

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Language Arts</p> <p>Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).</p> <p>Learning Standard 1.A: Demonstrate understanding through age-appropriate responses.</p> <p>Preschool Benchmarks 1.A.ECa Follow simple one-, two- and three-step directions. 1.A.ECb Respond appropriately to questions from others. 1.A.ECc Provide comments relevant to the context. 1.A.ECd Identify emotions from facial expressions and body language.</p>	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the concept question (Instructional Guide (IG) pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities) and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences—all connected to the week’s Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for independent centers each week and prompts for Purposeful Play conversations each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>Scholastic has built upon the successful research model known as Developing Talkers, which has produced significant growth in children’s receptive and expressive vocabulary skills. PreK On My Way builds on the proven success of Developing Talkers to ensure that every child has the skill and vocabulary needed for confidence and success in elementary school (IG p. 30).</p> <p>PreK On My Way includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for 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>

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	<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 the text. In Small Group, students are prompted to respond to read-alouds through writing, drawing, or storytelling.</p> <p>Learners follow directions. See for example:</p> <p>T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad.</p> <p>T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity.</p> <p>T6: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p> <p>Learners respond to questions. See for example:</p> <p>T1: W2: Language 30–31, 32–33 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings.</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>T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far.</p> <p>T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W1: Language 20–21 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes.</p> <p>T4: W3: Language 46–47, 50–51 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T3: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i></p> <p>T6: W1: Math 18–19 Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns.</p> <p>T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity.</p> <p>Learners provide comments relevant to the context. See for example:</p> <p>T1: W1: Literacy 22–23 Day 5: Circle Time: Introduce Yourself!: The teacher models introducing yourself and invites children to take turns introducing themselves to their classmates.</p> <p>T2: W1: Literacy 16–17 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>T3: W3: Language 44–45</p>

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	<p>Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity.</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: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p> <p>T6: W2: Language 30–31</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>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during the 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>T7: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>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>Learners identify emotions from facial expressions and body language. Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p>

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	<p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity.</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity.</p> <p>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>Learning Standard 1.B: Communicate effectively using language appropriate to the situation and audience.</p> <p>Preschool Benchmarks</p> <p>1.B.ECa Use language for a variety of purposes.</p> <p>1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p> <p>1.B.ECc Continue a conversation through two or more exchanges.</p> <p>1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p>	<p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups. Opportunities for group engagement are provided throughout PreK On My Way. During Large Group time, the teacher gathers children in Circle Time to frame a read-aloud with any necessary instruction, which may include activating prior knowledge, building background, engaging with music and movement, and focusing on vocabulary. Then during Story Time, the teacher reads aloud the book, pausing to ask open-ended questions along the way. Each day during Small Group time, the teacher establishes the parameters and materials for an activity and then welcomes the children to join in. They experience the hands-on activity together with the children sharing their thoughts and opinions. In Independent Centers time, children lead their own play as teachers ask them questions to elicit conversation with and among children (IG pp. 12–13)</p> <p>Learners use language for a variety of purposes. See for example: T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>With teacher assistance, learners participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p>

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	<p>T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>Learners continue a conversation through two or more exchanges. See for example: T1: W2: Language 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings. Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures. T1: W2: Literacy 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why. T1: W3: Literacy 44–45 Day 2: Small Group: Encourage partners to take turn using the sentence “Please, may I have a turn?” in the Playtime Problem Solving Activity. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W4: Language 62–63 Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity. T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers. T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines. T5: W2: Literacy 30–31 Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas. T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe. T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion. T7: W4: Language 62–63 Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home. T7: W4: Literacy 60–61 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i> T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners learn about discussion rules in conversations. See for example: T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p>

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<p>Learning Standard 1.C: Use language to convey information and ideas.</p> <p>Preschool Benchmarks 1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</p>	<p>Learners describe familiar people, objects, and events. See for example:</p> <p>T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far.</p> <p>T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W1: Language 20–21 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes.</p> <p>T4: W3: Language 46–47, 50–51 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T3: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i></p> <p>T6: W1: Math 18–19 Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns.</p> <p>T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity.</p>
<p>Learning Standard 1.D: Speak using conventions of Standard English.</p> <p>Preschool Benchmarks 1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations. 1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage. 1.D.ECc Understand and use question words in speaking.</p>	<p>Learners engage in conventions of Standard English activities. With teacher assistance, learners use complete sentences in speaking with peers and adults in individual and group situations.</p> <p>Learners speak using age-appropriate conventions of Standard English grammar and usage. See for examples of both the above:</p> <p>T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.</p> <p>Day 3: Small Group: Encourage children to use complete sentences in their speech. Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses.</p> <p>T4: W3: Language 46–47 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity. Learners understand and use question words in speaking. See for example:</p> <p>T3: W3: Language 44–45 Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity.</p> <p>T6: W1: Language 20–21 Day 3: Circle Time: Share the Comprehension Skill Ask Questions.</p> <p>T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud.</p> <p>T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Small Group: Ask and Answer Questions Activity.</p> <p>T8: W1: Language 18–19 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions. See also the Asking Questions About Pictures activities (IG p. 31).</p>

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<p>Learning Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.</p> <p>Preschool Benchmarks</p> <p>1.E.ECa With teacher assistance, begin to use increasingly complex sentences.</p> <p>1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.</p> <p>1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.</p> <p>1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).</p> <p>1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.</p>	<p>Key words and phrases are introduced and retaught throughout the PreK On My Way program, following the proven Developing Talkers model. Vocabulary words are introduced with a photo, definition, a description related to the photo, and an opportunity to act out the word. Vocabulary words are revisited with the same definition but with a new prompt for discussion of the word.</p> <p>Three times per week, Story Time is structured around the read-alouds. Before the read-aloud begins, teachers introduce key vocabulary. During the read-aloud, teachers ask open-ended questions to support children's understanding and enjoyment of the story, and may also revisit vocabulary words and comprehension strategies as appropriate.</p> <p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>Additionally, there are up to 10 vocabulary cards for each book, which are introduced and retaught across the week. Each word is represented by a color photo and includes research-based instructional content for defining the word and connecting to its meaning both visually and kinesthetically (IG p. 35).</p> <p>With teacher assistance, learners begin to use increasingly complex sentences. See for example: T4: W1: Language Day 1: Small Group: Help children use prepositions and complete sentences to talk about animal families in the Where Are They Activity. Day 2: Skill: Use increasingly complex sentence structures. T5: W2: Math Day 3: Skill: Use increasingly complex sentence structures. T7: W1: Math Day 2: Guide children to describe the object using complete sentences in the Number Scavenger Hunt Activity; Skills Focus: Use complete sentences of four or more words; Use increasingly complex sentence structures; Use subject-verb agreement.</p> <p>Learners exhibit curiosity and interest in learning new words heard in conversations and books. See for example: T2: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences. Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes. T4: W3: Language 46–47 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions. T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social study words. T8: W4: Language 56–57, 58–59, 62–63 Day 1: Small Group: Invite children to discuss different environments and how they might affect an adventure. Day 2: Small Group: Have children discuss what types of adventures they have gone on where they had to be persistent. Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job.</p> <p>With teacher assistance, learners use new words acquired through conversations and book-sharing experiences. See for example: T1: W1: Literacy 16–17 Day 2: Small Group: Explore words that name feelings. T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read aloud; Small Group: Explore what it means to have a good relationship using Picture Cards. T2: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Circle Time: Focus on Vocabulary (shape, square); Small Group: Explore squares.</p>

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	<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 on 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>T2: W4: Math 58–59, 62–63, 64–65</p> <p>Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity.</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W4: Language 62–63</p> <p>Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity.</p> <p>T4: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>With teacher assistance, learners use adjectives to describe people, places, and things.</p> <p>See for example:</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 44–45, 46–47, 48–49, 50–51</p> <p>Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity.</p> <p>Day 3: Circle Time: Introduce and explore vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>Day 4/5: Circle Time: Introduce and explore vocabulary (heavy, light).</p> <p>T4: W4: Language 62–63</p> <p>Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity.</p> <p>T6: W1: Math 18–19, 22–23</p> <p>Day 3: Circle Time: Focus on Vocabulary (small, large).</p> <p>Day 5: Circle Time: Focus on Vocabulary (empty, full).</p>

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<p>Language Arts</p> <p>Goal 2: Demonstrate understanding and enjoyment of literature.</p> <p>Learning Standard 2.A: Demonstrate interest in stories and books.</p> <p>Preschool Benchmarks 2.A.ECa Engage in book-sharing experiences with purpose and understanding. 2.A.ECb Look at books independently, pretending to read.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value, and the program includes a variety of genres, including informational texts. 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>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p>Learners engage in book-sharing experiences with purpose and understanding. See for example: T1: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness. T3: W1: Literacy 20–21, 22–23 Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the One Sense at a Time Activity. Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i> T3: W2: Literacy 30–31, 32–33, 36–37 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i> Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i> T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. T4: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i></p> <p>Learners look at books independently, pretending to read. See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose. T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books. T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p>

