

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Approaches to Learning</p> <p>EMOTIONAL AND BEHAVIORAL SELF-REGULATION</p> <p>Goal P-ATL 1. Child manages emotions with increasing independence.</p> <p><i>By 60 Months</i></p> <hr/> <p>Expresses emotions in ways that are appropriate to the situation.</p> <p>Looks for adult assistance when emotions are most intense.</p> <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p>	<p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (Instructional Guide p. 68).</p> <p>Children identify emotions in themselves and manage them as needed.</p> <p>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; Vocabulary Focus (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy, children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: Which words name feelings?; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p>Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play, play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p>Day 5: Circle Time: Act It Out, encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: How do we show our feelings?; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feeling and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>Day 5: Circle Time: Introduce vocabulary (lonely); Story Time: Guiding Question: What would you tell Hank to help him manage his feelings?; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p>

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<p style="color: #0070c0; margin: 0;">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 read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud, <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We’re So Happy Activity</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: 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>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</p> <p>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</p> <p>Responds to signals when transitioning from one activity to another.</p>	<p>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>Children follow classroom rules and routines. See the following:</p> <p>T2: W1: Literacy 16–17, 18–19, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (waiting); Story Time: Connect the Mind Builder to the read-aloud; Extended Play, practice finding a friend to play together; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 3: Small Group: Discuss children’s school routines with the At School Activity</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the weekly concept question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i></p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk about School Rules; Small Group: Review classroom and school rules with the Match It! Activity</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication.</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines</p> <p>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas</p> <p>T6: W2: Language</p> <p>Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition Vocabulary Card. Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next.</p> <p>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity</p>

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<p>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</p> <p><i>By 60 Months</i></p> <hr/> <p>Appropriately handles materials during activities.</p> <p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</p>	<p>Children take care of and manage classroom materials. See the following:</p> <p>T2: W3: Math 44–45, 48–49, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Demonstrate Empathy; Focus on Vocabulary (help, materials); Story Time: Connect the Mind Builder to the read-aloud</p> <p>Day 4: Skills Focus, Social Development: Take care of and manage classroom material; Independent Centers: Construction Center: <i>How can you take care of the materials in this center?</i></p> <p>Day 5: Skills Focus, Social Development: Take care of and manage classroom material; Independent Centers: Creativity Station: <i>Why is it so important to take care of the materials in this station?</i></p> <p>T5: W1: Language 16–17</p> <p>Day 2: Skills Focus: Social Development: Take care of and manage classroom materials; 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 to have to do with communication</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: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let’s Take Care Activity</p>
<p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p> <p><i>By 60 Months</i></p> <hr/> <p>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</p> <p>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</p> <p>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</p> <p>Refrains from aggressive behavior towards others.</p> <p>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</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 the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity</p> <p>T2: 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>

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<p>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</p> <p>Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</p> <p><i>By 60 Months</i></p> <hr/> <p>Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</p> <p>Delays having desires met, such as agreeing to wait turn to start an activity.</p> <p>Without adult reminders, waits to communicate information to a group.</p> <p>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p>	<p>Children are able to regulate their own behavior with occasional reminders or assistance from teacher. See the following:</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>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>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p> <p><i>By 60 Months</i></p> <hr/> <p>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</p> <p>Engages in purposeful play for extended periods of time.</p> <p>Attends to adult during large and small group activities with minimal support.</p>	<p>PreK On My Way encourages a variety of play, from group games to small-group activities to purposeful play in independent centers to suggestions for fun outdoors and at home. Purposeful play provides a context for learning so that it is meaningful to children (IG p. 72).</p> <p>During Independent Centers, children lead their own play as teachers ask them questions to elicit conversation with and among children. The centers should be stocked with materials that will help children apply their learning from large- and small-group experiences—all connected to the Weekly Concept Question (IG pp. 13, 84).</p> <p>See specific instruction:</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>Goal P-ATL 7. Child persists in tasks.</p> <hr style="border: 0.5px solid #ccc;"/> <p><i>By 60 Months</i></p> <p>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</p> <p>Returns with focus to an activity or project after having been away from it.</p>	<p>Children show 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 Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.</p> <p>T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>.</p> <p>T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity</p> <p>T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem</p> <p>T4: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem</p> <p>T6: W3: Literacy 44–45 Day 2: Circle Time: Share 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> <p>T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence.</p> <p>T7: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity</p> <p>T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity</p> <p>Day 4: Circle Time: Talk about teamwork; Small Group: Encourage children to work as a team to complete an art project together</p> <p>T8: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity</p>



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Continued	<p>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</p> <p>T8: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity</p> <p>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>

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<p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p><i>By 60 Months</i></p> <hr/> <p>Accurately recounts recent experiences in the correct order and includes relevant details.</p> <p>Successfully follows detailed, multi-step directions, sometimes with reminders.</p> <p>Remembers actions to go with stories or songs shortly after being taught.</p>	<p>Opportunities for children to coordinate a sequence of movements to perform tasks are provided each day. Large Group activities include Circle Time and Story Time. Teachers use Circle Time to prepare children for learning with activities such as sing-alongs, dramatic play, reciting poems, and engaging children with games and movement activities. On Day 5 of each week, Story Time is used for sharing the interactive read-aloud for physical engagement, emotional development, and use of imagination.</p> <p>Additionally, PreK On My Way includes many opportunities for music and movement within the instructional practice:</p> <p>Circle Time: Music and Movement. Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Aloud Books and Big Chart of Big Ideas. A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time: Extended Play. Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>Small-Group Activities. Activities often involve fine-motor skills and songs, either as part of the main activity or as part of a recommended medication.</p> <p>PreK On My Way Song Collection. Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays. Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90)</p> <p>See the following activities, specifically:</p> <p>T5: W2: Language Day 4: Story Time: Read aloud from the Big Chart of Big Ideas: Let's Make a Fruit Salad! connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart T5: W2: Literacy Day 4: Story Time: Read aloud from the Big Chart of Big Ideas: Let's Make a Fruit Salad! connecting to <i>From Our Hands</i>; Small Group: Invite children to use picture cards to describe and following the process for making fruit salad as shown on the Big Chart. T5: W2: Math Day 4: Story Time: Read aloud from the Big Chart of Big Ideas: Let's Make a Fruit Salad! 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 about from the Big Chart of Big Ideas: Keep Your Hands Clean 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 Big Chart of Big Ideas: Keep Your Hands Clean 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 Big Chart of Big Ideas: Keep Your Hands Clean 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>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p><i>By 60 Months</i></p> <hr/> <p>Tries different strategies to complete work or solve problems including with other children.</p> <p>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</p> <p>Transitions between activities without getting upset.</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.</i> What will you say to them?</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>T1: W4: Literacy 56–57, 58–59, 60–61</p> <p>Day 1: Story Time: Model Writing: Write and read aloud short sentences about having good manners when playing with friends</p> <p>Day 2: Story Time: Shared Writing: Transcribe children’s speech as they talk about solving problems with good manners</p> <p>Day 3: Story Time: Interactive Writing: Share a pen with children as you work together to talk and write about behaviors that show good manners; Small Group: Let’s Vote: Guide children’s understanding of the value of the voting process</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 Class Weather Book Activity</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Problem-Solving Activity: Help children communicate with their peers as they solve a sorting problem</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> <p>T5: W2: Language 32–33</p> <p>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 students in children in question-and-answer session about problems and solutions</p> <p>T5: W2: Literacy 28–29</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive)</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What A Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity</p> <p>T5: W3: Literacy 44–45</p> <p>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</p> <p>Day 1: Circle Time: Sing about Play (taking turns)</p> <p>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</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity</p> <p>T6: W4: Language 64–65</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can working together make building easier?</i></p> <p>T6: W4: Math 58–59</p> <p>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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T8: W1: Language 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: How We Work Together Activity Day 4: Circle Time: Build background about working together T8: W1: Literacy 16–17, 20–21, 22–23 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: Discuss teamwork; Small Group: Work as a team with the Group Effort Activity Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people to solve a problem</i></p>
<p>INITIATIVE AND CURIOSITY</p> <p>Goal P-ATL 10. Child demonstrates initiative and independence.</p> <p><i>By 60 Months</i></p> <hr/> <p>Engages in independent activities.</p> <p>Makes choices and communicates these to adults and other children.</p> <p>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</p> <p>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</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 material that will help children apply their learning from large- and small-group experiences, all connected to the Weekly Concept Question (IG p. 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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

