

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>Approaches to Learning—Self Regulation</p> <p>ATL-REG 1: Attention Maintenance Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.</p>	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. Its monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the concept question (Instructional Guide (IG) pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>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 Weekly Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for Purposeful Play Conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example: 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. T1: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions. T2: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity. 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. T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem. T5: W2: Language 32–33 Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions. T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p>

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<p>ATL-REG 2: Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation.</p>	<p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships. 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>Emotions: Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>Children recognize and express feelings of self and others. See for example: T1: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud). Day 2: Circle Time: Share the Mind Builder Talk About Feelings, Focus on Vocabulary (feelings, share); Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr; Small Group: Explore emotions with Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity. Day 5: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feelings do we have?</i> Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Vocabulary Focus (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity. Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity. Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity. Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T1: W2: Language 28–29, 32–33, 36–37 Day 1: Circle Time: Dance Your Feelings; Story Time: Guiding Question: <i>What different feelings can people have?</i> Day 3: Small Group: Invite children to explore different emotions and describe how they feel. Day 5: Small Group: Independent Response Prompt: <i>What can we learn from our feelings?</i> T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i> Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity. Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i> Day 4: Use Circle Time to talk about feelings 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> Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p>

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	<p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: <i>How can we be a good friend to others?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feelings with the When Bear Is Angry 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>Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific).</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T6: 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>T6: W3: Language 50–51</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i></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: W2: Literacy 28–29, 30–31, 34–35, 36–37</p> <p>Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.</p> <p>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>Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?</i>; Independent Centers: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p>

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<p>ATL-REG 3: Imitation Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.</p>	<p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example: 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. T1: W4: Math 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions. T2: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity. 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. T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem. T5: W2: Language 32–33 Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions. T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p>
<p>ATL-REG 4: Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events.</p>	<p>T3: W2: Literacy 28–29, 30–31, 34–35 Day 1: Story Time: Enjoy reading <i>Weather</i>. Day 2: 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 them to make predictions and observations in the Rain Experiment Activity. Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book. T3: W2: Literacy 30–31 Day 2: 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>

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<p>ATL-REG 5: Self-Control of Feelings and Behavior Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p>	<p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>See for example: T1: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: <i>Be Who You Are</i> 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 Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i> T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feelings do we have?</i> Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity. Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity. Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i> Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity. Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i> Day 4: Use Circle Time to talk about feelings 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> Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i> 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 (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions. 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> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T3: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity. T3: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feelings with the When Bear Is Angry Activity.</p>

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	<p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions.</p> <p>Day 3: Circle Time: Play a feelings guessing game.</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>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T6: 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: 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: W2: Literacy 30–31</p> <p>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>Children regulate their emotions.</p> <p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>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>T1: W4: Math 58–59, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions.</p> <p>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Math 16–17, 21–22</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity.</p> <p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school).</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution.</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>T5: W1: Literacy 20–21</p> <p>Day 4: Skills Focus: Emotional Development: Children are able to increase or decrease the intensity of their emotions more consistently, although adult guidance is sometimes necessary; Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p>

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<p>ATL-REG 6: Engagement and Persistence Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</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>T6: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks.</p> <p>T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Math 56–57 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity.</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: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Encourage children to work as a team to complete an art project together.</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>

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<p>ATL-REG 7: Shared Use of Space and Materials Child develops the capacity to share the use of space and materials with others.</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. Encourage children to find friends to play with during independent centers and outside time. T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63 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. 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. One of the main relationships in the classroom is between the teacher and each child. Other important relationships include those with the crossing guard, bus driver, cafeteria worker, librarian, custodian, and parent volunteers, as well as family members. PreK On My Way intentionally includes supports for positive interactions with adults both in and out of the classroom. See Teacher Hub for a Chat Chart with conversation starters for school community members and Chat Bands to spark conversation at home with families (IG p. 77). See for example: T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships. 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> T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity. Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad's First Day</i>.</p>

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<p>Social and Emotional Development</p> <p>SED 1: Identity of Self in Relation to Others Child shows increasing awareness of self as distinct from and also related to others.</p>	<p>T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr. Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Math 16–17, 20–21, 22–23 Concept Question: What makes us who we are? Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness. Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are. Day 5: Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves. T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I! T2: W1: Literacy 16–17, 22–23 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> Day 5: Circle Time: Have children act out and describe their favorite pretend play T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T4: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder in the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity. T5: W1: Literacy 16–17, 22–23 Day 2: Focus on Vocabulary (one of a kind). Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific). T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness. T6: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud. T6: W3: Language 44–45, 50–51 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity. Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i> T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion of abilities. T8: W2: Literacy 28–29, 30–31, 34–35, 36–37 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in All About Me Activity; Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i></p>



