and place a check on the yes or no graph compare data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans—says, “Look, Juan walks to school. See, his name is here.”) <p>See for example:</p> <p>T2: W2: Math 28–29, 30–31 Day 2: Circle Time: Classify and Organize.</p> <p>T2: W4: Math 58–59, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; 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 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W4: Math 60–61 Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences.</p> <p>T8: W3: Math 42–43 Day 1: Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p>
<p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify repeating patterns in their environment use different materials (e.g., buttons, beads, color cubes) to create pattern necklaces (e.g., 2 buttons, 2 beads, 2 buttons, 2 beads, etc.) anticipate repeating patterns in a predictable book and says the next line before turning the page create a repeated pattern using different colored blocks accurately continue to add to an already established pattern 	<p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify repeating patterns in their environment use different materials (e.g., buttons, beads, color cubes) to create pattern necklaces (e.g., 2 buttons, 2 beads, 2 buttons, 2 beads, etc.) anticipate repeating patterns in a predictable book and says the next line before turning the page create a repeated pattern using different colored blocks accurately continue to add to an already established pattern <p>See for example:</p> <p>T3: W2: Math 30–31 Day 2: Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T6: W1: Math 18–19 Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

E. Classification and Patterns PK 3

PK3.V.E.1 Child sorts objects that are the same and different.

The child may:

- sort all the cars in one box and all the trucks in a different box and describes why
- organize objects with a common attribute (e.g., all the animals that live in the ocean in a pile and all the animals that live on land in another pile and explains how they are alike and different)
- organize writing utensils in the writing center according to types and explains how they are alike and different

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See for example:

T1: W3: Math 46–47

Day 3: Circle Time: Introduce Vocabulary (**short, long**); Small Group: Guide children to sort blocks with the Tall and Short 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: *Describe a category of vehicle and some vehicles in that category.*

T3: W3: Language 42–43, 44–45, 46–47, 48–49

Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading *This Shoe Needs a Foot*; Small Group: Children practice sorting by size in the Sorting Shoes Activity.

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.

Day 3: Circle Time: Focus on Vocabulary (**ruler, measure**); Frog Jump measuring activity; Story Time: Share the Guiding Question: *Why do we measure things?*; 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.

Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (**heavy, light**); Story Time: Read aloud from the *Big Chart of Big Ideas: I Can Measure*; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.

T4: W1: Literacy 16–17

Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.

T4: W4: Math 56–57

Day 1: Circle Time: Focus on Vocabulary (**features, sort**); Small Group: Challenge children to sort activity cards by category.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.</p> <p>The child may:</p> <ul style="list-style-type: none"> place concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show their favorite fruit) answer the question of the week (e.g., “Do you have a cat?”) and place a check on the yes or no graph compare data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans—says, “Look, Juan walks to school. See, his name is here.”) 	<p>PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.</p> <p>The child may:</p> <ul style="list-style-type: none"> place concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show their favorite fruit) answer the question of the week (e.g., “Do you have a cat?”) and place a check on the yes or no graph compare data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans—says, “Look, Juan walks to school. See, his name is here.”) <p>See for example:</p> <p>T2: W2: Math 28–29, 30–31 Day 2: Circle Time: Classify and Organize.</p> <p>T2: W4: Math 58–59, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; 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 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W4: Math 60–61 Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences.</p> <p>T8: W3: Math 42–43 Day 1: Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p>
<p>PK3.V.E.3 Child recognizes and duplicates patterns.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify repeating patterns in their environment use different materials (e.g., buttons, beads, color cubes) to create pattern necklaces (e.g., 2 buttons, 2 beads, 2 buttons, 2 beads, etc.) anticipate repeating patterns in a predictable book and says the next line before turning the page create a repeated pattern using different colored blocks accurately continue to add to an already established pattern 	<p>PK3.V.E.3 Child recognizes and duplicates patterns.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify repeating patterns in their environment use different materials (e.g., buttons, beads, color cubes) to create pattern necklaces (e.g., 2 buttons, 2 beads, 2 buttons, 2 beads, etc.) anticipate repeating patterns in a predictable book and says the next line before turning the page create a repeated pattern using different colored blocks accurately continue to add to an already established pattern <p>See for example:</p> <p>T3: W2: Math 30–31 Day 2: Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T6: W1: Math 18–19 Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

VI. SCIENCE

A. Physical Science PK4

PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

The child may:

- explore using his senses and use sensory language to describe characteristics of natural and human-made objects and materials (e.g., wood, cotton, fur, stone, leather, plastic, paper, foil, ingredients for cooking, feathers, sponges)
- sort, group, or classify objects in meaningful ways based on one or more characteristics (e.g., hard/soft or heavy/light; materials that are made of wood, plastic, rock)
- investigate and predict what common objects will do in response to an action (e.g., whether materials will sink/float or melt/freeze)

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- sort, group, or classify objects in meaningful ways based on one or more characteristics (e.g., hard/soft or heavy/light; materials that are made of wood, plastic, rock)
- investigate and predict what common objects will do in response to an action (e.g., whether materials will sink/float or melt/freeze)

See for example:

T2: W4: Literacy 64–65

Day 3: Independent Centers: Math and Science Center: *Let's sort our objects from nature. Which came from trees? Which came from the earth?*

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: *Describe a category of vehicle and some vehicles in that category.*

T3: W1: Literacy 22–23

Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: *How do our senses help us learn?*; Small Group: Independent Response Prompt: *Describe how you used all of your senses today.*

T3: W1: Language 18–19, 20–21, 22–23

Day 3: Circle Time: Play Simon Says, focusing on the senses; Focus on Vocabulary (**sweet, sour**); Story Time: Guiding Question: *What words can we use to talk about how foods taste?*; Small Group: Identify things with the Our Fabulous Five Senses Activity.

Day 4: Circle Time: What Do We Use To...?; Focus on Vocabulary (**taste, smell**); Story Time: Read aloud from the *Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!*; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity.

Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: *What kinds of sounds can we hear?*; Small Group: Independent Response Prompt: *Imagine a meal with yummy foods to taste and smell. What food would it have?*

T3: W1: Literacy 22–23

Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (**smell, taste**).

T4: W1: Literacy 16–17

Day 2: Circle Time: Share the Mind Builder **Identify and Solve Problems**; Focus on Vocabulary (**adult, communicate**); Small Group: Help children communicate with their peers as they solve a sorting problem.