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<p>Learning Standard 2.B: Recognize key ideas and details in stories.</p> <p>Preschool Benchmarks 2.B.ECa With teacher assistance, ask and answer questions about books read aloud. 2.B.ECb With teacher assistance, retell familiar stories with three or more key events. 2.B.ECc With teacher assistance, identify main character(s) of the story.</p>	<p>See the following: T1: W2: Math 36–37 Day 5: Story Time: Read and retell the story interactively, focusing on emotions. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: W3: Language 44–45 Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured.</p> <p>Learners ask and answer questions about a story, including characters, setting, and/or events, in the following: T1: W2: Math 36–37 Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i> T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T1: W3: Language 42–43 Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i> T1: W4: Math 58–59 Day 2: Story Time: Read closely to discuss how the main character manages their emotions. T2: W2: Literacy 28–29 Day 1: Enjoy reading <i>Ofrenda</i>; Guiding Question: <i>What do you see in Ceci's neighborhood?</i> T3: W1: Literacy 14–15 Day 1: Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i> T2: W3: Math 44–45, 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i> T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T2: W3: Math 44–45, 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i> T6: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>If you were Nita's neighbor, how would you help?</i> T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T6: W2: Math 36–37 Day 5: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Guiding Question: <i>How does Marisol feel about Ramon's art?</i> T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud. T8: W1: Language 18–19 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story. T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</p>

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<p>Learning Standard 2.C: Recognize concepts of books.</p> <p>Preschool Benchmarks 2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). 2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills. 2.C.ECc With teacher assistance, describe the role of an author and illustrator.</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. Teachers can name and discuss the roles of the author and illustrator of the texts as they introduce the books.</p> <p>Learners interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). See for example: T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator; Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books.</p> <p>Before the read-aloud begins, teachers set the purpose for the reading by sharing a Guiding Question. Teachers can show the front cover, back cover, and the title page as they introduce the text.</p> <p>Learners identify the front and back covers of books and display the correct orientation of books and page-turning skills. See for example: T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>With teacher assistance, learners describe the role of an author and illustrator. 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. Teachers can name and discuss the roles of the author and illustrator of the texts as they introduce the books. In addition, see the following:</p> <p>T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator. T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p>

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<p>Learning Standard 2.D: Establish personal connections with books.</p> <p>Preschool Benchmarks 2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. 2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.</p>	<p>Learners discuss illustrations in books and make personal connections to the pictures and story. See for example: T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose. T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books. T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, which includes discussion of illustrations.</p> <p>See for example: T1: W2: Math 28–29 Day 1: Story Time: Read for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. T3: W4: Math 58–59, 60–61, 62–63, 64–65 Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca. T5: W4: Language 58–59, 64–65 Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>Activities involving comparing/contrasting characters or their experiences include: T1: W2: Math 36–37 Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i> T1: W3: Language 42–43 Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i> T3: W1: Literacy 14–15. Day 1: Circle Time: Focus on Vocabulary (argues); Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i></p>

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<p>Language Arts</p> <p>Goal 3: Demonstrate interest in and understanding of informational text.</p> <p>Learning Standard 3.A: Recognize key ideas and details in nonfiction text.</p> <p>Preschool Benchmarks</p> <p>3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.</p> <p>3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.</p>	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value, and the program includes a variety of genres, including informational texts. Every lesson provides supports for engaging interactive read-alouds (IG p. 67).</p> <p>Before beginning the interactive read-aloud, teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>With teacher assistance, learners ask and answer questions about details in a nonfiction book.</p> <p>T1: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness.</p> <p>T3: W1: Literacy 20–21, 22–23</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the 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: W2: Literacy 30–31, 32–33, 36–37</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity.</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></p> <p>Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T4: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T4: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i></p> <p>Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i></p> <p>Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i></p> <p>T4: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i></p> <p>T4: W3: Literacy 42–43, 46–47</p> <p>Day 1: Story Time: Enjoy reading <i>A House in the Sky</i>; Guiding Question: <i>What are some places where animals can live?</i></p> <p>Day 3: Circle Time: Build Science Background; Story Time: Guiding Question: <i>Why are different homes good for different animals?</i></p> <p>T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Science Background: <i>What are some features cats have?</i>; Story Time: Enjoy reading <i>I Am a Cat</i>.</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>Day 4: Circle Time: Talk About Animals; Concept Questions: <i>What body parts do animals have? How do they use them?</i></p>

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	<p>Day 5: Circle Time: Discuss Animal Features; Story Time: Revisit the big book and ask, <i>If you were a cat, what feature would you most want to have?</i>; Small Group: Independent Response: <i>If you had cat features, how would you use them?</i></p> <p>T5: W1: Literacy 14–15</p> <p>Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i></p> <p>T5: W1: Language 14–15, 18–19, 22–23</p> <p>Day 1: Circle Time: Build Science Background by asking <i>What body parts help us move?</i>; Story Time: Enjoy reading <i>My Body</i>.</p> <p>Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p> <p>Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i></p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>How do farmers and workers get food to your dinner table?</i></p> <p>T5: W2: Literacy 32–33, 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>T7: W3: Language 42–43, 44–45, 46–47, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i></p> <p>Day 2: Small Group: Explore plant life cycles.</p> <p>Day 3: Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity.</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p> <p>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i></p> <p>Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p> <p>Day 4: Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>Day 3: Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow.</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up.</i></p> <p>T8: W3: Math 42–43, 44–45, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i>.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i></p> <p>Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow</i>.</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>With teacher assistance, learners retell detail(s) about main topic in a nonfiction book. 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 the text.</p>

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	<p>In addition, see the following activities:</p> <p>T1: W2: Math 36–37, 40-41</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i></p> <p>Day 5: Story Time: Read and retell the story interactively, focusing on emotions.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity.</p> <p>T1: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i></p> <p>T1: W4: Language 57, 59</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T2: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel?</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember.</p> <p>T6: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i></p> <p>Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p>
<p>Learning Standard 3.B: Recognize features of nonfiction books.</p> <p>Preschool Benchmarks</p> <p>3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.</p>	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p>See for example:</p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>T6: W3: Language 46–47</p> <p>Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>T8: W4: Literacy 64–65</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p>

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<p>Language Arts</p> <p>Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> <p>Learning Standard 4.A: Demonstrate understanding of the organization and basic features of print.</p> <p>Preschool Benchmarks 4.A.ECa Recognize the differences between print and pictures. 4.A.ECb Begin to follow words from left to right, top to bottom, and page by page. 4.A.ECc Recognize the one-to-one relationship between spoken and written words. 4.A.ECd Understand that words are separated by spaces in print. 4.A.ECe Recognize that letters are grouped to form words. 4.A.ECf Differentiate letters from numerals.</p>	<p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book-handling concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p>Learners demonstrate an awareness that words are read from left to right, top to bottom, and page by page. See for example: 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. T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>Learners recognize the one-to-one relationship between spoken and written words. See for example: T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i> T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>Learners understand that words are separated by spaces in print. See for example: T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T4: W2: Language 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i> T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i> T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>Learners recognize that letters are grouped to form words. 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>

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	<p>Learners recognize and name some upper- and lowercase letters of the alphabet. See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity.</p> <p>T1: W1: Math 20–21 Day 4: Independent Centers: ABC Center: <i>Put letters in the order of the alphabet.</i></p> <p>T1: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name.</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity.</p> <p>T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity.</p> <p>T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity.</p> <p>T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity.</p> <p>T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity.</p> <p>T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity.</p> <p>Day 2: Small Group: Alphabet Problem Solving.</p> <p>T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb.</i></p> <p>T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>Learners differentiate letters from numerals. See for example:</p> <p>T1: W1: Math 20–21 Day 4: Small Group: Guide children to compare the sizes of Connecting Cube towers. Help children discuss how they know which tower is taller and which tower is shorter; Independent Centers: Math and Science Center: <i>Which object is bigger?;</i> Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T3: W3: Math 46–47, 48–49 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? Activity; Small Group: Compare weights with the Filling Cups Activity.</p> <p>Day 5: Small Group: Small Group: Independent Response Prompt: <i>What is bigger than an elephant? What is smaller than you?</i></p> <p>T3: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity.</p> <p>Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p>

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<p>Learning Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>Preschool Benchmarks 4.B.ECa With teacher assistance, recite the alphabet. 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.</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. 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, 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>With teacher assistance, learners recite the alphabet. See for example: T1: W1: Literacy 14–15 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity. T1: W1: Math 20–21 Day 4: Independent Centers: ABC Center: <i>Put letters in the 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.</p> <p>Learners recognize and name some upper/lowercase letters of the alphabet, especially those in own name. See for example: T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity. T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity. T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity. T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity. Day 2: Small Group: Alphabet Problem Solving. T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx</i>. T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound. T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb</i>. T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>With teacher assistance, match some upper/lowercase letters of the alphabet. T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15</p>

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	<p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet Cc, Dd Activity.</p> <p>T2: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Gg, Hh Activity.</p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Kk, Ll Activity.</p> <p>T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Ww, Xx Activity.</p> <p>Day 2: Small Group: Alphabet Problem Solving.</p> <p>T5: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters Nn, Rr, and Xx; Small Group: Help children practice letter-sound correspondence focusing on the letters Nn, Rr, and Xx.</p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters Ss, Ff, and Pp; Small Group: Help children identify the letters Ss, Ff, and Pp and sort words by initial letter sound.</p> <p>T7: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Review the letters Hh, Oo, and Bb; Small Group: Help children recognize and make the sounds of the letters Hh, Oo, and Bb.</p> <p>With teacher assistance, begin to form some letters of the alphabet, especially those in own name. See the following, for example:</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity.</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: ABC Center: <i>Put letters in the order of the alphabet.</i> 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>T1: W2: Literacy 28–29, 32–33</p> <p>Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name</p> <p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i></p> <p>T1: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity</p> <p>T1: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity.</p> <p>T2: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet Cc, Dd Activity.</p> <p>T3: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Kk, Ll Activity.</p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> (informative/explanatory)</p> <p>T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Ww, Xx Activity.</p> <p>Day 2: Small Group: Alphabet Problem Solving</p>

