

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. Not applicable. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. <ol style="list-style-type: none"> a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text. 	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the week’s concept and enable them to answer the concept question (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 week’s Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for Purposeful Play Conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>Key Ideas and Details</p> <p>With prompting and support, learners ask and answer questions about key details in a text. 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</p>

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	<p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity.</p> <p>T6: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story.</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</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>With prompting and support, learners retell familiar stories, including key details.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, which includes discussion of illustrations. In addition, 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, using picture support. Asking Questions About Pictures is included as a small-group activity (IG p. 31).</p> <p>See for example:</p> <p>T1: W2: Language 32–33</p> <p>Concept Question: How do we talk about and manage our 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: W4: Language 56–57, 58–59</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>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>T3: W2: Literacy 30–31, 32–33, 36–37</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p>

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	<p>With prompting and support, learners identify characters, settings, and major events in a story. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W2: 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i> T1: W4: Math 58–59 Concept Question: How can we be a good friend to others? Day 2: Story Time: Read closely to discuss how the main character manages their emotions. T2: W2: Literacy 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task. 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> T8: W1: Literacy 16–17, 20–21 Day 2: Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity. T8: W3: Math 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners ask and answer questions about unknown words in a text. See for example: T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share). T8: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p> <p>Learners recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). 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.</p>

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	<p>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>With prompting and support, learners name the author and illustrator of a story and define the role of each in telling the story. See for example: T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator. T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 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>With prompting and support, learners describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). See for example: T1: W2: Language 32–33 Concept Question: How do we talk about and manage our feelings? Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures. T3: W1: Math 14–15, 16–17, 20–21 Day 1: Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read. T5: W4: Language 58–59, 64–65 Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T6: W2: Language 28–29 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity. T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>With prompting and support, learners compare and contrast the adventures and experiences of characters in familiar stories. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W2: 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i></p>

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	<p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>T1: W4: Math 58–59</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Story Time: Read closely to discuss how the main character manages their emotions.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task.</p> <p>T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Days 1-5: Independent Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy?; How do the characters in the book take care of themselves?; If you wrote a book about staying healthy, what would you put in it?</i></p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>T8: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners actively engage in group reading activities with purpose and understanding.</p> <p>See for example:</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.</p> <p>T2: W3: Literacy 44–45</p> <p>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</p> <p>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</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Math 56–57</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>Reading Standards for Informational Text</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. <ol style="list-style-type: none"> a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text. 	<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>With prompting and support, learners ask and answer questions about key details in a text. 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.</p> <p>With prompting and support, learners identify the main topic and retell key details of a text. 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</p>

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	<p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T4: W4: Language 60–61</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 the Let’s Talk About Cats Activity.</p> <p>With prompting and support, learners describe the connection between two individuals, events, ideas, or pieces of information in a text. See for example:</p> <p>T1: W2: Math 36–37, 40–41</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i></p> <p>Day 5: Story Time: Read and retell story interactively, focusing on emotions.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity.</p> <p>T1: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i></p> <p>T1: W4: Language 57, 59</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T2: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel?</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Story Time: Enjoy reading <i>Close Your Eyes</i>: Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember.</p> <p>T6: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i></p> <p>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>With prompting and support, learners ask and answer questions about unknown words in a text. See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</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).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p>

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	<p>Learners identify the front cover, back cover, and title page of a book. See for example: T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 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>Learners name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. See for example: T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator. T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 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>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). See for example: T1: W2: Language 32–33 Concept Question: How do we talk about and manage our feelings? Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures. T3: W1: Math 14–15, 16–17, 20–21 Day 1: Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read. T5: W4: Language 58–59, 64–65 Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T6: W2: Language 28–29 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity. T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>With prompting and support, learners identify the reasons an author gives to support points in a text. 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</p>

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	<p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W4: Language 60–61</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 the Let’s Talk About Cats Activity.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</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>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context.</p> <p>With prompting and support, learners identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Learners actively engage in group reading activities with purpose and understanding.</p> <p>See for example:</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.</p> <p>T2: W3: Literacy 44–45</p> <p>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</p> <p>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</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Math 56–57</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>Reading Standards and Foundational Skills</p> <p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words. <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<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>Learners demonstrate an understanding of the organization and basic features of print.</p> <p>See for example:</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i></p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>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>T6: W3: Language 46–47</p> <p>Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T7: W1: Language 18–19, 22–23</p> <p>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></p> <p>Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i></p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p> <p>T8: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in Letter Sound Matches Activity.</p> <p>Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i></p> <p>Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i></p> <p>Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p> <p>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> <p>Learners demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>See for example:</p> <p>T2: W4: Literacy 60–61, 62–63</p> <p>Day 3: Circle Time: Identify Rhymes.</p> <p>Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity.</p> <p>T4: W4: Literacy 58–59</p> <p>Day 2: Small Group: Do They Rhyme? Activity.</p> <p>T5: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>T6: W2: Literacy 30–31, 32–33</p> <p>Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness.</p> <p>Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity.</p> <p>T6: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47</p>

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<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</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>Learners know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Sing “The Alphabet Song;” Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity.</p> <p>T1: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Sing “The Alphabet Song;” Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name.</p> <p>T1: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity.</p> <p>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 with the Alphabet <i>Gg, Hh</i> Activity.</p> <p>T2: W4: Literacy 60–61, 62–63</p> <p>Day 3: Circle Time: Identify Rhymes.</p> <p>Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity.</p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity.</p> <p>T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity.</p> <p>Day 2: Small Group: Alphabet Problem Solving.</p> <p>T4: W4: Literacy 58–59</p> <p>Day 2: Small Group: Do They Rhyme? Activity.</p> <p>T5: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</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: W2: Language 32–33</p> <p>Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>T6: W2: Literacy 30–31, 32–33</p> <p>Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness.</p> <p>Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity.</p> <p>T6: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p>

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	<p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by their initial letter sound.</p> <p>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> <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>Learners read emergent-reader texts with purpose and understanding.</p> <p>Teachers can model fluency during the interactive read-alouds and include children in appropriate participation and responses. The PreK On My Way Song Collection available on the Teacher Hub and the Family Exchange includes bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home. The Teacher Hub also includes a collection of engaging Songs and Fingerplays to use during transitions, etc. These can be used to practice fluency.</p> <p>In addition, see the following activities:</p> <p>T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>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>

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<p>Writing Standards</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Begins at grade 2. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. Begins at grade 4. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Begins at grade 2. 	<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. Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub. In addition, the program’s authentic read-alouds and Big Chart of Big Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>Learners use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>See for example: T3: W4: Language 56–57, 58–59 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. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity. 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 week’s Concept Question: <i>What do we do better together?</i></p> <p>Learners use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>See for example: T1: W2: Math 34–35 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> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom. T5: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> T8: W2: Literacy 36–37 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> T8: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 46–47 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Learners use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

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	<p>See for example:</p> <p>T1: W1: Literacy 22–23 Day 5: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Math 34–35 Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it.</i></p> <p>T1: W3: Literacy 48–49, 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T5: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i></p> <p>T8: W2: Literacy 36–37 Day 5: Small Group: Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 46–47 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>With guidance and support from adults, learners respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>See for example:</p> <p>T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>T1: W1: Literacy 22–23 Day 5: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Math 34–35 Day 4: 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></p> <p>T1: W3: Literacy 48–49, 50–51 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T5: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i></p> <p>T8: W2: Literacy 36–37 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: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 46–47 Day 1: 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>

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	<p>With guidance and support from adults, learners explore a variety of digital tools to produce and publish writing, including in collaboration with peers. See for example: Family Engagement: <i>Take a trip to the library or search online with your child to find pictures of animals that live in your area and their babies. Read the information together. Have you ever seen one of these animal babies?</i> Family Engagement: <i>Search online or go to the library to find pictures of different kinds of homes. Talk with your child about how homes are built differently in different parts of the world. What do homes in your area look like?</i> Family Engagement: <i>Go to the library or look online for picture books and articles about recycling and taking care of the planet. Read with your child and talk about how your family can contribute to a greener Earth!</i></p> <p>Learners participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). See for example: T3: W2: Literacy 30–31 Day 2: Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; 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. T3: W3: Language 44–45 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>With guidance and support from adults, learners recall information from experiences or gather information from provided sources to answer a question. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T4: W4: Language 56–57, 58–59, 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity. T5: W1: Language 18–19 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. 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. T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity.</p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="margin-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="margin-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p style="margin-left: 20px;">a. Understand and follow one- and two-step oral directions.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations. (IG p. 63).</p> <p>Learners participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turn 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>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
	<p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</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.</p> <p>Learners ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>See for example: 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.</p> <p>Learners describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>See for example: 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 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. 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: 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. T6: W1: Math 18–19</p>

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	<p>Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns.</p> <p>T7: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity.</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners add drawings or other visual displays to descriptions as desired to provide additional detail. See for example:</p> <p>T1: W1: Language 14–15, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>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></p> <p>T1: W2: Math 34–35</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 4: Use Circle Time to talk about 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></p> <p>T1: W3: Literacy 50–51</p> <p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T2: W2: Math 30–31</p> <p>Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T6: W2: Language 30–31, 34–35</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Writer’s Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>T8: W2: Literacy 30–31, 32–33</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>

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	<p>Learners speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: 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 children to describe themselves as members of a family.</p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>Language Standards</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Knowledge of Language</p> <p>3. Begins at grade 2.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>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>Learners demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>See for example:</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>T2: W1: Language 20–21</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: 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: Literacy 44–45</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>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication.</p> <p>Day 3: Small Group: Encourage conversational turn-taking.</p> <p>Learners demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>See for example:</p> <p>T2: W1: Language 14–15, 16–17, 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> <p>Learners determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</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).</p>

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<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>T8: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p> <p>With guidance and support from adults, learners explore word relationships and nuances in word meanings. See for example: T1: W1: Literacy 16–17 Day 2: Small Group: Explore words that name feelings. T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read aloud; Small Group: Explore what it means to have a good relationship using Picture Cards. T2: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Circle Time: Focus on Vocabulary (shape, square); Small Group: Explore squares. Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (group, rectangle); Small Group: Explore rectangles. Day 3: Circle Time: Focus on Vocabulary (triangle, circle); Small Group: Identify shapes. Day 4: Circle Time: I Spy Shapes!; Small Group: Explore shapes. T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. Day 3: Circle Time: Sing a Shapes Song; Small Group: Names shapes in the Calling All Architects! Activity. T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity. Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity. Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i> T4: W4: Language 62–63 Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity. T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>Learners use words and phrases acquired through conversations, reading and being read to, and responding to texts. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe. 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.</p>