A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?</i>; Independent Centers: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>SED 2: Social and Emotional Understanding Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.</p>	<p>T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 22–23 Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Math 20–21, 22–23 Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are. Day 5: Circle Time: First Week Pride! Share what you are proud of and invite children to share why they are proud of themselves. T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing about Family; Story Time: Enjoy reading <i>First Laugh: Welcome, Baby!</i> Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity Day 4: Circle Time: Talk About Families; What do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren). Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i> T1: W3: Math 42–43, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i> T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I! T2: W1: Literacy 16–17, 22–23 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> Day 5: Circle Time: Have children act out and describe their favorite pretend play. T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T6: W3: Language 42–42, 50–51 Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i> Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i> T8: W2: Literacy 28–29, 30–31, 34–35, 36–37 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in the All About Me Activity; Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?;</i> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p>
<p>SED 3: Relationships and Social Interactions with Familiar Adults</p> <p>Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.</p>	<p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers.</p> <p>See for example:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Building Relationships.</p> <p>T1: W2: Literacy 36–37</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad’s First Day</i>.</p> <p>T2: W1: Language 14–15, 20–21</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity.</p> <p>Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work).</p>

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>SED 4: Relationships and Social Interactions with Peers</p> <p>Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.</p>	<p>PreK On My Way provides many opportunities throughout each day for children to engage in positive relationships with other children.</p> <p>See for example:</p> <p>T1: Me and You; W4: Friends</p> <p>Concept Question: How can we be good friends to others?</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</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 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. Encourage children to find friends to play with during independent centers and outside time.</p> <p>Day 3: Circle Time: Follow the Friend Activity; Story Time: Revisit the book and ask, <i>What are some things that friends like to do together?</i>; Small Group: Help children understand that friends can have different likes and dislikes.</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; Story Time: Connect texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>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>T1: W4: Literacy 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy, Begin discussion about noticing how someone else feels and if they need help; Focus on Vocabulary (please, excuse me).</p> <p>Day 4: Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (take turns); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity.</p> <p>Day 5: Circle Time: Dancing Friends Activity; Focus on Vocabulary (thank-you note, manners); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Literacy 16–17, 20–21</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); Extended Play: Follow rules playing Duck, Duck, Goose.</p> <p>T3: W2: Math 30–31</p> <p>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.</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Talk about communicating with peers in the Problem-Solving Activity.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T5: W3: Math 44–45</p> <p>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.</p> <p>T6: W2: Math 30–31</p> <p>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</p> <p>Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>SED 5: Symbolic and Sociodramatic Play Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.</p>	<p>Children participate in imaginative and creative play activities: 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>See for example: 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. T5: W1: Language 22–23 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: I Like This!: Act It Out. 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. T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>See for example: T1: W1: Language 15, 17 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i> T1: W1: Literacy 16–17 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> T1: W2: Language 31, 37 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he’s happy. What does the dog do?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W3: Language 49 Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk.</i> T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> 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></p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>Language and Literacy Development</p> <p>LLD 1: Understanding of Language (Receptive) Child understands increasingly complex communication and language.</p>	<p>Children engage in conversational interactions. Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction 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).</p> <p>See for example: T1: W1: Literacy 14–15, 16–17, 18–19 Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr. Day 2: Circle Time: Share the Mind Builder Talk About Feelings. Day 3: Small Group: Compare feelings with the Just Like Me Activity. T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feelings do we have?</i> Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> Day 3: Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity. Day 4: Circle Time: Talk About Feelings; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity. Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T1: W2: Language 32–33</p> <p>Concept Question: How do we talk about and manage our feelings? Day 3: Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel. T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings? Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i> Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity. Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i> Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions. Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i> T1: W4: Math 58–59 Day 2: Story Time: Read closely to discuss how characters manage their emotions. T3: W1: Language 20–21 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T3: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feelings with the When Bear Is Angry Activity. T4: W2: Literacy 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions. Day 3: Circle Time: Play a feelings guessing game.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>T4: W3: Language 46–47, 50–51 Day 2: Small Group: Let children examine different objects under magnifying glasses and talk about what they see. Challenge children to describe how things look different through the magnifying glass. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> T5: W1: Literacy 16–17, 20–21 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. T6: W2: Math 36–37 Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family. T8: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people to solve a problem.</i></p> <p>Children use age-appropriate grammar. See for example: 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.</p>
<p>LLD 2: Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language.</p>	<p>Opportunities for group engagement are provided throughout PreK On My Way. During Large Group time, the teacher gathers children in Circle Time to frame a read-aloud with any necessary instruction, which may include activating prior knowledge, building background, engaging with music and movement, and focusing on vocabulary. Then during Story Time, the teacher reads aloud the book, pausing to ask open-ended questions along the way. Each day during Small Group time, the teacher establishes the parameters and materials for an activity and then welcomes the children to join in. They experience the hands-on activity together with the children sharing their thoughts and opinions. In Independent Center time, children lead their own play as teachers ask them questions to elicit conversation with and among children (IG pp. 12–13).</p> <p>See for example: T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem. T4: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem. 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 having to do with communication. Day 3: Small Group: Encourage conversational turn-taking.</p>