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<p>Learning Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Preschool Benchmarks</p> <p>4.C.ECa Recognize that sentences are made up of separate words.</p> <p>4.C.ECb With teacher assistance, recognize and match words that rhyme.</p> <p>4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).</p> <p>4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.</p> <p>4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).</p> <p>4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).</p> <p>4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).</p>	<p>Read-aloud and small-group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime (IG p. 32).</p> <p>Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop phonological awareness and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of phonological awareness (IG pp. 64–65).</p> <p>Learners recognize that sentences are made up of separate words.</p> <p>With teacher assistance, learners recognize and match words that rhyme.</p> <p>See for example:</p> <p>T2: W4: Literacy 60–61, 62–63</p> <p>Day 3: Circle Time: Identify rhymes.</p> <p>Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity.</p> <p>T4: W4: Literacy 58–59</p> <p>Day 2: Small Group: Do They Rhyme? Activity.</p> <p>T5: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>T6: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>T6: W2: Literacy 30–31, 32–33</p> <p>Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness.</p> <p>Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity.</p> <p>T6: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47</p> <p>Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Children explore beginning sounds in the following, for example:</p> <p>T5: W2: Literacy 28–29, 32–33</p> <p>Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds.</p> <p>Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.</p> <p>T6: W2: Literacy 32–33</p> <p>Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.</p> <p>T7: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i></p> <p>T7: W1: Language 18–19, 22–23</p> <p>Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i></p> <p>Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i></p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p>

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	<p>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>Learners demonstrate ability to segment and blend syllables in words. See for example: T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.</p> <p>With teacher assistance, learners isolate and pronounce the initial sounds in words. T5: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds. Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name. T7: W4: Literacy 56–57 Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i> 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>With teacher assistance, learners blend sounds (phonemes) in one-syllable words. See for example: T5: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds. Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.</p> <p>With teacher assistance, learners begin to segment sounds (phonemes) in one-syllable words. See for example: T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.</p>

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<p>Learning Standard 4.D: Demonstrate emergent phonics and word-analysis skills.</p> <p>Preschool Benchmarks</p> <p>4.D.ECa Recognize own name and common signs and labels in the environment.</p> <p>4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.</p> <p>4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.</p>	<p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>Sound and letter lessons are sequenced throughout the program to allow for revisiting letters multiple times: Sing the Alphabet Song, Focus on 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>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>Learners recognize own name and common signs and labels in the environment. See for example: T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name. Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. See the following: T1: W1: Literacy 14–15 Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity. T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Gg, Hh</i> Activity. T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity. T4: W3: Literacy 42–43, 44–45 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity. Day 2: Small Group: Alphabet Problem Solving. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books. T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx.</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound. 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,</i> and <i>Ii</i>; Show children how to make an insect for the letter <i>i</i> and identify the letters <i>i, n,</i> and <i>c</i> in the word <i>insect.</i> T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb.</i></p> <p>With teacher assistance, learners begin to use knowledge of letters and sounds to spell words phonetically. See for example: T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name.</p>

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	<p>T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> (informative/explanatory) T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> (narrative) T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> (informative/explanatory) T4: W2: Language 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i> (informative/explanatory) T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> (informative/explanatory) T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> (narrative) T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> (informative/explanatory) T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> (narrative) T8: W3: Language 42–43, 46–47, 50–51 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> (informative/explanatory) Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i> (informative/explanatory)</p>

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<p>Language Arts</p> <p>Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p>Learning Standard 5.A: Demonstrate growing interest and abilities in writing.</p> <p>Preschool Benchmarks</p> <p>5.A.ECa Experiment with writing tools and materials.</p> <p>5.A.ECb Use scribbles, letter-like forms, or letters/words to represent written language.</p> <p>5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Chart of Big Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>Learners experiment with writing tools and materials. See for example: T1: W2: Math 34–35 Concept Question: How do we talk about and manage our feelings? Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T3: W2: Literacy 30–31 Day 2: Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious. T3: W3: Language 44–45, 50–51 Day 2: Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things. Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>Learners use scribbles, letter-like forms, or letters/words to represent written language. See for example: T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name. T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> (informative/explanatory) T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> (narrative) T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> (informative/explanatory)</p> <p>With teacher assistance, learners write own first name using appropriate upper/lowercase letters. See for example: T1: W2: Literacy 28–29 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name. T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity. T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p>

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	<p>T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p>

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<p>Learning Standard 5.B: Use writing to represent ideas and information.</p> <p>Preschool Benchmarks</p> <p>5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.</p> <p>5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>	<p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Chart of Big Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>With teacher assistance, learners use a combination of drawing, dictating, or writing to express an opinion about a book or topic.</p> <p>See for example:</p> <p>T4: W2: Language 34–35</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i> (informative/explanatory)</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> (informative/explanatory)</p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> (narrative)</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> (informative/explanatory)</p> <p>T7: W4: Literacy 62–63</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> (narrative)</p> <p>T8: W3: Language 42–43, 46–47, 50–51</p> <p>Day 1: Story Time: Introduce <i>How Kids Grow</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> (informative/explanatory)</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i> (informative/explanatory)</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up.</i> (narrative)</p> <p>T8: W3: Literacy 46–47</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> (informative/explanatory)</p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> (narrative)</p> <p>Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> (narrative)</p> <p>T8: W3: Language 19</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you share a story you wrote with a friend? Can you illustrate it?</i> (narrative)</p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i> (narrative)</p> <p>With teacher assistance, learners use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>See for example:</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> (informative/explanatory)</p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i> (informative/explanatory)</p> <p>T4: W2: Language 34–35</p>

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	<p>Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i> (informative/explanatory) T5: W2: Language 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> (informative/explanatory) T7: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> (informative/explanatory) With teacher assistance, learners use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. See for example: 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. T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> (narrative) T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> (narrative) T7: W4: Literacy 62–63</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> (narrative) T8: W3: Language 50–51</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Create a story about what you will be when you grow up.</i> (narrative) T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> (narrative) Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> (narrative) T8: W3: Language 19</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you share a story you wrote with a friend? Can you illustrate it?</i> (narrative) T8: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i> (narrative)</p>

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<p>Learning Standard 5.C: Use writing to research and share knowledge.</p> <p>Preschool Benchmarks 5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest. 5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.</p>	<p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities) and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences—all connected to the week’s Concept Question (IG pp. 12–13).</p> <p>Learners participate in group projects or units of study designed to learn about a topic of interest. See for example: T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23 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 the Let’s Talk About Our Senses! Activity. Day 2: Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don’t See</i>. 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. T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i>. Day 2: Story Time: Extended Play: What’s Missing?; Small Group: Use senses with the What’s Missing? Activity. Day 3: Circle Time: Build Background about senses; Sing About the Senses; Focus on Vocabulary (listen). Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the One Sense at a Time Activity. Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i>. T3: W1: Math 18–19, 22–23 Day 3: Story Time: Guiding Question: <i>What sense does Hoppy use?</i> Day 5: Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i> T3: W1: Literacy 18–19, 22–23 Day 3: Circle Time: Build background on using senses; Focus on Vocabulary (listen) Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i>.</p> <p>With teacher assistance, learners recall factual information and share that information through drawing, dictation, or writing. See for example: T3: W2: Literacy 30–31 Day 2: Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i></p>

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<p>Mathematics</p> <p>Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p>Learning Standard 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.</p> <p>Preschool Benchmarks</p> <p>6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.</p> <p>6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.</p> <p>6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.</p> <p>6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.</p> <p>6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.</p> <p>6.A.ECf Verbally recite numbers from 1 to 10.</p> <p>6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”</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>Learners count with understanding and recognize “how many” in small sets up to 5.</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; Small Group: Introduce counting with the Give Me 3! Activity.</p> <p>Day 2: Small Group: Practice counting with the Number Band Activity.</p> <p>Day 3: Story Time: Focus on comprehension and counting in the read-aloud.</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in Sharing Desert Friends Activity.</p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T2: W4: Math 60–61</p> <p>Day 3: Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.</p> <p>T3: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.”</p> <p>T5: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background; Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting.</p> <p>Day 4: Circle Time: Play a counting game; Story Time: Read interactively and connect to counting; Small Group: Pretend to wash your hands while counting to 20.</p> <p>T6: W4: Math 56–57, 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 the Pillow Count Activity; Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity.</p> <p>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.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.</p> <p>T8: W4: Math 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p>

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	<p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence. Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p> <p>Learners use subitizing to identify the number of objects and sets of 4 or less. See for example: T1: W3: Math 42–43, 44–45 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. Day 2: Small Group: Practice subitizing with the Memory Cards Activity. T4: W2: Math 32–33 Day 3: Circle Time: Share Counting Strategy: Introduce subitizing. T6: W4: Math 56–57, 60–61 Day 1: Circle Time: Speed Subitizing. Day 3: Small Group: Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity. T8: W1: Math 20–21 Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p> <p>Learners understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”. T3: W1: Math Day 4: Circle Time: Review the order of counting; Small Group: Number Match: connect numerals to number words and quantities; Have children match names to numerals. T3: W3: Math Day 4: Measure It! Filling Cups Activity. T4: W1: Math Day 3: Circle Time: Act out subtraction and use vocabulary to compare amounts; Small Group: Animals Subtraction: Use concrete models for subtracting 0–5 objects from a set of 5; Make a verbal word problems for subtraction. Day 4: Students practice counting in the Give Me Chicks! Activity.</p> <p>Learners connect numbers to quantities they represent using physical models and informal representations. See for example: T3: W2: Math 28–29, 30–31 Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity. Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i> T3: W4: Math 60–61, 62–63, 64–65 Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one. Day 4: Circle Time; Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity. Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i> T4: W1: Math 18–19 Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects. T5: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i> T5: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket. T7: W3: Math 46–47</p>