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<p>English Language Development Standards</p> <p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia). 3. Offering and supporting opinions and negotiating with others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type). No standard for kindergarten. <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. 7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. <p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics. 10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. 11. Supporting own opinions and evaluating others' opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas. <p>Part II: Learning About How English Works</p>	<p>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>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.</p> <p>Learners exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics. 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 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.</p> <p>Learners interact with others in written English in various communicative forms (print, communicative technology, and multimedia). See for example: T1: W1: Math 16–17, 18–19 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like you are shopping at the store. What will you buy with this pretend money?</i> Day 3: Story Time: <i>These numbers are prices of different foods. What does a price tell you? How many price tags can you count?</i>; Independent Centers: Pretend and Learn Center: <i>Pretend you're at a store. What store are you at? Why do you need to go to that store?</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: W4: Language 64–65 Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</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: W1: Language 14–15, 16–17 Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i> T6: W1: Literacy 18–19 Day 3: Independent Centers: Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T6: W2: Language 34–35 Day 3: Independent Centers: Construction Center: <i>Can you make an instrument? What materials would you use?</i> T6: W2: Literacy 32–33 Day 3: Independent Centers: Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>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>Learners offer and support opinions and negotiate with others in communicative exchanges. See the following, for example: T1: W2: Language 30–31, 32–33</p>

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<p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion <p>B. Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details <p>C. Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas—No standard for kindergarten. <p>Part III: Using Foundational Literacy Skills</p> <p>Foundational literacy skills in an alphabetic writing system:</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics and word recognition • Fluency 	<p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turn 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 children to describe themselves as members of a family.</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>

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	<p>Learners listen actively to spoken English in a range of social and academic contexts. See for example: T1: W2: Math 32–33 Concept Question: How do we talk about and manage our feelings? 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> 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> T4: W1: Literacy 16–17 Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> 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> 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: W4: Language 60–61 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?; Independent Centers: Library and Listening Center: Can you think of books that tell stories about people working together?</i> T8: W3: Math 44–45, 50–51 Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i> Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners closely read literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?; Small Group: Recall details with the Let’s Talk About Cats Activity.</i> T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions.</p> <p>Learners evaluate how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. 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. T4: W4: Language 60–61</p>

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	<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 the Let's Talk About Cats Activity.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</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>Learners express information and ideas on academic topics as part of every PreK On My Way lesson. Whether they're retelling a story during a whole-class read aloud, conversing with their peers during Small Group Time, or presenting their Writer's Corner response to the class, students receive consistent practice in developing their oral presentation skills.</p> <p>Learners analyze how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T5: 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>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What's the Problem? Activity.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story.</p> <p>Learners compose/write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>T1: W2: Math 34–35</p> <p>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></p> <p>T1: W3: Literacy 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T5: W1: Language 16–17</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Can you write about three ways to take care of your body?</i></p>

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	<p>T8: W2: Literacy 36–37 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: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 46–47 Day 1: 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>Learners support their own opinions and evaluate others’ opinions in speaking and writing. See for example: T3: W2: Math 32–33 Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i> T3: W2: Literacy 32–33 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity. T4: W1: Math 16–17 Day 2: Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i> T4: W3: Literacy 42–43, 46–47, 48–49 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> Small Group: Identify animal homes in the Animal Homes Activity. T6: W2: Literacy 32–33 Day 3: Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i></p> <p>Learners select and apply varied and precise vocabulary and language structures to effectively convey ideas. 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. Additionally, see for example: T1: W2: Language 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings. Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures. T1: W2: Literacy 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why. T1: W3: Literacy 44–45 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. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W4: Language 62–63 Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity. T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers. T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p>

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	<p>T5: W2: Literacy 30–31 Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing 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 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.</p> <p>T7: W4: Language 62–63 Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home.</p> <p>T7: W4: Literacy 60–61 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners understand text structure. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity. T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions.</p> <p>Learners understand text cohesion. See for example: 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 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> T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p> <p>Learners use verbs and verb phrases. See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.</p>

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	<p>Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes.</p> <p>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>T2: W4: Math 64–65</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W3: Language 46–47, 50–51</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>T5: W2: Language 28–29</p> <p>Day 1: Small Group: Guide children to speak in complex sentences using social study words.</p> <p>T7: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>Learners use nouns and noun phrases. See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.</p> <p>Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes.</p> <p>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>T2: W4: Math 64–65</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W3: Language 46–47, 50–51</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>T5: W2: Language 28–29</p> <p>Day 1: Small Group: Guide children to speak in complex sentences using social study words.</p> <p>Learners use modifiers to add details. See for example: T1: W3: Math 46–47</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (short, long).</p> <p>T3: W1: Language 18–19</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (sweet, sour).</p> <p>T3: W3: Math 44–45, 46–47, 48–49, 50–51</p> <p>Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity.</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>Day 4/5: Circle Time: Introduce and explore vocabulary (heavy, light).</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>T6: W1: Math 18–19, 22–23</p> <p>Day 3: Circle Time: Focus on Vocabulary (small, large).</p> <p>Day 5: Circle Time: Focus on Vocabulary (empty, full).</p> <p>Learners connect ideas.</p> <p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration. The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the week’s concept and enable them to answer the concept question (IG pp. 10–11).</p>

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	<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 week's Concept Question (IG pp. 12–13).</p> <p>See for example: T2: W1: Math 16–17, 21-22 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity. Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school). T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>. T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity. T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem. T4: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem. 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. 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.</p>

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	<p>T5: W3: Literacy 48–49</p> <p>Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity.</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal.</p> <p>T6: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p>

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<p>Mathematics</p> <p>Counting and Cardinality</p> <ul style="list-style-type: none"> • Know number names and the count sequence. 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). • Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. • Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals. <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 	<p>Learners count to 100 by ones and by tens.</p> <p>See for example:</p> <p>T1: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>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></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity.</p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T2: W4: Math 60–61</p> <p>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.</p> <p>T3: W1: Math 14–15, 16–17, 20–21</p> <p>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.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.”</p> <p>T5: W3: Math 42–43, 48–49</p> <p>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.</p> <p>Day 4: Circle Time: Play a counting game; Story Time: Read interactively and connect to counting; Small Group: Pretend to wash your hands while counting to 20.</p> <p>T6: W4: Math 56–57</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity.</p> <p>T7: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.</p> <p>T8: W4: Math 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p> <p>Learners count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>Not specifically addressed.</p>

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<p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Fluently add and subtract within 5.</p> <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value. <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> • Describe and compare measurable attributes. <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <ul style="list-style-type: none"> • Classify objects and count the number of objects in categories. <p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Geometry</p> <ul style="list-style-type: none"> • Identify and describe shapes. <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <ul style="list-style-type: none"> • Analyze, compare, create, and compose shapes. 	<p>Learners write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>See for example: Not specifically addressed.</p> <p>Learners understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>See for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity.</p> <p>Day 3: Small Group: Challenge children to count the number of cubes given in the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Challenge children to count the number of cubes behind the curtain and match that number on their side of the curtain.</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you use counting cubes to show how many people are in your family?</i></p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Literacy 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you use the counters to figure out how many friends are in our class?</i></p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Story Time: Read <i>The Adventures of Jovani and Alejandro</i> for enjoyment, pausing to practice counting; Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Spot the Mistake: Counting Cow Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Story Time: Extended Play: Talk about daily schedules using sequential order and ordinal numbers.</p> <p>T3: W1: Math 14–15, 16–17 20–21</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>Day 4: Small Group: Develop number names with the Number Match Activity.</p> <p>T4: W1: Math 14–15, 20–21</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>Day 4: Small Group: Count the number of chicks in a set and compare numbers of chicks in different groups.</p> <p>T4: W2: Math 28–29, 32–33</p> <p>Day 2: Small Group: Guide children to construct and compare different size towers.</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing.</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.”</p> <p>T5: W3: Math 50–51</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Here is a set of 28 teeth. If I start counting from the middle, will there still be 28? Let’s check.</i></p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity; Circle Time: Speed Subitizing.</p>

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<p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>	<p>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.</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connection Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually.</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity.</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.</p> <p>Learners count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>See for example:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>See for example:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p>

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	<p>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.</p> <p>T5: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>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.</p> <p>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> <p>T8: W2: Math 30–31 Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in the Ducks in a Row Activity.</p> <p>Learners compare two numbers between 1 and 10 presented as written numerals. Not specifically addressed; however, see for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity. Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T8: W4: Math 56–57, 58–59 Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10.</p> <p>Learners represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. See for example:</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.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65 Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19 Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T5: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p>

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	<p>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> <p>Learners solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>Note: PreK On My Way addresses adding and subtracting within five. See for example: T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>Note: PreK On My Way addresses decomposing numbers less than or equal to five. See for example: T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>Day 4: For any number from one to nine, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>

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	<p>T5: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>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.</p> <p>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> <p>Learners fluently add and subtract within 5. See for example: 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 I Need a Cube! Activity. Day 2: Small Group: Practice counting with the I Need a Cube! Activity. T3: W4: Math 60–61, 62–63 Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one. Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>T5: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>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.</p> <p>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> <p>Learners compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Note: Numbers 11–19 are not specifically addressed in PreK On My Way. For readiness activities, see for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i> Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i> Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity. Day 4: Small Group: Practice counting with the Behind the Curtain Activity. T1: W3: Math 42–43, 44–45, 48–49 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. Day 2: Small Group: Practice subitizing with the Memory Cards Activity. 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, 62–63 Day 1: Small Group: Practice counting with the Tomato Harvest Activity. Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity. Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p>

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	<p>Day 4: Small Group: Practice counting with the Build a Superhero Activity. T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence. T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity. Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity. T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count Connection Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually. Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity. T8: W2: Math 28–29, 30–31, 34–35</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity. Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in the Ducks in a Row Activity. Day 4: Small Group: Have children move counters across a “finish line” and tell how many are on each side. Guide children to see that the order in which the “racers” finish the line does not affect the total count. T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10. Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence.</p> <p>Learners describe measurable attributes of objects, such as length or weight. Learners describe several measurable attributes of a single object. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity. 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> T3: W3: Math 48–49 Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity; Independent Centers: Writer’s Corner: <i>Can you write about something that is very heavy and hard to pick up?</i> T3: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity. Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p> <p>Learners directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>

