

Preschool Learning Foundations, Vol. 1	Scholastic PreK On My Way
<p>SELF</p> <p>1.0 Self-Awareness</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p>	<p>Children compare their characteristics with others and display a growing awareness of their psychological characteristics in the following:</p> <p>T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit book and ask, <i>What are some things you can do?</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Math 16–17, 20–21, 22–23 Concept Question: What makes us who we are? Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are Day 5: Circle Time: First Week Pride! Share what you are proud of and invite children to share why they are proud of themselves T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I! T2: W1: Literacy 16–17, 22–23 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it</i> Day 5: Circle Time: Have children act out and describe their favorite pretend play T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word</i> T4: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder in the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity T5: W1: Literacy 16–17, 22–23 Day 2: Focus on Vocabulary (one of a kind) Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific) T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness T6: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud T6: W3: Language 44–45, 50–51 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell A Story Activity Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i> T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: <i>Children ask and answer questions to express their opinion of abilities</i></p>

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<p>Continued</p>	<p>T8: W2: Literacy 28–29, 30–31, 34–35, 36–37</p> <p>Day 1: Circle Time: introduce book and identify it as a narrative about facing our fears</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in All About Me Activity; Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i></p> <p>Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?</i>; Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p> <p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (Instructional Guide p. 68).</p> <p>Children identify emotions in themselves. See the following:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings, Focus on Vocabulary (feelings, share); Small Group: Explore emotions with Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feeling and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised</i></p> <p>Day 5: Circle Time: Introduce vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p>

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<p>Continued</p>	<p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends activity</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity</p> <p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions</p> <p>Day 3: Circle Time: Play a feelings guessing game</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We’re So Happy Activity</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language, 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness</p>

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<p>2.0 Self-Regulation</p> <p><i>At around 60 months of age:</i></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	<p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets. (IG p. 69)</p> <p>Children regulate their own behavior with increasing independence. See the following:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect to the Mind Builder in the read aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity</p> <p>T1: W4: Math 58–59, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions</p> <p>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T2: W1: Math 16–17, 21–22</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity</p> <p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school)</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p>T5: W1: Literacy 20–21</p> <p>Day 4: Skills Focus: Emotional Development: Able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary; Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p>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</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity</p> <p>See also specific instruction on regulating attention and maintaining focus:</p> <p>T3: W1: Literacy 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Focus Attention; Story Time: Connect the Mind Builder to the read-aloud. Notice and talk about when children are focusing their attention</p> <p>Day 3: Circle Time: Build background on using senses; Focus on Vocabulary (listen)</p>

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<p>3.0 Social and Emotional Understanding</p> <p><i>At around 60 months of age:</i></p> <p>3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	<p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (Instructional Guide p. 68).</p> <p>Children explore and identify emotions in themselves and others. See the following:</p> <p>T1: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus Vocabulary (relationships); Story Time: Connect to the Mind Builder in the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>Day 3: Story Time: Guiding Question: <i>How can we learn about other people?</i>; Small Group: Explore with children that people like to do different things using Picture Cards</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Build Language Background: Ask children how many feelings they can name and which of those are they feeling right now; Focus on Vocabulary (disappointed, blue); Story Time: Enjoy reading <i>The Way I Feel</i> by Janan Cain; Guiding Question: <i>What different feelings can people have?</i>; Small Group: Have children create Feeling Plates, then use them to express their feelings</p> <p>Day 2: Circle Time: Share the Mind Builder Identify the Feelings of Others; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Invite children to identify their feelings and talk about how they express their feelings</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on Feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>Day 4: Circle Time: Talk About Feelings; Play Simon Says using emotion words; Focus on Vocabulary (scared, surprised); Small Group: Show children Picture Cards and have them identify the emotion expressed</p> <p>Day 5: Circle Time: Feeling Parade: Invite children to choose a feeling to act out; H Is for Happy: Write a letter and ask children to say the letter then say a feeling that starts with that letter; Focus on Vocabulary (frustrated, jealous); Story Time: Guiding Question: <i>How can you feel better when you are sad?</i>; Small Group: Respond to question, <i>What can we learn from our feelings?</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p>

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<p>Continued</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></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions; Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; Small Group: Model managing your emotions</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T2: W3: Language 42–43, 44–45</p> <p>Day 1: Small Group: Challenge children to identify the different ways people can share in the We Share activity</p> <p>Day 2: Circle Time: Share the Mind Builder Take Another Perspective; Focus on Vocabulary (give, together); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Encourage children to express their differences; Small Group: Analyze the story with the I Share, You Share Activity</p> <p>T2: W3: Math 44–45, 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i></p> <p>T2: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Another Perspective; Focus on Vocabulary (point of view, polite); Connect the Mind Builder to the read-aloud; Extended Play: Be a Perspective Detective; Small Group: Identify and explore perspective with the Point of View Activity</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity</p> <p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feeling, disliked); Story Time: Read closely to notice ways the children share their feelings; Small Group: Help children identify emotions and discuss different emotions; Independent Centers: Math and Science Center: <i>Can you name your feelings?</i></p> <p>Day 3: Circle Time: How Am I Feeling?</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We're So Happy Activity</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Talk about feeling of others; Small Group: Explore facial expressions with the Sorting Faces Activity</p> <p>T5: W3: Language 50–51</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What would you tell a sick friend to do to feel better?</i></p> <p>T6: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you were Nita's neighbor, how would you help?</i></p>

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<p>Continued</p>	<p>T6: W2: Math 36–37 Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T8: W2: Language, 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling. Challenge children to think of strategies for managing their own feelings T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness</p>
<p>4.0 Empathy and Caring</p> <p><i>At around 60 months of age:</i></p> <p>4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p>	<p>Child demonstrates empathy and care for others in the following: T1: W4: Literacy 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Show Empathy; Focus on Vocabulary (please, excuse me); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Practice showing empathy 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 Day 5: Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i> T2: W3: Math 44–45, 50–51 Day 2: Circle Time: Share the Mind Builder Demonstrate Empathy; Focus on Vocabulary (help, materials) Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i> T4: W2: Math 34–35, 36–37 Day 4: Story Time: Talk about empathy and caring for others (pets); Extended Play: Taking care of pets Day 5: Circle Time: Children act out different ways of taking care of a pet; Story Time: Revisit book and discuss <i>How would you take care of a pet?</i> T5: W3: Language 50–51 Day 5: Small Group: Independent Response Prompt: <i>What would you tell a sick friend to do to feel better?</i> T5: W4: Language 58–59, 64–65 Day 2: Circle Time: Share the Mind Builder Develop Empathy; Focus Vocabulary (empathy, understand); Story Time: Connect the the Mind Builder to the read-aloud; Small Group: Talk about feelings with the Happy or Not Happy? Activity Day 5: 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 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; Extended Play: Please and Thank You; Small Group: Practice taking turn with the Talking Turns Activity T6: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>If you were Nita’s neighbor, how would you help?</i> T6: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Empathy; Small Group: Identify emotions with the How Do Your Feel? Activity T7: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Try to Help Others T8: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Showing Empathy and Caring; Focus on Vocabulary (caring); Small Group: Share Treats Activity</p>