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.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> observe, measure, describe, and demonstrate the numerous ways objects can move (e.g., straight, zigzag, round and round, fast, slow) use positional language to inform others of the location, arrangement and/or stance of an object (e.g., the books are under the table, my folder is inside my bag, you are in front of me on the carpet, the car is beside the track, the ball is near the court etc.) investigate, predict, and state conclusions regarding how an object moves under a variety of conditions (e.g., “The car won’t roll on the carpet,” “These wheels are bigger; it will go faster.”) 	<p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> observe, measure, describe, and demonstrate the numerous ways objects can move (e.g., straight, zigzag, round and round, fast, slow) use positional language to inform others of the location, arrangement and/or stance of an object (e.g., the books are under the table, my folder is inside my bag, you are in front of me on the carpet, the car is beside the track, the ball is near the court etc.) investigate, predict, and state conclusions regarding how an object moves under a variety of conditions (e.g., “The car won’t roll on the carpet,” “These wheels are bigger; it will go faster.”) <p>See for example:</p> <p>T2: W1: Math 16–17 Day 2: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind</i>.</p> <p>T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 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. 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. 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. 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. 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 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> Day 2: Story Time: Extended Play: Ping-Pong Balls. 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> Day 4: Circle Time: Talk About Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend Pulling. Day 5: Story Time: Guiding Questions: <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 Day 5: Circle Time: Connect to Physical Science; Story Time: Guiding Question: <i>What makes the seesaw go up and down?</i></p> <p>T4: W3: Math 46–47 Day 3: Use Circle Time to share a spatial strategy and introduce vocabulary (above, under).</p> <p>T5: W4: Math 62–63 Day 4: Use position words such as <i>over, under, above, on, beside, next to, between, in front of, near, far, top, bottom, up, down, and behind</i>.</p> <p>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> know the function of specific tools (e.g., a thermometer measures temperature) explore objects by appropriately using magnets, balances, eye droppers, beakers/jars, etc. use a magnifying glass to observe, describe, and discuss the features of a common object (e.g., texture, color, shape, etc.) 	<p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>The child may:</p> <ul style="list-style-type: none"> know the function of specific tools (e.g., a thermometer measures temperature) explore objects by appropriately using magnets, balances, eye droppers, beakers/jars, etc. use a magnifying glass to observe, describe, and discuss the features of a common object (e.g., texture, color, shape, etc.) <p>See for example:</p> <p>T3: W3: Math 48–49 Day 4: Circle Time: Measuring Tools.</p> <p>T3: W4: Literacy 60–61 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.</p>
<p>PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe common sources of energy (e.g., sun, wind, water) demonstrate understanding that some items/equipment must have a source of energy to function (e.g., “Teacher, we need a new battery for this toy.” or “It’s not working; it is not plugged in.”) identify common objects in the classroom or their home that need a source of energy to function 	<p>PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe common sources of energy (e.g., sun, wind, water) demonstrate understanding that some items/equipment must have a source of energy to function (e.g., “Teacher, we need a new battery for this toy.” or “It’s not working; it is not plugged in.”) identify common objects in the classroom or their home that need a source of energy to function <p>See for example:</p> <p>T3: W2: Language 32–33, 34–35 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 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>T7: W3: Language 50–51 Day 5: Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></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: W1: Math 22–23 Day 1: Independent Centers: Creativity Stations: <i>Design your own window. How much light will it let into the room?</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Life Science PK4

PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

The child may:

- describe the color, size, and shape of organisms
- describe an organism's need for food, water, air, light, and shelter
- compare differences and similarities of animals and plants (e.g., fish live in water, all birds have feathers, we can eat some plants)

PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

The child may:

- describe the color, size, and shape of organisms
- describe an organism's need for food, water, air, light, and shelter
- compare differences and similarities of animals and plants (e.g., fish live in water, all birds have feathers, we can eat some plants)

See for example:

T3: W3: Math 46–47

Day 3: Circle Time: Introduce and explore vocabulary (**smaller than, bigger than**); Story Time: Guiding Question: *How can we compare sizes of animals?*

T3: W4: Literacy 58–59

Day 2: Circle Time: Show curiosity and focus on vocabulary (**curious, watch**); 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: *Weigh objects on a balance scale. Which weighs more?*; Small Group: Develop scientific thinking with the Show Curiosity Activity.

T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23

Day 1: Story Time: Enjoy reading *Baby on Board*; Guiding Question: *How do some parents carry their babies?*

Day 2: Circle Time: Focus on Vocabulary (**curiosity**); Small Group: Ask and answer questions about animal families.

Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: *How are animal parents and human parents the same?*; Small Group: Help children make connections between human parents and animal parents.

Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal.

Day 5: Circle Time: Be an Animal Family!

T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23

Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading *Penguin Day*; Guiding Question: *Why does mama penguin take a journey to the sea?*

Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: *Can you find an animal family in the book?*

Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: *What do penguin parents do to feed and protect their babies?*; Small Group: Identify animal families.

Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (**chicks, shelter**); Story Time: Extended Play: Imitate chicks.

Day 5: Story Time: Guiding Question: *If you were a mama penguin, what would your journey for food be like?*; Small Group: Independent Response Prompt: *Pretend you are a baby penguin. Write about your day.*

T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23

Day 1: Circle Time: Sing About Animals; *Five Little Speckled Frogs*; Story Time: Enjoy reading *Baby Animals*; Guiding Question: *What is one way animal parents care for their babies?*

Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: *Can you make an animal family? Why did you choose those colors?*

Day 3: Story Time: Guiding Question: *How do animals keep their babies safe?*

Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (**chicks, shelter**); Story Time: Extended Play: Guess the Animal.

Day 5: Circle Time: Connect to Science; Focus on Vocabulary (**predators**); Story Time: Guiding Question: *What is one way people help their babies live, learn, and grow?*; Small Group: Independent Response Prompt: *Write a story about your favorite animal family.*

T4: W2: Literacy 34–35, 36–37

Day 4: Circle Time: Talk About Pets; Move Like a Pet; Focus on Vocabulary (**pets, exercise**); Story Time: Extended Play: Taking care of pets.

Day 5: Circle Time: Focus on Vocabulary (**paws**); Small Group: Independent Response Prompt: *What are the things to do to take care of a pet?*

T4: W3: Language 42–43, 46–47, 50–51

Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity.

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: *Can you describe how a caterpillar grows into a butterfly?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
	<p>T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p> <p>T4: W3: Language 42–43 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity.</p> <p>T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 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. Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles. 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. Day 4: Circle Time: Sing About Plant Parts. 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>PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.</p> <p>The child may:</p> <ul style="list-style-type: none"> plant seeds, then observe, discuss, and record the plant's growth observe, record, and discuss the stages of the life cycle of an organism (e.g., a baby, dog, frog, or butterfly) observe and discuss human growth (e.g., measures growth using wall chart at the beginning and end of the year) describe the differences in baby and adult organisms 	<p>PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.</p> <p>The child may:</p> <ul style="list-style-type: none"> plant seeds, then observe, discuss, and record the plant's growth observe, record, and discuss the stages of the life cycle of an organism (e.g., a baby, dog, frog, or butterfly) observe and discuss human growth (e.g., measures growth using wall chart at the beginning and end of the year) describe the differences in baby and adult organisms <p>See for example:</p> <p>T4: W3: Language 42–43 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity.</p> <p>T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 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. Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles; Small Group: Challenge students to connect pictures to the stages in a plant's life cycle.</p>
<p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe characteristics and differences between living and non-living organisms discuss how all organisms are dependent on other organisms (e.g., birds eat seeds, cows eat grass, humans eat vegetables and meat) observe living organisms (e.g., spiders, insects, worms, snails, birds) in their natural environment and discuss and record their behaviors/routines observe, discuss, and record seasonal changes in the environment (e.g., tree leaves turn assorted colors, birds collect nesting materials, weather is warmer) 	<p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe characteristics and differences between living and non-living organisms discuss how all organisms are dependent on other organisms (e.g., birds eat seeds, cows eat grass, humans eat vegetables and meat) observe living organisms (e.g., spiders, insects, worms, snails, birds) in their natural environment and discuss and record their behaviors/routines observe, discuss, and record seasonal changes in the environment (e.g., tree leaves turn assorted colors, birds collect nesting materials, weather is warmer) <p>See for example:</p> <p>T7: W2: Language 28–29 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>T7: W2: Math 32–33 Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>T7: W3: Language 42–43 Day 1: Small Group: Talk about organisms with the Living or Nonliving? Activity.</p> <p>T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Earth and Space Science PK4

PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

The child may:

- observe, discuss, and compare earth materials (e.g., rocks, soil, sand) using magnifying glasses, filters, water, and measurement tools
- identify the importance of soil, sunlight, air, temperature, and water to plant growth
- discuss and explain ways earth materials (e.g., soil, rocks) are used (e.g., building houses, road construction, decorative purposes)

PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

The child may:

- observe, discuss, and compare earth materials (e.g., rocks, soil, sand) using magnifying glasses, filters, water, and measurement tools
- identify the importance of soil, sunlight, air, temperature, and water to plant growth
- discuss and explain ways earth materials (e.g., soil, rocks) are used (e.g., building houses, road construction, decorative purposes)

See for example:

T3: W4: Literacy 60–61

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.