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	<p>See for example:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity.</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Revisit Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: 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></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light? Activity; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity.</p>

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	<p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let's Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p> <p>Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement.</p> <p>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p> <p>Learners classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>See for example:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity.</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?; Math and Science Center: What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p>

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	<p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Revisit Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: 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></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light? Activity; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in Let’s Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p>

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	<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> <p>Learners describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners correctly name shapes regardless of their orientations or overall size. See for example:</p> <p>T2: W3: Math 44–45</p> <p>Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier 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>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p>T4: W4: Math 56–57</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Not specifically addressed; however, PreK On My Way includes many opportunities for learners to interact with both two- and three-dimensional shapes; e.g., see the following standard.</p>

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	<p>Learners analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>See for example:</p> <p>T2: W3: Math 44–45</p> <p>Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier 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>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p>T4: W4: Math 56–57</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>See for example:</p> <p>T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity.</p> <p>Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity.</p> <p>Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.</p> <p>Day 4: Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape.</i></p> <p>T2: W3: Math 44–45, 46–47, 48–49</p> <p>Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity.</p> <p>Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity.</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity.</p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer’s Corner: <i>What shapes could you draw?</i></p> <p>T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p>

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	<p>Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes.</p> <p>Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square.</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p> <p>See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p>

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<p>Science</p> <p>From Molecules to Organisms: Structures and Processes K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Earth's Systems K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>Earth and Human Activity K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p>Motion and Stability: Forces and Interactions K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>Energy K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>Engineering Design K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Theme 4: Discover Animals explores what makes animals so interesting and special. Week 1 explores Animal Families and how animals help their babies learn, live, and grow. Week 2 is about Caring for Pets and how we can help animals stay healthy. Week 3 explores Animal Homes and what it is like where they live. Week 4 addresses Animal Features and how they use them. Children explore a variety of living creatures throughout Theme 4 lessons.</p> <p>Theme 7: Our Earth explores concepts relating to the world around us. Week 1 explores Day and Night and what we do during the day and night; Week 2 relates to the Seasons and what we do during different seasons.</p> <p>Learners use observations to describe patterns of what plants and animals (including humans) need to survive. See for example: T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i> Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents. Day 4: Circle Time: Talk About Animals Families; Story Time: Extended Play: Guess the Animal. Day 5: Circle Time: Be an Animal Family! T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why do mama penguin take a journey to the sea?</i> Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i> Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the animal. Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <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: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Talk About Pets; Move Like a Pet; Focus on Vocabulary (pets, exercise); Story Time: Extended Play: Taking care of pets. Day 5: Circle Time: Focus on Vocabulary (paws); Small Group: Independent Response Prompt: <i>What are the things to do to take care of a pet?</i> T4: W3: Language 42–43, 50–51 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i>; Small Group: Talk about organisms with the Living or Nonliving? Activity. Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles. Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants. with the Caring for Plants Activity. Day 4: Circle Time: Sing About Plant Parts. Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i> T8: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i> Writer's Corner: <i>Can you write a story about a caterpillar and changing into a butterfly?</i> Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It's metamorphosis time!</i> Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer's Corner: <i>Can you write the steps of the caterpillar's metamorphosis?</i></p>

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<p>K–2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K–2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>Day 4: Story Time: Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Learners use and share observations of local weather conditions to describe patterns over time. See for example: T3: W2: Language 28–29, 32–33, 34–35</p> <p>Day 1: Story Time: Enjoy reading <i>Cloudette</i>; Small Group: Explore different types of weather with the What’s the Weather? Activity.</p> <p>Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Small Group: Help children with making and recording observations with the Daily Weather Book Activity; Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>Weather</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity.</p> <p>Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds.</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book.</p> <p>Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>The Mitten</i>.</p> <p>Day 2: Story Time: Extended Play: Cold Weather.</p> <p>Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> <p>Day 4: Circle Time: All Kinds of Weather; Fun in Any Weather; Focus on Vocabulary (snowy, windy); Story Time: <i>Big Chart of Big Ideas: What’s the Weather?</i>; Small Group: Explore weather</p> <p>Day 5: Circle Time: Connect to Science; Story Time: Guiding Question: <i>How does the cold weather affect the boy or the animals?</i></p> <p>T7: W2: Literacy 36–37</p> <p>Day 5: Circle Time: Be a weather reporter!</p> <p>Learners construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. See for example: T3: W2: Math 32–33</p> <p>Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> <p>T3: W2: Literacy 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity.</p> <p>T4: W1: Math 16–17</p> <p>Day 2: Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>T4: W3: Literacy 42–43, 46–47, 48–49</p>

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	<p>Day 1: Story Time: Enjoy reading <i>A House in the Sky</i>; Guiding Question: <i>What are some places where animals can live?</i></p> <p>Day 3: Circle Time: Build Science Background; Story Time: Guiding Question: <i>Why are different homes good for different animals?;</i> Small Group: Identify animal homes in the Animal Homes Activity.</p> <p>Learners use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. See for example: T3: W2: Math 32–33 Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i> T3: W2: Literacy 32–33 Family Engagement: <i>Take a trip to the library or search online with your child to find pictures of animals that live in your area and their babies. Read the information together. Have you ever seen one of these animal babies?</i> T4: W3: Literacy 42–43, 46–47, 48–49 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> Small Group: Identify animal homes in the Animal Homes Activity. Family Engagement: <i>Search online or go to the library to find pictures of different kinds of homes. Talk with your child about how homes are built differently in different parts of the world. What do homes in your area look like?</i></p> <p>Learners ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. See for example: Theme 3: Let’s Investigate is about investigating the world around us. Week 2 explores Weather and how it can affect us.</p> <p>T3: W2: Language 28–29, 32–33, 34–35 Day 1: Story Time: Enjoy reading <i>Cloudette</i>; Small Group: Explore different types of weather with the What’s the Weather? Activity. Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Small Group: Help children with making and recording observations with the Daily Weather Book Activity; Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i> T3: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: Enjoy reading <i>Weather</i>. Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity. Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?;</i> Small Group: Talk about clouds. Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book. Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: <i>How can you plan for the weather?</i> T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: Enjoy reading <i>The Mitten</i>.</p> <p>Learners communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. See for example: T7: W4: Math 58–59, 62–63</p>

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	<p>Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and Internet use and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck’s journey if possible.</p> <p>Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items.</p> <p>Learners plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. See for example: T3: W4: Language 56–57 Day 1: Small Group: Sort objects into categories in the Push or Pull Activity. T4: W1: Literacy 16–17 Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. T4: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity. 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>Learners analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. 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: <i>Wheels on the Bus</i>; Story Time: Enjoy reading <i>Oscar and the Cricket</i>; Guiding Question: <i>What does Oscar make the ball do?</i> Day 2: Story Time: Extended Play: Ping-Pong Balls. Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> Day 4: Circle Time: Talk about Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend Pulling. Day 5: Story Time: Guiding 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>Learners make observations to determine the effect of sunlight on Earth’s surface. Not specifically addressed.</p> <p>Learners use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. Not specifically addressed.</p>

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	<p>Learners ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Not specifically addressed. For transferrable problem-solving activities, 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>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>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>; Small Group: Engage students in children in question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>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>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>Learners develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p>Not specifically addressed. For data-gathering and comparison activities, see for example:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
	<p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Revisit Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 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.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: 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></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light?; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in Let’s Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 60–61, 64–65</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>

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	<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>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>The Arts</p> <p>Dance</p> <p>Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work</p> <p>a. Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and nonlocomotory movements by changing at least one of the elements of dance.</p> <p>Anchor Standard 2: Organize and Develop Artistic Ideas and Work</p> <p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</p> <p>Anchor Standard 3: Refine and Complete Artistic Work</p> <p>Apply suggestions for changing movement through guided improvisational experiences.</p> <p>Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</p> <p>a. Make still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a formation and work with others to change its dimension. Find and return to a place in space.</p> <p>b. Demonstrate tempo contrasts with movements that match the tempo of the stimuli.</p> <p>c. Identify and apply different dynamics to movements.</p> <p>Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate same side and cross-body locomotor and nonlocomotory movements, body patterning movements, and body shapes.</p> <p>b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p> <p>Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p> <p>Anchor Standard 7: Perceive and Analyze Artistic Work</p>	<p>Learners generate and conceptualize ideas and work in dance.</p> <p>See for example:</p> <p>T1: W2: Math 36–37</p> <p>Day 4: Circle Time: Dance Your Feelings.</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65</p> <p>Day 5: Circle Time: Act It Out.</p> <p>T6: W2: Language 28–29, 32–33</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>T6: W2: Language 30–31, 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family;</i> Writer’s Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>Learners organize and develop ideas and work in dance.</p> <p>See for example:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>T6: W2: Language 30–31, 34–35</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i></p> <p>T6: W2: Literacy 30–31</p> <p>Day 2: 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></p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance.</p> <p>Learners refine and complete artistic work in dance.</p> <p>See for example:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>T6: W2: Literacy 30–31</p> <p>Day 2: 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></p> <p>Learners select, analyze, and interpret dance for presentation.</p> <p>See for example:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>T6: W2: Literacy 30–31</p> <p>Day 2: 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></p> <p>Learners develop and refine dance techniques and work for presentation.</p> <p>See for example:</p> <p>T1: W2: Math 34–35</p> <p>Day 4: Circle Time: Dance Your Feelings.</p> <p>T2: W1: Math 21-22</p>

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<p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p> <p>Anchor Standard 8: Interpret Intent and Meaning in Artistic Work Observe movement and describe it using simple dance terminology.</p> <p>Anchor Standard 9: Apply Criteria to Evaluate Artistic Work Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.</p> <p>Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>b. Observe a work of art. Describe and then express through movement something of interest about the artwork and ask questions for discussion concerning the artwork.</p> <p>Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding Describe or demonstrate the movements in a dance that was watched or performed.</p>	<p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! T2: W3: Language 46–47</p> <p>Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. 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> T6: W2: Language 30–31, 34–35, 36–37</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</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></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer's Corner: <i>Write about how you express yourself through music and dance</i>; Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Pretend and Learning Center: <i>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?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Learners convey meaning through the presentation of dance. See for example: T6: W2: Language 30–31, 34–35 Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer's Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 4: Independent Centers: Writer's Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>Learners perceive and analyze dance. See for example: T6: W2: Language 30–31, 34–35, Math 36–37 Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer's Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 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>Learners interpret intent and meaning in dance. See for example: T1: W2: Math 34–35 Day 4: Circle Time: Dance Your Feelings. T2: W1: Math 21-22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! 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. 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!; 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>; Pretend and Learn Center: <i>What music do you like to dance to?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i> Day 2: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i></p>