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>LLD 3: Communication and Use of Language (Expressive) Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p>	<p>Scholastic has built upon the successful research model known as Developing Talkers, which has produced significant growth in both children’s receptive and expressive vocabulary skills. PreK On My Way builds on the proven success of Developing Talkers to ensure that every child has the skill and vocabulary needed for confidence and success in elementary school (IG p. 30).</p> <p>PreK On My Way includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text. In Small Group, students are prompted to respond to the read-aloud through writing, drawing, or storytelling.</p> <p>Children understand verbal and nonverbal cues. See for example: T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T5: W2: Language 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i> connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart. T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity. 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. T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p> <p>Children use vocabulary to communicate. See for example: T1: W2: Language 30–31, 32–33 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings. Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel. T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far. 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> T3: W1: Language 20–21, 22–23 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> T3: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i></p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>T6: W1: Math 18–19 Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns. T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity.</p>
<p>LLD 4: Reciprocal Communication and Conversation Child engages in back-and-forth communication that develops into increasingly extended conversations. Conversations can include communication using sign language or alternative communication systems.</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 having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. 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. T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>LLD 5: Interest in Literacy Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.</p>	<p>Children understand ideas, vocabulary, and information in stories and texts. In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>See 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. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: 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: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity. T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud. T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in 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. T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences. 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> <p>Children pay attention to print as meaningful. 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>See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity.</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different Alphabet Books.</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>LLD 6: Comprehension of Age-Appropriate Text Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds, including asking and answering questions about texts (IG p. 67).</p> <p>Before beginning the interactive read-aloud, 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. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>PreK On My Way Lessons Include: Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week. Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation in large groups. Small-Group Activities. These activities include questions to prompt conversation in small groups. See for example: T1: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information to show self-awareness. T3: W1: Literacy 20–21, 22–23 Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the One Sense at a Time Activity. Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i> T3: W2: Literacy 30–31, 32–33, 36–37 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i> Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i> T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T4: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i> Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i> T4: W1: Math 14–15, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i> Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i> Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i> T4: W3: Literacy 42–43, 46–47 Day 1: Story Time: Enjoy reading <i>A House in the Sky</i>; Guiding Question: <i>What are some places where animals can live?</i> Day 3: Circle Time: Build Science Background; Story Time: Guiding Question: <i>Why are different homes good for different animals?</i> T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Science Background: <i>What are some features cats have?</i>; Story Time: Enjoy reading <i>I Am a Cat</i>.</p>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>Day 3: 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 Let's Talk About Cats Activity.</p> <p>Day 4: Circle Time: Talk About Animals: <i>What body parts do animals have? How do they use them?</i></p> <p>Day 5: Circle Time: Discuss Animal Features; Story Time: Revisit the big book and ask, <i>If you were a cat, what feature would you most want to have?</i>; Small Group: Independent Response: <i>If you had cat features, how would you use them?</i></p> <p>T5: W1: Literacy 14–15</p> <p>Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i></p> <p>T5: W1: Language 14–15, 18–19, 22–23</p> <p>Day 1: Circle Time: Build science background by asking <i>What body parts help us move?</i>; Story Time: Enjoy reading <i>My Body</i>.</p> <p>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.</p> <p>Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i></p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking <i>How do farmers and workers get food to your dinner table?</i></p> <p>T5: W2: Literacy 32–33</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i></p> <p>T7: W3: Language 42–43, 44–45, 46–47, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i></p> <p>Day 2: Small Group: Explore plant life cycles.</p> <p>Day 3: Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity.</p> <p>Day 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>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> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Begin Story Time by revisiting the book and asking: <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i></p> <p>Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer's Corner: <i>Can you write the steps of the caterpillar's metamorphosis?</i></p> <p>Day 4: Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer's Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i></p> <p>Day 3: Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow.</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up.</i></p> <p>T8: W3: Math 42–43, 44–45, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i>.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i></p> <p>Day 4: Story Time: Connect texts <i>What Have We Learned?</i> and <i>I Want to Grow</i>.</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p>

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>LLD 7: Concepts About Print Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.</p> <p>Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.</p>	<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>See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose. T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books. 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> <p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>See for example: T1: W1: Literacy 14–15 Day 1: Circle Time: Sing the Alphabet Song; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity. T1: W1: Math 20–21 Day 4: Independent Centers: ABC Center: <i>Put letters in order of the alphabet.</i> 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. Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> 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 <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity. T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity. T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity. T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity. Day 2: Small Group: Alphabet Problem Solving T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx.</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound. T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb.</i></p>



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Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
	<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>

A Correlation of Scholastic PreK On My Way to the Desired Results Developmental Profile (DRDP)

Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>LLD 8: Phonological Awareness Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.</p> <p>Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.</p>	<p>Read-aloud and small-group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime (IG p. 32).</p> <p>Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop phonological awareness and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of phonological awareness (IG pp. 64–65).</p> <p>Children explore and recognize rhyming words. 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: <i>Find letters i-s-h, then find letters to go before those letters to make a word.</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity. T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Children explore beginning sounds. See for example: 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. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name. T7: W4: Literacy 56–57 Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p>