T7: W3: Language 48–49, 50–51

Day 4: Circle Time: Sing About Plant Parts.

Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: *What do sunflowers need to grow healthy and strong?*

PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

The child may:

- observe and discuss characteristics of clouds (e.g., makes representation, such as finger painting the clouds in the sky, and talks about their shape, size or color when sharing their work)
- ask questions and/or make comments about the sun, stars, and moon
- identify and/or make comments about objects that are commonly seen in the sky (e.g., sun, clouds, moon, stars, etc.)

PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

The child may:

- observe and discuss characteristics of clouds (e.g., makes representation, such as finger painting the clouds in the sky, and talks about their shape, size or color when sharing their work)
- ask questions and/or make comments about the sun, stars, and moon
- identify and/or make comments about objects that are commonly seen in the sky (e.g., sun, clouds, moon, stars, etc.)

See for example:

T3: W2: Language 32–33

Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: *Can you show me how you would walk down the sidewalk on a very windy day?*

T3: W2: Literacy 32–33

Day 3: Story Time: Focus on science in the read-aloud: Guiding Question: *How does weather help us?*; Small Group: Talk about clouds with the Clouds in the Classroom Activity.

T7: W1: Literacy 14–15, 18–19, 20–21, 22–23

Day 1: Circle Time: Sing About Stars; Story Time: Enjoy reading *Rabbit Moon*.

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: *What do the animals see in the nighttime sky?*; Small Group: Talk about moon phases.

Day 4: Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (**mountain, country**); Story Time: Read aloud from the *Big Chart of Big Ideas: Daytime, Nighttime*; Small Group: Talk about day and night; Small Group: Talk about what clouds look like in the Daytime Sky Activity.

Day 5: Story Time: Guiding Question: *What might we see in the sky at night?*; Small Group: Independent Response Prompt: *Write some things you know about day and night.*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p> <p>The child may:</p> <ul style="list-style-type: none"> observe and describe how different items (e.g., rocks, metal, water) respond to the warmth of the sun outside on a sunny day or a cold/ cloudy day explain what happens after a weather event (e.g., erosion after a rainstorm, movements of leaves after a windstorm) observe, record, and predict daily weather changes (e.g., weather charts) observe shadows and describe the relationship between the shadow, object, and the sun observe and describe seasonal changes 	<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p> <p>The child may:</p> <ul style="list-style-type: none"> observe and describe how different items (e.g., rocks, metal, water) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day explain what happens after a weather event (e.g., erosion after a rainstorm, movements of leaves after a windstorm) observe, record, and predict daily weather changes (e.g., weather charts) observe shadows and describe the relationship between the shadow, object, and the sun observe and describe seasonal changes <p>See for example:</p> <p>T3: W2: Literacy 30–31 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>T3: W2: Language 34–35 Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity.</p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 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. Day 2: Circle Time; Focus on Vocabulary (seasons); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons. 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. 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. Day 5: Act It Out! Seasons.</p> <p>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 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> Day 2: Story Time: Extended Play: Talk about seasonal clothing. 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. 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. Day 5: Circle Time: Be a weather reporter!</p> <p>T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 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> Day 2: Story Time: Extended Play: Season Groups. Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i> 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. Day 5: Circle Time: Connect to Science; Outdoor Activity.</p>

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<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p> <p>The child may:</p> <ul style="list-style-type: none"> • discuss “green” practices (e.g., water conservation, clean air, recycling) • engage in conservation or recycling projects (e.g., not using as many paper towels, using both sides of the paper) • go on a “trash hunt” to clean the school yard 	<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p> <p>The child may:</p> <ul style="list-style-type: none"> • discuss “green” practices (e.g., water conservation, clean air, recycling) • engage in conservation or recycling projects (e.g., not using as many paper towels, using both sides of the paper) • go on a “trash hunt” to clean the school yard <p>See for example:</p> <p>T2: W2: Language 28–29 Day 1: Help children identify ways that people can care for their neighborhoods.</p> <p>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></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: Math 58–59, 62–63 Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and internet use and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck’s journey if possible.</p> <p>Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

VII. SOCIAL STUDIES

A. People Past and Present PK4

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).

PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

The child may:

- describe self and classmates in a drawing by identifying distinguishing characteristics (e.g., color of eyes, length of hair, color or texture of hair, etc.)
- understand that people speak different languages
- compare own customs, traditions, and culture with those of a character represented in a read aloud story

PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

The child may:

- describe self and classmates in a drawing by identifying distinguishing characteristics (e.g., color of eyes, length of hair, color or texture of hair, etc.)
- understand that people speak different languages
- compare own customs, traditions, and culture with those of a character represented in a read aloud story

See for example:

T1: W1: Language 14–15, 16–17

Guiding Question: What makes us who we are?

Day 1: Circle Time: Introduce Vocabulary (**grandmother**); Story Time: Read the book *Alma and How She Got Her Name* 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.

T1: W1: Literacy 16–17, 22–23

Day 2: Story Time: Connect the Mind Builder **Talk About Feelings** to the book *Be Who You Are* by Todd Parr.

Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, *What are some things you can do?*; Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face*; Independent Centers: Library and Listening Center: *If you wrote a book about yourself, what would you put in it?*; Writer's Corner: *Can you draw a picture that shows a food you like to eat?*

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!

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<p>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask questions about other people's families to make connections to their own family make comparisons between own family and classmate's families (e.g., "I have three sisters and you have three sisters." or "My grandma lives with me too.") share details about family members during circle time make connections to character's families in books or movies 	<p>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</p> <p>The child may:</p> <ul style="list-style-type: none"> ask questions about other people's families to make connections to their own family make comparisons between own family and classmate's families (e.g., "I have three sisters and you have three sisters." or "My grandma lives with me too.") share details about family members during circle time make connections to character's families in books or movies <p>See for example:</p> <p>T1: W1: Language 14–15, 16–17</p> <p>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.</p> <p>Day 2: Story Time: Connect to the Mind Builder Building Relationships in the read-aloud; Explore family relationships.</p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</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>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.</p> <p>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.</p> <p>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.</p> <p>Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Families.</p> <p>Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity.</p> <p>Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: 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; 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></p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Math 42–43, 48–49, 50–51</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>Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild).</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VII.A.3 Child connects his life to events, time, and routines.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe similarities and differences between routines (e.g., compares story time at school to story time at home) relate past events to current events (e.g., connects yesterday's activity with what will happen today) discuss important events (e.g., field trips, moving, fire drills, school concerts, etc.) connect life events to stages in development (e.g., "when I was a baby I couldn't walk, so my mom had to bring me to the park in a stroller. Now, I am bigger so I can ride my bike there.") 	<p>PK4.VII.A.3 Child connects his life to events, time, and routines.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe similarities and differences between routines (e.g., compares story time at school to story time at home) relate past events to current events (e.g., connects yesterday's activity with what will happen today) discuss important events (e.g., field trips, moving, fire drills, school concerts, etc.) connect life events to stages in development (e.g., "when I was a baby I couldn't walk, so my mom had to bring me to the park in a stroller. Now, I am bigger so I can ride my bike there.") <p>See for example:</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 20–21 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 week's 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>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>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>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.</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.</p> <p>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> <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: W3: Literacy 48–49, 50–51 Day 4: Story Time: 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 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 44–45, 46–47, 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 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> Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Economics PK4

PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.