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<p>5.0 Initiative in Learning</p> <p><i>At around 60 months of age:</i></p> <p>5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large group activities), child involvement (small group activities) and child independence (independent centers). During Independent Centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that will help children apply their learning from large- and small-group experiences, which are all connected to the Weekly Concept Question. (IG pp. 12–13)</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for Purposeful Play Conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84)</p> <p>Children show initiative and persistence in attempting to solve problems. See the following:</p> <p>T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence</p> <p>T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>; Small Group: Let’s Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem</p> <p>T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity</p> <p>T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the 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 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the 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: W2: Language 32–33 Day 3: Begin Story Time by introducing book <i>Before We Eat</i> and ask <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage children in a question-and-answer session about problems and solutions</p> <p>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</p> <p>T6: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during Make a Ladybug Activity</p> <p>T6: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks</p> <p>T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce vocabulary (plan, build)</p> <p>T6: W4: Math 56–57 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity</p>

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<p>Continued</p>	<p>T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence T7: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity Day 4: Circle Time: Talk about teamwork; Small Group: Encourage children to work as a team to complete an art project together T8: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence; Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity T8: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (I can, trying); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice patience; Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance T8: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (imagine, practiced); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity</p>
<p>SOCIAL INTERACTION</p> <p>1.0 Interactions with Familiar Adults</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p>	<p>One of the main relationships in the classroom is between the teacher and each child. Other important relationships include those with the crossing guard, bus driver, cafeteria worker, librarian, custodian, and parent volunteers, as well as family members. PreK On My Way intentionally includes supports for positive interaction with adults both in and out of the classroom. See Teacher Hub for a Chat Chart with conversation starters for school community members and Chat Bands to spark conversation at home with families. (IG p. 77)</p> <p>Specific examples include: T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i> T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad's First Day</i> T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage With Adults and Peers; Focus on Vocabulary (work) T5: W3: Math 44–45 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; Small Group: Guide children to act out the relationship between a dentist and patient with the A Visit to the Dentist Activity</p>

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<p>2.0 Interactions with Peers</p> <p><i>At around 60 months of age:</i></p> <p>2.1 More actively and intentionally cooperate with each other.</p> <p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p> <p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p>	<p>PreK On My Way provides many opportunities throughout each day for children to actively and intentionally cooperate with other children. See the following, for example:</p> <p>T1: Me and You; W4: Friends</p> <p>Concept Question: How can we be good friends to others?</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is A Friend? Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards: Show children pictures to learn which children enjoy the same activities</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>Child engages in cooperative play and increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. See the following:</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p>

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Continued	<p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose</p> <p>Day 5: Circle Time: Have children act out and describe favorite pretend play; Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Introduce book <i>The Seesaw</i></p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw</p> <p>Day 3: Independent Centers: Writer's Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer's Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W4: Language 60–61, 64–65</p> <p>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></p> <p>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></p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Concept Question: What can we do better together?</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>T8: W1: Math 22–23</p> <p>Concept Question: What can we do better together?</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together</i></p> <p>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</p> <p>Child initiates problem-solving strategies and seeks adult help when necessary. See the following:</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></p> <p>T1: W3: Literacy 44–45</p> <p>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?"</p> <p>T2: W3: Literacy 44–45</p> <p>Day 2: Small Group: Let's Solve It: Have children identify the problem and work in teams to complete the challenging task to complete the problem</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Small Group: Encourage children to work as a team as they create a book about weather in the Class Weather Book Activity</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem</p>

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<p>Continued</p>	<p>T5: W2: Language 32–33 Day 3: Begin Story Time by introducing book <i>Before We Eat</i> and ask <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage children in a question-and-answer session about problems and solutions</p> <p>T5: W2: Literacy 28–29 Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive)</p> <p>T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What A Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity</p> <p>T5: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity</p> <p>T5: W4: 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; Extended Play: Please and Thank You; Small Group: Practice taking turn with the Talking Turns Activity</p> <p>T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity</p> <p>T6: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (problem, solve); Small Group: Explore operations with the We Can Solve It Activity</p>

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<p>3.0 Group Participation</p> <p><i>At around 60 months of age:</i></p> <p>3.1 Participate positively and cooperatively as group members.</p>	<p>Opportunities for group engagement are provided throughout PreK On My Way. During Large Group time, the teacher gathers children in Circle Time to frame a read-aloud with any necessary instruction, which may include activating prior knowledge, building background, engaging with music and movement, and focusing on vocabulary. Then during Story Time, the teacher reads aloud the book, pausing to ask open-ended questions along the way. Each day during Small Group time, the teacher establishes the parameters and materials for an activity and then welcomes the children to join in. They experience the hands-on activity together with the children sharing their thoughts and opinions. In Independent Center time, children lead their own play as teachers ask them questions to elicit conversation with and among children. (IG pp. 12–13)</p> <p>Children follow classroom rules and routines while participating positively and cooperatively as group members. See the following:</p> <p>T2: W1: Literacy 16–17, 18–19, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (waiting); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice finding a friend to play together; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 3: Small Group: Discuss children’s school routines with the At School Activity</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the weekly Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i></p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk about School Rules; Small Group: Review classroom and school rules with the Match It! Activity</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw</p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W4: Language 60–61, 64–65</p> <p>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></p> <p>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></p> <p>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity</p>

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Continued	<p>T8: W1: Language 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle T8: W1: Literacy 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? Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together</i></p>

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<p>4.0 Cooperation and Responsibility</p> <p><i>At around 60 months of age:</i></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	<p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include: Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets. (IG p. 69) As part of following classroom routines, children must learn to transition from one activity to another. PreK On My Way encourages teachers to teach classroom management routines to help children transition and focus in different circumstances. See Transitions Songs. (IG p. 81)</p> <p>PK On My Way provides children with instruction about and opportunities to practice self-regulation. See specifically:</p> <p>T1: W4: Math 58–59, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions</p> <p>Day 4: Circle Time: How to Be a Friend, Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T2: W1: Literacy 16–17, 18–19, 20–21, 22–23</p> <p>Day 3: Small Group: Discuss children’s school routines with the At School Activity</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the weekly Concept Question <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher</p> <p>T2: W1: Math 16–17, 21–22</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity</p> <p>Day 4: Build Background: Children discuss things they do or don’t do at school; Freeze Dance!; Focus on Vocabulary (listen, school); Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk about School Rules; Small Group: Review classroom and school rules with the Match It! Activity</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W1: Literacy 20–21</p> <p>Day 4: Skills Focus: Emotional Development: Able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary; Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines</p> <p>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</p> <p>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity</p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Practice patience and self-regulation with the Freeze Dance Activity</p>

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Continued	<p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child.</p> <p>PK On My Way provides children instruction about and opportunities to practice being cooperative with adults. See specifically:</p> <p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i> T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad’s First Day</i> T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage With Adults and Peers; Focus on Vocabulary (work) T5: W3: Math 44–45 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; Small Group: Guide children to act out the relationship between a dentist and patient with the A Visit to the Dentist Activity</p> <p>PK On My Way provides children with opportunities to receive adult approval and think approvingly of themselves in the following:</p> <p>T1: W1: Math 16–17, 20–21, 22–23 Concept Question: What makes us who we are? Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud) Day 5: Circle Time: First Week Pridel, Share what you are proud of and invite children to share why they are proud of themselves T4: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity T6: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud T6: W3: Language 44–45, 50–51 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i> T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p>