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	<p>T8: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.</p> <p>Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i></p> <p>Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i></p> <p>Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p>
<p>LLD 9: Letter and Word Knowledge Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words.</p>	<p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>Sound and letter lessons are sequenced throughout the program to allow for revisiting letters multiple times: Sing the Alphabet Song, Focus on Letters in Children’s Names, Focus on the Letters in Order, Focus on Letters Whose Names Make Their Sound, Focus on Letters That Appear Most Often, Review and Celebrate All the Letters (IG p. 64).</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity.</p> <p>T2: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity.</p> <p>T2: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity.</p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity.</p> <p>T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Activity: <i>Ww</i>, Day 2: Small Group: Alphabet Problem Solving</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different Alphabet Books.</p> <p>T5: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Nn, Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr</i>, and <i>Xx</i>.</p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Ss, Ff</i>, and <i>Pp</i>; Small Group: Help children identify letters <i>Ss, Ff</i>, and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Talk About the Alphabet (letters <i>Nn, li, Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn</i>, and <i>li</i>; Show children how to make an insect for the letter <i>i</i> and identify the letters <i>l, n</i>, and <i>c</i> in the word <i>insect</i>.</p> <p>T7: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Review the letters <i>Hh, Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo</i>, and <i>Bb</i>.</p>

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<p>LLD 10: Emergent Writing Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p> <p>Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include: Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and <i>Big Chart of Big Ideas</i> model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>See for example: T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name. T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> T4: W2: Language 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i> T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i> T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p>

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<p>English Language Development</p> <p>ELD 1: Comprehension of English (Receptive English)—Conditional Child shows increasing progress toward fluency in understanding English.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>Children understand ideas, vocabulary, and information in stories and texts. 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. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: 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: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity. T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud. T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in 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. T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences. 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>

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<p>ELD 2: Expression in English (Expressive English)—Conditional Child shows increasing progress toward fluency in speaking English.</p>	<p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. An instructional focus on language and supports and routines throughout the program 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> <p>Children learn about discussion rules in conversations. See for example: T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p> <p>Children follow directions. See for example: T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity. 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. T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p> <p>Children participate in collaborative conversations, expressing thoughts, feelings, and ideas. See for example: T1: W2: Language 30–31, 32–33 Concept Question: How do we talk about and manage our feelings?</p>

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	<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: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turns using the sentence <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</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: W4: Language 62–63</p> <p>Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p> <p>T5: W2: Literacy 30–31</p> <p>Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p> <p>T5: W4: Language 56–57</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: Independent Response Prompt: Children ask and answer questions to express their opinion.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.</p> <p>Learners use conventions of standard English activities.</p> <p>See for example:</p> <p>T2: W1: Language 14–15, 18–19, 20–21</p> <p>Day 1: Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.</p> <p>Day 3: Small Group: Encourage children to use complete sentences in their speech.</p> <p>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>T4: W3: Language 46–47</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>T7: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p>

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<p>ELD 3: Understanding and Response to English Literacy Activities—Conditional Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English.</p>	<p>Children understand ideas, vocabulary, and information in stories and texts. In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>See 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. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: 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: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity. T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud. T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in 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. T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences. 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> <p>Children pay attention to print as meaningful. 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>See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books.</p>

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	<p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity.</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different Alphabet Books.</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p>

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<p>ELD 4: Symbol, Letter, and Print Knowledge in English—Conditional Child shows an increasing understanding that print in English carries meaning.</p>	<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>See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose. T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books. 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> <p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>See for example: T1: W1: Literacy 14–15 Day 1: Circle Time: Sing the Alphabet Song; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity. T1: W1: Math 20–21 Day 4: Independent Centers: ABC Center: <i>Put letters in order of the alphabet.</i> 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. Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> 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 <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity. T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity. T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity. T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity. Day 2: Small Group: Alphabet Problem Solving T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx.</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound. T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb.</i></p>

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	<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>
<p>Cognition, Including Math and Science</p> <p>COG 1: Spatial Relationship—Conditional Child increasingly shows understanding of how objects move in space or fit in different spaces.</p>	<p>Children use spatial reasoning. See for example: T2: W1: Math 18–19, 20–21, 22–23 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity. Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. Day 5: Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i> T2: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Use two different objects to demonstrate location terms; Simon Says: Play using locations terms in Simon’s instructions. Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity. T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce Location Words; Where Is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words. Day 4: Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater. Day 5: Independent Centers: Math and Science Center: <i>Use location words to tell where animals are.</i> T5: W4: Math 56–57 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room. T7: W2: Math 32–33, 34–35 Day 3: Circle Time: Share the Math Strategy: Top and Bottom; Story Time: Focus on spatial sense: Small Group: Explore spatial sense with the Behind the Curtain: Locations Activity. Day 4: Small Group: Use location terms with the Spot the Mistake: Garden Activity. T8: W2: Math 28–29, 32–33 Day 1: Circle Time: Focus on Vocabulary (below). Day 3: Circle Time: Share Math Strategy: Down and Up; Story Time: Focus on spatial sense: Small Group: Differentiate between up and down.</p>