The child may:

- prepare food, select dress-up clothes, and identify shelter for friends or toys in the dramatic play center
- include shelter, food, and clothing in drawings
- explain why food, shelter, and clothing are necessary
- sort things by needs and wants and include food, clothing, and shelter into the needs section

PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.

The child may:

- prepare food, select dress-up clothes, and identify shelter for friends or toys in the dramatic play center
- include shelter, food, and clothing in drawings
- explain why food, shelter, and clothing are necessary
- sort things by needs and wants and include food, clothing, and shelter into the needs section

See for example:

T1: W1: Language 32–33

Day 3: Story Time: *Why do Lola and Mommy need to go shopping?*

T1: W4: Math 20–21

Day 1: Story Time: *This page shows a map of the places Jovani and Alejandro go with their families to pick food. Do you recognize any of the foods in these harvests?*

T3: W2: Math 30–31

Day 2: Circle Time: Share the Mind Builder **Talk About Your Needs**; Focus on Vocabulary (**communicate**); Story Time: Connect the Mind Builder to the read-aloud.

T5: W2: Language 28–29, 34–35

Day 1: Independent Centers: Construction Center: *What can you make to help you carry your fruits and vegetables?*

Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (**fruit, salad, ingredients**); Story Time: Read aloud from the *Big Chart of Big Ideas: Fruit Salad!*; 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: Begin Story Time by introducing the book *Before We Eat* and asking, *What jobs are these workers doing? Why do you think the open bins and the crates are different sizes? Where do you think these truck drivers are going? What do you think is in their heavy loads? How do farmers and workers get food to your dinner table?*; Independent Centers: Math and Science Center: *Why is it important for our bodies to have healthy food?*

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 18–19

Day 3: Independent Centers: Math and Science Center: *How do you know if a food is healthy for you to eat?*; Pretend and Learn Center: *What healthy snacks do you like to eat? Why?*

T7: W2: Literacy 30–31

Day 2: Story Time: Extended Play: Talk about seasonal clothing.

T7: W3: Math 44–45

Day 2: Small Group: Have children plan for a garden using pattern blocks.