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<p>RELATIONSHIPS</p> <p>1.0 Attachments to Parents</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p> <p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p> <p>1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain wellbeing while apart from primary family attachment figures during the day.</p>	<p>PreK On My Way includes a wealth of digital resources for teachers, children, and families. These resources are hosted online and can be accessed through a web browser on a smartphone, tablet, or computer. Families are encouraged to visit the Family Exchange website for family activities, weekly family bulletins, and access to the Song Collection and Little eReaders. (IG p. 54–57)</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. Each day, teachers are encouraged to have children and families contribute knowledge, experiences, culture, and language from home. (IG p. 93)</p> <p>See also, professional learning notes related to multilingual learners. For example: T3: W1: Literacy Day 3: Child Development: Multilingual Learners One effective strategy in supporting multilingual learners is family engagement. Meet with parents to discuss children’s exposure to both their home language and English. Determine ways to include cultural influences into activities. If possible, include both English and children’s home language on classroom labels and displays.</p>
<p>2.0 Close Relationships with Teachers and Caregivers</p> <p><i>At around 60 months of age:</i></p> <p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p> <p>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	<p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers. (IG p. 77)</p> <p>See specifically: T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad’s First Day</i> T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i> T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage With Adults and Peers; Focus on Vocabulary (work)</p>

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<p>3.0 Friendships</p> <p><i>At around 60 months of age:</i></p> <p>3.1 Friendships are more reciprocal, exclusive, and enduring.</p>	<p>PreK On My Way provides many opportunities throughout each day for children to engage in positive relationships with other children.</p> <p>See the following, for example:</p> <p>T1: Me and You; W4: Friends</p> <p>Concept Question: How can we be good friends to others?</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading, <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time</p> <p>Day 3: Circle Time: Follow the Friend Activity; Story Time: Revisit book and ask, <i>What are some things that friends like to do together?</i>; Small Group: Help children understand that friends can have different likes and dislikes</p> <p>Day 4: Circle Time: Talk about Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship; Story Time: Connect texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other</i></p> <p>Day 5: Circle Time: Friendship Greetings; Focus Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T1: W4: Literacy 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i></p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy, Begin discussion about noticing how someone else feels and if they need help; Focus on Vocabulary (please, excuse me)</p> <p>Day 4: Circle Time: Talk about Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (take turns); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity</p> <p>Day 5: Circle Time: Dancing Friends activity; Focus on Vocabulary (thank-you note, manners); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose</p> <p>T3: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Talk about communicating with peers in the Problem-Solving Activity</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect to 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 activity</p>

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<p>LISTENING AND SPEAKING</p> <p>1.0 Language Use and Conventions</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p> <p>1.4 Use language to construct extended narratives that are real or fictional.</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 in large groups.</p> <p>Small-Group Activities. These activities include question to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations. (IG p. 63)</p> <p>Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and encourage all families to contribute their home language and culture to the classroom. (IG p. 88)</p> <p>PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week’s Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children’s wrists. (IG p. 93)</p> <p>See specifically:</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>Day 3: Begin Story Time by revisiting the book and asking the Guiding Question: <i>Which words name feelings?</i></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 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>T3: W1: Language 16–17; 20–21</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>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes</p> <p>T3: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Focus on Vocabulary (whispers)</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in Alike or Different Activity</p>

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Continued	<p>T4: W3: Language 46–47 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions T4: W3: Literacy 44–45 Day 2: Circle Time: Share the Ming Builder Identify and Solve Problems; Small Group: Help children communicate with their peers as they solve an alphabet problem 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 1: Small Group: Guide children to speak in complex sentences using social study words Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversations about routines Day 3: Small Group: Engage students in a question-and-answer session about problems and solutions and guide students to identify problems and solutions 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 Day 3: Small Group: Engage students in a question-and-answer session about problems and solutions and guide students to identify problems and solutions T5: W3: Language 42–43, 44–45, 48–49 Day 1: Small Group: Guide children to talk about how to care for themselves when they have a cold Day 2: Small Group: Guide children to talk about why different objects are helpful or not Day 4: Small Group: Guide children to talk about why washing hands is important T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing book and asking <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe 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 46–47 Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured Day 3: Use Circle Time: Share the Comprehension Skill Speak Clearly; Small Group: Ask children to listen to and follow oral directions T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette T7: W2: Literacy Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Small Group: Explore conversation with the Let’s Chat Activity T7: W3: Literacy Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Small Group: Introduce a guessing activity and have children ask questions to help figure out the answer T7: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Talk and Share 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 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> T8: W4: Language 56–57, 58–59, 62–63 Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure Day 2: Small Group: Have children discuss what types of adventures they have gone on where they had to be persistent Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job</p>

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<p>2.0 Vocabulary</p> <p><i>At around 60 months of age:</i></p> <p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <p>2.3 Understand and use both simple and complex words that describe the objects.</p>	<p>Key words and phrases are introduced and retaught throughout the program, following the proven Developing Talkers model. Vocabulary words are introduced with a photo, definition, a description related to the photo, and an opportunity to act out the word. Vocabulary words are revisited with the same definition but with a new prompt for discussion of the word.</p> <p>Three times per week, Story Time is structured around the read-alouds. Before the read-aloud begins, teachers introduce key vocabulary. During the read-aloud, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, and may also revisit vocabulary words and comprehension strategies, as appropriate.</p> <p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling. (IG p. 31).</p> <p>Additionally, there are up to 10 vocabulary cards for each book that are introduced and retaught across the week. Each word is represented by a color photo and includes research-based instructional content for defining the word and connecting to its meaning both visually and kinesthetically. (IG p. 35)</p> <p>See specifically:</p> <p>T1: W1: Literacy 16–17</p> <p>Day 2: Small Group: Explore words that name feelings</p> <p>T1: W2: Literacy</p> <p>Day 2: Small Group: Explore words that name feelings</p> <p>T2: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Circle Time: Focus Vocabulary (shape, square); Small Group: Explore squares</p> <p>Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (group, rectangle); Small Group: Explore rectangles</p> <p>Day 3: Circle Time: Focus Vocabulary (triangle, circle); Small Group: Identify shapes</p> <p>Day 4: Circle Time: I Spy Shapes!; Small Group: Explore shapes</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 58–59, 62–63, 64–65</p> <p>Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i></p> <p>T3: W4: Language 56–57</p> <p>Day 1: Small Group: Sort objects into categories in the Push or Pull Activity</p> <p>T4: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Focus Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category</p> <p>Day 3: Circle Time: Focus Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences</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: Language 34–35</p> <p>Day 4: Small Group: Children practice sorting and classifying fruit</p> <p>T6: W2: Language 34–35</p> <p>Day 4: Small Group: Classify animals with the On the Farm Activity</p> <p>T6: W3: Math 46–47, 48–49</p> <p>Day 3: Small Group: Sorting activity Flat or Not?</p> <p>Day 4: Small Group: Sort Your Art Activity</p> <p>T7: W1: Language 18–19</p> <p>Day 3: Small Group: Sorting activity Does It Fit?</p> <p>T7: W4: Literacy 62–63</p> <p>Day 4: Small Group: Practice categorizing with the Sort It Out! Activity</p> <p>T8: W2: Language 34–35</p>

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<p>3.0 Grammar</p> <p><i>At around 60 months of age:</i></p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	<p>Opportunities are provided throughout PreK On My Way for children to express themselves using longer sentences and age-appropriate grammar. See the following, 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 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>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>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>READING</p> <p>1.0 Concepts about Print</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p> <p>1.2 Understand that print is something that is read and has specific meaning.</p>	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and Book Concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books. (IG p. 32)</p> <p>See the following, for example:</p> <p>T2: W2: Literacy 32–33</p> <p>Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books</p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Small Group: Guide children as they create a book about weather in Class Weather Book Activity</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different alphabet books</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i></p>

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<p>2.0 Phonological Awareness</p> <p><i>At around 60 months of age:</i></p> <p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</p>	<p>Read-aloud and Small-Group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime. (IG p. 32)</p> <p>Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop phonological awareness and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of phonological awareness. (IG pp. 64–65)</p> <p>See the following, for example:</p> <p>T5: W2: Literacy 28–29, 32–33</p> <p>Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds</p> <p>Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words</p> <p>T6: W2: Literacy 32–33</p> <p>Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name</p> <p>T7: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i></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>