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	<p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</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></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance</i>; Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: 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></p> <p>Learners apply criteria to evaluate dance. See for example: 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: Literacy 16–17 Day 2: Story Time: Extended Play: “Hokey Pokey.” 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!; 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>; Pretend and Learn Center: <i>What music do you like to dance to?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i> Day 2: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</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> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance</i>; 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, 32–33, 34–35, 36–37 Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i> Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i> Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Learners synthesize and relate knowledge and personal experiences to create a dance. See for example: T2: W1: Math 21-22 Day 4: Build Background: Children discuss things they do or don’t do at school; Freeze Dance! 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: Literacy 16–17 Day 2: Story Time: Extended Play: “Hokey Pokey.” T6: W2: Language 32–33, 34–35, 36–37</p>

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	<p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</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></p> <p>Day 5: Independent Centers: Writer's Corner: <i>Write about how you express yourself through music and dance;</i> Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 30–31</p> <p>Day 2: 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></p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance.</p> <p>Learners relate artistic ideas and dances with societal, cultural, and historical context to deepen understanding.</p> <p>See for example:</p> <p>T5: W1: Math 14–15</p> <p>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></p> <p>T6: W2: Language 28–29, 32–33</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?;</i> Creativity Station: <i>Make a picture of yourself dancing.</i></p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>T6: W2: Language 28–29</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What books can you find about music and movement?</i></p>

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<p>Media Arts</p> <p>Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Discover and share ideas for media artworks using play and/or experimentation.</p> <p>Anchor Standard 2: Organize and Develop Artistic Ideas and Work With guidance, use ideas to form plans or models for media arts productions.</p> <p>Anchor Standard 3: Refine and Complete Artistic Work</p> <p>a. Form and capture media arts content for expression and meaning in media arts productions.</p> <p>b. Make changes to the content, form, or presentation of media artworks and share results.</p> <p>Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation With guidance, combine arts forms and media content, such as dance and video, to form media artworks.</p> <p>Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating, in creating media artworks.</p> <p>b. Identify and demonstrate creative skills, such as performing, within media arts productions.</p> <p>Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work With guidance, discuss the audience and share roles in presenting media artworks.</p> <p>Anchor Standard 7: Perceive and Analyze Artistic Work</p> <p>a. Recognize and share components and messages in media artworks.</p> <p>b. Recognize and share how a variety of media artworks create different experiences.</p> <p>Anchor Standard 8: Interpret Intent and Meaning in Artistic Work With guidance, share observations regarding a variety of media artworks.</p> <p>Anchor Standard 9: Apply Criteria to Evaluate Artistic Work Share appealing qualities and possible changes in media artworks.</p> <p>Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Use personal experiences and interests in making media artworks.</p> <p>b. Share memorable experiences of media artworks.</p>	<p>PreK On My Way does not broadly address media arts. However, any of the drawing, painting, theater, and music making activities can be adapted to incorporate media. In addition, the two lessons below include a skills focus on using technology to express the learner’s own ideas.</p> <p>T3: W2: Literacy 30–31</p> <p>Day 2: Skills Focus: Technology: Program and Tools: Use technology, including learning applications, to express own ideas. Independent Centers: <i>Writer’s Corner: What question about the weather can you write? Can you make a question mark at the end?; Creativity Station: Can you make a rainbow? Can you show all the colors?</i></p> <p>T5: W4: Math 60–61</p> <p>Day 3: Skills Focus: Programs and Tools: Use technology, including learning applications, to express your ideas; <i>Writer’s Corner: Why should we learn about fire safety?; Creativity Station: Draw a picture of our class during a fire drill.</i></p> <p>Learners relate artistic ideas and media with societal, cultural, and historical context to deepen understanding.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Writer’s Corner: Can you draw a picture that shows a food you like to eat?; Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: <i>Creativity Station: Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W2: Math 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: <i>Writer’s Corner: What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: <i>Creativity Station: Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: <i>Writer’s Corner: Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: <i>Creativity Station: Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: <i>Writer’s Corner: Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p>

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<p>Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.</p> <p>b. With guidance, interact safely and appropriately with media arts tools, environments, and rules.</p>	<p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 48–49</p> <p>Day 4: Story Time: Concept Question: <i>How have we changed?</i>: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p>

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<p>Music</p> <p>Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work</p> <p>a. With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>b. With guidance, generate musical ideas (such as movements or motives).</p> <p>Anchor Standard 2: Organize and Develop Artistic Ideas and Work</p> <p>a. With guidance, demonstrate and choose favorite musical ideas.</p> <p>b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p> <p>Anchor Standard 3: Refine and Complete Artistic Work</p> <p>With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</p> <p>With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance.</p> <p>With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</p> <p>a. With guidance, perform music with expression.</p> <p>b. With guidance, demonstrate performance decorum appropriate for the audience.</p> <p>Anchor Standard 7: Perceive and Analyze Artistic Work</p> <p>With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice.</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Learners generate and conceptualize ideas and work in music.</p> <p>See for example:</p> <p>T2: W1: Math 18–19</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.”</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern).</p> <p>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.</p> <p>Day 3: Small Group: Identify patterns with the Changing the Pattern Activity.</p> <p>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.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners organize and develop ideas and work in music.</p> <p>See for example:</p> <p>T1: W3: Math 42–43</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Sing “The Alphabet Song.”</p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Sing a Sharing Song.</p> <p>T2: W1: Math 18–19</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.”</p> <p>T2: W3: Math 46–47</p> <p>Day 3: Circle Time: Sing a Shapes Song.</p> <p>T3: W2: Math 28–29</p> <p>Day 1: Circle Time: Sing an Adding Song.</p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 28–29, 32–33, 36–37</p> <p>Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Library and Listening Center: <i>What music can you listen to?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound;</i> Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 28–29, 34–35</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i>; Math and Science Center: <i>Why do these instruments have different sounds?;</i> Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>Learners refine and complete artistic work in music.</p> <p>See for example:</p> <p>T1: W3: Math 42–43</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Sing “The Alphabet Song.”</p> <p>T1: W4: Math 62–63</p>

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<p>Anchor Standard 8: Interpret Intent and Meaning in Artistic Work With guidance, demonstrate awareness of expressive qualities that reflect creators' and performers' expressive intent.</p> <p>Anchor Standard 9: Apply Criteria to Evaluate Artistic Work With guidance, apply personal and expressive preferences in the evaluation of music.</p> <p>Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art With guidance, share how personal interests connect to creating, performing, and responding to music.</p> <p>Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding With guidance, share connections between music and culture.</p>	<p>Day 4: Circle Time: Sing a Sharing Song. T2: W1: Math 18–19</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.” T2: W3: Math 46–47</p> <p>Day 3: Circle Time: Sing a Shapes Song. T3: W2: Math 28–29</p> <p>Day 1: Circle Time: Sing an Adding Song. T6: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: “Row, Row, Row Your Boat”; 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: Creativity Station: <i>Can you draw a musical instrument?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: 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, 32–33</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Day 3: Independent Centers: Pretend and Learning Center: Math and Science Center: <i>Why do these instruments have different sounds?; Construction Center: Can you build a drum? What materials will you use?</i></p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song. T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners select, analyze, and interpret musical works for presentation. See for example: T1: W3: Math 42–43 Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song. T1: W1: Literacy 14–15 Day 1: Circle Time: Sing “The Alphabet Song.” T1: W4: Math 62–63 Day 4: Circle Time: Sing a Sharing Song. T2: W1: Math 18–19 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.” T2: W3: Math 46–47 Day 3: Circle Time: Sing a Shapes Song. T3: W2: Math 28–29 Day 1: Circle Time: Sing an Adding Song. T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: <i>Row, Row, Row Your Boat</i> Day 2: Story Time: Extended Play: Sing About Transitions. Day 4: Circle Time: Talk About Singing and Dancing. Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i> T6: W2: Literacy 28–29, 32–33 Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i> Day 3: Independent Centers: Pretend and Learning Center: Math and Science Center: <i>Why do these instruments have different sounds?; Construction Center: Can you build a drum? What materials will you use?</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song.</p> <p>Learners develop and refine musical techniques and work for presentation. See for example: T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p>

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	<p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern).</p> <p>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.</p> <p>Day 3: Small Group: Identify patterns with the Changing the Pattern Activity.</p> <p>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.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game.</p> <p>T6: W2: Language 34–35, 36–37</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></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T6: W2: Literacy 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>T6: W4: Literacy 56–57</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners convey meaning through the presentation of music. See for example: T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern).</p> <p>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.</p> <p>Day 3: Small Group: Identify patterns with the Changing the Pattern Activity.</p> <p>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.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game.</p> <p>T6: W2: Language 34–35, 36–37</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></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T6: W2: Literacy 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners perceive and analyze music. See for example: T6: W2: Language 28–29, 32–33, 36–37</p> <p>Day 1: Independent Centers: Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?</i></p> <p>Day 5: Story Time: 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 32–33</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?; Pretend and Learning Center: Why do you move differently to different kinds of music?</i></p> <p>Learners interpret intent and meaning in music. See for example: T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Sing a Sharing Song.</p> <p>T6: W2: Math 28–29, 32–33, 34–35, 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 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p>

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	<p>Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 230–31, 32–33, 34–35, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i>; Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i></p> <p>Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</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></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Pretend and Learning Center: <i>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: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Learners apply criteria to evaluate music. See for example: T1: W4: Math 62–63 Day 4: Circle Time: Sing a Sharing Song. T6: W2: Math 28–29, 32–33, 34–35, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song. Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i> T6: W2: Language 230–31, 32–33, 34–35, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i>; Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i> Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</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> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance.</i> T6: W2: Literacy 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i> Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song. T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners synthesize and relate knowledge and personal experiences to create a work of music. See for example: T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern). Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns. Day 3: Small Group: Identify patterns with the Changing the Pattern Activity. Day 4: Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity.</p>