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with the other children about shopping experiences (e.g., buying or selling items at a store or garage sale) • participate in activities using pretend money (e.g., buying or selling items found in the store/restaurant in the dramatic play center) • identify a consumer in a story read aloud • draw or write about experiences as a consumer (e.g., buying groceries, shopping for clothes, etc.) 	<p>PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.</p> <p>The child may:</p> <ul style="list-style-type: none"> • talk with the other children about shopping experiences (e.g., buying or selling items at a store or garage sale) • participate in activities using pretend money (e.g., buying or selling items found in the store/restaurant in the dramatic play center) • identify a consumer in a story read aloud • draw or write about experiences as a consumer (e.g., buying groceries, shopping for clothes, etc.) <p>See for example:</p> <p>T1: W1: Math 16–17, 18–19 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like you are shopping at the store. What will you buy with this pretend money?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Act Pretend you're at a store. What store are you at? Why do you need to go to that store?</i></p> <p>T1: W1: Language 32–33 Day 3: Story Time: <i>Why do Lola and Mommy need to go shopping?</i></p> <p>T5: W2: Math 28–29 Day 1: Story Time: Share the Guiding Question: <i>There is a question I want you to think about as we read: What is one food Baby gets at the market? We are going to read about a mother and her baby who go to the market. Does this look like the market where your family buys food? How is it the same? How is it different?;</i> Independent Centers: Pretend and Learn Center: <i>Can you pretend to be a farmer? What fruit will you gather to sell at the market?</i></p> <p>T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone's birthday.</i></p>
<p>PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>The child may:</p> <ul style="list-style-type: none"> • explain why family, school, and community helpers are important during classroom discussions • role play as family, school, or community helpers during play • identify community helpers in a story and describe how they helped the characters in the story • draw or write about family, school, and community helpers 	<p>PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>The child may:</p> <ul style="list-style-type: none"> • explain why family, school, and community helpers are important during classroom discussions • role play as family, school, or community helpers during play • identify community helpers in a story and describe how they helped the characters in the story • draw or write about family, school, and community helpers <p>See for example:</p> <p>T2: W3: Math 42–43, 44–45, 48–49 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></p> <p>T8: W4: Language 62–63 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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
C. Geography PK4	
<p>PK4.VII.C.1 Child identifies and creates common geographic features.</p> <p>The child may:</p> <ul style="list-style-type: none"> name common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings use modeling clay to create models of common landforms at the sensory table include drawings of common geographic features in the scenery of their artwork describe the setting of a story in detail, noting common features that make the location distinctly identifiable 	<p>PK4.VII.C.1 Child identifies and creates common geographic features.</p> <p>The child may:</p> <ul style="list-style-type: none"> name common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings use modeling clay to create models of common landforms at the sensory table include drawings of common geographic features in the scenery of their artwork describe the setting of a story in detail, noting common features that make the location distinctly identifiable <p>See for example:</p> <p>T4: W4: Language 64–65 Day 5: Circle Time: Focus on Vocabulary (ocean, river).</p> <p>T6: W2: Language 28–29 Day 1: Circle Time: Focus on Vocabulary (stream).</p> <p>T7: W1: Literacy 20–21 Day 4: Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (mountain, country).</p> <p>T7: W4: Language 56–57 Day 1: Small Group: Ask children to look at pictures of water and say whether the water is a lake, a river, a cloud, rain, or dew. Invite children to think of other places where they could find water and say what they know about it.</p>
<p>PK4.VII.C.2 Child explores geography tools and resources.</p> <p>The child may:</p> <ul style="list-style-type: none"> explore signs and maps to help figure out where they need to go make maps or signs to show how to find a location (e.g., creates a map of their bedroom, house, school, or even a treasure map) identify tools used to locate places (e.g., map, GPS, globe, etc.) 	<p>PK4.VII.C.2 Child explores geography tools and resources.</p> <p>The child may:</p> <ul style="list-style-type: none"> explore signs and maps to help figure out where they need to go make maps or signs to show how to find a location (e.g., creates a map of their bedroom, house, school, or even a treasure map) identify tools used to locate places (e.g., map, GPS, globe, etc.) <p>See for example:</p> <p>T1: W4: Math 20–21 Day 1: Story Time: <i>This page shows a map of the places Jovani and Alejandro go with their families to pick food. Do you recognize any of the foods in these harvests?</i></p> <p>T2: W2: Literacy 34–35 Day 4: Story Time: Extended Play: Ask children to imagine they live in the neighborhood shown on the map. Invite children to “ride the bus” with you around the neighborhood and sing the verses of “The Wheels on the Bus.”</p> <p>T8: W1: Language 16–17 Day 2: Story Time: <i>Let’s talk about what they planned to do first by looking at the map.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
D. Citizenship PK4	
<p>PK4.VII.D.1 Child identifies the United States and Texas flag.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to identify the United States or Texas flag when asked face the correct flag when saying the Pledge of Allegiance compare the United States flag and the Texas flag by discussing their similarities and differences recognize the United States or Texas flag in a book or when on a field trip include a drawing of the United States or Texas flag in a picture 	<p>PK4.VII.D.1 Child identifies the United States and Texas flag.</p> <p>The child may:</p> <ul style="list-style-type: none"> point to identify the United States or Texas flag when asked face the correct flag when saying the Pledge of Allegiance compare the United States flag and the Texas flag by discussing their similarities and differences recognize the United States or Texas flag in a book or when on a field trip include a drawing of the United States or Texas flag in a picture <p>See for example:</p> <p>T2: W2: Literacy 30–31 Day 2: Story Time: <i>There are flags from many countries on this page! What shape are these flags? Let's group them by color. First let's count the flags that have the color red in them. Now, let's count the flags that don't have red.</i></p> <p>T8: W3: Math 46–47 Day 3: Independent Centers: <i>Let's count how many stripes are on the U.S. flag.</i></p> <p>T8: W4: Math 56–57 Day 1: Story Time: <i>What is Tom doing in this picture? Who knows the Pledge of Allegiance?</i> Day 5: Story Time: <i>Tom is saying the Pledge of Allegiance! Let's all practice saying it together.</i> Remind children that they will say the Pledge of Allegiance and observe a moment of silence each day. During the moment of silence, they will be asked to stay quiet and not disturb others as they think, reflect, pray, meditate, or do some other silent activity.</p>
<p>PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in daily Pledge of Allegiance activities discuss the purpose of saying the Pledge of Allegiance identify places and events where the Pledge of Allegiance is said, (e.g., ball games, assemblies, etc.) demonstrate respect for classmates and country during the Pledge of Allegiance 	<p>PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in daily Pledge of Allegiance activities discuss the purpose of saying the Pledge of Allegiance identify places and events where the Pledge of Allegiance is said, (e.g., ball games, assemblies, etc.) demonstrate respect for classmates and country during the Pledge of Allegiance <p>See for example:</p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind 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: W4: Math 56–57 Day 1: Story Time: <i>Ask: What is Tom doing in this picture? Who knows the Pledge of Allegiance?</i> Day 5: Story Time: <i>Tom is saying the Pledge of Allegiance! Let's all practice saying it together.</i> Remind children that they will say the Pledge of Allegiance and observe a moment of silence each day. During the moment of silence, they will be asked to stay quiet and not disturb others as they think, reflect, pray, meditate, or do some other silent activity.</p>
<p>PK4.VII.D.3 The child engages in voting as a method for group decision-making.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in voting experiences related to classroom decision-making share experiences about going to vote with family members create voting situations in dramatic play center 	<p>PK4.VII.D.3 The child engages in voting as a method for group decision-making.</p> <p>The child may:</p> <ul style="list-style-type: none"> participate in voting experiences related to classroom decision-making share experiences about going to vote with family members create voting situations in dramatic play center <p>See for example:</p> <p>T1: W4: Literacy 60–61 Day 3: Small Group: Walk children through the voting process. Guide children's understanding of the value of the voting process. Count votes with children to determine the most-chosen activity.</p> <p>T8: W4: Math 64–65 Day 5: Use Circle Time to vote on a last activity and engage children in a celebratory dance.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
VIII. FINE ARTS	
	<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>
A. Art PK4	
<p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p> <p>The child may:</p> <ul style="list-style-type: none"> manipulate modeling clay by rolling, pinching, squeezing, patting, and cutting mix colors to make other colors (e.g., red and yellow finger paint to make orange) investigate using a variety of materials to create art (e.g., different sized paint brushes, sponges, different types of paper, crayons/markers/colored pencils, etc.) select a variety of materials in the art center for exploration (e.g., painting with cotton swabs on paper or writing with crayons/markers/colored pencils) 	<p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p> <p>The child may:</p> <ul style="list-style-type: none"> manipulate modeling clay by rolling, pinching, squeezing, patting, and cutting mix colors to make other colors (e.g., red and yellow finger paint to make orange) investigate using a variety of materials to create art (e.g., different sized paint brushes, sponges, different types of paper, crayons/markers/colored pencils, etc.) select a variety of materials in the art center for exploration (e.g., painting with cotton swabs on paper or writing with crayons/markers/colored pencils) <p>See for example:</p> <p>T1: W1: Literacy 22–23 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: W1: Language 22–23 Day 5: Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T2: W2: Math 32–33 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?; Writer's Corner: What shapes could you draw?</i></p> <p>T3: W2: Language 29–30 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>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>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe own artwork (e.g., “This is me riding my bike.”) explain steps for creating her artwork (e.g., “First I rolled the clay into a ball. Then I...”) gradually create drawings and paintings that become more realistic and detailed share positive feelings about personal artistic creations and experiences 	<p>PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.</p> <p>The child may:</p> <ul style="list-style-type: none"> describe own artwork (e.g., “This is me riding my bike.”) explain steps for creating her artwork (e.g., “First I rolled the clay into a ball. Then I...”) gradually create drawings and paintings that become more realistic and detailed share positive feelings about personal artistic creations and experiences <p>See for example:</p> <p>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> <p>T6: W3: Math 50–51 Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Literacy 48–49 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, 50–51 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity. 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. 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>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; Small Group: Children ask and answer questions to express their opinion.</p> <p>T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Small Group: Ask and Answer Questions Activity.</p>
<p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>The child may:</p> <ul style="list-style-type: none"> comment on and/or ask questions about the artwork of others, including classmates and illustrators notice differences in artwork influenced by a variety of cultures notice similarities in the artwork of books created by the same illustrator 	<p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>The child may:</p> <ul style="list-style-type: none"> comment on and/or ask questions about the artwork of others, including classmates and illustrators notice differences in artwork influenced by a variety of cultures notice similarities in the artwork of books created by the same illustrator <p>See for example:</p> <p>T2: W1: Language 14–15, 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 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>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.</p> <p>T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</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; Small Group: Children ask and answer questions to express their opinion.</p> <p>T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Small Group: Ask and Answer Questions Activity.</p> <p>T8: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
B. Music PK4	
	<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>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>The child may:</p> <ul style="list-style-type: none"> • sing along with popular songs during circle time (e.g., “Old McDonald Had a Farm”) • join in fingerplay by chanting and following the movements in songs (e.g., “Itsy, Bitsy, Spider”) • make up and sing songs during the day • move in rhythm to simple tunes and musical patterns • explore or play with musical instruments (e.g., maracas, cymbals, rhythm sticks, tambourine) 	<p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>The child may:</p> <ul style="list-style-type: none"> • sing along with popular songs during circle time (e.g., “Old McDonald Had a Farm”) • join in fingerplay by chanting and following the movements in songs (e.g., “Itsy, Bitsy, Spider”) • make up and sing songs during the day • move in rhythm to simple tunes and musical patterns • explore or play with musical instruments (e.g., maracas, cymbals, rhythm sticks, tambourine) <p>See for example:</p> <p>T1: W3: Math 42–43 Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song.”</p> <p>T1: W4: Math 62–63” Day 4: Circle Time: Sing a Sharing Song.</p> <p>T2: W1: Math 18–19 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.”</p> <p>T2: W3: Math 46–47 Day 3: Circle Time: Sing a Shapes Song.</p> <p>T3: W2: Math 28–29 Day 1: Circle Time: Sing an Adding Song.</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern). 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: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song. Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 28–29, 32–33, 36–37 Day 1: Story Time: Row, Row, Row Your Boat; Independent Centers: Library and Listening Center: <i>What music can you listen to?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 3: Independent Centers: 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 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i>; 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, 34–35 Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?</i>; 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>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.VIII.B.2 Child responds to different musical styles through movement and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use props (e.g., scarves, streamers) to respond to music through movement • follow the beat using body and musical instruments (e.g., walks or jumps to the beat) • describe moods and feelings (e.g., happy/sad) associated with different types of music (e.g., loud/soft, fast/slow, etc.) • talk about different styles of music including music from different parts of the world (e.g., classical, country, dance, jazz, hip-hop, Latin, rock) 	<p>PK4.VIII.B.2 Child responds to different musical styles through movement and play.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use props (e.g., scarves, streamers) to respond to music through movement • follow the beat using body and musical instruments (e.g., walks or jumps to the beat) • describe moods and feelings (e.g., happy/sad) associated with different types of music (e.g., loud/soft, fast/slow, etc.) • talk about different styles of music including music from different parts of the world (e.g., classical, country, dance, jazz, hip-hop, Latin, rock) <p>See for example:</p> <p>T5: W1: Math 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i></p> <p>T6: W2: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 28–29, 32–33, 36–37 Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Library and Listening Center: <i>What music can you listen to?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?</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>; 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>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Dramatic Expression PK4

PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

The child may:

- act out a story read aloud
- engage in dramatic play with classmates to create a story
- make or use props to dramatize a story read aloud
- re-enact real life events in the dramatic play center

PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

The child may:

- act out a story read aloud
- engage in dramatic play with classmates to create a story
- make or use props to dramatize a story read aloud
- re-enact real life events in the dramatic play center

See for example:

T1: W1: Literacy 16–17

Day 2: Independent Centers: Pretend and Learn Center: *Can you show me that you are angry without making a sound?*

T1: W1: Language 14–15

Day 1: Independent Centers: Pretend and Learn Center: *Which characters from your book can you pretend to be?*

T1: W2: Literacy 30–31

Day 2: Independent Centers: Creativity Station: *Show me how you would feel if your friend had something you want to have. What will you say to them?;* Pretend and Learn Center: *Can you act out how you and a friend can share a toy?*

T1: W2: Math 28–29

Day 1: Independent Centers: Pretend and Learn Center: *Pretend that you are happy. What is making you happy? What do you do when you are happy?*

T1: W4: Language 56–57, 58–59

Day 1: Independent Centers: Pretend and Learn Center: *Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.*

Day 2: Independent Centers: Pretend and Learn Center: *Act like Squirrel did when he first heard the bird singing.*

T2: W3: Math 44–45, 46–47

Day 2: Independent Centers: Pretend and Learn Center: *What are you cooking? How did you measure the ingredients?*

Day 3: Independent Centers: Pretend and Learn Center: *Pretend you are at a construction site. What can you measure here?*

T5: W4: Language 64–65

Day 5: Act It Out: Red Light, Green Light.

T6: W1: Literacy 50–51

Day 5: Circle Time: Act It Out: Name Animals.

T7: W1: Math 22–23

Day 5: Circle Time: Act It Out: Day or Night?

T7: W2: Language 36–37

Day 5: Act It Out! Seasons.

T7: W3: Language 42–43, 50–51

Day 1: Independent Centers: Pretend and Learn Center: *What could you use to make a plant costume?*

Day 5: Circle Time: Act It Out: Care for a Plant.

T8: W2: Language 34–35

Day 4: Independent Centers: Pretend and Learn Center: *How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?*

IX. PHYSICAL DEVELOPMENT

A. Gross Motor Development PK4

PK4.IX.A.1 Child demonstrates coordination and balance in isolation.

The child may:

- maintain balance while walking on a balance beam or standing on one foot
- hop on one foot, walk, jog, jump, and gallop in place or from one place to another
- carry a bowl or plate of objects from one spot to another
- coordinate large muscle movement and equipment (e.g., swing on a swing, ride a tricycle, slide on a slide, dribble a ball, jump over a rope)

PK4.IX.A.1 Child demonstrates coordination and balance in isolation.

The child may:

- maintain balance while walking on a balance beam or standing on one foot
- hop on one foot, walk, jog, jump, and gallop in place or from one place to another
- carry a bowl or plate of objects from one spot to another
- coordinate large muscle movement and equipment (e.g., swing on a swing, ride a tricycle, slide on a slide, dribble a ball, jump over a rope)

See for example:

T1: W1: Literacy 16–17

Day 2: Story Time: Extended Play: Invite children to stand in a circle and play a happy game. Tell children to follow along and join in doing things that make us happy. Say, *Jumping makes me happy, so let's jump, jump, jump.* Then say, *Hopping makes me happy, so let's hop, hop, hop.* Continue with dancing, clapping, and twisting.

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.

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.

T3: W2: Language 32–33

Day 3: Independent Centers: Pretend and Learn Center: *Can you show me how you would walk down the sidewalk on a very windy day?*

T4: W4: Literacy 62–63

Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant *Flap, flap, let's be eagles* or *Waddle, waddle, let's be ducks* or *Jump, jump, let's be cats*.

T8: W3: Language 44–45

Day 2: Independent Centers: Pretend and Learn Center: *Can you act like a baby learning to walk?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course) • use non-locomotor (axial) movements such as reaching, twisting, turning, and bending • participate in group games involving movement (e.g., “Hokey Pokey”) 	<p>PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course) • use non-locomotor (axial) movements such as reaching, twisting, turning, and bending • participate in group games involving movement (e.g., “Hokey Pokey”) <p>See for example:</p> <p>T1: W2: Math 32–33, 34–35 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>T5: W1: Math 16–17 Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T6: W2: Language 28–29, 32–33 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise; Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can.</p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

A. Gross Motor Development PK3

PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.

The child may:

- maintain balance while walking on a balance beam or standing on one foot
- hop on one foot, walk, jog, jump, and gallop in place or from one place to another
- carry a bowl or plate of objects from one spot to another
- coordinate large muscle movement and equipment (e.g., swing on a swing, ride a tricycle, slide on a slide, dribble a ball, jump over a rope)

PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.

The child may:

- maintain balance while walking on a balance beam or standing on one foot
- hop on one foot, walk, jog, jump, and gallop in place or from one place to another
- carry a bowl or plate of objects from one spot to another
- coordinate large muscle movement and equipment (e.g., swing on a swing, ride a tricycle, slide on a slide, dribble a ball, jump over a rope)

See for example:

T1: W1: Literacy 16–17

Day 2: Story Time: Extended Play: Invite children to stand in a circle and play a happy game. Tell children to follow along and join in doing things that make us happy. Say, *Jumping makes me happy, so let's jump, jump, jump.* Then say, *Hopping makes me happy, so let's hop, hop, hop.* Continue with dancing, clapping, and twisting.

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.

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.

T3: W2: Language 32–33

Day 3: Independent Centers: Pretend and Learn Center: *Can you show me how you would walk down the sidewalk on a very windy day?*

T4: W4: Literacy 62–63

Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant *Flap, flap, let's be eagles* or *Waddle, waddle, let's be ducks* or *Jump, jump, let's be cats*.