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<p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p> <p><i>By 60 Months</i></p> <hr/> <p>Asks questions and seeks new information.</p> <p>Is willing to participate in new activities or experiences even if they are perceived as challenging.</p> <p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p>	<p>PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development.</p> <p>The year begins with a child-centered theme and progresses through outward exploration. The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the concept question (IG p. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>During Large Group (Circle/Story Time), the teacher frames a read-aloud with any necessary direct instruction. The teacher then reads aloud the book, pausing to ask open-ended questions along the way and to model reactions to the story.</p> <p>In Small Group, the teacher establishes the parameters and materials for an activity and then welcomes children to join in. They experience the hands-on activity together, with children sharing their thoughts and opinions.</p> <p>Independent Centers encourage children to lead their own play in areas of interest. The centers should be stocked with materials that will help children apply their learning from large- and small-group experiences (IG p. 13).</p> <p>See the following, for example: T2: W2: Literacy 32–33 Independent Centers: Creativity Station: <i>Do you live in a city or small town?</i> Draw a picture of it T2: W3: Language 42–43 Independent Centers: Library and Listening Center: <i>What types of buildings are in our community?</i> T3: W4: Literacy 60–61 Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study, such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials.</p>

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<p>CREATIVITY</p> <p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</p> <p>Approaches tasks, activities, and play in ways that show creative problem solving.</p> <p>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</p>	<p>Children use multiple means of communication to creatively express thoughts, feelings, or ideas. See the following, for example:</p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies</p> <p>T2: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T2: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</p> <p>T2: W3: Literacy</p> <p>Day 2: Small Group: Have children identify the problem and work in teams to complete the task in the Let’s Solve It Activity</p> <p>T2: W3: Language 46–47</p> <p>Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings, such as sadness, surprise, and anger in the Act It and Say It Activity</p> <p>T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground</p> <p>T5: W2: Language 33–33</p> <p>Day 3: Small Group: Engage children in a question-and-answer session about problems and solutions</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud</p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Talk about Creating; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i></p> <p>T6: W3: Language 46–47</p> <p>Day 3: Small Group: Guide children to create loose and flowing drawings</p> <p>T6: W3: Literacy 46–47, 48–49</p> <p>Day 3: Small Group: Help children create stories with letters</p> <p>Day 4: Circle Time: Talk about creating art; Small Group: Invite children to think of a new animal and draw a picture to show their creation</p> <p>T6: W3: Math 44–45, 48–49, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create Origami with the Make a Ladybug Activity</p> <p>Day 4: Circle Time: Talk about making art; Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Introduce vocabulary (ideas, compete); Small Group: Invite children to make forts out of wooden blocks and encourage them to try a different design for their fort in What Can You Build? Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity T8: W1: Literacy 18–19 Day 3: Small Group: Children create stories involving specific letters T8: W2: Literacy 32–33 Day 3: Small Group: Empower children to take initiative in creating their own story T8: W4: Literacy 60–61 Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from the story using their bodies, but no words</p>
<p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p> <p><i>By 60 Months</i></p> <hr/> <p>Engages in social and pretend play.</p> <p>Uses imagination with materials to create stories or works of art.</p> <p>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</p>	<p>Opportunities for children to engage in social and pretend play are provided throughout the program. Teachers can use Circle Time to build background, engage in dramatic play, and introduce vocabulary. Small Group activities provide hands-on experiences together. Independent Centers offer children occasions to use their imagination with materials to create stories or works of art.</p> <p>See the following, for example:</p> <p>T1: W2: Literacy 30–31 Day 2: Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion T2: W2: Literacy 30–31, 36–37 Day 2: Use Circle Time to introduce related vocabulary (create, imagine) Day 5: Use Circle Time to sing about a turtle and use their imaginations to create special cloud pictures T2: W4: Math 62–63 Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes. T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Small Group: Guide make a paper pizza T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials</i> T7: W2: Math 28–29 Day 2: Circle Time: Share the Mind Builder Use Imagination; Focus on Vocabulary (imagine); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity T7: W3: Language 42–43 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> T8: W4: Literacy 56–57 Day 1: Small Group: Provide an opportunity for kinesthetic learning by having children form letter shapes with their bodies</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Social and Emotional Development</p> <p>RELATIONSHIPS WITH ADULTS</p> <p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p> <p><i>By 60 Months</i></p> <hr/> <p>Interacts readily with trusted adults.</p> <p>Engages in some positive interactions with less familiar adults, such as parent volunteers.</p> <p>Shows affection and preference for adults who interact with them on a regular basis.</p> <p>Seeks help from adults when needed.</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:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Building Relationships</p> <p>T1: W2: Literacy 36–37</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder (Uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad's First Day</i></p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage With Adults and Peers; Focus on Vocabulary (work)</p> <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; Small Group: Guide children to act out the relationship between a dentist and patient with the A Visit to the Dentist Activity</p>
<p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p> <p><i>By 60 Months</i></p> <hr/> <p>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</p> <p>Attends to an adult when asked.</p> <p>Follows adult guidelines and expectations for appropriate behavior.</p> <p>Asks or waits for adult permission before doing something when they are unsure.</p>	<p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers.</p> <p>In addition to fostering relationships within the classroom, PreK On My Way works to support positive interactions with families and with other important people in children's lives, such as the crossing guard, bus driver, cafeteria worker, librarian, or custodian (IG p 77).</p> <p>See specifically:</p> <p>T2: W1: Language 14–15, 20–21</p> <p>Day 1: Circle Time: Introduce vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity</p> <p>Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i></p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers</p>

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<p>RELATIONSHIPS WITH OTHER CHILDREN</p> <p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p> <p><i>By 60 Months</i></p> <hr/> <p>Engages in and maintains positive interactions with other children.</p> <p>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</p> <p>Takes turns in conversations and interactions with other children.</p> <p>Develops friendships with one or two preferred other children.</p>	<p>PreK On My Way provides many opportunities throughout each day for children to engage in positive interactions and relationship with other children.</p> <p>See the following for example:</p> <p>Concept Questions: How can we be good friends to others?</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background, Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is A Friend? Activity</p> <p>Day 2: Circle Time: Share 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 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 Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Talk about communicating with peers in the Problem-Solving Activity</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions</p> <p>T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity</p> <p>T6: W3: Math 44–45</p> <p>Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during activity</p>