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	<p>Day 5: Use Circle Time to connect to music and play a pattern game.</p> <p>T6: W2: Language 34–35, 36–37</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></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T6: W2: Literacy 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Learners relate artistic ideas in music with societal, cultural, and historical context to deepen understanding.</p> <p>See for example:</p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Sing a Sharing Song.</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: 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: Independent Centers: Library and Listening Center: <i>What books can you find about music and movement?</i></p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i>; Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</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></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Pretend and Learning Center: <i>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: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song.</p>

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<p>Theatre</p> <p>Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience. b. n/a c. With prompting and supports, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.</p> <p>Anchor Standard 2: Organize and Develop Artistic Ideas and Work a. With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience. b. With prompting and supports, express original ideas in dramatic play or a guided drama experience.</p> <p>Anchor Standard 3: Refine and Complete Artistic Work a. With prompting and supports, ask and answer questions during dramatic play or a guided drama experience.</p> <p>Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation a. With prompting and supports, identify characters and setting in dramatic play or a guided drama experience.</p> <p>Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation a. With prompting and supports, understand that voice and sound are fundamental to dramatic play and guided drama experiences. b. With prompting and supports, explore and experiment with various technical theatre elements in dramatic play or a guided drama experience.</p> <p>Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work With prompting and supports, use voice and sound in dramatic play or a guided drama experience and share with others.</p> <p>Anchor Standard 7: Perceive and Analyze Artistic Work With prompting and supports, express an emotional response to characters in dramatic play or a guided drama experience.</p> <p>Anchor Standard 8: Interpret Intent and Meaning in Artistic Work a. With prompting and supports, identify preferences in dramatic play, a guided drama experience, or age-appropriate theatre performance.</p>	<p>Learners generate and conceptualize ideas and work in theater. See for example: T1: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</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: 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>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: 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> T1: W4: Math 60–61 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> T1: W4: Language 62–63 Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>Learners organize and develop ideas and work in theater. See for example: 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: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> 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>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: 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> T1: W4: Math 60–61 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> T1: W4: Language 56–57, 58–59, 62–63 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>Learners refine and complete artistic work in theater. See for example: T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers. T2: W2: Language 32–33 Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T5: W4: Literacy 64–65</p>

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<p>b. With prompting and supports, name and describe settings in dramatic play or a guided drama experience.</p> <p>c. With prompting and supports, describe how personal emotions and choices compare to the emotions and choices of characters in dramatic play or a guided drama experience.</p> <p>Anchor Standard 9: Apply Criteria to Evaluate Artistic Work</p> <p>a. With prompting and supports, discuss and make decisions with others in dramatic play or a guided drama experience.</p> <p>Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art With prompting and supports, identify similarities between characters and oneself in dramatic play or a guided drama experience.</p> <p>Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. With prompting and supports, identify skills and knowledge from other areas in dramatic play or a guided drama experience.</p> <p>b. With prompting and supports, use listening skills to participate in and observe a guided drama experience.</p> <p>Anchor Standard 12 missing here</p> <p>a. With prompting and supports, identify stories that are different from one another in dramatic play or a guided drama experience.</p> <p>b. With prompting and supports, tell a story in dramatic play or a guided drama experience.</p>	<p>Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>T7: W1: Math 22–23</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W3: Language 50–51</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Learners select, analyze, and interpret theatrical works for presentation. See for example: T1: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</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: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> 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> Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: 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> T1: W4: Math 60–61 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> T1: W4: Language 56–57, 58–59, 62–63 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T7: W3: Language 42–43 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i></p> <p>Learners develop and refine theatrical techniques and work for presentation. 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> 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> 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></p> <p>Learners convey meaning through the presentation of theater. See for example: T1: W1: Literacy 16–17, 22–23</p>

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	<p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i></p> <p>T1: W1: Language 14–15</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T1: W2: Literacy 30–31</p> <p>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>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T1: W2: Math 28–29</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>T1: W4: Math 60–61</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>T1: W4: Language 56–57, 58–59, 62–63</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>T2: W3: Math 44–45, 46–47</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i></p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W2: Language 32–33, 34–35</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59, 64–65</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p> <p>Day 5: Circle Time: Act It Out: Objects.</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65</p> <p>Day 5: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>T6: W1: Literacy 50–51</p> <p>Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T6: W2: Language 36–37</p> <p>Day 5: Circle Time: Act It Out: Express Yourself.</p> <p>T6: W3: Literacy 22–23</p> <p>Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T7: W1: Math 22–23</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 36–37</p> <p>Day 5: Act It Out: Seasons.</p> <p>T7: W3: Language 50–51</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant.</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, 46–47</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>Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Learners perceive and analyze theater. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W4: Language 56–57, 58–59 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> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>Learners interpret intent and meaning in theater. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W4: Language 56–57, 58–59 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> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>Learners apply criteria to evaluate theater. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> 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>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W4: Language 56–57, 58–59, 62–63 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>Learners synthesize and relate knowledge and personal experiences to create a theatrical work. See for example: 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: Five Little Froggies. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p>

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	<p>T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night? T7: W2: Language 36–37 Day 5: Act It Out: Seasons. T7: W3: Language 50–51 Day 5: Circle Time: Act It Out: Care for a Plant. 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> T8: W3: Language 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i> Day 3: Circle Time: Act It Out: Growing Up. Day 1: 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> T1: W4: Language 56–57, 58–59, 62–63 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T7: W3: Language 42–43, 50–51 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> Day 5: Circle Time: Act It Out: Care for a Plant.</p> <p>Learners relate artistic ideas in theater with societal, cultural, and historical context to deepen understanding. See for example: T1: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</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: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> 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> Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: 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> T1: W4: Math 60–61 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> T1: W4: Language 56–57, 58–59, 62–63 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> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T6: W1: Literacy 50–51</p>

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	<p>Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T7: W3: Language 42–43 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i></p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>Visual Arts</p> <p>Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work Engage in exploration and imaginative play with various arts materials. Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>Anchor Standard 2: Organize and Develop Artistic Ideas and Work Through experimentation, build skills in various media and approaches to artmaking. Identify safe and nontoxic art materials, tools, and equipment. Create art that represents natural and constructed environments.</p> <p>Anchor Standard 3: Refine and Complete Artistic Work Explain the process of making art while creating.</p> <p>Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation Select art objects for personal portfolio and display, explaining why they were chosen.</p> <p>Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation Explain the purpose of a portfolio or collection.</p> <p>Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work Explain what an art museum is and distinguish how an art museum is different from other buildings.</p> <p>Anchor Standard 7: Perceive and Analyze Artistic Work Identify uses of art within one's personal environment. Describe what an image represents.</p> <p>Anchor Standard 8: Interpret Intent and Meaning in Artistic Work Interpret art by identifying subject matter and describing relevant details.</p> <p>Anchor Standard 9: Apply Criteria to Evaluate Artistic Work Explain reasons for selecting a preferred artwork.</p> <p>Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art Create art that tells a story about a life experience.</p> <p>Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding Identify a purpose of an artwork.</p>	<p>Learners generate and conceptualize ideas and work in visual arts. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Language 14–15, 16–17, 22–23 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. Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Math 34–35 Day 4: Independent Centers: 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: W3: Literacy 48–49, 50–51 Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways. Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. 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. 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 30–31, 32–33, 34–35 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book. 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 42–43 Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>Learners organize and develop ideas and work in visual arts. See for example: 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> 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> 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> T3: W3: Language 50–51 Day 5: 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: W4: Literacy 60–61 Day 3: 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> T4: W2: Language 28–29</p>

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	<p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i> T5: W1: Language 14–15</p> <p>Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts. T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i> T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i> T6: W2: Language 30–31, 34–35</p> <p>Day 2: Small Group: Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next; 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> Day 4: Independent Centers: Creativity Station: <i>Draw or paint a musical instrument.</i> T6: W2: Math 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Small Group: Work with partners in the Draw Together Activity. 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 48–49, 50–51</p> <p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity. Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>Learners refine and complete artistic work in visual arts. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Language 14–15, 16–17, 22–23 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. Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Writer’s Corner: Can you draw a picture that shows a food you like to eat?; Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Math 34–35 Day 4: Independent Centers: Creativity Station: Draw to show the difference between <i>being scared and surprised.</i> Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: What would you tell Hank to help him manage his feelings?; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i> T1: W3: Literacy 48–49, 50–51 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways. Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p>

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	<p>Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities.</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower.</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies.</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?; Writer’s Corner: What shapes could you draw?</i></p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>T5: W1: Language 14–15</p> <p>Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts.</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad.</p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W2: Language 30–31, 34–35</p> <p>Day 2: Small Group: Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next; 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 4: Independent Centers: Creativity Station: <i>Draw or paint a musical instrument.</i></p> <p>T6: W2: Math 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Small Group: Work with partners in the Draw Together Activity.</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Math 48–49, 50–51</p>

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	<p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T8: W2: Literacy 30–31, 32–33</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>Learners select, analyze, and interpret artworks works for presentation.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W2: Math 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons;</i> Extended Play: Draw seasonal activities.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 48–49</p>

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	<p>Day 4: Story Time: Concept Question: <i>How have we changed?</i>: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners develop and refine artistic techniques and work for presentation.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower.</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies.</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer’s Corner: <i>What shapes could you draw?</i></p> <p>T3: W2: Language 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p>

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	<p>T6: W2: Language 30–31, 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 4: Independent Centers: Creativity Station: <i>Draw or paint a musical instrument.</i> T6: W2: Math 32–33, 34–35, 36–37 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 48–49, 50–51 Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity. Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W3: Literacy 48–49 Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation. T6: W3: Language 42–43, 46–47, 48–49, 50–51 Day 1: 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 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: Revisit the Concept Question: <i>How can we express ourselves through making art?;</i> 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> T6: W3: Math 48–49 Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity. T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W2: Literacy 30–31 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: W2: Math 34–35 Day 4: Story Time: Extended Play: Draw seasonal activities. T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity. T8: W2: Literacy 30–31, 32–33 Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i> T8: W3: Literacy 42–43, 48–49 Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i> Day 4: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners convey meaning through the presentation of visual arts. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Language 14–15, 22–23 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. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face; Independent Centers: Writer’s Corner: Can you draw a picture that shows a food you like to eat?; Creativity Station: What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Math 34–35 Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p>

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	<p>T1: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower.</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies.</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?; Writer’s Corner: What shapes could you draw?</i></p> <p>T3: W2: Language 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W2: Language 30–31, 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a musical instrument.</i></p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Math 48–49, 50–51</p> <p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T6: W3: Language 42–43, 46–47, 48–49, 50–51</p>