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<p>3.0 Alphabets and Word/Print Recognition</p> <p><i>At around 60 months of age:</i></p> <p>3.1 Recognize own name or other common words in print.</p> <p>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>3.3 Begin to recognize that letters have sounds.</p>	<p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation. (IG p. 32)</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity</p> <p>T1: W1: Math 20–21 Day 4: Independent Center: ABC Center: <i>Put letters in order of the alphabet</i></p> <p>T1: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the Magnetic Letter that starts his or her name. Help children trace the first letter of their name</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet, introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity</p> <p>T1: W4: Literacy 56–57 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity</p> <p>T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat has a Cake</i> and <i>Dinosaurs Can</i> in Alphabet <i>Cc, Dd</i> Activity</p> <p>T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Teach the letters <i>Gg</i> and <i>Hh</i> with the Alphabet Activity</p> <p>T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>K, L</i> Activity</p> <p>T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet Activity: <i>Ww, Xx</i></p> <p>Day 2: Small Group: Alphabet Problem Solving</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr</i>, and <i>Xx</i></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 letters <i>Ss, Ff</i> and <i>Pp</i> and sort words by 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>

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<p>4.0 Comprehension and Analysis of Age-Appropriate Text</p> <p><i>At around 60 months of age:</i></p> <p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</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, and the program includes a variety of genres including informational text. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories. (IG p. 67) Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement. (IG p. 31)</p> <p>See the following, for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on Comprehension in the read-aloud</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on Comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity</p> <p>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Reframing the Narrative</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus comprehension in the read-aloud</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p>

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<p>5.0 Literacy Interest and Response</p> <p><i>At around 60 months of age:</i></p> <p>5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in more complex routines associated with literacy activities.</p>	<p>Enjoyment of literacy is a key component of 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. (IG p. 67)</p> <p>PreK On My Way recognizes the importance of giving children time for independent reading, both with peers and by themselves. Opportunities for children to explore texts to make meaning and express their thoughts about the text are provided throughout the program.</p> <p>In Partner Reading, children read to each other or to a trusted adult, motivating them to make guesses about what they see in order to tell a story or relay information. Individual reading allows children to follow their own interests and experience the power of books as mirrors of their own experiences, windows into the outside world, and dreams of what might be.</p> <p>Providing children with access to a variety of books, including stories and informational books, illustrations and photos, and familiar and new texts benefits the experience. Considerations for helping individual children find great books for independent reading are provided, as follows:</p> <p>PreK On My Way Classroom Library provides accessible books aligned to each theme.</p> <p>PreK On My Way Little eReaders provide paired fiction and informational digital books aligned to each theme.</p> <p>PreK On My Way Read-Aloud Books can be shared with children to revisit independently. See Recommended Book List on the Teacher Hub for additional titles that work well with the PreK On My Way themes. (IG p. 75)</p> <p>PreK On My way includes a wealth of digital resources for teachers, children, and families that are hosted online and can be accessed through a web browser. The PreK On My Way Little eReaders, a collection of 32 theme-aligned narrative and information digital books in English and Spanish, are included here. These books can be automatically read aloud to children with high-quality recorded audio. Teachers can make these available at the computer or tablet station in the classroom independent center, share them during large group using an interactive whiteboard, or invite families to read along together at home. (IG p. 56)</p> <p>Additionally, PreK On My Way supports the integration of the independent learning centers proven to elevate children’s learning and development. See specifically the Library and Listening Center Activities.</p>

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<p>WRITING</p> <p>1.0 Writing Strategies</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Adjust grasp and body position for increased control in drawing and writing.</p> <p>1.2 Write letters or letter-like shapes to represent words or ideas.</p> <p>1.3 Write first name nearly correctly.</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include: Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Chart of Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers. (IG p. 71)</p> <p>See the following, for example:</p> <p>T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name</p> <p>T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i></p> <p>T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board</i></p> <p>T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W2: Language 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i></p> <p>T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: Make a list of your rules at home.</p> <p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in Letter Hunt Activity</p> <p>T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i></p> <p>T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i></p> <p>T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p> <p>T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p> <p>T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p>

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<p>ENGLISH LANGUAGE DEVELOPMENT</p> <p>LISTENING</p> <p>1.0 Children listen with understanding.</p> <p>Focus: Beginning words 1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p> <p>Focus: Requests and directions 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</p> <p>Focus: Basic and advanced concepts 1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p>PreK On My Way and PreK On My Way en español see all of children’s language skills as assets in the classroom. In the English and Spanish versions of the program, 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. For programs using any bilingual instruction model, PreK On My Way and PreK On My Way en español have been designed so that the content can be taught equitably through both languages. (IG p. 88)</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, 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>Additionally, PreK On My Way puts an intentional focus on oral language and vocabulary development, not only through the instructional focus on language, but also through supports and routines throughout the program. Conversation is encouraged every day through the following: Concept Questions, Vocabulary Cards, Large-Group Read-Aloud Prompts, Small-Group Activities, Independent Play Prompts, Chat Bands, Family Activities, and Chat Charts. (IG p. 63)</p> <p>Activities involving vocabulary acquisition include: Key words and phrases are introduced and retaught throughout the PreK On My Way program, following the proven Developing Talkers model. Vocabulary words are introduced with a photo, definition, a description related to the photo, and an opportunity to act out the word. Vocabulary words are revisited with the same definition but with a new prompt for discussion of the word. Three times per week, Story Time is structured around the read-alouds. Before the read-aloud begins, teachers introduce key vocabulary. During the read-aloud, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, and may also revisit vocabulary words and comprehension strategies, as appropriate. PreK also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling. (IG p. 31) Additionally, there are up to 10 vocabulary cards for each book that are introduced and retaught across the week. Each word is represented by a color photo and includes research-based instructional content for defining the word and connecting to its meaning both visually and kinesthetically. (IG p. 35)</p> <p>Activities involving following directions include: T5: W2: Language 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: W2: Math Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i> connecting to <i>Baby Goes to Market</i>; Review recipe for steps in making a fruit salad as shown on the Big Chart. T5: W3: Language Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i> connection to <i>What a Cold Needs</i>; Small Group: Challenge children to follow step-by-step directions as shown on the Big Chart to wash their hands T5: W3: Literacy Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i> connecting to <i>How Do Dinosaurs Get Well Soon?</i>; Small Group: Help children practice the healthy habit of hand washing. Guide children to follow and order the directions (steps shown on the Big Chart) for hand washing T5: W3: Math Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i> connecting to <i>Dentists and What They Do</i>; Review how many steps there are when washing hands; Extended Play: Have partners take turns teaching each other how to wash their hands. Guide children to follow the steps in the Big Chart and sing the song as they scrub</p>