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<p>Goal P-SE 4. Child engages in cooperative play with other children.</p> <p><i>By 60 Months</i></p> <hr style="border: 0.5px solid #ccc;"/> <p>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</p> <p>Demonstrates willingness to include others' ideas during interactions and play.</p> <p>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</p> <p>Engages in reflection and conversation about past play experiences.</p>	<p>Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. See the following:</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 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>; Extended Play: Helping Hands of Friendship; 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 58–59, 62–63, 64–65</p> <p>Day 2: Circle Time: Demonstrate Empathy Mind Builder and introduce vocabulary (please, excuse me); Independent Centers: Library and Listening Center: <i>Show a good way to solve the problem if you and a friend want to read the same book.</i></p> <p>Day 4: Circle Time: Discuss what children have learned about being a good friend and introduce vocabulary (take turns); Small Group: Talk about different ways to be a good friend</p> <p>Day 5: Circle Time: Children sing and dance as they share ways classmates are good friends to review vocabulary; Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></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>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 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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T6: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity</p> <p>T6: W4: Language 60–61, 64–65 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i></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 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</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 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</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 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> <p>T8: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play With Others; Small Group: Have children work in pairs during the Ducks In A Row Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p> <p><i>By 60 Months</i></p> <hr/> <p>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”</p> <p>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</p> <p>Expresses feelings, needs, and opinions in conflict situations.</p> <p>Seeks adult help when needed to resolve conflicts.</p>	<p>Children express feelings, needs, and opinions in conflict situations and use basic strategies following: for dealing with these, such as sharing, taking turns, and compromising. See the following:</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Begin Story Time by introducing Big Book and asking, <i>What feelings do we have?</i></p> <p>Day 2: Circle Time: Talk about Feelings and introduce vocabulary (help, frustrated)</p> <p>Day 3: Circle Time: Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Discuss how people might show their feeling of excitement</p> <p>Day 4: Story Time: Discuss managing feelings; Small Group: Discuss the idea that children are happy when they help. Children identify what is happening in a scene and why the child is happy, and act them out</p> <p>Day 5: Circle Time: Vocabulary (share); Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></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: Extended Play: Play a taking turns game; Small Group: Work together with a Playtime Problem Solving Activity</p> <p>T1: W4: Literacy 58–59, 62–63</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); Small Group: Practice showing empathy; Independent Centers: Pretend and Learn Center: <i>Pretend you want to play a game, but your friend doesn’t want to. How can you fix the problem?</i></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</p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Vocabulary (argues); Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Small Group: Encourage children to work as a team when creating a book about weather</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>T4: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, protect); Small Group: Help children communicate with their peers as they solve an alphabet problem</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Small Group: Guide students to identify problems and solutions</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); Small Group: Talk and Share Activity</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve)</p> <p>T5: W3: Literacy 44–45</p> <p>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: Have children use their puppets to practice respecting personal space</p> <p>T5: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Develop Empathy; Focus on Vocabulary (empathy, understand); Small Group: Help children talk about and identify feelings. Guide children to look at facial expressions and posture in Picture Cards and put them into groups that show happy and unhappy people.</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T5: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Sing About Playing (taking turns); Vocabulary (wrong); Story Time: Introduce book <i>Please Play Safe!</i> Day 2: Small Group: Taking Turns; Independent Centers: Taking Turns T6: W1: Language 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Talk about emotions with the Conflict or No Conflict? Activity Day 4: Independent Centers: Library and Listening Center: <i>What was the problem that Rabbit had? How did Rabbit's problem get solved?</i> T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; Focus on Vocabulary (help, together); Small Group: Identify goals with the Make a Plan Activity 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 T8: W1: Language 16–17, 22–23 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 5: Independent Centers: Math and Science Center: <i>Can you work together to leap from a starting point and measure how far you jump?</i> T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity</p>
<p>EMOTIONAL FUNCTIONING</p> <p>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p><i>By 60 Months</i></p> <hr/> <p>Recognizes and labels basic emotions in books or photographs.</p> <p>Uses words to describe own feelings.</p> <p>Uses words to describe the feelings of adults or other children.</p>	<p>Child can communicate basic emotions/feelings. See the following:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Focus on Vocabulary (proud) Day 2: Circle Time: Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Story Time: Connect the Mind Builder with the read-aloud; Extended Play: Invite children to stand in a circle and play a happy game; Shared Writing: Transcribe children's speech as they talk about how they feel when they do a favorite activity; Small Group: Explore emotions with Name That Feeling Activity; Independent Centers: Explore Feelings Day 3: Circle Time: Focus on Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity Day 4: Circle Time: Talk About YOU!, Show how you feel; Small Group: Children act out what they like to do while other children guess what is being acted out Day 5: Small Group: Draw a picture that shows yourself with a happy face T1: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus 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 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 T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: 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 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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p style="color: #0070c0; margin: 0;">Continued</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: Focus on Vocabulary (jealous); Story Time: Enjoy reading <i>My Big Feelings</i>; Guiding Question: <i>What feelings do we have?</i></p> <p>Day 2: Circle Time: Share Mind Builder, Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore emotions with the How Do I Feel? Activity; Shared Writing: Transcribe children’s speech as they talk about their feelings</p> <p>Day 3: Circle Time: Text Has Meaning, As you read, point out the words that name feelings, and also note that we also learn from pictures; 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</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</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: Enjoy reading <i>Nobody Hugs a Cactus</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Focus on Vocabulary (feelings, prickly); Story Time: Extended Play: Act Prickly activity; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings; Story Time: Extended Play: Draw how you feel</p> <p>Day 5: Story Time: Read and retell story interactively focusing on emotions; 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>Day 2: Circle Time: Share the Mind Builder Manage Emotions; Focus on Vocabulary (emotion, calm); Story Time: Read closely to discuss how characters manage their emotions; Independent Centers: Writer’s Corner: <i>Can you write about how you feel when you are with your friends?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do you think the character feels? Why do you think she feels that way?</i></p> <p>Day 4: Circle Time: 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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p style="color: #00796b;">Continued</p>	<p>T2: W4: Language 58–59 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 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; Independent Centers: Library and Listening Center: <i>What feeling are in the book?</i>; Pretend and Learn Center: <i>Pretend that something happened to make your friend frustrated. Act out what you can do to help your friend</i>; <i>Writer’s Corner: Tell about how you felt on your first day of school</i></p> <p>T4: W2: Literacy 30–31, 32–33 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: W2: Math 30–31 Day 2: Circle Time: Talk about feeling of others; Small Group: Explore facial expressions with Sorting Faces Activity</p> <p>T6: W2: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i></p> <p>T8: W2: Language 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Talk about feelings with the Understanding Your Feelings Activity Day 3: Begin Story Time by revisiting the book and asking, <i>What are the animals feeling when they see Duck riding a bike?</i>; Independent Centers: Pretend and Learn Center: <i>Can you show me how you look when you’re feeling excited?</i></p> <p>T8: W2: Literacy 30–31 Day 2: Circle Time: Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-SE 7. Child expresses care and concern toward others.</p> <p><i>By 60 Months</i></p> <hr style="border: 0.5px solid #ccc;"/> <p>Makes empathetic statements to adults or other children.</p> <p>Offers support to adults or other children who are distressed.</p>	<p>Child demonstrates empathy and care for others in the following:</p> <p>T1: W4: Literacy 58–59, 62–63, 64–65</p> <p>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</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.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T2: W3: Math 44–45, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Demonstrate Empathy; Focus on Vocabulary (help, materials)</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>T4: W2: Math 34–35, 36–37</p> <p>Day 4: Story Time: Talk about empathy and caring for others (pets); Extended Play: Taking care of pets</p> <p>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></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>T5: W4: Language 58–59, 64–65</p> <p>Day 2: Circle Time: Share Mind Builder Develop Empathy; Focus Vocabulary (empathy, understand); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about feelings with the Happy or Not Happy? Activity</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59</p> <p>Day 1: Circle Time: Sing about Play (taking turns)</p> <p>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: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you were Nita’s neighbor, how would you help?</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy; Small Group: Identify emotions with the How Do You Feel? Activity</p> <p>T7: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Help Others</p> <p>T8: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Showing Empathy and Caring; Focus on Vocabulary (caring); Small Group: Share Treats Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-SE 8. Child manages emotions with increasing independence.</p> <p>Expresses feelings in ways that are appropriate to the situation.</p> <p>Asks for adult assistance when feelings are most intense.</p> <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</p>	<p>Child can express feelings in ways that are appropriate in the following:</p> <p>T1: W1: Literacy 16–17, 22–23</p> <p>Day 2: 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 5: Small Group: Respond to read-aloud through writing, drawing, or storytelling: Draw a picture that shows yourself with a happy face.</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: Focus on Vocabulary (jealous)</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 4: Circle Time: Talk About Feelings; Vocabulary Focus (scared, surprised); Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p> <p>Day 5: Circle Time: Vocabulary Focus (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Respond to read-aloud through writing, drawing, or storytelling: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: Enjoy reading <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 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: Respond to the read-aloud through writing, drawing, or storytelling: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (Self-Regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main characters manage their emotions; 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>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect Mind Builder to book <i>Happy in Our Skin</i>, reading closely to notice when children are showing their feelings through their actions</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Small Group: Talk about feeling with the Understanding Your Feeling Activity</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>SENSE OF IDENTITY AND BELONGING</p> <p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Describes self using several different characteristics.</p> <p>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</p>	<p>Children recognize unique characteristics in themselves in the following:</p> <p>Guiding Question: What makes us who we are?</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for</p> <p>T1: W1: Literacy 16–17, 22–23</p> <p>Day 2: Story Time: Connect Mind Builder (Talk About Feelings) to book <i>Be Who You Are</i> by Todd Parr</p> <p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Language 28–29, 32–33, 36–37</p> <p>Day 1: Circle Time: Dance Your Feelings; Story Time: Guiding Question: <i>What different feelings can people have?</i></p> <p>Day 3: Small Group: Invite children to explore different emotions and describe how they feel</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What can we learn from our feelings?</i></p> <p>T2: W1: Language 16–17</p> <p>Day 2: Circle Time: Share Mind Builder: Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I!</p> <p>T2: W1: Literacy 16–17, 22–23</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word</i></p> <p>T5: W1: Literacy 16–17, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Focus on Vocabulary (one of a kind); Begin Story Time by connecting the Mind Builder to <i>Happy in Our Skin</i></p> <p>Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific)</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Talk about abilities with the Look What I Can Do! Activity</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 All About Me Activity</p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p> <p><i>By 60 Months</i></p> <hr style="border: 0.5px solid #ccc;"/> <p>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</p> <p>Expresses own ideas or beliefs in group contexts or in interactions with others.</p> <p>Uses positive words to describe self, such as kind or hard-worker.</p>	<p>Children show self-awareness and express pride in abilities and skills in the following:</p> <p>T1: W1: Math 16–17, 20–21, 22–23</p> <p>Concept Question: What makes us who we are?</p> <p>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</p> <p>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</p> <p>Day 5: Circle Time: First Week Pridel, Share what you are proud of and invite children to share why they are proud of themselves</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Circle Time: Share Mind Builder: Show Self-Awareness</p> <p>T4: W2: Language 30–31</p> <p>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</p> <p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share 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>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T6: W3: Language 44–45, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i></p> <p>T7: W1: Language 16–17</p> <p>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</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: <i>Children ask and answer questions to express their opinion of abilities</i></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: 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 face 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 things that you would like to try?;</i> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence; Focus on Vocabulary (solve problems, goals); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about persistence and the importance of not giving up</p> <p>8: 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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p>
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p> <p><i>By 60 Months</i></p> <hr/> <p>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</p> <p>Relates personal stories about being a part of different groups.</p> <p>Identifies similarities and differences about self across familiar environments and settings.</p>	<p>Children acknowledge a sense of belonging to different groups. See the following:</p> <p>T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read book, <i>Alma, and How She Got Her Name</i>, for enjoyment and understanding, noting how each of her names comes from a family member who has that name. Day 2: Story Time: Connect the Mind Builder Building Relationships to the read-aloud; Explore family relationships T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: What makes a family? Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing about Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity Day 4: Circle Time: Talk About Families; What do Families Do?; Story Time: Read-aloud from the Big Chart of Big Ideas: <i>My Family and Me</i>; Extended Play: Things Our Families Like to do Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members who that they care about each other?</i> T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity Day 4: Circle Time: Talk About Families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades Day 5: Circle Time: With My Family!, Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i> T1: W3: Math 42–43, 48–49, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild) Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i> T2: W2: Literacy 28–29, 32–33, 34–35 Concept Question: What is it like where we live? Day 1: Circle Time: Sing We’ll Go For A Walk; Focus on Vocabulary (neighborhood); Enjoy reading <i>Ofrenda</i>; Guiding Question: <i>What do you see in Ceci’s neighborhood?</i> Day 3: Circle Time: Introduce Vocabulary (community); Independent Centers: Library and Listening Center: <i>How is the community in the book like yours?</i> Day 4: Circle Time: Talk About the Neighborhood; Getting Around; Story Time: Read aloud from the Big Chart of <i>Big Ideas: Our Neighborhood</i>; Extended Play: Imagine Living in a Neighborhood; Small Group: Draw different places in the community with the Draw a Place Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>Day 5: Story Time: Guiding Question: <i>How is your neighborhood like Ceci's?</i>; Small Group: Independent Response Prompt: <i>What do you like about your neighborhood?</i>; Independent Centers: Library and Listening Center: <i>Imagine this story was about your neighborhood. How would it be different?</i></p> <p>T2: W2: Language 34–35, 36–37</p> <p>Day 4: Circle Time: Talk About Where We Live; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our Neighborhood</i>; Extended Play: Neighborhood Self-Portrait; Small Group: Explore neighborhoods with the Where Am I? Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite place to visit in your neighborhood?</i></p> <p>T2: W3: Language 42–43, 44–45, 50–51</p> <p>Day 1: Story Time: Introduce book <i>Thank You, Omu!</i>; Independent Centers: Writer's Corner: <i>What pictures of people in your community could you draw?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you find a book that shows a place that looks like our community?</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>If you wrote your own book about our community, what would you include?</i></p> <p>T2: W3: Literacy 48–49, 50–51</p> <p>Day 1: Circle Time: Talk about neighborhood helpers and introduce vocabulary (doctor, firefighter); Small Group: Guide discussion by asking questions about different helpers in the community</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can we be helpers in our school community?</i></p> <p>T2: W3: Math 42–43, 44–45, 48–49, 50–51</p> <p>Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community.</i></p> <p>Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i></p> <p>Day 5: Independent Centers: Writer's Corner: Which classroom job is your favorite? <i>Write about it.</i></p> <p>T2: W4: Language 56–57</p> <p>Day 1: Small Group: Challenge children to identify different vehicles in their community and discuss how they play an important role in a community in Helpers on Wheels Activity</p> <p>T8: W1: Literacy 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Discuss responsibilities at Home</p> <p>Day 4: Story Time: Read closely to make a connection with the weekly concept question, <i>What do we do better together?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people.</i></p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Describe family members with the Our Families Activity</p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Small Group: Challenge children to engage in a teamwork activity</p>