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	<p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W3: Math 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity.</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Extended Play: Draw seasonal activities.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Literacy 30–31, 32–33</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>T8: W3: Literacy 42–43, 48–49</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 4: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners perceive and analyze visual arts.</p> <p>See for example:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards.</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>T1: W4: Language 56–57, 58–59</p> <p>Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities.</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 30–31</p> <p>Day 2: Story Time: Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W2: Language 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T5: W1: Language 14–15</p> <p>Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts.</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad.</p>

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	<p>T6: W2: Language 30–31 Day 2: Small Group: Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what's next.</p> <p>T6: W3: Math 48–49 Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>T6: W3: Language 42–43, 44–45 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>T7: W2: Literacy 34–35, 36–37 Day 4: Small Group: Describe the seasons with the Picture Sort Activity.</p> <p>T7: W2: Math 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <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>T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 42–43 Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Learners interpret intent and meaning in visual arts. See for example:</p> <p>T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 16–17, 22–23 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35 Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities.</p> <p>T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 32–33, 34–35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43 Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer's Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer's Corner: <i>What shapes could you draw?</i></p> <p>T3: W2: Language 29</p>

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	<p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T5: W1: Language 14–15</p> <p>Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts.</p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W2: Math 32–33</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?;</i> Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 34–35, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>Day 4: Small Group: Describe the seasons with the Picture Sort Activity.</p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 42–43, 48–49</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 4: Story Time: Concept Question: <i>How have we changed?;</i> Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners apply criteria to evaluate visual arts.</p> <p>See for example:</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>T6: W3: Math 48–49, 50–51</p> <p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Language 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p>

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	<p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>Learners synthesize and relate knowledge and personal experiences to create artwork.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W2: Language 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W2: Language 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Literacy 48–49</p>

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	<p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T6: W3: Language 46–47, 48–49</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Literacy 30–31, 32–33</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>T8: W3: Literacy 42–43, 48–49</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 4: Story Time: Concept Question: <i>How have we changed?</i>: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners relate artistic ideas in visual arts with societal, cultural, and historical context to deepen understanding.</p> <p>See for example:</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>T1: W4: Language 56–57, 58–59</p> <p>Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities.</p> <p>T2: W2: Math 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T6: W2: Math 30–31</p> <p>Day 2: Small Group: Work with partners in the Draw Together Activity.</p> <p>T6: W3: Math 48–49, 50–51</p> <p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W3: Math 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity.</p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>World Languages</p> <p>Communication Standard 1: Interpretive Communication Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information.</p> <p>Communication Standard 2: Interpersonal Communication Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 3: Presentational Communication Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.</p> <p>Communication Standard 4: Settings for Communication Students use language in:</p> <ul style="list-style-type: none"> • highly predictable common daily settings (Novice); • transactional and some informal settings (Intermediate); • most informal and formal settings (Advanced); • informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world. Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement. <p>Communication Standard 5: Receptive Structures in Service of Communication Students use the following structures to communicate:</p> <ul style="list-style-type: none"> • sounds, parameters, and writing systems (Novice); • basic word and sentence formation (Intermediate); 	<p>Family engagement resources encourage all families to contribute their home language and culture to the classroom. (IG p. 88). PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom. (IG p. 93).</p> <p>Learners understand that people can speak different languages. 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. T1: W3: Family Concept Question: What makes a family? T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild). Story Time: Extended Play: Play a game of “family” charades. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p> <p>Learners communicate with peers who speak another language. T5: W2: Language 28–29, 34–35 Day 1: Pretend and Learn Center: <i>What kind of food can you pretend to eat?</i>; Creativity Station: <i>What can you use to make pretend food?</i> 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. T6: W3: Math 44–45, 50–51 Day 2: Small Group: Small Group: Discuss taking initiative and practicing during Make a Ladybug Activity; Help children describe the shapes they are creating. Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i> Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T8: W4: Literacy 56–57, 60–61 Day 1: Use Circle Time to build background, encourage movement, and introduce vocabulary (poem, adiós). Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words.</p> <p>Presentational Communication Not specifically addressed. See notes on Developing Talkers techniques in PreK On My Way.</p> <p>Learners communicate with peers and teachers in the classroom environment. See for example: T5: W2: Language 28–29, 34–35 Day 1: Pretend and Learn Center: <i>What kind of food can you pretend to eat?</i>; Creativity Station: <i>What can you use to make pretend food?</i> 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. T6: W3: Math 44–45, 50–51 Day 2: Small Group: Small Group: Discuss taking initiative and practicing during Make a Ladybug Activity; Help children describe the shapes they are creating. Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i> Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T8: W4: Literacy 56–57, 60–61 Day 1: Use Circle Time to build background, encourage movement, and introduce vocabulary (poem, adiós).</p>

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<ul style="list-style-type: none"> • structures for major time frames and text structures for paragraph-level discourse (Advanced); • all structures and text structures for extended discourse (Superior). • Students use the following language text types to communicate: • learned words, signs and fingerspelling, and phrases (Novice); • sentences and strings of sentences (Intermediate); • paragraphs and strings of paragraphs (Advanced); • or coherent, cohesive multi-paragraph texts (Superior). <p>Communication Standard 6: Productive Structures in Service of Communication Students use the following structures to communicate: sounds, parameters, and writing systems (Novice);</p> <ul style="list-style-type: none"> • basic word and sentence formation (Intermediate); • structures for major time frames and text structures for paragraph-level discourse (Advanced); • all structures and text structures for extended discourse (Superior). • Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); • sentences and strings of sentences (Intermediate); • paragraphs and strings of paragraphs (Advanced); • or coherent, cohesive multi-paragraph texts (Superior). <p>Communication Standard 7: Language Comparisons in Service of Communication To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.</p>	<p>Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words.</p> <p>Learners understand a few words in another language. See for example: T1: W3: Language 42–43, 46–47 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 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. T6: W1: Language 14–15 Day 1: Circle Time: Build background and introduce vocabulary; Let’s Act Out Verbs Activity. T7: W4: Language Day 1: Circle Time: Begin Story Time by introducing the book and asking, <i>What can water turn into?</i>; Check understanding, differentiating as needed; in the Water, Water Activity, ask children to look at pictures of water and say whether the water is a lake, a river, a cloud, rain, or dew; Invite children to think of other places where they could find water and say what they know about it. Day 3: Learning Cognates Activity: Ask children to guess the cognate for that word; Say a Spanish cognate and have children guess the English cognate. Day 5: ABC Center: <i>Imagine a name for an ocean. What sound does it start with? What letter makes that sound?</i></p> <p>Learners speak a few words in another language. See for example: T1: W3: Language 42–43, 46–47 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 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. T6: W1: Language 14–15 Day 1: Circle Time: Build background and introduce vocabulary; Let’s Act Out Verbs Activity. T7: W3: Language 42–43, 46–47 Day 1: Circle Time: Begin Story Time by introducing the book and asking <i>What can water turn into?</i>; Check understanding, differentiating as needed; in the Water, Water Activity, ask children to look at pictures of water and say whether the water is a lake, rivers, etc.; Invite children to think of other places where they could find water and say what they know about it. Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity; Learning Cognates Activity: Ask children to guess the cognate for that word; Say a Spanish cognate and have children guess the English cognate.</p> <p>Learners understand that people who speak the same language sometimes use different dialects or expressions. T6: W1: Language 22–23 Day 5: Circle Time: Read and retell interactively for physical engagement and imagination; Small Group: <i>What are your favorite stories to tell?</i> Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i> T8: W1: Literacy 14–15 Day 1: Small Group: Explore children’s vocabulary by finding words that contain these sounds and trying to define them; Library and Listening Center: <i>What character is in your book? What’s special about that character?</i> T8: W4: Language 56–57 Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure.</p>

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<p>Cultures</p> <p>Cultures Standard 1: Culturally Appropriate Interaction Students interact with cultural competence and understanding.</p> <p>Cultures Standard 2: Cultural Products, Practices, and Perspectives To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.</p> <p>Cultures Standard 3: Cultural Comparisons To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.</p> <p>Cultures Standard 4: Intercultural Influences To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.</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>Students interact with cultural competence and understanding. See for example: T1: W1: Literacy 14–15, 18–19, 20–21 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity. Day 3: Small Group: Compare feelings with the Just Like Me Activity. Day 4: Small Group: Have children play a charades-like activity in which they act out what they like to do. Have children guess what was being acted out. 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> T5: W1: Literacy 22–23 Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific). 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>Students investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them. See for example: T1: W1: Literacy 14–15, 18–19, 20–21 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity. Day 3: Small Group: Compare feelings with the Just Like Me Activity. Day 4: Small Group: Have children play a charades-like activity in which they act out what they like to do. Have children guess what was being acted out. 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></p>

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	<p>T5: W1: Literacy 22–23 Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific). 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>Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know. Not specifically addressed.</p> <p>Students demonstrate understanding and use the target language to investigate how cultures influence each other over time. Not specifically addressed.</p>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>Health Education</p> <p>Nutrition and Physical Activity Standard 1: Essential Concepts 1.1.N Name a variety of healthy foods and explain why they are necessary for good health. 1.2.N Identify a variety of healthy snacks. 1.3.N Describe the benefits of being physically active. 1.4.N Recognize the importance of a healthy breakfast.</p> <p>Standard 2: Analyzing Influences 2.1.N Recognize that not all products advertised or sold are good for them.</p> <p>Standard 3: Accessing Valid Information Skills for this content area are not identified until grade two.</p> <p>Standard 4: Interpersonal Communication 4.1.N Explain how to ask family members for healthy food options.</p> <p>Standard 5: Decision Making 5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.</p> <p>Standard 6: Goal Setting Skills for this content area are not identified until grade two.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.N Select nutritious snacks. 7.2.N Plan a nutritious breakfast. 7.3.N Choose healthy foods in a variety of settings.</p> <p>Standard 8: Health Promotion Skills for this content area are not identified until grade two.</p> <p>Growth and Development Standard 1: Essential Concepts 1.1.G Explain that living things grow and mature. 1.2.G Describe their own physical characteristics. 1.3.G Name ways in which people are similar and ways in which they are different. 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). 1.5.G Name body parts and their functions. 1.6.G Name and describe the five senses.</p>	<p>Theme 5: Healthy Me explores ways to stay healthy and safe. Week 1: My Body explores the different parts of our bodies and what they do. Week 2: Let's Eat! looks at food and where it comes from. Week 3: Taking Care addresses maintaining one's health. Week 4: Safe and Sound explores safety practices and rules.</p> <p>Learners name a variety of healthy foods and explain why they are necessary for good health. See for example: T5: W1: Language 16–17 Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep.</i> T5: W2: Literacy 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T5: W2: Language 28–29, 32–33 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> 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. Day 3: 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: Let's Make a Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity. T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise.</p> <p>Learners identify a variety of healthy snacks. See for example: T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?; Pretend and Learn Center: What healthy snacks do you like to eat? Why?</i></p> <p>Learners describe the benefits of being physically active. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Language 14–15, 16–17, 22–23 Day 1: Circle Time: Build Science Background by asking, <i>What body parts help us move?; Sing About Our Bodies</i>; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity. Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?; Independent Centers: Writer's Corner: Can you write about three ways to take care of your body?; Library and Listening Center: What body parts help you jump?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W4: Language 64–65 Day 5: Independent Centers: Writer's Corner: <i>Write a story that tells about a way to stay healthy.</i> T8: W2: Language 34–35</p>