T8: W3: Language 44–45

Day 2: Independent Centers: Pretend and Learn Center: *Can you act like a baby learning to walk?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK3.IX.A.2 Child engages in movement sequences with adult support.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course) • use non-locomotor (axial) movements such as reaching, twisting, turning, and bending • participate in group games involving movement (e.g., “Hokey Pokey”) 	<p>PK3.IX.A.2 Child engages in movement sequences with adult support.</p> <p>The child may:</p> <ul style="list-style-type: none"> • move within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course) • use non-locomotor (axial) movements such as reaching, twisting, turning, and bending • participate in group games involving movement (e.g., “Hokey Pokey”) <p>See for example:</p> <p>T1: W2: Math 32–33, 34–35 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>T5: W1: Math 16–17 Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T6: W2: Language 28–29, 32–33 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise; Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
B. Fine Motor Development PK4	
<p>PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use pincer control (grasps small objects between thumb and index finger) to manipulate tools (e.g., tweezers, eye droppers) and manipulatives (e.g., linking cubes) • use hands and fingers to manipulate various classroom materials (e.g., molding modeling clay, placing caps on and off markers, painting at the easel, tearing paper) • hold drawing and writing utensils in a more conventional grasp (with fingers instead of fist) 	<p>PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use pincer control (grasps small objects between thumb and index finger) to manipulate tools (e.g., tweezers, eye droppers) and manipulatives (e.g., linking cubes) • use hands and fingers to manipulate various classroom materials (e.g., molding modeling clay, placing caps on and off markers, painting at the easel, tearing paper) • hold drawing and writing utensils in a more conventional grasp (with fingers instead of fist) <p>See for example:</p> <p>T1: W1: Literacy 20–21 Day 4: 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>T3: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Arrange connecting cubes in a row. Which are first, second, and last?</i></p> <p>T5: W1: Math 18–19 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>T8: W3: Literacy 48–49 Day 4: Story Time: 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>PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.</p> <p>The child may:</p> <ul style="list-style-type: none"> • engage in activities that develop eye-hand coordination. (e.g., puts puzzles together, strings beads together, builds with blocks) • accomplish self-help tasks (e.g., buttoning, zipping, snapping, eating with utensils) • use one hand to grasp a piece of paper and the other hand to use scissors to snip a piece of paper 	<p>PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.</p> <p>The child may:</p> <ul style="list-style-type: none"> • engage in activities that develop eye-hand coordination. (e.g., puts puzzles together, strings beads together, builds with blocks) • accomplish self-help tasks (e.g., buttoning, zipping, snapping, eating with utensils) • use one hand to grasp a piece of paper and the other hand to use scissors to snip a piece of paper <p>See for example:</p> <p>T1: W3: Language 50–51 Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T2: W1: Language 22–23 Day 5: Independent Centers: Construction Center: <i>Can you use blocks to build a school for Suzy Sue and her animal friends?</i></p> <p>T2: W1: Language 22–23 Day 5: Independent Centers: Construction Center: <i>Build a tall tower out of blocks. Then build a smaller one next to it; Creativity Station: Draw or make a big box and a little box.</i></p>

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

B. Fine Motor Development PK3

PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.

The child may:

- use pincer control (grasps small objects between thumb and index finger) to manipulate tools (e.g., tweezers, eye droppers) and manipulatives (e.g., linking cubes)
- use hands and fingers to manipulate various classroom materials (e.g., molding modeling clay, placing caps on and off markers, painting at the easel, tearing paper)
- hold drawing and writing utensils in a more conventional grasp (with fingers instead of fist)

PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.

The child may:

- use pincer control (grasps small objects between thumb and index finger) to manipulate tools (e.g., tweezers, eye droppers) and manipulatives (e.g., linking cubes)
- use hands and fingers to manipulate various classroom materials (e.g., molding modeling clay, placing caps on and off markers, painting at the easel, tearing paper)
- hold drawing and writing utensils in a more conventional grasp (with fingers instead of fist)

See for example:

T1: W1: Literacy 20–21

Day 4: Independent Centers: Math and Science Center: *Can you think of a way to use connecting cubes to make a square shape?*

T3: W1: Math 18–19

Day 3: Independent Centers: Math and Science Center: *Arrange connecting cubes in a row. Which are first, second, and last?*

T5: W1: Math 18–19

Day 3: Independent Centers: Math and Science Center: *Can you make a five connecting cube train? How does it change if you add one cube? If you take away a cube?*

T8: W3: Literacy 48–49

Day 4: Story Time: Concept Question: *How have we changed?:* Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.

PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.

The child may:

- engage in activities that develop eye-hand coordination. (e.g., puts puzzles together, strings beads together, builds with blocks)
- accomplish self-help tasks (e.g., buttoning, zipping, snapping, eating with utensils)
- use one hand to grasp a piece of paper and the other hand to use scissors to snip a piece of paper

PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.

The child may:

- engage in activities that develop eye-hand coordination. (e.g., puts puzzles together, strings beads together, builds with blocks)
- accomplish self-help tasks (e.g., buttoning, zipping, snapping, eating with utensils)
- use one hand to grasp a piece of paper and the other hand to use scissors to snip a piece of paper

See for example:

T1: W3: Language 50–51

Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: *How do family members show that they care about each other?*

T2: W1: Language 22–23

Day 5: Independent Centers: Construction Center: *Can you use blocks to build a school for Suzy Sue and her animal friends?*

T2: W1: Language 22–23

Day 5: Independent Centers: Construction Center: *Build a tall tower out of blocks. Then build a smaller one next to it; Creativity Station: Draw or make a big box and a little box.*

Texas Prekindergarten Guidelines: PK3 and PK4

Scholastic PreK On My Way

C. Personal Safety and Health PK4

PK4.IX.C.1 Child practices good habits of personal safety.

The child may:

- follow safety procedures while using common tools and materials (e.g., glue, scissors, rulers, pencils, hammers, wood, safety goggles)
- show an understanding of fire safety and shelter in place procedures (e.g., stop, drop, roll or walking to an exit during fire drills)
- follow safety guidelines for day-to-day routines (e.g., walks in the hallway, looks both ways before crossing the street, applies playground rules, etc.)
- demonstrate safety precautions when interacting with animals (e.g., knows not to approach a snake on the playground, asks permission before petting a campus service dog, etc.)

PK4.IX.C.1 Child practices good habits of personal safety.

The child may:

- follow safety procedures while using common tools and materials (e.g., glue, scissors, rulers, pencils, hammers, wood, safety goggles)
- show an understanding of fire safety and shelter in place procedures (e.g., stop, drop, roll or walking to an exit during fire drills)
- follow safety guidelines for day-to-day routines (e.g., walks in the hallway, looks both ways before crossing the street, applies playground rules, etc.)
- demonstrate safety precautions when interacting with animals (e.g., knows not to approach a snake on the playground, asks permission before petting a campus service dog, etc.)