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>LANGUAGE AND LITERACY</p> <p>Language and Communication</p> <p>ATTENDING AND UNDERSTANDING</p> <p>Goal P-LC 1. Child attends to communication and language from others.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</p> <p>Shows ongoing connection to a conversation, group discussion, or presentation.</p>	<p>Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling that 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>See the following, for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Introduce Yourself, Teacher models introducing yourself and invites children to take turns introducing themselves to their classmates</p> <p>T2: W1: Language 14–15, 16–17</p> <p>Day 1: Small Group: Ways We Can Reply Activity</p> <p>Day 2: Small Group: Act It and Say It! Activity</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: Small Group: Can I Play, Too? Activity: Invite children to pretend to be at play in different play scenarios. Enrich children’s social skills by modeling appropriate ways to ask to join in play</p> <p>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 that have to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines</p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during activity</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: <i>Children ask and answer questions to express their opinion</i></p> <p>T8: W4: Literacy 60–61</p> <p>Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words</p> <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>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p> <p><i>By 60 Months</i></p> <p>Shows an ability to recall (in order) multiple step directions.</p> <p>Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</p> <p>Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</p> <p>Shows an understanding of talk related to the past or future.</p> <p>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</p>	<p>Children understand and respond to increasingly complex communication from others. See the following, for example:</p> <p>T1: W4: Language 60–61</p> <p>Day 3: Small Group: Walk children through the voting process in Let’s Vote Activity</p> <p>T4: W3: Language 42–43, 46–47, 50–51</p> <p>Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in Life Cycle Activity</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T5: W2: Language 34–35</p> <p>Day 4: Big Chart of Ideas: Let’s Make a Fruit Salad</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards; Invite them to use the Picture Cards to describe the process for making fruit salad</p> <p>T5: W3: Language 48–49</p> <p>Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in Clean Hands Activity</p> <p>T5: W3: Literacy 48–49</p> <p>Day 4: Small Group: Guide children to follow and order the directions for hand-washing in We Wash Our Hands! Activity</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza</p> <p>T6: W2: Literacy 29–30, 30–31</p> <p>Day 1: Small Group: Ask children to wiggle their fingers if a word begins like <i>wiggle</i> and hold up a yellow circle if a word begins like yellow</p> <p>Day 2: Small Group: Help children develop executive function and gross motor skills by taking steps to do three new actions in sequence</p> <p>T6: W3: Language 46–47</p> <p>Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions</p> <p>T6: W4: Literacy 64–65</p> <p>Day 5: Begin Story Time by revisiting the book and asking the Guiding Question: <i>What steps does the dog follow to build his house?</i></p>

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<p>COMMUNICATING AND SPEAKING</p> <p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</p> <p>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</p> <p>Children who are DLLs may switch between their languages.</p>	<p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language, and supports and routines throughout the program 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 include 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 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>Children provide appropriate information for various situations. 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 if 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 book and asking 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 turn using the sentence, <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T4: W4: Language 62–63</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers T5: W2: Language 30–31</p> <p>Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines T5: W2: Literacy 30–31</p> <p>Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas T5: W4: Language 56–57</p> <p>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: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette 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 T7: W4: Literacy 60–61</p> <p>Day 3: Begin Story Time by revisiting the book and asking: <i>What can we do to save energy and recycle materials?</i> 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>