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<p>Continued</p>	<p>T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza T6: W2: Literacy 29–30, 30–31 Day 1: Small Group: Ask children to <i>wiggle</i> their fingers if a word begins like wiggle and hold up a <i>yellow</i> circle if a word begins like yellow Day 2: Small Group: Help children develop executive function and gross motor skills by taking steps to do three new actions in sequence T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions</p> <p>See also, professional learning notes related to multilingual learners: For example: T2: W3: Language Day 3: Child Development: Multilingual Learners Multilingual learners will often need help with culturally specific concepts. For this book, children might be unfamiliar with concepts such as living in an apartment building, a hot dog vendor, or a cab driver. Introduce children to the setting using pages 2–5. Discuss what they see in each block and what the illustrations are made of. T3: W1: Math Day 1: Child Development: Multilingual Learners Provide plenty of opportunity for physical involvement, such as pointing to ears to explain the sense of sound and pointing to eyes to indicate the sense of sight. This reinforces vocabulary without the added complexity of needing to understand definitions as well. T5: W3: Language Day 3: Child Development: Multilingual Learners All language learners need repeated exposure to words to gain a deeper understanding of what they mean and how they are used. Presenting vocabulary in context is an especially effective way for children to gain these exposures because they learn to form associations between words. T5: W4: Math Day 5: Child Development: Multilingual Learners Visual support and gestures can help multilingual learners become comfortable with location terms. Action songs like “Hokey Pokey” and pointing out real-world examples in context can help support their acquisition of words to foster spatial sense. T8: W2: Math Day 4: Child Development: Multilingual Learners Colloquial phrases and idioms can be confusing to children whose home language is not English. As you come across these phrases, be sure to take time to explain their meanings. You may want to pair multilingual children with a classmate who can explain what is meant, which will also help establish relationships and model teamwork. T8: W4: Language Day 5: Child Development: Multilingual Learners For multilingual learners, listening is an important part of gaining knowledge of a language. Invite children whose first language isn’t English to listen to the reading and retelling of the book. Then encourage them to speak to others who have the same first language in order to express their ideas comfortably.</p>

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<p>SPEAKING</p> <p>1.0 Children use nonverbal and verbal strategies to communicate with others.</p> <p>Focus: Communication of needs 1.1 Show increasing reliance on verbal communication in English to be understood by others.</p> <p>Focus: Vocabulary production 1.2 Use new English vocabulary to share knowledge of concepts.</p> <p>Focus: Conversation 1.3 Sustain a conversation in English about a variety of topics.</p> <p>Focus: Utterance length and complexity 1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p> <p>Focus: Grammar 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p> <p>Focus: Inquiry 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</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>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 in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations. (IG p. 63)</p> <p>Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and encourage all families to contribute their home language and culture to the classroom. (IG p. 88)</p> <p>PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week’s Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children’s wrists. (IG p. 93)</p> <p>See the following:</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; Begin Story Time by revisiting the book and asking the Guiding Question: <i>Which words name feelings?</i></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 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>T3: W1: Language 16–17; 20–21</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>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in Alike or Different Activity</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>

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<p>Continued</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 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 28–31 Day 1: Small Group: Guide children to speak in complex sentences using social study words Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines 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 T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing book and asking <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice Storytelling with the Help Tell a Tale! Activity T6: W3: Language 44–45 Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity 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 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> T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family T8: W4: Language 56–57, 58–59, 62–63 Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure Day 2: Small Group: Have children discuss what types of adventures they have gone on where they had to be persistent Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job</p> <p>See also, professional learning notes related to multilingual learners: For example: T1: W2: Literacy Day 5: Child Development: Multilingual Learners Make sure that children understand the difference between feeling better physically and feeling better mentally. In English, we say that we feel <i>well</i> when we are physically healthy. We say that we feel <i>good</i> when we are happy or content. The word <i>better</i> is the comparative form of both <i>well</i> and <i>good</i>. T1: W3: Math Day 3: Child Development: Multilingual Learners When discussing measurement terms, which are necessary for both math and science instruction, provide concrete examples and explain measurement terms in the child’s first language. T1: W4: Language Day 3: Child Development: Multilingual Learners Words that share the same morphology or root word are known as cognates. Giving multilingual learners the opportunity to recognize and talk about cognates helps strengthen their skills in both languages.</p>

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Continued	<p>T2: W1: Language Day 4: Child Development: Multilingual Learners Encourage multilingual children to describe what they see in the classroom. They may have difficulties communicating, following directions, and expressing ideas and feelings. Encouraging children to share what they see will foster free conversation.</p> <p>T2: W1: Literacy Day 3: Child Development: Multilingual Learners When vocabulary words are hard to translate directly, the Act Out feature on each card can make it easier, and more fun, to learn challenging words. Allow multilingual children to share translations for each word in their own languages to create a diverse classroom.</p> <p>T2: W2: Language Day 3: Child Development: Multilingual Learners What children learn in one language will transfer to other languages naturally. They don't need to relearn the same concepts in English; they simply need to learn the corresponding vocabulary in English.</p> <p>T2: W2: Math Day 3: Child Development: Multilingual Learners Shape names are used relatively infrequently and need to be taught explicitly. Increase children's exposure to these words by frequently pointing out shapes in context and naming them.</p> <p>T2: W3: Literacy Day 3: Child Development: Multilingual Learners Identifying cognates is a helpful resource for Spanish-speaking children.</p> <p>T2: W4: Math Day 3: Child Development: Multilingual Learners Children might want to use words that are difficult to pronounce. <i>Ambulance, bulldozer, delivery van,</i> and <i>excavator</i> are multi-syllabic words that may take practice to say completely and correctly. Schedule a few minutes to help children practice correct pronunciation.</p> <p>T3: W2: Language Day 4: Child Development: Multilingual Learners Content-area explorations can provide fun and exciting opportunities for multilingual learners to make discoveries and use their language skills. Make sure to review all of the weather vocabulary so that all children have a common understanding of the terms.</p> <p>T4: W3: Math Day 4: Child Development: Multilingual Learners Location words are prepositions, which can be particularly difficult for multilingual learners to grasp. Help children visualize the meanings of locations words by drawing a picture that represents each concept. Then connect the words to the illustrations by pointing to each as you discuss.</p> <p>T5: W2: Literacy Day 4: Child Development: Multilingual Learners "Code-mixing" or combining different languages in a single sentence is not a sign of developmental delay. Children who are multilingual are often learning two languages at once. They might only know certain words in one language. Encourage children by pointing out that words can be like fruits mixed together in a salad.</p> <p>T5: W2: Language Day 4: Child Development: Multilingual Learners Children learn by example. Model the process of learning a different language by learning a few words and phrases of your students' first languages. Learn to say "hello" and "good job," as well as the names of foods. Post multilingual Picture Cards of various foods around the room. Little learners will be impressed by your efforts!</p> <p>T6: W2: Language Day 5: Child Development: Multilingual Learners Not only does music entertain and energize, it also builds language skills for children who are learning multiple languages. Through music, children can gain a better grasp of sentence structure and grammar. Try using familiar tunes so that a child can engage his or her first language as a scaffold.</p> <p>T6: W4: Math Day 3: Child Development: Multilingual Learners Most communication is nonverbal. Exaggerating nonverbal cues as you teach vocabulary is a way to help multilingual learners. For example, when you teach <i>heavy</i>, weigh your arms down and sag as you say the word. As you discuss which items are heavy, repeat these nonverbal cues.</p>