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<p>COG 2: Classification Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.</p>	<p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>See for example:</p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>T2: W2: Language 30–31</p> <p>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>T2: W4: Math 58–59, 62–63, 64–65</p> <p>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.</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump Measuring Activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>T3: W2: Language 30–31</p> <p>Day 2: Small Group: Sort clothing in the Planning for Weather Activity.</p> <p>T4: W4: Language 62–63</p> <p>Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity.</p> <p>T4: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>T4: W3: Math 48–49</p> <p>Day 4: Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater.</p> <p>T4: W3: Math 48–49</p> <p>Day 4: Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater.</p> <p>T4: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences.</p> <p>T5: W2: Language 34–35</p> <p>Day 4: Small Group: Children practice sorting and classifying fruit.</p> <p>T6: W3: Math 46–47, 48–49</p> <p>Day 3: Small Group: Sorting activity Flat or Not?</p> <p>Day 4: Small Group: Sort Your Art Activity.</p> <p>T7: W1: Language 18–19</p> <p>Day 3: Small Group: Sorting activity Does It Fit?</p>

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	<p>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.</p> <p>T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing in the Sort It Out! Activity.</p>

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Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>COG 3: Number Sense of Quantity Child shows developing understanding of number and quantity.</p>	<p>Children know the count sequence and/or count to tell the number of objects. See for example: T1: W1: Math 14–15, 16–17, 18–19 Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Small Group: Introduce counting with the Give Me 3! Activity. Day 2: Small Group: Practice counting with the Number Band Activity. Day 3: Story Time: Focus on comprehension and counting in the read-aloud. T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i> Day 2: Small Group: Challenge children to count the number of cubes given in 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, 48–49 Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song. Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity. T1: W4: Math 56–57, 58–59, 60–61, 62–62 Day 1: Small Group: Practice counting with the Tomato Harvest Activity. Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity. Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity. Day 4: Small Group: Practice counting with the Build a Superhero Activity. T2: W4: Math 60–61 Day 3: Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud. T3: W1: Math 14–15, 16–17, 20–21 Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity. Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting. T3: W4: Math 56–57 Day 1: Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count. T4: W1: Math 14–15 Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W4: Math 60–61 Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.” T5: W3: Math 42–43, 48–49 Day 1: Circle Time: Build Math Background: Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting. Day 4: Circle Time: Play a counting game; Story Time: Read interactively and connect to counting; Small Group: Pretend to wash your hands while counting to 20. T6: W4: Math 56–57, 60–61 Day 1: Small Group: Practice counting with the Five Twigs Activity. Day 3: Small Group: Talk about counting in the Pillow Count Activity; Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity. T7: W1: Math 14–15, 16–17 Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting. Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity. Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers. T8: W4: Math 56–57, 62–63, 64–65 Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence. Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p>

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<p>COG 4: Number Sense of Math Operations Child shows increasing ability to add and subtract small quantities of objects.</p>	<p>T3: W2: Math 28–29, 30–31 Day 1: Circle Time: Build Math Background; Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity. Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i> 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 Match Background; Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity. Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i> T4: W1: Math 18–19 Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects. 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> 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. 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.</p>

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Desired Developmental Profile (DRDP)	Scholastic PreK On My Way
<p>COG 5: Measurement Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.</p>	<p>Learners explore measurement. See for example: T1: W1: Math 18–19, 20–21 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity. Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> 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: 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> Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: How do we measure how big, how much, or how many? Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity. Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i> 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: Circle Time: Measuring Tools; Heavy or Light Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i> Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i> T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity. 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: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short. Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears. Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i> T3: W3: Literacy 46–47, 48–49 Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity. Day 4: Circle Time: Heavy or Light?; Measure Your Grin; Focus on Vocabulary (heavy, light); Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity. T3: W4: Math 56–57, 58–59, 64–65 Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let’s Compare! Activity.</p>

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

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<p>COG 6: Patterning Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.</p>	<p>Children sort, classify, and pattern. See for example: T3: W1: Language 14–15, 16–17, 20–21, 22–23 Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i> Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i> Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i> T3: W3: Math 44–45, 46–47, 48–49, 50–51 Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity. 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. T5: W1: Math 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in the What Comes Next? Activity. Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns. T6: W1: Math 16–17, 18–19 Day 2: Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity. Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns. T6: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity. Day 4: Circle Time: Shape Patterns; Small Group make patterns in the Build a Pattern with Shapes Activity. Day 5: Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i> T7: W3: Math 44–45, 48–49 Day 2: Story Time: Read closely to identify patterns; Small Group: Guide children to count five blocks of each color and create an ABAB pattern in the A Garden Plan Activity Day 4: Small Group: Create patterns with the Build a Beanstalk Activity.</p> <p>Children express ideas through movement and dance. See for example: T2: W2: Language 32–33 Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity. T5: W1: Math 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read I Got Rhythm for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i> Day 2: Story Time: Read closely to notice and talk about patterns; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns.</p> <p>Children learn about and through music. See for example: T5: W1: Math 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read I Got Rhythm for enjoyment. Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern.</p>