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	<p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners verbally recite numbers from 1 to 10. See for example: T1: W3: Math 42–43</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. T3: W1: Math 16–17</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>Learners say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?” See for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity. Day 4: Small Group: Practice counting with the Behind the Curtain Activity. T1: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity. T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity. Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity. Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity. Day 4: Small Group: Practice counting with the Build a Superhero Activity. T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children that 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. Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence. T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity. T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity. Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity. T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count Connecting Cubes in a 5-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually. Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p>

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	<p>T8: W2: Math 28–29, 30–31 Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity. T8: W4: Math 56–57, 58–59, 62–63 Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10. Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence.</p>

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<p>Learning Standard 6.B: Add and subtract to create new numbers and begin to construct sets.</p> <p>Preschool Benchmarks</p> <p>6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.</p> <p>6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.</p> <p>6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.</p> <p>6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.</p> <p>6.B.ECe Fairly share a set of up to 10 items between two children.</p>	<p>Learners recognize that numbers (or sets of objects) can be combined or separated to make another number.</p> <p>See for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T8: W4: Math 56–57, 58–59</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>Learners show understanding of how to count out and construct sets of objects of a given number up to 5.</p> <p>See for example:</p> <p>T1: W3: Math 42–43, 48–49</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T2: W4: Math</p> <p>Day 3: Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.</p> <p>T3: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>Learners identify the new number created when small sets (up to 5) are combined or separated.</p> <p>See for example:</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: Writer's Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T3: W4: Math 64–65</p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T8: W2: Math 30–31</p> <p>Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in Ducks in a Row Activity.</p> <p>Learners informally solve simple mathematical problems presented in a meaningful context.</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time; Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p>

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	<p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T4: W2: Math 28–29, 30–31, 32–33</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five Connecting Cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners fairly share a set of up to 10 items between two children.</p> <p>See for example:</p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (sort); Small Group: Practice sorting with the Object of Living Things Activity.</p> <p>T3: W2: Language 30–31</p> <p>Day 2: Small Group: Sort clothing in the Planning for Weather Activity.</p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49</p> <p>Day 1: Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different).</p> <p>Day 3: Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Focus on Vocabulary (heavy, light); Small Group: Sort picture cards into heavy and light categories.</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>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Ss, Ff, and Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff, and Pp</i> and sort words by initial letter sound.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T7: W4: Literacy 62–63</p> <p>Day 4: Small Group: Practice categorizing in the Sort It Out! Activity.</p>
<p>Learning Standard 6.C: Begin to make reasonable estimates of numbers.</p> <p>Preschool Benchmarks 6.C.ECa Estimate number of objects in a small set.</p>	<p>See for example:</p> <p>T1: W3: Math 42–43, 44–45</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards 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 the Pillow Count Activity.</p> <p>T8: W1: Math 20–21</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p>

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<p>Learning Standard 6.D: Compare quantities using appropriate vocabulary terms.</p> <p>Preschool Benchmarks 6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. 6.D.ECb Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".</p>	<p>Learners compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. See for example: T1: W1: Math 20–21 Day 4: Independent Centers: Writer's Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i> T3: W4: Math 64–65 Day 5: Circle Time: Focus on Vocabulary (equal). T8: W2: Math 30–31 Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using Connecting Cubes in Ducks in a Row Activity.</p> <p>Learners describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as". See for example: T3: W4: Math 56–57, 58–59 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. Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i> T4: W4: Math 60–61 Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences.</p>

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<p>Mathematics</p> <p>Goal 7: Explore measurement of objects and quantities.</p> <p>Learning Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p>Preschool Benchmarks</p> <p>7.A.ECa Compare, order, and describe objects according to a single attribute.</p> <p>7.A.ECb Use nonstandard units to measure attributes such as length and capacity.</p> <p>7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.</p> <p>7.A.ECd Begin to construct a sense of time through participation in daily activities.</p>	<p>Learners compare, order, and describe objects according to a single attribute. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity. T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity. Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> T3: W3: Math 48–49 Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Small Group: Compare weights with the Filling Cups Activity; Independent Centers: Writer’s Corner: <i>Can you write about something that is very heavy and hard to pick up?</i> Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity. Day 3: Small Group: Weigh objects with the Balance It Out Activity. T3: W4: Math 56–57, 60–61</p> <p>Learners use nonstandard units to measure attributes such as length and capacity. T7: W3: Math 46–47, 48–49 Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement. Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement. T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: How do we measure how big, how much, or how many? Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big); Small Group: Review measurement in the How Many Paper Clips? Activity. Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i> Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Learners use vocabulary that describes and compares length, height, weight, capacity, and size. See for example: T1: W1: Math 18–19, 20–21 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. Day 5: Circle Time: Children act out measurement words T2: W1: Math 16–17 Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity</p>

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	<p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big); Small Group: Review measurement in the How Many Paper Clips? Activity</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Revisit Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump Measuring Activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the Big Chart of Big Ideas: I Can Measure; Extended Play: <i>Goldilocks and the Three Bears</i>.</p> <p>Day 5: Circle Time: Acting It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>Learners begin to construct a sense of time through participation in daily activities. See for example:</p> <p>T2: W1: Math 18–19, 22–23</p> <p>Day 1: Describe the passing of time.</p> <p>Day 3: Describe the passing of time.</p> <p>T7: W1: Math 16–17, 18–19</p> <p>Day 2: Math and Science Center: <i>What changes happen when day turns into night?</i></p> <p>T8: W3: Literacy 42–43</p> <p>Day 1: Pretend and Learn Center: <i>What age can you pretend to be? What will you do at this age?</i>; Math and Science Center: <i>Can you draw a picture of what you do first each day? Last?</i>; Writer’s Corner: <i>Can you write or draw about how you’ve changed since you were a baby?</i></p>

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<p>Learning Standard 7.B: Begin to make estimates of measurements.</p> <p>Preschool Benchmarks 7.B.ECa Practice estimating in everyday play and everyday measurement problems.</p>	<p>See for example: T1: W1: Math 20–21 Day 4: Small Group: Guide children to compare the sizes of Connecting Cube towers. Help children discuss how they know which tower is taller and which tower is shorter; Independent Centers: Math and Science Center: <i>Which object is bigger?; Writer’s Corner: Compare two numbers. Which is greater? Which is lesser?</i> T2: W1: Math 14–15 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. T2: W3: Math 44–45 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. T3: W4: Math 56–57, 60–61 Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity. Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p>

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<p>Learning Standard 7.C: Explore tools used for measurement.</p> <p>Preschool Benchmarks 7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. 7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.</p>	<p>Learners explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the learner.</p> <p>T1: W1: Math 18–19, 20–21 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. Day 5: Circle Time: Children act out measurement words. T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity. Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: How do we measure how big, how much, or how many? Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big); Small Group: Review measurement in the How Many Paper Clips? Activity. Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i> Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes. Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i> Day 5: Circle Time: 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> T3: W3: Language Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity. Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things. Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short. Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears. Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i> T3: W3: Literacy Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity. Day 4: Circle Time: Heavy or Light; Measure your Grin; Focus on Vocabulary (heavy, light); Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity. T3: W4: Math 56–57, 58–59, 64–65 Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in Let’s Compare! Activity.</p>

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	<p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p> <p>Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement.</p> <p>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p> <p>Learners know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.</p> <p>See for example:</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>Mathematics</p> <p>Goal 8: Identify and describe common attributes, patterns, and relationships in objects.</p> <p>Learning Standard 8.A: Explore objects and patterns.</p> <p>Preschool Benchmarks 8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s). 8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.</p>	<p>Learners sort, order, compare, and describe objects according to characteristics or attribute(s).</p> <p>T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. T3: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (sort); Small Group: Practice sorting with the Object of Living Things Activity. T3: W2: Language 30–31 Day 2: Small Group: Sort clothing in the Planning for Weather Activity. T3: W3: Language 42–43, 44–45, 46–47, 48–49 Day 1: Small Group: Children practice sorting by size in the Sorting Shoes Activity. Day 2: Circle Time: Focus on Vocabulary (alike, different). Day 3: Small Group: Sort pictures by whether they are long or short. Day 4: Circle Time: Focus on Vocabulary (heavy, light); Small Group: Sort picture cards into heavy and light categories. T4: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity. T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound. T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity. T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing in the Sort It Out! Activity.</p> <p>Learners recognize, duplicate, extend, and create simple patterns in various formats.</p> <p>T3: W1: Language 14–15, 16–17 Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?; Math and Science Center: Can you show four patterns?; Construction Center: Can you build a pattern with blocks? How did you make your pattern?</i> T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in the What Comes Next? Activity. Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns. Day 3: Small Group: Identify patterns with the Changing the Pattern Activity. Day 4: Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity. Day 5: Use Circle Time to connect to music and play a pattern game. T6: W1: Math 16–17, 18–19 Day 2: Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity. Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns. T6: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity. Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity. Day 5: Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i> T7: W3: Math 44–45, 48–49 Day 2: Story Time: Read closely to identify patterns; Small Group: Guide children to count five blocks of each color and create an ABAB pattern in the A Garden Plan Activity. Day 4: Small Group: Create patterns with the Build a Beanstalk Activity.</p>