See for example:

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: *How can you stay safe at home?*; Story Time: Enjoy reading *How Do Dinosaurs Stay Safe?*; 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: *What are some ways to stay safe outside?*; 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: *Why is it important to keep safe while you play?*; Independent Centers: Library and Listening Center: *Can you find pictures of children helping each other stay safe?*

T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65

Day 1: Story Time: Enjoy reading *Please Play Safe!*

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 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: *How can you stay safe at the playground?*; Small Group: Independent Response Prompt: *Which safety lesson do you think is the most important and why?*

T5: W4: Math 60–61, 62–63

Day 3: Guiding Question: *How do we keep track of all the children during a fire drill?*

T6: W4: Literacy 61

Day 3: Independent Centers: Writer's Corner: *Can you write a list of classroom rules to keep children safe?*

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.IX.C.2 Child practices good habits of personal health and hygiene.</p> <p>The child may:</p> <ul style="list-style-type: none"> cough and sneeze into elbow wash hands after using the toilet and before eating recognize appropriate dress for the weather (e.g., wears a coat when it is cold outside, grabs an umbrella when it is raining, asks for sunscreen when it is sunny outside, etc.) 	<p>PK4.IX.C.2 Child practices good habits of personal health and hygiene.</p> <p>The child may:</p> <ul style="list-style-type: none"> cough and sneeze into elbow wash hands after using the toilet and before eating recognize appropriate dress for the weather (e.g., wears a coat when it is cold outside, grabs an umbrella when it is raining, asks for sunscreen when it is sunny outside, etc.) <p>See for example:</p> <p>T5: W3: Language 46–47, 48–49 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.</p> <p>T5: W3: Literacy 46–47 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.</p> <p>T5: W3: Math 46–47, 48–49 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> <p>T7: W1: Literacy 20–21 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.</p> <p>T7: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Talk about seasonal clothing.</p>
<p>PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify healthy snacks and discuss how to make nutritious food choices participate in preparing healthy snacks that are filled with lots of nutrients identify and discuss substances and activities that are unhealthy demonstrate and discuss the need for exercise and rest to stay healthy 	<p>PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</p> <p>The child may:</p> <ul style="list-style-type: none"> identify healthy snacks and discuss how to make nutritious food choices participate in preparing healthy snacks that are filled with lots of nutrients identify and discuss substances and activities that are unhealthy demonstrate and discuss the need for exercise and rest to stay healthy <p>See for example:</p> <p>T5: W1: Language 14–15, 16–17, 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 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising? This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?</i>; 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></p> <p>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 connecting cubes with the Mix a Salad! Activity.</p> <p>T5: W4: Language 64–65 Day 5: Independent Centers: Writer's Corner: <i>Write a story that tells about a way to stay healthy.</i></p> <p>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></p> <p>T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise; Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can. Small Group: Children categorize foods in Healthy or Unhealthy? Activity.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
X. TECHNOLOGY	
A. Technology and Devices PK4	
<p>PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.</p> <p>The child may:</p> <ul style="list-style-type: none"> • follow basic oral or visual cues to explore a variety of interactive media websites, learning applications, and digital programs • listen to and interact with digital storybooks and informational texts 	<p>PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.</p> <p>The child may:</p> <ul style="list-style-type: none"> • follow basic oral or visual cues to explore a variety of interactive media websites, learning applications, and digital programs • listen to and interact with digital storybooks and informational texts <p>See for example:</p> <p>T4: W1: Family Engagement: Take a trip to the library or search online with your child to find pictures of animals that live in your area and their babies. Read the information together. Have you ever seen one of these animal babies?</p> <p>T6: W4: Family Engagement: Search online or go to the library to find pictures of different kinds of homes. Talk with your child about how homes are built differently in different parts of the world. What do homes in your area look like?</p> <p>T7: W4: Family Engagement: Go to the library or look online for picture books and articles about recycling and taking care of the planet. Read with your child and talk about how your family can contribute to a greener Earth!</p>
<p>PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.</p> <p>The child may:</p> <ul style="list-style-type: none"> • explore and operate touchscreens, mouses, and computer keyboards to access educational applications and websites • use technical terminology associated with working with digital devices (e.g., click, swipe, tap, etc.) 	<p>PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.</p> <p>The child may:</p> <ul style="list-style-type: none"> • explore and operate touchscreens, mouses, and computer keyboards to access educational applications and websites • use technical terminology associated with working with digital devices (e.g., click, swipe, tap, etc.) <p>See for example:</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Story Time: Consider using the pictures in <i>Before We Eat</i> to discuss technology in general. Point out the tractors, harvesters, and trucks. Point out that the checkout register, like tablets or phones that children might have used, requires careful fingering and attention. Remind children that technology only works if the person uses it in the right way.</p> <p>T7: W4: Math 58–59</p> <p>Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and internet use and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck’s journey if possible.</p>

Texas Prekindergarten Guidelines: PK3 and PK4	Scholastic PreK On My Way
<p>PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use digital tools or apps to draw and write • use a variety of digital tools with audio, video, and graphics to capture original creations and add it to a digital portfolio (e.g., photos of block buildings or artwork, recording of dramatic play, etc.) • explore digital storytelling by co-creating digital books with adult support (e.g., child chooses photos or takes pictures of drawings to add to a story and records voice narrating the story) 	<p>PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use digital tools or apps to draw and write • use a variety of digital tools with audio, video, and graphics to capture original creations and add it to a digital portfolio (e.g., photos of block buildings or artwork, recording of dramatic play, etc.) • explore digital storytelling by co-creating digital books with adult support (e.g., child chooses photos or takes pictures of drawings to add to a story and records voice narrating the story) <p>See for example:</p> <p>T3: W2: Literacy 30–31 Day 2: Independent Centers: Use technology, including learning applications, for children to express their own ideas.</p> <p>T5: W4: Literacy 60–61 Day 3: Independent Centers: Use technology, including learning applications, for children to express their own ideas.</p>
<p>PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use technology to learn new information (e.g., listens to a book or watches a video to learn about animals, participates in a virtual field trip, uses voice-activated features to get a question answered) • interact with technology to practice recently learned skills (e.g., used in a learning app or game) 	<p>PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.</p> <p>The child may:</p> <ul style="list-style-type: none"> • use technology to learn new information (e.g., listens to a book or watches a video to learn about animals, participates in a virtual field trip, uses voice-activated features to get a question answered) • interact with technology to practice recently learned skills (e.g., used in a learning app or game) <p>See for example:</p> <p>T4: W1: Family Engagement: Take a trip to the library or search online with your child to find pictures of animals that live in your area and their babies. Read the information together. Have you ever seen one of these animal babies?</p> <p>T6: W4: Family Engagement: Search online or go to the library to find pictures of different kinds of homes. Talk with your child about how homes are built differently in different parts of the world. What do homes in your area look like?</p> <p>T7: W4: Family Engagement: Go to the library or look online for picture books and articles about recycling and taking care of the planet. Read with your child and talk about how your family can contribute to a greener Earth!</p>
<p>PK4.X.A.5 Child practices safe behavior while using digital tools and resources.</p> <p>The child may:</p> <ul style="list-style-type: none"> • follow procedures set by the teacher when using technology • carry devices safely across the room (e.g., using two hands) • log out when finished to maintain privacy • access only the approved apps or websites on a device (likely from an adult-created menu) 	<p>PK4.X.A.5 Child practices safe behavior while using digital tools and resources.</p> <p>The child may:</p> <ul style="list-style-type: none"> • follow procedures set by the teacher when using technology • carry devices safely across the room (e.g., using two hands) • log out when finished to maintain privacy • access only the approved apps or websites on a device (likely from an adult-created menu) <p>See for example:</p> <p>T5: W2: Language 32–33 Day 3: Story Time: Consider using the pictures in <i>Before We Eat</i> to discuss technology in general. Point out the tractors, harvesters, and trucks. Point out that the checkout register, like tablets or phones that children might have used, requires careful fingering and attention. Remind children that technology only works if the person uses it in the right way.</p> <p>T7: W4: Math 58–59 Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and internet use and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck’s journey if possible.</p>