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<p>COG 7: Shapes Child shows an increasing knowledge of shapes and their characteristics.</p>	<p>Learners identify and describe shapes and/or apply their knowledge of shapes. See for example: T1: W1: Language 20–21 Day 4: Use Circle Time to introduce vocabulary (square); Small Group: It’s a Square Activity. 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> T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity. Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite them to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity. Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; 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. Day 4: Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity. Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape.</i> T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity. Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity. T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity. T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer’s Corner: <i>What shapes could you draw?</i> T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes. Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square. Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i> Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i> Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i> T6: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes. Day 2: Small Group: Help children describe the shapes they are creating. 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.</p>

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<p>COG 8: Cause and Effect Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.</p>	<p>T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Wheels on the Bus; 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: 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 Question : <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i> 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>Theme 7: Our Earth, explores concepts relating to the world around us. Week 3 is about Caring for Plants and how we can help them grow. See for example: T7: W3: Language 42–43, 44–45, 46–47, 50–51 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>. Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles. Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Small Group: Act out caring for plants with the Caring for Plants Activity. 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>COG 9: Inquiry Through Observation and Investigation Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.</p>	<p>Theme 3: Let’s Investigate, Week 4: Make It Move, explores how we can make things go. See for example: 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> T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Wheels on the Bus; 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 Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i> 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>

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<p>COG 10: Documentation and Communication of Inquiry Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others.</p>	<p>Theme 3: Let's Investigate, Week 4: Make It Move, explores how we can make things go. See for example: 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 in 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> 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: <i>Ping Pong Balls</i> 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 Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i> 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>COG 11: Knowledge of the Natural World Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.</p>	<p>T7: W3: Language 42–43 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Small Group: Talk about organisms with the Living or Nonliving? Activity. T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p>

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<p>Physical Development—Health</p> <p>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.</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. T7: W2: Math 32–33, 34–35 Day 3: Circle Time: Share the Math Strategy: Top and Bottom; Story Time: Focus on spatial sense: Small Group: Explore spatial sense with the Behind the Curtain: Locations Activity. Day 4: Small Group: Use location terms with the Spot the Mistake: Garden Activity. T8: W2: Math 28–29, 32–33 Day 1: Circle Time: Focus on Vocabulary (below). Day 3: Circle Time: Share Math Strategy: Down and Up; Story Time: Focus on spatial sense: Small Group: Differentiate between up and down.</p> <p>Learners describe location. See for example: T2: W1: Math 18–19, 20–21, 22–23 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt;” Small Group: Review location words with the Find It: Location Activity. Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. Day 5: Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i> T2: 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> T2: W4: Math 60–61 Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity. T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce Location Words; Where Is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words. Day 4: Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater. Day 5: Independent Centers: Math and Science Center: <i>Use location words to tell where animals are.</i> T5: W4: Math 56–57 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room.</p>

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<p>PD-HLTH 2: Gross Locomotor Movement Skills Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping).</p>	<p>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 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. T2: W1: Literacy 20–21 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw bean bags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57 Day 1: Simon Says: Play using locations terms in Simon’s instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: Do the Hokey Pokey. Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>

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<p>PD-HLTH 3: Gross Motor Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching).</p>	<p>T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy.</p> <p>T1: W2: Math 32–33, 34–35 Day 3: Circle Time: Shake Your Wiggles Out Day 4: Circle Time: Dance Your Feelings</p> <p>T2: W1: Literacy 20–21 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw bean bags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57 Day 1: Simon Says: Play using location terms in Simon’s instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: Do the Hokey Pokey. Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has 3 moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>

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<p>PD-HLTH 4: Fine Motor Manipulative Skills Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.</p> <p>Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.</p>	<p>Small-group activities often involve fine-motor skills and songs, either as part of the main activity or part of a recommended modification. Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90).</p> <p>Learners practice fine-motor skills. See for example: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T.</i> Day 4: ABC Center: <i>Use letters to make your name.</i> T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name. T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles. T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. These activities provide ample opportunity for learners to practice their pincer grasp. In addition, many of the visual arts activities require students to use art tools.</p> <p>See for example: T6: W3: Literacy 44- 45 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses. T6: W3: Math 44–45 Day 2: Small Group: Create origami with the Make a Ladybug Activity.</p>
<p>PD-HLTH 5: Safety Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities;</p> <p>Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.</p>	<p>T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk about Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus Vocabulary (safe, friend) Day 3: Circle Time: Focus 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: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i> T5: W4: Math 60–61 Day 3: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p>