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<p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p> <p>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</p>	<p>Large Group Circle Time and Small Group interactions are ideal situations for children to practice and follow appropriate social and conversational rules.</p> <p>See the following activities that provide opportunities for multi-turn conversations or that specifically address conversation etiquette:</p> <p>T3: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Focus on Vocabulary (whispers)</p> <p>T4: W3: Literacy 44–45</p> <p>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</p> <p>T5: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom and guide them to answer question and have conversations about routine</p> <p>Day 3: Small Group: Engage students in a question-and-answer session about problems and solutions and guide students to identify problems and solutions</p> <p>T5: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas</p> <p>T5: W3: Language 42–43, 44–45, 48–49</p> <p>Day 1: Small Group: Guide children to talk about how to care for themselves when they have a cold</p> <p>Day 2: Small Group: Guide children to talk about why different objects are helpful or not</p> <p>Day 4: Small Group: Guide children to talk about why washing hands is important</p> <p>T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play With Others; Focus on Vocabulary (invite); Small Group: Guide children to invite a partner to work together to draw</p> <p>T6: W3: Language 46–47</p> <p>Day 3: Use Circle Time: Share the Comprehension Skill Speak Clearly; Small Group: Ask children to listen to and follow oral directions</p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette</p> <p>T7: W2: Literacy</p> <p>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</p> <p>T7: W3: Literacy</p> <p>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</p> <p>T7: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share</p>

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<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p> <p><i>By 60 Months</i></p> <p>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p> <p>Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p> <p>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</p>	<p>Opportunities are provided throughout PreK On My Way for children to express themselves and their ideas in increasingly sophisticated ways.</p> <p>See the following, for example:</p> <p>T1: W2: Language 30–31</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings</p> <p>T2: W1: Language 14–15, 16–17, 18–19, 20–21</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences</p> <p>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 20–21</p> <p>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in 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> <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>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: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity</p> <p>T8: W4: Language 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure</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>

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<p>VOCABULARY</p> <p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p> <p><i>By 60 Months</i></p> <hr/> <p>Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</p> <p>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</p> <p>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.</p> <p>With support, forms guesses about the meaning of new words from context clues.</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 can also revisit vocabulary words and comprehension strategies, as appropriate.</p> <p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/ Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/ Drawing/Storytelling (IG p. 31).</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>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p> <p><i>By 60 Months</i></p> <p>Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</p> <p>Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</p> <p>Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</p> <p>Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.</p> <p>Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</p>	<p>Children explore words with similar and opposite meanings in the following:</p> <p>T1: W2: Language 28–29, 34–35, 36–37</p> <p>Day 1: Circle Time: Introduce and explore vocabulary (disappointed, blue)</p> <p>Day 4: Circle Time: Introduce and explore vocabulary (scared, surprised)</p> <p>Day 5: Circle Time: Introduce and explore vocabulary (frustrated, jealous)</p> <p>T1: W3: Math 46–47</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (short, long)</p> <p>T3: W1: Language 18–19</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (sweet, sour)</p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Big and Small activity; Story Time: Enjoy Reading <i>How Big Is an Elephant?</i>; Guiding Question: <i>What is an example of a really big animal?</i></p> <p>Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>Day 4/5: Circle Time: Introduce and explore vocabulary (heavy, light)</p> <p>T4: W4: Language 62–63</p> <p>Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity</p> <p>T6: W1: Math 18–19, 22–23</p> <p>Day 3: Circle Time: Focus on Vocabulary (small, large)</p> <p>Day 5: Circle Time: Focus on Vocabulary (empty, full)</p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word “merry” describes</i></p> <p>Children sort and categorize words and objects in the following:</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: Names 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>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T5: W1: Language 14–15 Day 1: Small Group: Challenge children to use Picture Cards to classify pictures as body parts or not body parts T5: W2: Language 34–35 Day 4: Small Group: Children practice sorting and classifying fruit T6: W2: Language 34–35 Day 4: Small Group: Classify animals with the On the Farm Activity T6: W3: Math 46–47, 48–49 Day 3: Small Group: sorting activity Flat or Not? Day 4: Small Group: Sort Your Art Activity T7: W1: Language 18–19 Day 3: Small Group: sorting activity Does It Fit? T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing with the Sort It Out! Activity T8: W2: Language 34–35 Day 4: Small Group: Children categorize foods in Healthy or Unhealthy? Activity</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Literacy</p> <p>PHONOLOGICAL AWARENESS</p> <p>Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.</p> <p><i>By 60 Months</i></p> <hr/> <p>Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p> <p>Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</p> <p>Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</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 beginning with the same sound as other words T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name T7: W4: Literacy 56–57 Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: Look at the n in nighttime. <i>Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: Look at the b in birthday and in bear. <i>Can you think of other words that begin with the same sound?</i></p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i> T8: W2: Literacy 28–29, 30–31, 32–33, 34–35 Day 1: Small Group: Challenge children to produce new words that begin with the same sound in Letter Sound Matches Activity Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q</i> Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p>
<p>PRINT AND ALPHABET KNOWLEDGE</p> <p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p> <p><i>By 60 Months</i></p> <hr/> <p>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</p> <p>Understands that written words are made up of a group of individual letters.</p> <p>Begins to point to single-syllable words while reading simple, memorized texts.</p> <p>Identifies book parts and features, such as the front, back, title, and author.</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>Sound and letter lessons are sequenced throughout the program to allow for revisiting letters multiple times: Sing the Alphabet Song, Focus on Letter in Children’s Names, Focus on the Letters in Order, Focus on Letters Whose Names Make Their Sound, Focus on Letters That Appear Most Often, Review and Celebrate All the Letters. (IG p. 64)</p> <p>See the following, for example:</p> <p>T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on Role of Author and Illustrator; Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose. T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in Class Weather Book Activity T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books T7: W1: Literacy 14–15 Day 1: Circle Time: Talk about the alphabet (letters <i>Nn, Ii, Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn, and Ii</i>; Show children how to make an insect for the letter <i>I</i> and identify the letters <i>I, n, and c</i> in the word <i>insect</i> T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words</i></p>