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Continued	<p>T6: W4: Literacy</p> <p>Day 3: Child Development: Multilingual Learners Every vocabulary card includes an Act It Out step and a photograph to help multilingual learners—indeed, all students—access the vocabulary. Additionally, you can model and have children act out vocabulary words when possible. These multiple approaches are particularly helpful to children with limited English proficiency.</p> <p>T7: W2: Literacy</p> <p>Day 4: Child Development: Multilingual Learners Introducing the seasons is a great way to teach related vocabulary. Provide descriptive words for each season (e.g., winter/cold/snow; spring/windy/flowers; summer/hot/beach; fall/cool/pumpkins). Display cloze sentences to increase proficiency. For example: <i>It is _____ in winter.</i> (cold)</p> <p>T7: W3: Math</p> <p>Day 5: Child Development: Multilingual Learners Past-tense verbs can be tricky for multilingual learners, particularly when they are irregular. Model several sentences before asking children to contribute their own, using words that clearly denote time: <i>Yesterday, we planted a beanstalk.</i> Repeat irregular past-tense verbs often to help children become familiar with them.</p> <p>T7: W3: Language</p> <p>Day 4: Child Development: Multilingual Learners Relational words (that show location and words that compare things) can challenge English learners. When singing the Circle Time song, point to a plant diagram to illustrate each relational word (<i>in, from, on</i>) as you sing it. To teach comparisons, use whole phrases (<i>is bigger than</i>).</p> <p>T8: W3: Math</p> <p>Day 4: Child Development: Multilingual Learners Though many children will start to use more complex sentences in PreK, multilingual learners might still use one-word answers as they continue to explore a new language. Encourage children to expand their sentences using favorite and familiar topics. Provide frames for complex sentences and guide children to use the frames to extend their thoughts.</p>

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<p>2.0 Children begin to understand and use social conventions in English.</p> <p>Focus: Social conventions</p> <p>2.1 Appropriately use words and tone of voice associated with social conventions in English.</p> <p>3.1 Produce simple narratives in English that are real or fictional.</p>	<p>Although not specifically addressed, the wide variety of conversational activities presented in PreK On My Way provide ample opportunities for teachers to provide guidance to children about the appropriate use of words and tone of voice in English.</p> <p>Activities involving producing simple narratives in English include:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures</p> <p>T2: W1: Language 14–15, 16–17, 18–19, 20–21</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>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>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: W3: Language 44–45</p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured</p> <p>T7: 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>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family</p> <p>T8: W4: Language 56–57, 58–59, 62–63</p> <p>Day 2: Small Group: Have children discuss what types of adventures they have gone on where they had to be persistent</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>See also, professional learning notes related to multilingual learners:</p> <p>For example:</p> <p>T1: W4: Math</p> <p>Day 4: Child Development: Multilingual Learners</p> <p>Cultural standards and close friendships can vary. Pair multilingual learners with a partner who can help model what is expected of a food friend in your classroom. You might not always be able to see when a child is not sharing or taking turns the way you would like, but a partner can always be there to help nudge a child in the right direction.</p> <p>T1: W4: Literacy</p> <p>Day 5: Child Development: Multilingual Learners</p> <p>Not all social codes are the same across cultures, so it's important to keep that in mind when teaching concepts such as manners to children from various cultures. Take time to learn about the social norms in cultures represented by your multilingual learners.</p> <p>T2: W2: Literacy</p> <p>Day 1: Child Development: Multilingual Learners</p> <p>For children who don't speak English at home, school may be their first regular experience outside their community and culture. <i>Ofrenda</i> offers the opportunity to foster confidence and peer acceptance. Invite Spanish speakers to explain Spanish words in the story. They can also talk about the illustrations.</p> <p>T5: W4: Literacy</p> <p>Day 5: Child Development: Multilingual Learners</p> <p>Children need a variety of experiences and opportunities to learn language. Pair children with speakers who have strong English language skills. Pair children during outdoor playtime, and encourage partners to talk by providing simple phrases, such as, "Do you want to ____?" (swing, slide, throw the ball, play tag)</p> <p>Day 5: Child Development: Multilingual Learners</p> <p>Having consistent routines in the classroom can help multilingual learners improve their language skills. If children know which activities take place in each area of the classroom, they can begin to use physical and visual cues to know what to do and how to behave in the area each day.</p>

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<p>READING</p> <p>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</p> <p>Focus: Participate in read-aloud activity 1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p> <p>Focus: Interest in books and reading 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value, and the program includes a variety of genres. 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>In addition, see the following: 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>See also professional learning notes related to multilingual learners: For example: T3: W3: Literacy Day 4: Child Development: Multilingual Learners Research suggests that reading stories in one language at a time is the best approach in a multilingual classroom, even if two languages appear on a page. However, research has also shown that explaining what a story will be about, in both languages (if possible), prior to reading is a beneficial practice for all children as well. T4: W2: Literacy Day 5: Child Development: Multilingual Learners Research has found that bilingual children can significantly improve their vocabulary in both of their languages when they practice retelling stories. Retelling stories can help children develop their memory retention and focusing skills. Reenacting stories also helps to strengthen children’s literary interest. T4: W4: Language Day 4: Child Development: Multilingual Learners Making cross-text connections helps all children explore the information contained in a book plus the big ideas carried across texts. Multilingual learners can benefit from frequent access to pictures and other media that cover concepts in the story being read aloud in English. T5: W1: Language Day 4: Child Development: Multilingual Learners Students who speak languages other than English can build their English skills during Story Time. Help by reading with expression and having children use their bodies to act things out. Point out pictures and ask questions about the illustrations and the text. Repeating key information will help children remember new words. T6: W1: Math Day 1: Child Development: Multilingual Learners Children have varied experiences with fairy tales. Classic fairy tales such as <i>Cinderella</i> are told differently in different cultures. And of course, every culture has its own traditional stories! Invite children to describe and even retell the tales they name, as best as they can. Encourage them to act out or draw their favorite scenes in centers. T6: W1: Literacy Day 4: Child Development: Multilingual Learners Multilingual learners will benefit from stories that use repeating language. Take this opportunity to have children say the repeating parts of the story with you to help them gain confidence in using language. Make sure they understand the meaning of each sentence.</p>

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<p>2.0 Children show an increasing understanding of book reading.</p> <p>Focus: Personal connections to the story 2.1 Begin to engage in extended conversations in English about stories.</p> <p>Focus: Story structure 2.2 Retell in English the majority of a story read or told in English.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories. (IG p. 67) Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement. (IG p. 31)</p> <p>See the following, for example:</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on Comprehension in the read-aloud T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on Comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Reframing the Narrative T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus comprehension in the read-aloud T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p> <p>See also, professional learning notes related to multilingual Learners:</p> <p>For example:</p> <p>T1: W3: Language Day 3: Child Development: Multilingual Learners Sharing books like this week’s read-aloud will demonstrate how all children benefit from being exposed to other languages and cultures. Talk about the Navajo words in the story and ask children to share some corresponding words from their home language. T2: W4: Literacy Day 5: Child Development: Multilingual Learners Children who are learning a second language benefit greatly from retelling stories to develop comprehension. Retelling can be done orally, in drawing, or as reenactments. T4: W2: Literacy Day 5: Child Development: Multilingual Learners Research has found that bilingual children can significantly improve their vocabulary in both of their languages when they practice retelling stories. Retelling stories can help children develop their memory retention and focusing skills. Reenacting stories also helps to strengthen children’s literary interest. T6: W3: Literacy Day 5: Child Development: Multilingual Learners Multilingual learners must process by analyzing sounds, words, and grammar. They must also process by using background knowledge to make meaning. Use the familiar animals in the story to help children with both types of processing.</p>

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<p>Continued</p>	<p>T8: W1: Math Day 1: Child Development: Multilingual Learners Children with a different home language can benefit from multiple pre-reading activities, including pre-teaching relevant vocabulary and having children make predictions about the story. After reading, return to their predictions and determine whether they were accurate.</p>
<p>3.0 Children demonstrate an understanding of print conventions.</p> <p>Focus: Book handling 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p> <p>4.0 Children demonstrate awareness that print carries meaning.</p> <p>Focus: Environmental print 4.1 Recognize in the environment (classroom, community or home) an increasing number of familiar symbols, words, and print labels in English.</p>	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and Book Concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books. (IG p. 32)</p> <p>See the following, for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in Class Weather Book Activity T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i></p> <p>See also, professional learning notes related to Multilingual Learners: For example: T3: W2: Literacy Day 3: Child Development: Multilingual Learners Though doing multiple reading of the same book over the course of several days is useful to all children, it's especially beneficial to multilingual preschoolers. At this age, children are working to make sense of their native language on top of a new language. Repetition is crucial.</p>