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<p>PD-HLTH 6: Personal Care Routines: Hygiene Child increasingly responds to and initiates personal care routines that support hygiene.</p>	<p>T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W3: Language 42–43, 46–47, 48–49 Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify Cold treatments with What a Cold Needs Activity. Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity. Day 3: Small Group: Explore how germs spread with the Don’t Spread It! Activity. Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity. T5: W3: Literacy 48–49 Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing. T5: W3: Math 48–49 Day 4: Circle Time: Count the Hands!; Focus on Vocabulary (scrub, rinse); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash hands with a friend; Small Group: Pretend to wash your hands while counting to 20 with the Wash, Wash, Wash Again Activity.</p>
<p>PD-HLTH 7: Personal Care Routines: Feeding- Conditional Child responds to feeding and feeds self with increasing proficiency. Required for children with IFSPs and IEPs.</p>	<p>T5: W2: Literacy 28–29 Day 1: Independent Centers: Pretend and Play Center: Students engage in eating their favorite vegetables. T5: W2: Language 36–37 Day 5: Independent Centers: Pretend and Learn Center: Students engage in setting up and working a vegetable stand. T5: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Days 1–5: Independent Centers: Pretend and Play Center: <i>What kind of food can you pretend to eat? Can you pretend to follow a routine? Pretend you are making a vegetable salad.</i></p>
<p>PD-HLTH 8: Personal Care Routines: Dressing—Conditional Child develops and refines ability to participate in and take responsibility for dressing self. Required for children with IFSPs and IEPs.</p>	<p>T3: W2: Math 36–37 Day 5: Independent Centers: Focus on what students should wear to protect themselves and stay warm in the winter. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23 Days 1–5: Independent Centers: Construction Center: Children reflect about sleep and build something to help them sleep; Writer’s Corner: Children respond to questions about how to care for their bodies. 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>

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<p>PD-HLTH 9: Active Physical Play Child engages in physical activities with increasing endurance and intensity.</p> <p>Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play, in which a child's heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.</p>	<p>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 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. T2: W1: Literacy 20–21 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57 Day 1: Simon Says: Play using location terms in Simon's instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: Do the Hokey Pokey. Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let's Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>

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<p>PD-HLTH 10: Nutrition Child demonstrates increasing knowledge about nutrition and healthful food choices.</p>	<p>T5: W1: Language 22–23 Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p> <p>T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity.</p> <p>T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i></p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad.</p> <p>T6: 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></p> <p>Day 3: Independent Centers: Math and Science Center: <i>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?</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 Connection Cubes with the Mix a Salad! Activity.</p> <p>T8: W2: Language 34–35 Day 4: Small Group: Healthy or Unhealthy? Activity</p> <p>T8: W3: Language 48–49 Day 4: Small Group: Discuss what all living things need to grow.</p>
<p>History—Social Science</p> <p>HSS 1: Sense of Time Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity.</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 22–23 Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far.</p> <p>T2: 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: 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 routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>T8: W3: Language 42–43, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i></p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up.</i></p>

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<p>HSS 2: Sense of Place Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.</p>	<p>Learners identify the change of seasons in the environment. Theme 7: Our Earth explores concepts relating to the world around us. Week 2 relates to the Seasons and what we do during different seasons. See for example: 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 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! 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. T5: W2: Language 32–33, 34–35 Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage students in children in question-and-answer session about problems and solutions. Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity.</p>
<p>HSS 3: Ecology Child develops an awareness of and concern for the natural world and human influences on it.</p>	<p>Learners identify living and nonliving things. See for example: T7: W3: Language 42–43 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Small Group: Talk about organisms with the Living or Nonliving? Activity. T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p>

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<p>HSS 4: Conflict Negotiation Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.</p>	<p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i> T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity. T2: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity. T2: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity. T2: W3: Literacy 44–45 Day 2: Small Group: Let’s Solve It: Have children identify the problem and work in teams to solve it. T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem. T5: W2: Language 32–33 Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions. T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity. T6: W4: Language 60–61, 64–65 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i> T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: 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 in the Group Effort Activity. T8: W1: Math 22–23 Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together.</i> T8: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play with Others; Small Group: Have children work in pairs during the Ducks in a Row Activity.</p>

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<p>HSS 5: Responsible Conduct as a Group Member Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.</p>	<p>T1: W1: All About Me Concept Question: What makes us who we are? T1: W1: Language 14–15 Day 1: 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. T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing about Family; Story Time: Enjoy reading <i>First Laugh: Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Literacy 42–43, 46–47, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i> T1: W3: Math 42–43, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i> T2: W3: Math 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Which classroom job is your favorite? Write about it.</i> T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. 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 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i> Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i> Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 60–61, 64–65 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i> 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. 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>