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<p>Injury Prevention and Safety Standard 1: Essential Concepts 1.1.S Identify safety rules for the home, the school, and the community. 1.2.S Identify emergency situations. 1.3.S Explain ways to stay safe when riding in a bus or other vehicle. 1.4.S Distinguish between appropriate and inappropriate touching. 1.5.S Explain that everyone has the right to tell others not to touch his or her body. 1.6.S Describe school rules about getting along with others. 1.7.S Recognize the characteristics of bullying. 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing. 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely. 1.10.S Identify people who are strangers and how to avoid contact with strangers. 1.11.S Demonstrate how to ask trusted adults for help. 1.12.S Define and explain the dangers of weapons. 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.</p> <p>Standard 2: Analyzing Influences Skills for this content area are not identified until grade one.</p> <p>Standard 3: Accessing Valid Information 3.1.S Identify trusted adults who can help in emergency situations.</p> <p>Standard 4: Interpersonal Communication 4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1. 4.2.S Show how to answer the phone in a safe way.</p> <p>Standard 5: Decision Making 5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1. 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.</p> <p>Standard 6: Goal Setting Skills for this content area are not identified until grade four.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.S Follow rules for safe play and safety routines. 7.2.S Show how to cross the street safely.</p>	<p>Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise.: Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can.</p> <p>Learners recognize the importance of a healthy breakfast. Not specifically addressed.</p> <p>Learners recognize that not all products advertised or sold are good for them. See for example: T1: W1: Math 16–17, 18–19 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like you are shopping at the store. What will you buy with this pretend money?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you're at a store. What store are you at? Why do you need to go to that store?</i> T1: W1: Language 32–33 Day 3: Story Time: <i>Why do Lola and Mommy need to go shopping?</i> T5: W2: Math 28–29 Day 1: Story Time: Share the Guiding Question: <i>There is a question I want you to think about as we read: What is one food Baby gets at the market? We are going to read about a mother and her baby who go to the market. Does this look like the market where your family buys food? How is it the same? How is it different?;</i> Independent Centers: Pretend and Learn Center: <i>Can you pretend to be a farmer? What fruit will you gather to sell at the market?</i> T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone's birthday.</i> T7: W4: Math 62–63 Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items.</p> <p>Learners explain how to ask family members for healthy food options. Not specifically addressed. For activities in which learners seek adult assistance, see for example: 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; Story Time: Extended Play: Play a taking turns game; Small Group: Playtime Problem Solving: Encourage partners to take turns using the sentence "Please, may I have a turn?" T2: W3: Literacy 44–45 Day 2: Small Group: Let's Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem. 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: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity. T8: W1: Math 22–23 Concept Question: What can we do better together?</p>

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<p>Standard 8: Health Promotion 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>Standard 1: Essential Concepts 1.1.A Explain why medicines are used. 1.2.A Explain that medicines can be helpful or harmful. 1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult. 1.4.A Recognize that some household products are harmful if ingested or inhaled. 1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.</p> <p>Mental, Emotional, and Social Health</p> <p>Standard 1: Essential Concepts 1.1.M Identify a variety of emotions. 1.2.M Describe the characteristics of families. 1.3.M Identify trusted adults at home and at school. 1.4.M Describe characteristics that make each individual unique. 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”</p> <p>Standard 2: Analyzing Influences 2.1.M Identify ways family and friends help promote well-being.</p> <p>Standard 3: Accessing Valid Information 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.</p> <p>Standard 4: Interpersonal Communication 4.1.M Show how to express personal needs and wants appropriately. 4.2.M Cooperate and share with others.</p> <p>Standard 5: Decision Making Skills for this content area are not identified until grade two.</p> <p>Standard 6: Goal Setting 6.1.M Make a plan to help family members at home.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.M Express emotions appropriately. 7.2.M Describe positive ways to show care, consideration, and concern for others.</p>	<p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together.</i> T8: W2: Math 30–31</p> <p>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. T3: W1: Language 20–21</p> <p>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes.</p> <p>Learners describe ways to participate regularly in active play and enjoyable physical activities. See for example: T5: W1: Language 16–17, 22–23 Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?;</i> Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?;</i> Library and Listening Center: <i>What body parts help you jump?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W4: Language 64–65 Day 5: Independent Centers: Writer’s Corner: <i>Write a story that tells about a way to stay healthy.</i> T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise.</p> <p>Learners select nutritious snacks. See for example: T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?;</i> Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i></p> <p>Learners plan a nutritious breakfast. Not specifically addressed.</p> <p>Learners choose healthy foods in a variety of settings. See for example: T5: W1: Language 14–15, 16–17, 22–23 Day 1: Circle Time: Build Science Background by asking, <i>What body parts help us move?;</i> Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity. Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?;</i> Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?;</i> Library and Listening Center: <i>What body parts help you jump?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W4: Language 64–65 Day 5: Independent Centers: Writer’s Corner: <i>Write a story that tells about a way to stay healthy.</i> T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise.</p> <p>Learners explain that living things grow and mature. See for example: T4: W3: Language 42–43, 50–51 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> 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>.</p>

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<p>Standard 8: Health Promotion 8.1.M Encourage others when they engage in safe and healthy behaviors.</p> <p>Personal and Community Health</p> <p>Standard 1: Essential Concepts 1.1.P Identify effective dental and personal hygiene practices. 1.2.P Describe sun-safety practices. 1.3.P Define “germs.” 1.4.P Explain why the transmission of germs may be harmful to health. 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.</p> <p>Standard 2: Analyzing Influences Skills for this content area are not identified until grade one.</p> <p>Standard 3: Accessing Valid Information 3.1.P Identify health care workers who can help promote healthy practices.</p> <p>Standard 4: Interpersonal Communication 4.1.P Demonstrate how to ask for assistance with a health-related problem.</p> <p>Standard 5: Decision Making Skills for this content area are not identified until grade one.</p> <p>Standard 6: Goal Setting Skills for this content area are not identified until grade one.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.P Show effective dental and personal hygiene practices. 7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).</p> <p>Standard 8: Health Promotion Skills for this content area are not identified until grade one.</p>	<p>Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i> 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> T8: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Writer’s Corner: <i>Can you write a story about a caterpillar and changing into a butterfly?</i> Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It’s metamorphosis time!</i> Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> Day 4: Story Time: Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned. Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Learners describe their own physical characteristics. See for example: 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 Concept 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 50–51 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> 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.</p>

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	<p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow.</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up.</i></p> <p>T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i>.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i></p> <p>Day 3: Circle Time: Sing a Growing Song.</p> <p>Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow</i>.</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners name ways in which people are similar and ways in which they are different.</p> <p>See for example:</p> <p>T1: W1: All About Me</p> <p>Guiding Question: What makes us who we are?</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Math 20–21, 22–23</p> <p>Day 4: Story Time: Read closely to connect to this week's Concept Question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are.</p> <p>Day 5: Circle Time: First Week Pridel: Share what you are proud of and invite children to share why they are proud of themselves.</p> <p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i></p> <p>Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity.</p> <p>Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity.</p> <p>Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do.</p> <p>Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Families.</p> <p>Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity.</p> <p>Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren).</p> <p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Math 42–43, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>T2: W1: Language 16–17</p> <p>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!</p> <p>T2: W1: Literacy 16–17, 22–23</p> <p>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></p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play.</p>

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	<p>T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> 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. 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> T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p> <p>Learners identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). See for example: T2: W3: Math 42–43, 44–45, 48–49 Day 1: Begin Story Time by asking, <i>What helps work in our community?;</i> Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i></p> <p>Learners name body parts and their functions. See for example: T4: W1: Math 14–15, 16–17 Day 1: Story Time: Enjoy reading <i>Baby Animals</i>. Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i> 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>; Small Group: Sort animals with the Cat Family Activity. Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i> Day 3: Circle Time: Focus on Vocabulary (mane); Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?;</i> Small Group: Recall details with the Let’s Talk About Cats Activity. Day 4: Circle Time: Talk about Animals; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?;</i> Small Group: Identify different animal feet with the Fantastic Feet Activity. 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> T5: W1: Literacy 14–15, 20–21 Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i> Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body parts with the Simon Says Activity. T5: W1: Language 14–15, 18–19, 20–21, 22–23 Day 1: Circle Time: Build Science Background by asking <i>What body parts help us move?;</i> Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity. Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?;</i> Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p>

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	<p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create a body diagram with the Outline My 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>Learners name and describe the five senses. See for example: T3: W1: Language 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Play Simon Says, focusing on the senses; Focus on Vocabulary (sweet, sour); Story Time: Guiding Question: <i>What words can we use to talk about how foods taste?</i>; Small Group: Identify things with the Our Fabulous Five Senses Activity.</p> <p>Day 4: Circle Time: What Do We Use To ...?; Focus on Vocabulary (taste, smell); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity.</p> <p>Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i>; Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i></p> <p>T3: W1: Literacy 20–21, 22–23</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste).</p> <p>Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i></p> <p>Learners identify safety rules for the home, the school, and the community. See for example: T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: <i>What are some ways to stay safe in your home?</i></p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>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.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T6: W4: Literacy 61</p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p>Learners identify emergency situations. See for example: 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>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>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></p> <p>T5: W4: Math 60–61, 62–63</p> <p>Day 3: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p> <p>Learners explain ways to stay safe when riding in a bus or other vehicle. Not specifically addressed.</p>