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<p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter awareness 5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p> <p>Focus: Letter recognition 5.2 Identify ten or more letters of the alphabet in English.</p>	<p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation. (IG p. 32)</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity</p> <p>T1: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the Magnetic Letter that starts his or her name. Help children trace the first letter of their name</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity</p> <p>T1: W4: Literacy 56–57 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity</p> <p>T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in Alphabet <i>Cc, Dd</i> Activity</p> <p>T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Teach the letters <i>Gg</i> and <i>Hh</i> with the Alphabet Activity</p> <p>T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity</p> <p>T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity</p> <p>Day 2: Small Group: Alphabet Problem Solving</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx</i></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 letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by 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>See also, professional learning notes related to multilingual learners:</p> <p>For example:</p> <p>T8: W3: Language Day 5: Child Development: Multilingual Learners</p> <p>Ask volunteers to help teach the class to count to 10 in their home language, and write the words on chart paper or a word wall where children can see them. If the language uses a different alphabet, ask an adult in the community to write the words for you. Show children that everyone—including you—can keep learning new things.</p>

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<p>6.0 Children demonstrate phonological awareness.</p> <p>Focus: Rhyming 6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p> <p>Focus: Onset (initial sound) 6.2 Recognize and produce words that have a similar (initial sound) in English. 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p>Read-aloud and small-group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime. (IG p. 32)</p> <p>Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop alphabet knowledge and phonological awareness (such as alphabet cards and magnetic letters) and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of alphabet knowledge and phonological awareness. (IG pp. 64–65)</p> <p>Children explore and recognize rhyming words in the following, for example:</p> <p>T2: W4: Literacy 60–61, 62–63 Day 3: Circle Time: Identify rhymes Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes Day 4: Circle Time: Sing a Rhyming Song T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find letters i-s-h, then find letters to go before those letters to make a word</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes</p> <p>Children explore beginning sounds in the following, for example:</p> <p>T5: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name T7: W4: Literacy 56–57 Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word word? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p>

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<p>Continued</p>	<p>T8: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in Letter Sound Matches Activity</p> <p>Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V</i></p> <p>Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q</i></p> <p>Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p> <p>See also, professional learning notes related to multilingual learners:</p> <p>For example:</p> <p>T4: W1: Language</p> <p>Day 3: Child Development: Multilingual Learners Onomatopoeia used to describe animal sounds varies across languages. If you have multilingual learners in your classroom, invite them to share the sound their favorite animal makes in their home language.</p> <p>T5: W1: Math</p> <p>Day 5: Child Development: Multilingual Learners Help multilingual learners to feel more comfortable in the class and help other children connect with different cultures and languages by making some activities a “two-way street.” When teaching about music, invite multilingual learners to share a song from their home culture and have the class sing it together.</p>

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<p>WRITING</p> <p>1.0 Children use writing to communicate their ideas.</p> <p>Focus: Writing as communication 1.1 Develop an increasing understanding that what is said in English can be written down and read by others.</p> <p>Focus: Writing to represent words or ideas 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p> <p>Focus: Writing their name 1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include: Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Chart of Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers. (IG p. 71)</p> <p>See the following, for example:</p> <p>T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name</p> <p>T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i></p> <p>T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board</i></p> <p>T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W2: Language 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i></p> <p>T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home</i></p> <p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in Letter Hunt Activity</p> <p>T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T7: W3: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i></p> <p>T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i></p> <p>T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p> <p>T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p> <p>T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>See also, professional learning notes related to multilingual learners:</p> <p>T5: W4: Language Day 5: Child Development: Multilingual Learners As children begin to write, invite them to write in the language they use at home. Then share these works on bulletin boards to encourage children’s expression. It will also be helpful to pair students with other students who speak their language, if possible.</p> <p>T8: W3: Literacy Day 3: Child Development: Multilingual Learners Being able to create complex sentences is a great way to increase children’s reading, writing, and speaking skills. As children share their conclusions, help multicultural learners create complex sentences by offering connectors they can use to extend their sentences.</p>

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<p>NUMBER SENSE</p> <p>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Recite numbers in order to twenty with increasing accuracy.</p> <p>1.2 Recognize and know the name of some written numerals.</p> <p>1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</p> <p>1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>1.5 Understand, when counting, the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	<p>PreK On My Way recognizes that mathematical thinking is a natural part of young children's play and everyday experiences. Through great books and hands-on play PreK On My Way helps children recognize and use the power of purpose of mathematical thinking in their daily lives. (IG p. 33)</p> <p>Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities. (IG p. 33)</p> <p>See the following, 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>; Small Group: Introduce counting with the Give Me 3! Activity; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i></p> <p>Day 2: Small Group: Practice counting with the Number Band Activity</p> <p>Day 3: Circle Time: Build Math Background, Hop to It!: Children do specific movements for a specified number of times; Story Time: Focus on comprehension and counting in the read-aloud</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Read for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. 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: 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>Day 5: Circle Time: Act It Out, children practice identifying numbers</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: Math 56–57, 58–59, 60–61, 62–62</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity</p> <p>T2: W4: Math</p> <p>Day 3: Circle Time: Build Math Background: Demonstrate counting by adding Connecting Cubes one at a time and checking the total; Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud</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 Hopsy!</i> and focus on counting, pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity</p> <p>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; Small Group: Develop number names with the Number Match Activity</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, 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 Counting Animal Babies Activity</p> <p>Day 4: Small Group: Count the number of chicks in a set, compare numbers of chicks in different groups</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p>

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Continued	<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, 60–61</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity; Circle Time: Speed Subitizing</p> <p>Day 3: Small Group: Talk about counting in Pillow Count Activity; Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connecting Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually</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>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing with the We Make Soup, Too! Activity</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 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward</i></p>

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<p>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</p> <p><i>At around 60 months of age:</i></p> <p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p> <p>2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p> <p>2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p> <p>2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>	<p>See the following:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity</p> <p>T3: W2: Math 30–31</p> <p>Day 2: Small Group: Guide partners to verbalize the need for one more or fewer cube in the I Need a Cube! Activity</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background; Guide children to count to ten and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one</p> <p>Day 4: Circle Time; Build Match Background; Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects</p> <p>T4: W2: Math 28–29, 30–31, 32–33</p> <p>Day 2: Small Group: Guide children to construct and compare differently sized towers</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plan in the How Many Seeds? Activity</p>

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<p>ALGEBRA AND FUNCTIONS (Classification and Patterning)</p> <p>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p>	<p>See the following:</p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>T2: W2: Language 30–31, 32–33</p> <p>Day 2: Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards: Help children use their flexible thinking skills to look at the same picture in different ways in What Do You See? Activity</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (sort); Small Group: Practice Sorting with the Object of Living Things Activity</p> <p>T3: W2: Language 30–31</p> <p>Day 2: Small Group: Sort clothing in the Planning for Weather Activity</p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Children practice sorting by size in the Sorting Shoes Activity</p> <p>Day 3: Small Group: Sort pictures by whether they are long or short</p> <p>Day 4: Circle Time: Small Group: Sort Picture Cards into heavy and light categories</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Help children communicate with their peers as they persist in solving a sorting problem</p> <p>T4: W3: Math 46–47, 48–49, 50–51</p> <p>Day 4: Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater</p> <p>T4: W4: Language 56–57, 58–59</p> <p>Day 1: Small Group: Sort animals with the Cat Family Activity</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Small Group: Explore facial expressions with the Sorting Faces Activity</p> <p>T6: W3: Math 44–45, 48–49, 50–51</p> <p>Day 4: Circle Time: Talk about making art; Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>T7: W4: 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 62–63</p> <p>Day 4: Small Group: Practice categorizing in the Sort It Out! Activity</p>