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<p>Learning Standard 8.B: Describe and document patterns using symbols.</p> <p>Preschool Benchmarks 8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.</p>	<p>See for example: T3: W1: Language 14–15, 16–17 Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i> Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?; Math and Science Center: Can you show four patterns?; Construction Center: Can you build a pattern with blocks? How did you make your pattern?</i> T5: W3: Math 42–43, 46–47, 48–49 Day 1: Circle Time: Build Math Background; Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting. Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i> Day 4: Small Group: Guide children to follow and order the directions for hand washing in We Wash Our Hands! Activity; Independent Centers: Writer’s Corner: Can you write about the order in which you wash your hands? 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 Day 5: Independent Centers: Math and Science Center: Here is a set of 28 teeth. <i>If I start counting from the middle, will there still be 28? Let’s check.</i></p>

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<p>Mathematics</p> <p>Goal 9: Explore concepts of geometry and spatial relations.</p> <p>Learning Standard 9.A: Recognize, name, and match common shapes.</p> <p>Preschool Benchmarks 9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). 9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids). 9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. 9.A.ECd Combine two-dimensional shapes to create new shapes. 9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).</p>	<p>Learners recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).</p> <p>T1: W1: Language 20–21 Day 4: Use Circle Time to introduce vocabulary (square); Small Group: It's a Square Activity. T1: W1: Literacy 20–21 Day 4: 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> T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity. Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite them to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity. Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity. Day 4: Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity. Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape.</i> T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity. Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity. T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity. T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer's Corner: <i>What shapes could you draw?</i> T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes. Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square. Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i> Day 4: Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i> Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i> T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on Geometry in the read-aloud; Small Group: Talk about shapes. Day 2: Small Group: Help children describe the shapes they are creating. Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes. T7: W4: Math 56–57, 60–61, 62–63 Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity. Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity. Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).</p> <p>See for example: T1: W3: Math 46–47 Day 3: Small Group: Guide children to sort blocks with the Tall and Short Activity. T2: W4: Math 58–59</p>

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	<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>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>T4: W4: Math 56–57</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort Activity Cards by category.</p> <p>Learners identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.</p> <p>See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on Geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p>
<p>Learning Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p> <p>Preschool Benchmarks</p> <p>9.B.ECa Show understanding of location and ordinal position.</p> <p>9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.</p>	<p>Learners show understanding of location and ordinal position.</p> <p>T2: W1: Math 14–15</p> <p>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.</p> <p>T3: W1: Math 18–19</p> <p>Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements activity.</p> <p>Learners use appropriate vocabulary for identifying location and ordinal position.</p> <p>See for example:</p> <p>T2: W1: Math 14–15</p> <p>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.</p> <p>Day 2: Small Group: Challenge children to get into a line in height order and guide them to use ordinal numbers to say their place.</p> <p>Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far; Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i></p> <p>T3: W1: Math 18–19</p> <p>Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements Activity.</p>

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<p>Mathematics</p> <p>Goal 10: Begin to make predictions and collect data information.</p> <p>Learning Standard 10.A: Generate questions and processes for answering them.</p> <p>Preschool Benchmarks 10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information. 10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.</p>	<p>Learners come up with meaningful questions that can be answered through gathering information. See for example: T3: W3: Language 44–45 Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity. T6: W1: Language 20–21 Day 3: Circle Time: Share the Comprehension Skill Ask Questions. T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud. T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Small Group: Ask and Answer Questions Activity. T8: W1: Language 18–19 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions. See also the Asking Questions About Pictures activities (IG p. 31)</p> <p>Learners gather data about themselves and their surroundings. T4: W1: Math 14–15, 16–17 Day 1: Story Time: Enjoy reading <i>Baby Animals</i>. Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i> T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Science Background: <i>What are some features cats have?</i>; Story Time: Enjoy reading <i>I Am a Cat</i>; Small Group: Sort animals with the Cat Family Activity. Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i> Day 3: Circle Time: Focus on Vocabulary (mane); Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity. Day 4: Circle Time: Talk About Animals; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify different animal feet with the Fantastic Feet Activity. Day 5: Circle Time: Discuss Animal Features; Story Time: Revisit the big book and ask, <i>If you were a cat, what feature would you most want to have?</i>; Small Group: Independent Response: <i>If you had cat features, how would you use them?</i> T4: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>What Am I?</i> and ask, <i>Which animals in the book have feathers?</i> Day 2: Independent Centers: Creativity Station: <i>Which animals can you make with these materials? What features will you show?</i>; Math and Science Center: <i>Can you show five animals that have feathers?</i> Day 3: Story Time: Guiding Question: <i>What features help animals stay safe?</i>; Small Group: Use play clay to make animals in the Animals Features Activity. Day 4: Circle Time: Talk About Animal Features; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify details about animals in the Fantastic Animals Activity. Day 5: Story Time: Revisit the big book and ask, <i>Which animals feature would you like to have if you could?</i>; Small Group: Independent Response: <i>Which animal feature from the book do you think is the best?</i> T4: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>Creature Features</i> and ask, <i>What features do some animals in this book have?</i>; Small Group: Matching Animal Features Activity. Day 2: Independent Centers: Writer’s Corner: <i>Can you write about an animal’s feature that you are curious about?</i> Day 3: Story Time: Guiding Question: <i>How do animals in this book use their features?</i>; Small Group: Count and classify groups of ducks by similarities and differences in the Give Me Ducks! Activity. Day 4: Circle Time: Talk About Animal Patterns; Introduce Vocabulary (foot, feet) Day 5: Story Time: Revisit the big book and ask, <i>What are some animal features that you also have?</i> T5: W1: Literacy 14–15, 20–21 Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i></p>

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	<p>Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body parts with the Simon Says Activity.</p> <p>T5: W1: Language 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Build science background by asking <i>What body parts help us move?</i>; Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity.</p> <p>Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p> <p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create a body diagram with the Outline My Body Activity.</p> <p>Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i></p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 10.B: Organize and describe data and information.</p> <p>Preschool Benchmarks 10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. 10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</p>	<p>Learners organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.</p> <p>See for example: T1: W1: Language 16–17 Day 2: Small Group: Explore what it means to have a good relationship using Picture Cards. T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. 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: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T6: W2: Language 30–31, 32–33 Day 2: Small Group: Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what's next. T6: W3: Language 44–45 Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured. T7: W2: Literacy 36–37 Day 4: Small Group: Describe the seasons with the Picture Sort Activity. T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity. T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling.</p> <p>Learners make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</p> <p>See for example: T3: W2: Literacy 32–33, 34–35 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity. T3: W3: Math 46–47, 48–49 Day 3: Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity. Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Small Group: Compare weights with the Filling Cups Activity. T3: W4: Literacy 58–59, 60–61 Day 2: Circle Time: Show curiosity and focus on vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity. 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. T3: W4: Math 56–57, 58–59, 60–61 Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let's Compare! Activity. Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i> Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p>

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	<p>T4: W1: Literacy 16–17</p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment.</p>
<p>Learning Standard 10.C: Determine, describe, and apply the probabilities of events.</p> <p>Preschool Benchmarks 10.C.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.</p>	<p>Not specifically addressed.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Science</p> <p>Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</p> <p>Learning Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p> <p>Preschool Benchmarks</p> <p>11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.</p> <p>11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.</p> <p>11.A.ECc Plan and carry out simple investigations.</p> <p>11.A.ECd Collect, describe, compare, and record information from observations and investigations.</p> <p>11.A.ECe Use mathematical and computational thinking.</p> <p>11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.</p> <p>11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.</p>	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The concept question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the concept question (IG pp. 10–11).</p> <p>Learners express wonder and curiosity about their world by asking questions, solving problems, and designing things.</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity.</p> <p>T6: W1: Language 20–21</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions.</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>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Small Group: Ask and Answer Questions Activity.</p> <p>T8: W1: Language 18–19</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions.</p> <p>See also the Asking Questions About Pictures activities (IG p. 31).</p> <p>Learners develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.</p> <p>See for example:</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways.</p> <p>T1: W4: 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>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T5: W2: Language 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza.</p> <p>T6: W3: Literacy 44–45, 46–47, 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p> <p>Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation.</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: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 2: Story Time: Extended Play: Mold Something.</p>

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	<p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>Learners plan and carry out simple investigations.</p> <p>T4: W1: Math 14–15, 16–17</p> <p>Day 1: Story Time: Enjoy reading <i>Baby Animals</i>.</p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Science Background: <i>What are some features cats have?</i>; Story Time: Enjoy reading <i>I Am a Cat</i>; Small Group: Sort animals with the Cat Family Activity.</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>Day 3: Circle Time: Focus on Vocabulary (mane); Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>Day 4: Circle Time: Talk About Animals; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify different animal feet with the Fantastic Feet Activity.</p> <p>Day 5: Circle Time: Discuss Animal Features; Story Time: Revisit the big book and ask, <i>If you were a cat, what feature would you most want to have?</i>; Small Group: Independent Response: <i>If you had cat features, how would you use them?</i></p> <p>T4: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>What Am I?</i> and ask, <i>Which animals in the book have feathers?</i></p> <p>Day 2: Independent Centers: Creativity Station: <i>Which animals can you make with these materials? What features will you show?</i>; Math and Science Center: <i>Can you show five animals that have feathers?</i></p> <p>Day 3: Story Time: Guiding Question: <i>What features help animals stay safe?</i>; Small Group: Use play clay to make animals in the Animals Features Activity.</p> <p>Day 4: Circle Time: Talk About Animal Features; Introduce Vocabulary (foot, feet); Concept Questions: <i>What body parts do animals have? How do they use them?</i>; Small Group: Identify details about animals in the Fantastic Animals Activity.</p> <p>Day 5: Story Time: Revisit the big book and ask, <i>Which animals feature would you like to have if you could?</i>; Small Group: Independent Response: <i>Which animal feature from the book do you think is the best?</i></p> <p>T4: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Introduce Vocabulary (feature); Story Time: Read <i>Creature Features</i> and ask, <i>What features do some animals in this book have?</i>; Small Group: Matching Animal Features Activity.</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write about an animal’s feature that you are curious about?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals in this book use their features?</i>; Small Group: Count and classify groups of ducks by similarities and differences in the Give Me Ducks! Activity.</p> <p>Day 4: Circle Time: Talk About Animal Patterns; Introduce Vocabulary (foot, feet).</p> <p>Day 5: Story Time: Revisit the big book and ask, <i>What are some animal features that you also have?</i></p> <p>T5: W1: Literacy 14–15, 20–21</p> <p>Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i></p> <p>Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body parts with the Simon Says Activity.</p> <p>T5: W1: Language 14–15, 18–19, 20–21, 22–23</p>