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	<p>Learners distinguish between appropriate and inappropriate touching. Not specifically addressed.</p> <p>Learners explain that everyone has the right to tell others not to touch his or her body. Not specifically addressed.</p> <p>Learners describe school rules about getting along with others. See for example: T2: W1: Literacy 18–19, 20–21, 22–23 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i> T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. 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. T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas. T6: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition Vocabulary Card. Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next. T7: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p> <p>Learners recognize the characteristics of bullying. Not specifically addressed.</p> <p>Learners identify ways to stay safe when crossing streets, riding a bicycle, or playing. See for example: T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: <i>What are some ways to stay safe in your home?</i> Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p>

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	<p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T6: W4: Literacy 61</p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p>Learners recognize that anything may be poisonous or cause harm if used unsafely. See for example: T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: <i>What are some ways to stay safe in your home?</i></p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>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.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Learners identify people who are strangers and how to avoid contact with strangers. See for example: T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: <i>What are some ways to stay safe in your home?</i></p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>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.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Learners demonstrate how to ask trusted adults for help. See for example: T1: W2: Literacy 30–31, 36–37 Concept Question: How do we talk about and manage our feelings? Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated).</p> <p>Day 5: Story Time: Guiding Question, How do we show our feelings?; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>Learners define and explain the dangers of weapons. Not specifically addressed.</p> <p>Learners explain the importance of telling a trusted adult if you see or hear about someone having a weapon. Not specifically addressed.</p>

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	<p>Learners identify trusted adults who can help in emergency situations. See for example: T2: W3: Literacy 44–45 Day 2: Small Group: Let’s Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem. T3: W2: Literacy 34–35 Day 4: Small Group: Encourage children to work as a team as they create a book about weather in the Class Weather Book 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: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Small Group: Guide children in the Help Yourself Activity. T5: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity. T5: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Sing About Play (taking turns). Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (safe, friend); Story Time: Connect the Mind Builder to the read-aloud. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p> <p>Learners demonstrate how to ask a trusted adult for help or call 9-1-1. Not specifically addressed.</p> <p>Learners show how to answer the phone in a safe way. Note specifically addressed.</p> <p>Learners identify situations when it is necessary to seek adult help or call 9-1-1. See for example: T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: What are some ways to stay safe in your home? Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>Learners role-play what to do if a stranger at home, in a car, or on the street approaches you. See for example: T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves?</p>

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	<p>T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: What are some ways to stay safe in your home? Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Learners follow rules for safe play and safety routines. See for example: T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: <i>What are some ways to stay safe in your home?</i> Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T6: W4: Literacy 61 Day 3: Independent Centers: Writer’s Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p>Learners show how to cross the street safely. Not specifically addressed.</p> <p>Learners show how to tell a trusted adult when they or a friend find a weapon. Not specifically addressed.</p> <p>Alcohol, Tobacco, and Other Drugs Not specifically addressed.</p> <p>Learners identify a variety of emotions. See for example: 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 feeling 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.</p>

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	<p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: Which words name feelings?; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p> <p>Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play, play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest. T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity.</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about 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></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: What would you tell Hank to help him manage his feelings?; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i> 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. 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>Learners describe the characteristics of families. See for example: T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it.</i> T7: W1: Literacy 16–17</p> <p>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. Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job. T8: W1: Literacy 18–19</p> <p>Learners identify trusted adults at home and at school. See for example: T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children's school routines with the At School Activity. T2: W1: Math 14–15, 16–17, 22–23 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine. T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines. 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. T7: W1: Literacy 16–17</p>

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	<p>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; Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity.</p> <p>Learners describe characteristics that make each individual unique. See for example: T1: W1: All About Me Guiding Question: <i>What makes us who we are?</i> T1: W1: Language 14–15, 16–17</p> <p>Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 2: Story Time: Connect to the Mind Builder Building Relationships to the read-aloud; Explore family relationships. T1: W1: Literacy 16–17, 22–23</p> <p>Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr.</p> <p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity.</p> <p>Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity.</p> <p>Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity.</p> <p>Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do.</p> <p>Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Families.</p> <p>Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity.</p> <p>Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades.</p> <p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Math 42–43, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild).</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p>

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	<p>Learners describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”</p> <p>See for example:</p> <p>T1: Me and You; W4: Friends</p> <p>Concept Questions: 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.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>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>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: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (adult, communicate); Small Group: Help children communicate with their peers as they solve a sorting problem.</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> <p>Learners identify ways family and friends help promote well-being.</p> <p>See for example:</p> <p>T1: W4: Math 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</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>T1: W2: Literacy 30–31</p>

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	<p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T3: W1: Math 16–17</p> <p>Day 2: Story Time: Extended Play: Call Your Friends 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>T5: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>T6: W2: Language 34–35</p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Learners identify trusted adults at home and at school who can help with mental and emotional health concerns.</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>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution.</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p> <p>Learners express personal needs and wants appropriately.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turn 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>Learners cooperate and share with others.</p> <p>See for example:</p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p>

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	<p>T1: W4: Language 64–65 Day 4: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship; Story Time: Connect the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share). T8: W1: Language 16–17 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity. T8: W1: Math 16–17 Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity.</p> <p>Learners make a plan to help family members at home. See for example: T2: W1: Literacy 20–21 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T5: W3: Language 48–49 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. T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal. T6: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses. T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build). T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity.</p> <p>Learners express emotions appropriately. See for example: T1: W1: Literacy 14–15, 16–17 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> T1: W2: Literacy 28–29, 30–31 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 feeling 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. 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; Extended Play: Riding Buy; Small Group: Model managing your emotions. 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. T6: W1: Language 16–17</p>

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	<p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions. 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>Learners describe positive ways to show care, consideration, and concern for others. See for example: T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). 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.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>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> T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>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.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe or unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>Learners encourage others when they engage in safe and healthy behaviors. See for example: 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>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions.</p>

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	<p>T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity. T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Learners identify effective dental and personal hygiene practices. See for example: T5: W3: Literacy 48–49, 50–51 Day 3: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing. T5: W3: Language 48–49 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: Math 42–43, 46–47, 48–49 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about going to the dentist?</i> Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Learners describe sun-safety practices. See for example: T3: W2: Literacy 32–33, 34–35 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity. Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity.</p> <p>Learners define “germs.” Not specifically addressed.</p> <p>Learners explain why the transmission of germs may be harmful to health. See for example: T5: W3: Language 46–47, 48–49 Day 3: Small Group: Explore how germs spread with the Don’t Spread It! Activity. Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity. T5: W3: Literacy 46–47 Day 3: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing. T5: W3: Math 46–47, 48–49 Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i> Day 4: Independent Centers: Writer’s Corner: <i>Can you write about the order in which you wash your hands?</i> T5: W3: Math 48–49 T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity.</p> <p>Learners identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. See for example: T2: W2: Language 28–29 Day 2: Circle Time: Build Background: Talk with children about the neighborhood where they live. Ask how they could make their neighborhoods more beautiful.</p>

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	<p>T7: W4: Language 58–59, 60–61, 62–63</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i></p> <p>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>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. Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>Learners identify health care workers who can help promote healthy practices.</p> <p>See for example:</p> <p>T2: W3: Math 42–43, 44–45, 48–49, 50–51</p> <p>Day 1: Begin Story Time by asking, <i>What helps work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community.</i></p> <p>Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i></p> <p>T8: W4: Language 56–57, 58–59, 62–63</p> <p>Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job.</p> <p>Learners demonstrate how to ask for assistance with a health-related problem.</p> <p>See for example:</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>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>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></p> <p>T5: W4: Math 60–61, 62–63</p> <p>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>History-Social Science</p> <p>Learning and Working Now and Long Ago</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <ol style="list-style-type: none"> 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. <p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p>	<p>Learners understand that being a good citizen involves acting in certain ways. See for example: T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it.</i> 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. Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job. T8: W1: Literacy 18–19 Day 3: Circle Time: Discuss responsibilities at home.</p> <p>Learners recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. See for example: T2: W2: Literacy 30–31 Day 2: Story Time: Ask: <i>There are flags from many countries on this page! What shape are these flags? Let's group them by color. First let's count the flags that have the color red in them. Now, let's count the flags that don't have red.</i> T8: W3: Math 46–47 Day 3: Independent Centers: <i>Let's count how many stripes are on the U.S. flag.</i> T8: W4: Math 56–57 Day 1: Story Time: Ask: <i>What is Tom doing in this picture? Who knows the Pledge of Allegiance?</i> Day 5: Story Time: <i>Tom is saying the Pledge of Allegiance! Let's all practice saying it together;</i> Remind children that they will say the Pledges of Allegiance and observe a moment of silence each day. During the moment of silence, they will be asked to stay quiet and not disturb others as they think, reflect, pray, meditate, or do some other silent activity.</p> <p>Learners match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. See for example: T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it.</i> T5: W2: Language 32–33 Day 3: Story Time: <i>What jobs are these workers doing? Why do you think the open bins and the crates are different sizes?; Where do you think these truck drivers are going? What do you think is in their heavy loads?; How do farmers and workers get food to your dinner table?</i> T8: W4: Language 56–57, 58–59, 62–63 Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job.</p> <p>Learners compare and contrast the locations of people, places, and environments and describe their characteristics. See for example: T1: W4: Math 20–21 Day 1: Story Time: <i>This page shows a map of the places Jovani and Alejandro go with their families to pick food. Do you recognize any of the foods in these harvests?</i> 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>

California Kindergarten Standards for Public Schools	Scholastic PreK On My Way
<p>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>	<p>T2: W2: Math 30–31, 34–35 Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity. Day 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. T2: W3: Math 46–47 Day 3: Small Group: Name shapes in the Calling All Architects! Activity. T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i></p> <p>Learners students put events in temporal order using a calendar, placing days, weeks, and months in proper order. Note: Though PreK On My Way does not reach the full level of this standard, the calendar is introduced early in the curriculum. See for example: T1: W1: Math 14–15, 16–17, 18–19 Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i></p> <p>Learners understand that history relates to events, people, and places of other times. See for example: T2: W1: Literacy 16–17, 18–19, 20–21, 22–23 Day 3: Small Group: Discuss children’s school routines with the At School Activity. 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> T8: W3: Literacy 48–49, 50–51 Day 4: Story Time: Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned. Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 44–45, 46–47, 50–51 Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i> Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up.</i></p>