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<p>2.0 Children expand their understanding of simple, repeating patterns.</p> <p><i>At around 60 months of age:</i></p> <hr/> <p>2.1 Recognize and duplicate simple repeating patterns.</p> <p>2.2 Begin to extend and create simple repeating patterns.</p>	<p>See the following:</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in the What Comes Next? Activity</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: W1: Math 16–17, 18–19</p> <p>Day 2: Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity</p> <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>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity</p> <p>Day 4: Circle Time: Shape Patterns; Small Group make patterns in the Build a Pattern with Shapes Activity</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i></p> <p>T7: W3: Math 44–45, 48–49</p> <p>Day 2: Story Time: Read closely to identify patterns; Small Group: Guide children to count five blocks of each color and create an ABAB pattern in the A Garden Plan Activity</p> <p>Day 4: Small Group: Create patterns with the Build a Beanstalk Activity</p>

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<p>MEASUREMENT</p> <p>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p> <p>1.2 Order four or more objects by size.</p> <p>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p>	<p>See the following:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>Day 5: Circle Time: Children act out measurement words</p> <p>T2: 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>Measure it! 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</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</p> <p>Day 5: Circle Time: Acting It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy</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); 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>

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

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<p>GEOMETRY</p> <p>1.0 Children identify and use a variety of shapes in their everyday environment.</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <p>1.2 Combine different shapes to create a picture or design.</p>	<p>See the following:</p> <p>T1: W1: Language 20–21</p> <p>Day 4: Use Circle Time to introduce vocabulary (square); Small Group: It’s a Square Activity</p> <p>T1: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>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 them to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity</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> <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>

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<p>2.0 Children expand their understanding of positions in space.</p> <p><i>At around 60 months of age:</i></p> <hr/> <p>2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</p>	<p>See the following:</p> <p>T2: W1: Math 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words</p> <p>Day 5: Independent Centers: Math and Science: Use location words to help a partner find an object in the room</p> <p>T2: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Build Math Background: Use two different objects to demonstrate locations terms; Simon Says: Play using locations terms in Simon’s instructions</p> <p>Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity</p> <p>T4: W3: Math 46–47, 48–49, 50–51</p> <p>Day 3: Circle Time: Share Math Strategy: Introduce location words; Where is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words</p> <p>Day 4: Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater</p> <p>Day 5: Independent Centers: Math and Science Center: Use location words to tell where animals are</p> <p>T5: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room</p> <p>Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (carefully, beside); Story Time: Connect to the Mind Builder focusing on spatial sense; Extended Play: Children practice controlling their bodies; Small Group: Simon Says: Do It Carefully Activity</p> <p>Day 5: Circle Time: Sing About Moving; Focus on Vocabulary (between)</p> <p>T7: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Share the Math Strategy: Top and Bottom; Story Time: Focus on spatial sense: Small Group: Explore spatial sense with the Behind the Curtain: Locations Activity</p> <p>Day 4: Small Group: Use location term with the Spot the Mistake: Garden Activity</p> <p>T8: W2: Math 28–29, 32–33</p> <p>Day 1: Circle Time: Vocabulary (below)</p> <p>Day 3: Circle Time: Share Math Strategy: Down and Up; Story Time: Focus on spatial sense; Small Group: Differentiate between up and down</p>

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MATHEMATICAL REASONING

1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.

At around 60 months of age:

1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.

PreK On My Way recognizes that mathematical thinking is a natural part of young children’s play and everyday experiences. Through great books and hands-on play PreK On My Way helps children recognize and use the power of purpose of mathematical thinking in their daily lives. (IG p. 33)

See the following:

T1: W1: Math 14–15, 16–17, 18–19

Day 1: Independent Centers Prompt: Purposeful Play related to *I Know Numbers!*

Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: *Measure two objects. Which is bigger? How do you know?*

T1: W1: Literacy 20–21

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

T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37

Day 1: Independent Centers: Math and Science Center: *Grab a group of buttons. How many buttons are there?*

T1: W3: Literacy 46–47

Day 3: Independent Centers: Math and Science Center: *Can you use Connecting Cubes to show how many people are in your family?*

T1: W4: Literacy 64–65

Day 5: Independent Centers: Math and Science Center: *Can you use the counters to figure out how many friends are in our class?*

T2: W1: Math 14–15, 16–17, 22–23

Day 2: Small Group: Challenge children to get into a line in height order and guide them to use ordinal numbers to say their place

Day 5: Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far; Independent Centers: Math and Science: Use location words to help a partner find an object in the room

T2: W3: Math 42–43, 44–45, 46–47

Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: *What are you cooking? How did you measure the ingredients?*

Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Independent Centers: Pretend and Learn Center: *Pretend you are at a construction site. What can you measure here?*

T2: W4: Math 62–63

Day 3: Circle Time: Build Math Background: Demonstrate counting by adding Connecting Cubes one at a time and checking the total

Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity

T3: W1: Language 14–15, 16–17

Day 1: Independent Centers: Construction Center: *Can you use things in the station to make a pattern?*

Day 2: Independent Centers: Library and Listening Center: *Can you show a pattern made with circles?*

With squares?; Math and Science Center: Can you show four patterns?; Construction Center: Can you build a pattern with blocks? How did you make your pattern?

T3: W2: Math 30–31

Day 2: Small Group: Guide partners to verbalize the need for one more or less cube in the I Need a Cube! Activity

T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51

Day 2: Independent Centers: Library and Listening Center: *Is there anything in your book that could be measured?*

Day 3: Circle Time: Build Math Background: Practice measuring using toys; Small Group: Measure the height of each child using the chart and discuss sizes

Day 4: Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: *Which is longer, your first or last name? How can you tell?*

Day 5: Story Time: Guiding Question: *What is something I can measure?; Independent Centers: Math and Science Center: How many scoops of rice can this container hold?*

T3: W3: Language

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

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Continued	<p>Day 3: 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 5: 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</p> <p>Day 4: Extended Play: Size Hunt</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let’s Compare! Activity</p> <p>Day 2: 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>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 4: 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>T4: W2: Math 28–29, 30–31, 32–33</p> <p>Day 1: Small Group: Guide children to compare different sizes of objects and people</p> <p>Day 2: Small Group: Guide children to construct and compare differently sized towers</p> <p>Day 3: Small Group: Invite children to talk about and compare the different weight of objects</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: W1: 14–15, 16–17, 18–19, 20–21, 22–23</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: 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>Day 5: Use Circle Time to connect to music and play a pattern game</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>T5: W3: Math 42–43, 48–49</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>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: 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>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 2: 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 4: 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: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i></p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 4: Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connecting Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually</p>

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Continued	<p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity</p> <p>T8: W2: Math 28–29, 30–31, 34–35, 36–37</p> <p>Day 2: Small Group: Have children work in pairs to create equal groups of ducklings using Connecting Cubes in the Ducks in a Row Activity</p> <p>Day 4: Small Group: Have children move counters across a “finish line” and tell how many are on each side.</p> <p>T8: W3: Math 42–43</p> <p>Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results</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 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward</i></p>