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	<p>Day 1: Circle Time: Build science background by asking <i>What body parts help us move?</i>; Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity.</p> <p>Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p> <p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create a body diagram with the Outline My Body Activity.</p> <p>Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i></p> <p>T5: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Heads, Shoulders, Knees, and Toes</i>.</p> <p>T7: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i></p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i></p> <p>Day 4: Circle Time: Sing About Plant Parts.</p> <p>T8: W3: Literacy 42–43, 44–45</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It's metamorphosis time!</i></p> <p>Learners collect, describe, compare, and record information from observations and investigations.</p> <p>Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name.</p> <p>Day 2: Story Time: Connect the Mind Builder Building Relationships to the read-aloud; Explore family relationships.</p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing about Family; Story Time: Enjoy reading <i>First Laugh – Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity.</p> <p>Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity.</p> <p>Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things our families like to do.</p> <p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Families.</p> <p>Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity.</p> <p>Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades.</p> <p>Day 5: Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: 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: W3: Math 42–43, 48–49</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild).</p> <p>T4: W1: Language 14–15, 16–17, 18–19</p> <p>Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i></p>

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	<p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents.</p> <p>Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal.</p> <p>Day 5: Circle Time: Be an Animal Family!</p> <p>T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i></p> <p>Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i>; Small Group: Identify Animal Families.</p> <p>Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Imitate chicks.</p> <p>Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day.</i></p> <p>T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; <i>Five Little Speckled Frogs</i>; Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the animal.</p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i></p> <p>Learners use mathematical and computational thinking. 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>See for example:</p> <p>T1: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Independent Centers Prompt: Purposeful play related to <i>I Know Numbers!</i></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: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></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>T2: W1: Math 14–15, 16–17, 22–23</p> <p>Day 2: Small Group: Challenge children to get into a line in height order and guide them to use ordinal numbers to say their place.</p> <p>Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far; Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i></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>

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	<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>T3: W3: Literacy</p> <p>Day 4: Extended Play: Size Hunt.</p> <p>T3: W4: Math 56–57</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>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T4: W2: Math 28–29, 30–31, 32–33</p> <p>Day 1: Small Group: Guide children to compare different sizes of objects and people.</p> <p>Day 2: Small Group: Guide children to construct and compare different size towers.</p> <p>Day 3: Small Group: Invite children to talk about and compare the different weight of objects.</p>

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<p>Science</p> <p>Goal 12: Explore concepts and information about the physical, earth, and life sciences.</p> <p>Learning Standard 12.A: Understand that living things grow and change.</p> <p>Preschool Benchmarks 12.A.ECa Observe, investigate, describe, and categorize living things. 12.A.ECb Show an awareness of changes that occur in oneself and the environment.</p>	<p>Learners observe, investigate, describe, and categorize living things.</p> <p>Theme 4: Discover Animals explores what makes animals so interesting and special. Week 1 explores Animal Families and how animals help their babies learn, live, and grow; Week 2 is about Caring for Pets and how we can help animals stay healthy; Week 3 explores Animal Homes and what it is like where they live; and Week 4 addresses Animal Features and how they use them. Children explore a variety of living creatures throughout Theme 4 lessons.</p> <p>See for example: T4: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i> Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents. Day 4: Circle Time: Talk About Animal Families. T4: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i> Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. Day 3: Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i> Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day.</i> T7: W3: Language 42–43 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Small Group: Talk about organisms with the Living or Nonliving? Activity. T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p> <p>Learners show an awareness of changes that occur in oneself and the environment.</p> <p>See for example: T4: W3: Language 42–43, 50–51 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> T7: W3: Language 42–43, 44–45, 46–47, 50–51 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>. Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles. Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i> Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i> T8: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Writer’s Corner: <i>Can you write a story about a caterpillar and changing into a butterfly?</i> Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It’s metamorphosis time!</i> Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> Day 4: Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned. Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>

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	<p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow.</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up.</i></p> <p>T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow.</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i></p> <p>Day 3: Circle Time: Sing a Growing Song.</p> <p>Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow.</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p>

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<p>Learning Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.</p> <p>Preschool Benchmarks 12.B.ECa Describe and compare basic needs of living things. 12.B.ECb Show respect for living things.</p>	<p>Theme 4: Discover Animals explores what makes animals so interesting and special. Week 1 explores Animal Families and how animals help their babies learn, live, and grow; Week 2 is about Caring for Pets and how we can help animals stay healthy; Week 3 explores Animal Homes and what it is like where they live; and Week 4 addresses Animal Features and how they use them. Children explore a variety of living creatures throughout Theme 4 lessons.</p> <p>Learners describe and compare basic needs of living things. See for example: T4: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i> Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents. Day 4: Circle Time: Talk About Animal Families. T4: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i> Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. Day 3: Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i> Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day.</i> T4: W1: Math 14–15, 18–19, 20–21, 22–23 Day 1: Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i> Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i> Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter). Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i> T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Talk About Pets; Focus on Vocabulary (pets, exercise); Story Time: Extended Play: Taking care of pets. Day 5: Circle Time: Focus on Vocabulary (paws); Small Group: Independent Response Prompt: <i>What are the things to do to take care of a pet?</i></p> <p>Learners show respect for living things. See for example: T4: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i> Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents. Day 4: Circle Time: Talk About Animal Families. T4: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why does mama penguin take a journey to the sea?</i> Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. Day 3: Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i> Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day.</i></p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
	<p>T4: W1: Math 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter).</p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i></p> <p>T4: W2: Literacy 34–35, 36–37</p> <p>Day 4: Circle Time: Talk About Pets; Focus on Vocabulary (pets, exercise); Story Time: Extended Play: Taking care of pets.</p> <p>Day 5: Circle Time: Focus on Vocabulary (paws); Small Group: Independent Response Prompt: <i>What are the things to do to take care of a pet?</i></p> <p>T7: W3: Language 42–43, 44–45, 46–47, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>.</p> <p>Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles.</p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Small Group: Act out caring for plants with the Caring for Plants Activity.</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p>
<p>Learning Standard 12.C: Explore the physical properties of objects.</p> <p>Preschool Benchmarks 12.C.ECa Identify, describe, and compare the physical properties of objects. 12.C.ECb Experiment with changes in matter when combined with other substances.</p>	<p>Learners identify, describe, and compare the physical properties of objects.</p> <p>See for example:</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: W1: Literacy 16–17</p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment.</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: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>Learners experiment with changes in matter when combined with other substances. Not specifically addressed.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 12.D: Explore concepts of force and motion.</p> <p>Preschool Benchmarks 12.D.ECa Describe the effects of forces in nature. 12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.</p>	<p>Theme 3: Let's Investigate, Week 4: Make It Move explores how we can make things go.</p> <p>Learners describe the effects of forces in nature. See the following: T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity. Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud; Guiding Question: <i>What things can move with a pull?</i>; Small Group: Review movement of objects and people in the Fast or Slow Activity. Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move. Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i></p> <p>Learners explore the effect of force on objects in and outside the early childhood environment. T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: <i>Wheels on the Bus</i>; Story Time: Enjoy reading <i>Oscar and the Cricket</i>; Guiding Question: <i>What does Oscar make the ball do?</i> Day 2: Story Time: Extended Play: Ping-pong balls. Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> Day 4: Circle Time: Talk About Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend pulling. Day 5: Story Time: Guiding Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i> T3: W4: Math 64–65 Day 5: Circle Time: Connect to Physical Science; Story Time: Guiding Question: <i>What makes the seesaw go up and down?</i></p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p>Preschool Benchmarks 12.E.ECa Observe and describe characteristics of earth, water, and air. 12.E.ECb Participate in discussions about simple ways to take care of the environment.</p>	<p>Learners observe and describe characteristics of earth, water, and air. See for example: T2: W4: Literacy 64–65 Day 3: Independent Centers: Math and Science Center: <i>Let’s sort our objects from nature. Which came from trees? Which came from the earth?</i> T3: W2: Literacy 32–33 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity. 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. T4: W1: Literacy 16–17 Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. T8: W1: Language 18–19 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions.</p> <p>Learners participate in discussions about simple way to take care of the environment. Theme 7: Our Earth explores concepts relating to the world around us. Week 3 focuses on protecting the Earth. See for example: T7: W3: Language 42–43 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity. T7: W3: Math 46–47 Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity. T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 12.F: Explore changes related to the weather and seasons.</p> <p>Preschool Benchmarks 12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.</p>	<p>Theme 7: Our Earth explores concepts relating to the world around us. Week 2 relates to the Seasons and what we do during different seasons.</p> <p>See for example: T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Build Science Background; Sing About Seasons; Story Time: Enjoy reading <i>Rainy, Sunny, Blowy, Snowy</i>; Guiding Question: <i>What happens to plants and animals in each season?</i> Small Group: Talk about spring and fall. Day 2: Circle Time; Focus on Vocabulary (seasons); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons. Day 3: Circle Time: Focus on Vocabulary (shelter, gust); Story Time: Guiding Question: <i>What is the weather like in each season?</i> Small Group: Talk about summer and winter. Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Small Group: Talk about different seasons with the Trees in Every Season Activity. Day 5: Act It Out! Seasons. T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Sing About Seasons; Story Time: Enjoy reading <i>Sometimes Rain</i>; Guiding Question: <i>What things do the children do in each season?</i> Day 2: Story Time: Extended Play: Talk about seasonal clothing. Day 3: Circle Time: Build Background: Spring Puddle Jumps!; Story Time: Focus on the season in the read-aloud; Small Group: Talk About seasonal changes. Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity. Day 5: Circle Time: Be a Weather Reporter! T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Sing About Weather; Focus on Vocabulary (spring, fall); Story Time: Guiding Question: <i>What is one change that happens in a season?</i> Day 2: Story Time: Extended Play: Season Groups. Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i> Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities. Day 5: Circle Time: Connect to Science; Outdoor Activity.</p>
<p>Science</p> <p>Goal 13: Understand important connections and understandings in science and engineering.</p> <p>Learning Standard 13.A: Understand rules to follow when investigating and exploring.</p> <p>Preschool Benchmarks 13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.</p>	<p>T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i> T5: W4: Math 60–61, 62–63 Day 3: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 13.B: Use tools and technology to assist with science and engineering investigations.</p> <p>Preschool Benchmarks 13.B.ECa Use nonstandard and standard scientific tools for investigation. 13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.</p>	<p>Learners use nonstandard and standard scientific tools for investigation. See for example: T1: W1: Math 18–19, 20–21 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity. Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. Day 5: Circle Time: Children act out measurement words. T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity. Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Learners become familiar with technological tools that can aid in scientific inquiry. Although not specifically addressed, PreK On My Way includes access to the digital Family Engagement Hub, through which families can access theme-related activities, songs, digital books, and more.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Social Studies</p> <p>Goal 14: Understand some concepts related to citizenship.</p> <p>Learning Standard 14.A: Understand what it means to be a member of a group and community.</p> <p>Preschool Benchmarks 14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community. 14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.</p>	<p>Learners recognize the reasons for rules in the home and early childhood environment and for laws in the community.</p> <p>T2: W1: Literacy 18–19, 20–21, 22–23 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week's Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i></p> <p>T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas. T6: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition vocabulary card. Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what's next. T7: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity. Learners contribute to the well-being of their early childhood environment, school, and community. T1: W4: Literacy 56–57, 58–59, 62–63, 64–65 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>. Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me). 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. 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>T2: W1: Literacy 18–19, 20–21 Day 3: Small Group: Discuss children's school routines with the At School Activity. Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week's Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem. T5: W1: Language 16–17, 18–19</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
	<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 Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>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>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p>
<p>Learning Standard 14.C: Understand ways groups make choices and decisions.</p> <p>Preschool Benchmarks 14.C.ECa Participate in voting as a way of making choices.</p>	<p>Not specifically addressed.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 14.D: Understand the role that individuals can play in a group or community.</p> <p>Preschool Benchmarks 14.D.ECa Develop an awareness of what it means to be a leader. 14.D.ECb Participate in a variety of roles in the early childhood environment.</p>	<p>Learners develop an awareness of what it means to be a leader. See for example: T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader. T8: W4: Language 62–63 Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job.</p> <p>Learners participate in a variety of roles in the early childhood environment. See for example: T2: W1: Literacy 20–21, 22–23 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. 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> T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. 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. 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> 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. T3: W4: Math 58–59 Day 2: Small Group: Give children materials to work together with a partner to build a seesaw. T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T4: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity. T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T5: W2: Language 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>, connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart. T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity. T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity. T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence. T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity. T8: W2: Literacy 30–31, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> T8: W3: Language 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p>