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<p>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p> <p><i>By 60 Months</i></p> <hr/> <p>Names 18 upper- and 15 lower-case letters.</p> <p>Knows the sounds associated with several letters.</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 T1: W1: Math 20–21 Day 4: Independent Center: ABC Center: <i>Put letters in order of the alphabet</i> T1: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the Magnetic Letter that starts his or her name. Help children trace the first letter of their name Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet, introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity T1: W4: Literacy 56–57 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in Alphabet Cc, Dd Activity 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 T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet K, L Activity T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet Ww, Xx Activity Day 2: Small Group: Alphabet Problem Solving T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify letters <i>Ss</i>, <i>Ff</i> and <i>Pp</i> and sort words by initial letter sound T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i> 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>COMPREHENSION AND TEXT STRUCTURE</p> <p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p> <p><i>By 60 Months</i></p> <p>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</p> <p>Tells fictional or personal stories using a sequence of at least 2–3 connected events.</p> <p>Identifies characters and main events in books and stories.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p>
<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p> <p><i>By 60 Months</i></p> <p>Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”</p> <p>Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.</p> <p>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</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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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>WRITING</p> <p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Creates a variety of written products that may or may not phonetically relate to intended messages.</p> <p>Shows an interest in copying simple words posted in the classroom.</p> <p>Attempts to independently write some words using invented spelling, such as K for kite.</p> <p>Writes first name correctly or close to correctly.</p> <p>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes.</p> <p>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</p> <p>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</p> <p>Day 2: Independent Centers: Writer’s Corner: What do you like to do at school? Can you write about it?</p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</p> <p>T3: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: Show me how you write your name on my dry-erase board</p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: Draw a picture of your favorite pet. What is its name?</p> <p>T4: W2: Language 34–35</p> <p>Day 4: Independent Centers: Writer’s Corner: Think about what a pet needs. What could you write about it?</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: Make a list of your rules at home</p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to say and write their own names in Letter Hunt Activity</p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: Think about what you do during the winter. Can you draw and write about it?</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: Can you make a sign to remind people in your family to close the refrigerator door?</p> <p>T7: W4: Literacy 62–63</p> <p>Day 4: Independent Centers: Writer’s Corner: Can you create your own storybook page about taking care of the Earth?</p> <p>T8: W3: Literacy 46–47</p> <p>Day 3: Independent Centers: Writer’s Corner: Can you write the steps of the caterpillar’s metamorphosis?</p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: Writer’s Corner: Can you finish this sentence? “When I play outside, I like to _____.”</p> <p>T8: W4: Literacy 64–65</p> <p>Day 3: Independent Centers: Writer’s Corner: Imagine three words that make you smile. Can you say or write them down?</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>COGNITION</p> <p>Mathematics Development</p> <p>COUNTING AND CARDINALITY</p> <p>Goal P-MATH 1. Child knows number names and the count sequence.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Counts verbally or signs to at least 20 by ones.</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 know number names and the counting sequence. 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 32–33, 34–35</p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity</p> <p>T1: W3: Math 42–43</p> <p>Day 1: Circle Time: Build Math Background, Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song</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 20–21</p> <p>Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count</p> <p>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 twenty</p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity</p> <p>Day 3: Small Group: Talk about counting in 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</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-MATH 2. Child recognizes the number of objects in a small set.</p> <p><i>By 60 Months</i></p> <hr/> <p>Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</p>	<p>Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities (IG p. 33).</p> <p>See the following:</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Small Group: Introduce subitizing with How Many? Activity</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing</p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Speed Subitizing</p> <p>Day 3: Small Group: Guide children to use the 5-frame to subitize numbers between one and five in Pillow Count Activity</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connection Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in We Make Soup, Too! Activity</p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</p> <p>Counts and answers “How many?” questions for approximately 10 objects.</p> <p>Accurately counts as many as 5 objects in a scattered configuration.</p> <p>Understands that each successive number name refers to a quantity that is one larger.</p> <p>Understands that the last number said represents the number of objects in a set.</p>	<p>Children explore and understand the relationship between numbers and quantities. See the following, for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in Sharing Desert Friends Activity</p> <p>Day 3: Small Group: Challenge children to count the number of cubes given in the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Challenge children to count the number of cubes behind the curtain and match that number on their side of the curtain</p> <p>Day 5: Circle Time: Act It Out, children practice identifying numbers</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3 Independent Centers: Math and Science Center: <i>Can you use counting cubes to show how many people are in your family?</i></p> <p>T1: W4: Literacy 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you use the counters to figure out how many friends are in our class?</i></p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Story Time: Read <i>The Adventures of Jovani and Alejandro</i> for enjoyment, pausing to practice counting; Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Spot the Mistake: Counting Cow Activity</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity</p> <p>T3: W1: Math 14–15, 16–17 20–21</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity</p> <p>Day 4: Small Group: Develop number names with the Number Match Activity</p> <p>T4: W1: Math 14–15, 20–21</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in 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: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks”</p> <p>T5: W3: Math 50–51</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Here is a set of 28 teeth. If I start counting from the middle, will there still be 28? Let’s check.</i></p> <p>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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-MATH 4. Child compares numbers.</p> <p><i>By 60 Months</i></p> <hr/> <p>Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</p> <p>Identifies and uses numbers related to order or position from first to tenth.</p>	<p>Children compare numbers. See for example:</p> <p>T1: W1: Math 20–21 Day 4: Small Group: Talk about size with The Tallest Tower Activity T3: W2: Math 30–31 Day 2: Small Group: Guide partners to verbalize the need for one more or less cube in I Need a Cube! Activity T4: W2: Math 28–29, 30–31, 32–33 Day 1: Story Time: Read for enjoyment and comparing sizes; Small Group: Guide children to compare different sizes of objects and people Day 2: Small Group: Guide children to construct and compare different size towers Day 3: Small Group: Invite children to talk about and compare the different weight of objects T5: W3: Math 46–47 Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity</p> <p>Children use ordinal terms in the following:</p> <p>T2: W1: Math 14–15, 16–17, 22–23 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine; Focus on Vocabulary (first); Small Group: Talk about first, second, and third with the Behind the Curtain: Build a Tower Activity Day 2: Story Time: Extended Play: Talk about daily schedules using sequential order and ordinal numbers; Small Group: Challenge children to get into a line in height order and guide them to use ordinal numbers to say their place; Independent Centers: Math and Science Center: <i>Show three blocks in a line. Which is first? Second? Third?</i> Day 5: Circle Time: What Did You Do Today? Encourage children to use time words and ordinal numbers to describe their day so far T3: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements activity; Focus on Vocabulary (second, last); Small Group: Use ordinal terms in the Rabbit Parade Activity; Independent Centers: Math and Science Center: <i>Arrange Connecting Cubes in a row. Which are first, second, and last?</i> T7: W2: Math 28–29 Day 1: Circle Time: Build Background (ordinal numbers); Story Time: Read-aloud for enjoyment, focusing on counting; Small Group: Practice ordinal numbers in the Behind the Curtain: Fall Leaves Activity T8: W2: Math 28–29, 30–31, 34–35, 36–37 Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in How Many Ducks? Activity Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in Ducks In a Row Activity Day 4: Small Group: Have children move counters across a “finish line” and tell how many are on each side. Guide children to see that the order in which the “racers” finish the line does not affect the total count</p>
<p>Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</p> <p><i>By 60 Months</i></p> <hr/> <p>Associates a number of objects with a written numeral 0–5.</p> <p>Recognizes and, with support, writes some numerals up to 10.</p>	<p>Children recognize written numerals. See for example:</p> <p>T1: W2: Math 36–37 Day 5: Circle Time: Act It Out, children practice identifying numbers T3: W1: Math 20–21 Day 4: Small Group: Develop number names with the Number Match Activity T3: W3: Math 44–45 Day 2: Story Time: Read closely to think symbolically about the text and about numbers T8: W4: Math 56–57, 58–59, 60–61 Day 1: Story Time: Read for enjoyment, with a focus on the counting sequence Day 2: Independent Centers: Math and Science Center: <i>Find the number that shows how old you are.</i> Day 3: Independent Centers: Math and Science Center: <i>Count to 10. What number did you count after eight?</i></p>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>OPERATIONS AND ALGEBRAIC THINKING</p> <p>Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</p> <p>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p> <p>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three...two!” (keeping track with fingers).</p>	<p>Children explore addition and subtraction. See the following:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background; Guide children to count to 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 How Many Yucca? Activity</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plan in How Many Seeds? Activity</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-MATH 7. Child understands simple patterns.</p> <p><i>By 60 Months</i></p> <hr/> <p>Fills in missing elements of simple patterns.</p> <p>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p> <p>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</p>	<p>Children recognize and create patterns in 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 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 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 A Garden Plan Activity</p> <p>Day 4: Small Group: Create patterns with the Build a Beanstalk Activity</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>MEASUREMENT</p> <p>Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p> <p><i>By 60 Months</i></p> <hr style="width: 30%; margin-left: 0;"/> <p>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</p> <p>Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p> <p>Uses comparative language, such as shortest, heavier, or biggest.</p>	<p>Children measure object and compare attributes in the following:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>Day 5: Circle Time: Children act out measurement words</p> <p>T2: 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>Measure it! Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how we 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 Big Chart of Big Ideas: I Can Measure; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories</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>

A Correlation of Scholastic PreK On My Way to Head Start Early Learning Outcomes for Preschoolers

Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p style="color: #0070c0; margin: 0;">Continued</p>	<p>T3: W3: Literacy</p> <p>Measure it! Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity</p> <p>Day 4: Circle Time: Heavy or Light; Measure your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the Big Chart of Big Ideas: I Can Measure; Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in Let’s Compare! Activity</p> <p>Day 2: Story Time: Read closely pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: Weigh objects on a balance scale. <i>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 AND SPATIAL SENSE</p> <p>Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.</p> <p><i>By 60 Months</i></p> <hr/> <p>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</p> <p>Correctly names basic shapes regardless of size and orientation.</p> <p>Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</p> <p>Creates and builds shapes from components.</p>	<p>Children identify, describe, and explore shapes in the following:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Small Group: Guide children to compare the sizes of Connecting Cube towers. Help children discuss how they know which tower is taller and which tower is shorter; Independent Centers: Math and Science Center: <i>Which object is bigger?</i>; Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>Children name common shapes:</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: Use Circle Time to introduce vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</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>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Continued</p>	<p>T7: W4: Math 56–57, 60–61, 62–63 Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity Day 4: Small Group: Review solid shapes with the Find the Shape Activity</p>
<p>Goal P-MATH 10. Child explores the positions of objects in space.</p> <p><i>By 60 Months</i></p> <hr/> <p>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</p> <p>Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</p>	<p>Children explore spatial sense and location words in the following: T2: W1: Math 18–19, 20–21, 22–23 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words Day 5: Independent Centers: Math and Science: <i>Use location words to help partner find object in the room</i> T2: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Use two different objects to demonstrate locations terms; Simon Says: Play using locations terms in Simon’s instructions Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce location words; Where is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words Day 4: Circle Time: Use location words in Homes Everywhere: Seated Scavenger Hunt; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater Day 5: Independent Centers: Math and Science Center: Use location words to tell where animals are T5: W4: Math 56–57, 58–59, 64–65 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room 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 Day 5: Circle Time: Sing About Moving; Focus on Vocabulary (between) T7: W2: Math 32–33, 34–35 Day 3: Circle Time: Share the Math Strategy: Top and Bottom; Story Time: Focus on spatial sense; Small Group: Explore spatial sense with the Behind the Curtain: Locations Activity Day 4: Small Group: Use location term with the Spot the Mistake: Garden Activity T8: W2: Math 28–29, 32–33 Day 1: Circle Time: Vocabulary (below) Day 3: Circle Time: Share Math Strategy: Down and Up; Story Time: Focus on spatial sense; Small Group: Differentiate between up and down</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Scientific Reasoning</p> <p>SCIENTIFIC INQUIRY</p> <p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p><i>By 60 Months</i></p> <hr/> <p>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</p> <p>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</p> <p>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</p> <p>Represents observable phenomena with pictures, diagrams, and 3-D models.</p>	<p>PreK On My Way provides opportunities for children to observe, investigate, describe and talk about common objects in every lesson.</p> <p>Children explore and identify the five senses and describe observable phenomena in the following:</p> <p>T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Concept Question: What can we learn from using our senses?</p> <p>Day 1: Circle Time: Build Background: Introduce the five senses; Sing about the Senses: Story Time: Enjoy reading <i>Cold, Crunchy, Colorful: Using Our Senses</i>; Guiding Question: <i>What do our eyes tell us?</i>; Small Group: Explore senses with Let’s Talk About Our Senses! Activity</p> <p>Day 2: Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don’t See</i></p> <p>Day 3: Circle Time: Play Simon Says focusing on the senses; Focus on Vocabulary (sweet, sour); Story Time: Guiding Question: <i>What words can we use to talk about how foods taste?</i>; Small Group: Identify things with the Our Fabulous Five Senses Activity</p> <p>Day 4: Circle Time: What Do We Use To...?; Focus on Vocabulary (taste, smell); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity</p> <p>Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i>; Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i></p> <p>T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i></p> <p>Day 2: Story Time: Extended Play: What’s Missing?; Small Group: Use sense with the What’s Missing? Activity</p> <p>Day 3: Circle Time: Build Background about senses; Sing about the Senses; Focus on Vocabulary (listen)</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with One Sense at a Time Activity</p> <p>Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i></p> <p>T3: W1: Math 18–19, 22–23</p> <p>Day 3: Story Time: Guiding Question: <i>What sense does Hoppy use?</i></p> <p>Day 5: Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i></p> <p>T3: W2: Language 34–35</p> <p>Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity</p> <p>T3: W3: Language 44–45, 46–47, 48–49</p> <p>Day 2: Small Group: Alike or Different Activity</p> <p>Day 3: Small Group: Long or Short Activity</p> <p>Day 4: Small Group: Light or Heavy Activity</p> <p>T3: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Focus Vocabulary (smoother)</p> <p>T4: W4: Literacy 62–63</p> <p>Day 4: Small Group: Invite children to identify picture of animals and notice how many feet they have and other features</p> <p>T4: W4: Math 64–65</p> <p>Day 5: Circle Time: Connect the book <i>Creature Features</i> to scientific thinking</p> <p>T5: W1: Language 14–15</p> <p>Day 1: Small Group: Using Picture Cards challenge children to classify pictures as body parts or not body parts</p> <p>T6: W1: Math 14–15</p> <p>Day 1: Small Group: Ask children to describe the relative sizes of chairs, bowls, and beds as shown and help children order each set of cards by size</p> <p>T7: W2: Literacy 32–33, 34–35, 36–37</p> <p>Day 3: Circle Time: Build Background (seasons); Story Time: Focus on the season in the read-aloud; Small Group Talk about seasonal changes</p>

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<p>Continued</p>	<p>Day 4: Circle Time: Talk About the Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe the seasons with the Picture Sort Activity</p> <p>Day 5: Circle Time: Connect to Science; Be a Weather Reporter!; Small Group: Independent Response Prompt: <i>What season do you like best? What happens first in that season?</i></p> <p>T8: W1: Language 14–15</p> <p>Day 1: Small Group: Invite children to look at pictures and tell what people are getting ready to do</p>
<p>Goal P-SCI 2. Child engages in scientific talk.</p> <p><i>By 60 Months</i></p> <hr/> <p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</p> <p>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p>	<p>PreK On My Way provides many opportunities for children to engage in scientific talk. See the following, for example:</p> <p>T3: W2: Language 30–31, 32–33, 36–37</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you compare Cloudette to the other clouds? Can you show it in a picture?</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you think of a way to measure rain? How could you measure snow?</i></p> <p>Day 5: Independent Centers: Math and Science Center: <i>Pretend you are in a bathtub full of water. What are two things that sink? What are two things that float?</i></p> <p>T4: W2: Literacy 46–47, 48–49</p> <p>Day 3: Circle Time: Build Science Background: Talk about animal homes; Story Time: Focus on Science in the read-aloud; Small Group: Identify animal homes in the Animal Homes Activity</p> <p>Day 4: Circle Time: Talk about animal homes; Small Group: Discuss animals that live at the pond</p> <p>T4: W4: Literacy</p> <p>Day 3: Story Time: Focus on Science, Guiding Question: <i>What features help animals stay safe?</i></p> <p>Day 4: Circle Time: Talk About Animal Features; Small Group: Identify details about animals in the Fantastic Animals Activity</p> <p>T7: W1: Literacy 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (journey); Story Time: Focus on Science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases</p> <p>Day 4: Circle Time: Talk about Daytime and Nighttime; Focus on Vocabulary (mountain, country); Small Group: Talk about clouds</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write some things you know about day and night</i></p> <p>T7: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk about Our Earth; Small Group: Talk about Day and Night</p>