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	<p>T8: W1: Language 16–17, 20–21 Concept Question: <i>What can we do better together?</i> Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity. Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle. 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. T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i> T8: W1: Literacy 18–19, 20–21, 22–23 Day 3: Circle Time: Discuss responsibilities at home. Day 4: Story Time: Read closely to make a connection with the Weekly Concept Question: <i>What do we do better together?</i> Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p>

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<p>Visual and Performing Arts</p> <p>VPA 1: Visual Art Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art.</p>	<p>Children participate in visual arts activities. See for example: T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways. T1: W4: Literacy 58–59, 62–63 Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower Day 4: Small Group: Guide children to make thank-you notes with various art supplies. T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza. T6: W3: Literacy 44–45, 46–47, 48–49 Day 2: Circle Time: Share the Mind Builder Make Plans and take steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses. Day 3: Small Group: Help children create stories with letters. Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation. T6: W3: Math 44–45, 48–49, 50–51 Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity. Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity. Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i> Day 2: Story Time: Extended Play: Mold Something. Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i> Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i> T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build). T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p>

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<p>VPA 2: Music Child expresses and creates by making musical sounds, with increasing intentionality and complexity.</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice (IG p. 90).</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Alouds and Big Charts of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time: Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: The Teacher Hub includes a collection of engaging Songs and Fingerplays to use during transitions, etc.</p> <p>Children participate in musical activities. See for example:</p> <p>T5: W1: Math 14–15, 16–17, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment.</p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Story Time: Revisit the book <i>Every Little Thing</i> by Bob Marley; Guiding Question: <i>How does the music change how the people in the book feel?</i>; Independent Centers: Pretend and Learn Center: <i>Can you pretend to play music on an imaginary instrument?</i></p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you write a song or story with rhymes in it?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i></p> <p>Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i>; Creativity Station: <i>Can you draw a musical instrument?</i></p> <p>Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Creativity Station: <i>Draw or paint a musical instrument.</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader.</p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i>; Construction Center: <i>Can you build a drum? What materials will you use?</i></p>

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<p>VPA 3: Drama Child increases engagement, skill development, and creative expression in drama.</p>	<p>Children participate in imaginative and creative play activities: Act It Out is one of the small-group activities conducted 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>See for example: T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes that 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. T5: W1: Language 22–23 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: I Like This!: Act It Out. 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. T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>See for example: T1: W1: Language 15, 17 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i> T1: W1: Literacy 16–17 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> T1: W2: Language 31, 37 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W3: Language 49 Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk.</i> T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p>

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	<p>T3: W2: Language 32–33, 34–35</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>

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<p>VPA 4: Dance Child develops capacity to respond, express, and create through movement in dance.</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice (IG p. 90).</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Aloud and Big Chart of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time: Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: The Teacher Hub includes a collection of engaging Songs and Fingerplays to use during transitions, etc.</p> <p>Children participate in musical activities. See for example: T5: W1: Math 14–15, 16–17, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment. Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern. Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i> T6: W2: Math 32–33, 34–35, 36–37 Day 3: Story Time: Revisit the book <i>Every Little Thing</i> by Bob Marley; Guiding Question: <i>How does the music change how the people in the book feel?</i>; Independent Centers: Pretend and Learn Center: <i>Can you pretend to play music on an imaginary instrument?</i> Day 4: Independent Centers: Writer’s Corner: <i>Can you write a song or story with rhymes in it?</i> Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i>; Creativity Station: <i>Can you draw a musical instrument?</i> Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Creativity Station: <i>Draw or paint a musical instrument.</i> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i> T6: W2: Literacy 28–29, 30–31, 32–33 Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i> Day 2: Story Time: Extended Play: Follow the Leader. Day 3: Circle Time: Let’s Hop, Hop, Hop; Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i>; Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>Children engage in creative movement activities. See for example: T2: W2: Language 32–33 Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i> Day 2: Story Time: Read closely to notice and talk about patterns; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns.</p>

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	<p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Story Time: Begin by connecting the texts <i>I Got Rhythm</i> and <i>Head, Shoulders, Knees, and Toes</i>.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T5: W1: Literacy 16–17, 20–21</p> <p>Day 2: Story Time: Extended Play: Do the Hokey Pokey.</p> <p>Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>T6: W2: Math 28–29, 36–37</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity; Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?; Creativity Station: Make a picture of yourself dancing.</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?; Writer's Corner: Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?; Pretend and Learn Center: Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family; Writer's Corner: Can you write or draw about what makes you want to dance?</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?; Independent Centers: Library and Listening Center: How would you dance to fast music? How would you dance to slow music?; Writer's Corner: Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Let's Dance; Story Time: Enjoy reading <i>Everybunny Dance!</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let's Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move; Math and Science Center: What parts of your body do you use when you dance?</i></p> <p>Day 3: Circle Time: Let's Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?; Independent Centers: Pretend and Learning Center: Why do you move differently to different kinds of music?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p> <p>Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?; Small Group: Independent Response Prompt: What is your favorite way to express yourself through music and dance?</i></p>