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<p>Social Studies</p> <p>Goal 15: Explore economic systems and human interdependence.</p> <p>Learning Standard 15.A: Explore roles in the economic system and workforce.</p> <p>Preschool Benchmarks 15.A.ECa Describe some common jobs and what is needed to perform those jobs. 15.A.ECb Discuss why people work.</p>	<p>Learners describe some common jobs and what is needed to perform those jobs. See for example: T2: W3: Math 42–43, 44–45, 48–49 Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i> T8: W4: Language 62–63 Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job.</p> <p>Learners discuss why people work. T5: W2: Language 32–33 Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>What jobs are these workers doing? Why do you think the open bins and the crates are different sizes? Where do you think these truck drivers are going? What do you think is in their heavy loads? How do farmers and workers get food to your dinner table?</i> T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone’s birthday.</i> T7: W4: Math 58–59 Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and internet use, and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck’s journey if possible.</p>
<p>Learning Standard 15.B: Explore issues of limited resources in the early childhood environment and world.</p> <p>Preschool Benchmarks 15.B.ECa Understand that some resources and money are limited.</p>	<p>See for example: T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone’s birthday.</i> T7: W4: Math 62–63 Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items. T7: W4: Language 58–59, 60–61, 62–63 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i> Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home. Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p>
<p>Learning Standard 15.D: Explore concepts about trade as an exchange of goods or services.</p> <p>Preschool Benchmarks 15.D.ECa Begin to understand the use of trade or money to obtain goods and services.</p>	<p>T1: W1: Math 14–15 Day 1: Math: Measurement: Use pretend money during play, earning money for work, and using money to buy goods and services. T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone’s birthday.</i></p>

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<p>Social Studies</p> <p>Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.</p> <p>Learning Standard 16.A: Explore his or herself and personal history.</p> <p>Preschool Benchmarks 16.A.Eca Recall information about the immediate past. 16.A.Ecb Develop a basic awareness of self as an individual.</p>	<p>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 the text.</p> <p>Learners recall information about the immediate past. See for example: T1: W2: Math 36–37, 40–41 Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i> Day 5: Story Time: Read and retell the story interactively, focusing on emotions. T1: W3: Math 42–43, 44–45, 48–49 Day 2: Small Group: Practice subitizing with the Memory Cards Activity. T1: W3: Language 42–43 Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i> T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T2: W3: Math 50–51 Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel?</i> T3: W1: Literacy 14–15 Day 1: Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i> T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember. T6: W3: Language 42–43 Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i> T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> T8: W2: Literacy 30–31, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> Day 5: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>Learners develop a basic awareness of self as an individual. Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68). See for example: T1: W1: Literacy 14–15, 16–17, 18–19, 22–23 Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud). Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i> T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i> Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p>

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	<p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity.</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You’re Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity.</p> <p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions.</p> <p>Day 3: Circle Time: Play a feelings guessing game.</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We’re So Happy Activity.</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears enriching their emotional skills by developing self-awareness.</p>

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<p>Social Studies</p> <p>Goal 17: Explore geography, the child’s environment, and where people live, work, and play.</p> <p>Learning Standard 17.A: Explore environments and where people live.</p> <p>Preschool Benchmarks 17.A.ECa Locate objects and places in familiar environments. 17.A.ECb Express beginning geographic thinking.</p>	<p>Learners locate objects and places in familiar environments. T2: W1: Math 18–19, 20–21, 22–23 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity. Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. Day 5: Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T2: W4: Math 60–61 Day 3: Small Group: Use location words in the Hey, Where’s My Vehicle? Activity. T4: W3: Math 46–47, 48–49, 50–51 Day 3: Circle Time: Share Math Strategy: Introduce location words; Where Is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where Pattern Blocks are in a picture using location words. Day 4: Circle Time: Use location words in the Homes Everywhere: Seated Scavenger Hunt Activity; Small Group: Guide children to sort animal homes by whether they are above ground, below ground, or underwater. Day 5: Independent Centers: Math and Science Center: <i>Use location words to tell where animals are.</i> T5: W4: Math 56–57, 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.</p> <p>Learners express beginning geographic thinking. T2: W2: Literacy 30–31, 32–33, 36–37 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 2: Independent Centers: Creativity Station: <i>Do you live in a city or small town? Draw a picture of it.</i> Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T2: W3: Language 42–43 Independent Centers: Library and Listening Center: <i>What types of buildings are in our community?</i> T6: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses. T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p>

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<p>Social Studies</p> <p>Goal 18: Explore people and families.</p> <p>Learning Standard 18.A: Explore people, their similarities, and their differences.</p> <p>Preschool Benchmarks 18.A.ECa Recognize similarities and differences in people.</p>	<p>T1: W1: All About Me Guiding Question: What makes us who we are?</p> <p>T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 22–23 Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Math 20–21, 22–23 Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are. Day 5: Circle Time: First Week Pride! Share what you are proud of and invite children to share why they are proud of themselves.</p> <p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing about Family; Story Time: Enjoy reading <i>First Laugh – Welcome, Baby!</i> Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things our families like to do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p>