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<p>Goal P-SCI 3. Child compares and categorizes observable phenomena.</p> <p><i>By 60 Months</i></p> <hr/> <p>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</p> <p>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</p>	<p>Children compare and categorize observable phenomena. See the following, for example:</p> <p>T2: W3: Math 42–43</p> <p>Day 1: Small Group: Explore measuring tools with the Matching: Measuring Tools 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 Thing 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: Circle Time: Build Language Background: Measuring things; Biggest/ Smallest activity; Focus on Vocabulary (empty, round); Small Group: Practice sorting</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how we can use a ruler to measure different things</p> <p>Day 3: Circle Time: Frog Jump activity; Focus on Vocabulary (ruler, measure); Small Group: Practice sorting</p> <p>Day 4: Circle Time: Talk About Measuring; Is it Longer?; Focus on Vocabulary (heavy, light); Small Group: Practice sorting</p> <p>Day 5: Circle Time: Focus on Vocabulary (wide, thin); Small Group: Independent Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy 36–37, 48–49</p> <p>Day 3: Circle Time: Building Background: Invite children to compare and contrast; Story Time: Focus on size in the read-aloud; Small Group: Teach children how to measure using Connecting Cubes and encourage them to compare and determine how big or how little</p> <p>Day 4: Circle Time: Heavy or Light?; Measure Your Grin; Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Guide children to explore the concept of heavy versus light, using a simple scale (balance or digital)</p> <p>T3: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Focus on Vocabulary (measure, how big); Small Group: Review measurement in the How Many Paper Clips? Activity</p> <p>Day 3: Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity</p> <p>T3: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity</p> <p>Day 3: Small Group: Weigh objects with the Balance It Out Activity</p> <p>T4: W4: Language 56–57, 58–59</p> <p>Day 1: Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity</p> <p>Day 2: Small Group: Explore shapes with the Is This a Triangle? Activity</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Story Time: Focus on Measurement; Small Group: Talk about measurement with the How Many Seeds? Activity</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say if 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>REASONING AND PROBLEM-SOLVING</p> <p>Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p><i>By 60 Months</i></p> <p>Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</p> <p>Gathers information about a question by looking at books or discussing prior knowledge and observations.</p> <p>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”</p>	<p>Children ask questions, gather information, and make predictions in the following:</p> <p>T2: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in What Do You See? Activity</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</p> <p>T3: W2: Literacy 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity</p> <p>Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Read aloud from the <i>Big Chart of Big Ideas: What’s the Weather?</i>; Small Group: Talk about weather with the Class Weather Book Activity</p> <p>Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Show Curiosity and focus on vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity</p> <p>T3: W4: Language 58–59, 60–61, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity</p> <p>Day 3: Circle Time: Share Prior Knowledge; Story Time: Focus on using background knowledge in the read-aloud</p> <p>Day 4: Circle Time: Talk about Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move</p> <p>T4: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Focus Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>Day 3: Small Group: Help children make connections between human parents and animal parents</p> <p>T4: W1: Literacy 18–19, 20–21</p> <p>Day 3: Circle Time: Build Science Background; Small Group: Identify animal families</p> <p>Day 4: Circle Time: Talk about animal families</p> <p>T4: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity</p> <p>T7: W3: Language 44–45</p> <p>Day 2: Small Group: Explore plant cycles with the Making Connections Activity</p> <p>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language</p> <p>Day 1: Small Group: make predictions with the Getting Ready Activity</p> <p>Day 3: Circle Time: Share the Comprehension Skill: Ask Questions; Story Time: Focus on asking questions</p>

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Head Start Early Learning Outcomes: Preschoolers	Scholastic PreK On My Way
<p>Goal P-SCI 5. Child plans and conducts investigations and experiments.</p> <p><i>By 60 Months</i></p> <hr/> <p>Articulates steps to be taken and lists materials needed for an investigation or experiment.</p> <p>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</p> <p>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</p>	<p>Children explore and investigate. See for example:</p> <p>T3: W2: Literacy 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity</p> <p>T5: W4: Math 60–61, 62–63</p> <p>Day 3: Circle Time: Review Math Strategy; Making a Graph; Story Time: Focus on classification in the read-aloud; Guiding Question: <i>How do we keep track of all the children during a fire drill?</i>; Small Group: Graphing Our World Activity</p> <p>Day 4: Circle Time: People Graph</p>
<p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p> <p><i>By 60 Months</i></p> <hr/> <p>Analyzes and interprets data and summarizes results of investigation.</p> <p>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</p> <p>With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</p> <p>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</p>	<p>Children draw conclusions and communicate result in the following, for example:</p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W3: Language 42–43</p> <p>Day 1: Small Group: Identify the life stages with the Life Cycle Activity</p> <p>T8: W2: Language</p> <p>Day 4: Small Group: Identify healthy and unhealthy foods</p> <p>T8: W3: Language</p> <p>Day 4: Small Group: Identify living and nonliving things</p> <p>T8: W4: Language 62–63</p> <p>Day 4: Small Group: Challenge children to identify jobs in the community and discuss what each person does</p>
<p>Perceptual, Motor, and Physical Development</p> <p>GROSS MOTOR</p> <p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p> <p><i>By 60 Months</i></p> <hr/> <p>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</p> <p>Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</p> <p>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice (IG p. 90).</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Aloud and Big Chart of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time and Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: The Teacher Hub includes a collection of engaging Songs and Fingerplays to use during transitions, etc.</p> <p>See for example:</p> <p>T8: W2: Language 34–35</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>

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<p>Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</p> <p><i>By 60 Months</i></p> <p>Demonstrates awareness of own body and other people's space during interactions.</p> <p>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</p> <p>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</p> <p>Changes directions when moving with little difficulty.</p>	<p>Child coordinates sequence of movements to perform tasks. See the following, for example:</p> <p>T1: W2: Literacy 32–33</p> <p>Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy</p> <p>T1: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Circle Time: Shake Your Wiggles Out</p> <p>Day 4: Circle Time: Dance Your Feelings</p> <p>Day 5: Circle Time: Act It Out</p> <p>T2: W4: Language 58–59</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p> <p>T3: W4: Language 58–59</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p> <p>T5: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder: Move Carefully Through Surroundings; Focus on Vocabulary (share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity</p> <p>T5: W4: Math 58–59</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>FINE MOTOR</p> <p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p> <p><i>By 60 Months</i></p> <p>Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</p> <p>Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</p> <p>Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</p>	<p>PreK On My Way includes many opportunities for music and movement within your instructional practice (IG p 90).</p> <p>Small-Group Activities: Activities often involve fine-motor skills and songs, either as part of the main activity or as part of a recommended modification.</p> <p>Children practice fine motor skills. See the following, for example:</p> <p>T2: W3: Math 47, 49</p> <p>Day 3: ABC Center: Trace the letter T</p> <p>Day 4: ABC Center: Use letters to make your name</p> <p>T6: W4: Language</p> <p>Day 1: Small Group: Invite children to dig out letters to spell their name</p>

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<p>HEALTH, SAFETY, AND NUTRITION</p> <p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p> <p><i>By 60 Months</i></p> <hr/> <p>Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</p> <p>Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</p>	<p>Children learn about good habits of personal health and hygiene. See the following:</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: How do you keep your body parts healthy?</p> <p>T5: W3: Healthy Me, Taking Care</p> <p>Guiding Question: How can we stay healthy?</p> <p>T5: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify Cold Treatments with What a Cold Needs Activity</p> <p>Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity</p> <p>Day 3: Small Group: Explore how germs spread with the Don't Spread It! Activity</p> <p>Day 4: Circle Time: Talk about Self-Care; Sing About Washing Hands; Story Time: Read aloud from the Big Chart of Big Ideas: Keep Your Hands Clean; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity</p> <p>T5: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing</p> <p>Day 4: Small Group: Independent Response Prompt: <i>When you're sick, what might you do to get well?</i></p> <p>T5: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Independent Centers: Writer's Corner: <i>Can you write about going to the dentist?</i></p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Day 4: Independent Centers: Writer's Corner: <i>Can you write about the order in which you wash your hands?</i></p>
<p>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p> <p><i>By 60 Months</i></p> <hr/> <p>Identifies a variety of healthy and unhealthy foods.</p> <p>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p>Moderates food consumption based on awareness of own hunger and fullness.</p>	<p>Children identify good habits of nutrition and exercise. See the following:</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p> <p>T5: W2: Language 34–35</p> <p>Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity</p> <p>T5: W2: Literacy 32–33, 34–35</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i></p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad</p> <p>T6: W1: Literacy 14–15, 18–19</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?</i>; Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: Small Group: Healthy or Unhealthy? Activity</p>

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<p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p> <p><i>By 60 Months</i></p> <p>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</p> <p>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</p>	<p>Children practice good habits of personal safety. See the following:</p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Concept Question: How can we protect our bodies and ourselves?</p> <p>Guiding Question: What are some ways to stay safe in your home?</p> <p>Day 1: Circle Time: Sing About Safety; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus Vocabulary (safe, jump)</p> <p>Day 3: Circle Time: Sing about Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Note Safe Activity</p> <p>Day 4: Circle Time: Talk about Health and Safety; Small Group: Talk about why following rules is important</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus Vocabulary (safe, friend)</p> <p>Day 3: Circle Time: Focus Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with Red Light, Green Light Activity</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play</p> <p>Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T5: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Guiding Question: What happens during a fire drill?</p> <p>Day 1: Story Time: <i>Fire Drill</i></p> <p>Day 2: Small Group: Simon Says: Do It Carefully</p> <p>Day 3: Story Time: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p> <p>Day 4: Story Time: Read interactively to connect to being safe and overall health</p> <p>Day 5: Story Time: Guiding Question: <i>How do fire drills help keep us safe and sound?: Small Group: What do you do at home to stay safe?</i></p>