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<p>Learning Standard 18.B: Develop an awareness of self within the context of family.</p> <p>Preschool Benchmarks 18.B.ECa Understand that each of us belongs to a family and recognize that families vary.</p>	<p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren). Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Math 42–43, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I! T2: W1: Literacy 16–17, 22–23 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> Day 5: Circle Time: Have children act out and describe their favorite pretend play. T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T6: W3: Language 42–43, 50–51 Day 1: Guiding Question: <i>How does Marisol feel about Ramon’s art?</i> Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i></p> <p>T8: W2: Literacy 28–29, 30–31, 34–35, 36–37 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in the All About Me Activity; Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear.</i> Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition. Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?;</i> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i></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>

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<p>Physical Health</p> <p>Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</p> <p>Learning Standard 19.A: Demonstrate physical competency and control of large and small muscles.</p> <p>Preschool Benchmarks 19.A.ECa Engage in active play using gross- and fine-motor skills. 19.A.ECb Move with balance and control in a range of physical activities. 19.A.ECc Use strength and control to accomplish tasks. 19.A.ECd Use eye-hand coordination to perform tasks. 19.A.ECe Use writing and drawing tools with some control.</p>	<p>Learners engage in active play in the following activities:</p> <p>T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. T2: W1: Literacy 20–21, 22–23 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57, 60–61 Day 1: Simon Says: Play using locations terms in Simon’s instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p> <p>Learners move with balance and control in a range of physical activities. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T3: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements activity. T5: W1: Math 16–17 Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity. T6: W2: Language 28–29, 32–33 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p>

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	<p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Learners use strength and control to accomplish tasks. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise; Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can.</p> <p>Learners use eye-hand coordination to perform tasks. See for example: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T.</i> Day 4: ABC Center: <i>Use letters to make your name.</i> T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name. T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>Learners use writing and drawing tools with some control. See for example: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T.</i> Day 4: ABC Center: <i>Use letters to make your name.</i> T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i></p>

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	<p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name. T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles.</p>

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<p>Learning Standard 19.B: Demonstrate awareness and coordination of body movements.</p> <p>Preschool Benchmarks 19.B.ECa Coordinate movements to perform complex tasks. 19.B.ECb Demonstrate body awareness when moving in different spaces. 19.B.ECc Combine large motor movements with and without the use of equipment.</p>	<p>Learners coordinate movements to perform complex tasks. See for example: T1: W1: Literacy 16–17 Day 2: Story Time: Extended Play: Invite children to stand in a circle and play a happy game. Tell children to follow along and join in doing things that make us happy. Say, <i>Jumping makes me happy, so let's jump, jump, jump.</i> Then say, <i>Hopping makes me happy, so let's hop, hop, hop.</i> Continue with dancing, clapping, and twisting. T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T3: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements activity. T4: W4: Literacy 62–63 Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant “Flap, flap, let’s be eagles” or “Waddle, waddle, let’s be ducks” or “Jump, jump, let’s be cats.” T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>Learners demonstrate body awareness when moving in different spaces. See for example: T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. T2: W1: Literacy 20–21, 22–23 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57, 60–61 Day 1: Simon Says: Play using locations terms in Simon’s instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T5: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Sing About Play (taking turns). Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (safe, friend); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Please and Thank You; Small Group: Practice taking turn with the Talking Turns Activity. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>Learners combine large motor movements with and without the use of equipment. See for example: T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p>

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	<p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>T6: W2: Literacy 30–31</p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p>
<p>Learning Standard 19.C: Demonstrate knowledge of rules and safety during activity.</p> <p>Preschool Benchmarks 19.C.ECa Follow simple safety rules while participating in activities.</p>	<p>T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves?</p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T5: W4: Math 60–61, 62–63</p>

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<p>Physical Health</p> <p>Goal 20: Develop habits for lifelong fitness.</p> <p>Learning Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.</p> <p>Preschool Benchmarks 20.A.ECa Participate in activities to enhance physical fitness. 20.A.ECb Exhibit increased levels of physical activity.</p>	<p>Learners participate in activities to enhance physical fitness. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Literacy 20–21 Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>Learners exhibit increased levels of physical activity. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Literacy 20–21 Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Physical Health</p> <p>Goal 21: Develop team-building skills by working with others through physical activity.</p> <p>Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.</p> <p>Preschool Benchmarks 21.A.ECa Follow rules and procedures when participating in group physical activities. 21.A.ECb Follow directions, with occasional adult reminders, during group activities.</p>	<p>Learners follow rules and procedures when participating in group physical activities. See for example: T2: W1: Literacy 16–17, 20–21, 22–23 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. 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>Learners follow directions, with occasional adult reminders, during group activities. See for example: T2: W1: Literacy 20–21 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas. T5: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Sing About Play (taking turns). Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (safe, friend); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Please and Thank You; Small Group: Practice taking turn with the Talking Turns Activity. T6: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition vocabulary card. Invite children to look at the Picture Cards and guess what the person will be doing next. Ask children to talk about how they know what’s next. T7: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p>

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<p>Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activity.</p> <p>Preschool Benchmarks 21.B.ECa Demonstrate ability to cooperate with others during group physical activities.</p>	<p>See for example:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</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); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i></p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns.</p> <p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Story Time: Begin by connecting the texts <i>I Got Rhythm</i> to <i>Head, Shoulders, Knees, and Toes</i>.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T5: W1: Literacy 16–17, 20–21</p> <p>Day 2: Story Time: Extended Play: “Hokey Pokey.”</p> <p>Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>T6: W2: Math 28–29, 36–37</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity; Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Writer’s Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i>; Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Let’s Dance; Story Time: Enjoy reading <i>Everybunny Dance!</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i></p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i>; Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p> <p>Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p>

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<p>Physical Health</p> <p>Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p>Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>Preschool Benchmarks 22.A.ECa Identify simple practices that promote healthy living and prevent illness. 22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders. 22.A.ECc Identify and follow basic safety rules.</p>	<p>Learners identify simple practices that promote healthy living and prevent illness. Theme 5: Healthy Me explores ways to stay healthy and safe. Week 1: My Body explores the different parts of our bodies and what they do. See for example: T5: W1: Literacy 14–15, 20–21 Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i> Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body parts with the Simon Says Activity. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Build Science Background by asking <i>What body parts help us move?</i>; Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity. Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i>; Library and Listening Center: <i>What body parts help you jump?</i> Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity. Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create a body diagram with the Outline My Body Activity. Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i> T5: W1: Math 18–19, 20–21 Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i> Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Heads, Shoulders, Knees, and Toes</i>.</p> <p>Learners demonstrate personal care and hygiene skills, with adult reminders. See for example: T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W3: Language 42–43, 46–47, 48–49 Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify cold treatments with the What a Cold Needs Activity. Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity. Day 3: Small Group: Explore how germs spread with the Don’t Spread It! Activity. Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity. T5: W3: Literacy 48–49, 50–51 Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing T5: W3: Math 48–49 Day 4: Circle Time: Count the Hands!; Focus on Vocabulary (scrub, rinse); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash hands with a friend; Small Group: Pretend to wash your hands while counting to 20 with the Wash, Wash, Wash Again Activity.</p> <p>Learners identify and follow basic safety rules. T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p>

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	<p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p>
<p>Physical Health</p> <p>Goal 23: Understand human body systems and factors that influence growth and development.</p> <p>Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.</p> <p>Preschool Benchmarks 23.A.ECa Identify body parts and their functions.</p>	<p>T5: W1: Literacy 14–15, 20–21</p> <p>Day 1: Story Time: Read <i>Happy in Our Skin</i>; Guiding Question: <i>What does our skin do?</i></p> <p>Day 4: Circle Time: Focus on Vocabulary (shoulders, knees); Small Group: Practice naming body parts with the Simon Says Activity.</p> <p>T5: W1: Language 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Build Science Background by asking, <i>What body parts help us move?</i>; Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>; Small Group: Classify body parts with the Parts of the Body Activity.</p> <p>Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p> <p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Small Group: Create a body diagram with the Outline My Body Activity.</p> <p>Day 5: Story Time: Guiding Question: <i>What body parts are under your skin?</i>; Small Group: Independent Response: <i>How do you keep your body parts healthy?</i></p> <p>T5: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Circle Time: Talk About Body Parts; Focus on Vocabulary (shoulders, knees); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Heads, Shoulders, Knees, and Toes</i>.</p> <p>T7: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i></p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i></p> <p>Day 4: Circle Time: Sing About Plant Parts.</p> <p>T8: W3: Literacy 42–43, 44–45</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It's metamorphosis time!</i></p>

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<p>Learning Standard 23.B: Identify ways to keep the body healthy.</p> <p>Preschool Benchmarks 23.B.ECa Identify examples of healthy habits. 23.B.ECb Identify healthy and non-healthy foods and explain the effect of these foods on the body.</p>	<p>Theme 5: Healthy Me explores ways to stay healthy and safe.</p> <p>Learners identify examples of healthy habits. T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W3: Language 42–43, 46–47, 48–49 Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify cold treatments with the What a Cold Needs Activity. Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity. Day 3: Small Group: Explore how germs spread with the Don’t Spread It! Activity. Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity. T5: W3: Literacy 48–49, 50–51 Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing. T5: W3: Math 48–49</p> <p>Learners identify healthy and non-healthy foods and explain the effect of these foods on the body. T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity. T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad. T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?</i>; Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: create a “fruit salad” using Connecting Cubes with the Mix a Salad! Activity.</p>

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<p>Physical Health</p> <p>Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p>Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p>	<p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read aloud; Small Group: Explore what it means to have a good relationship using Picture Cards. T1: W2: Literacy 30–31, 36–37 Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity. T1: W4: Math 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions. Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T2: W1: Language 14–15 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity. 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. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>
<p>Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p>Preschool Benchmarks 24.C.ECa Participate in activities to learn to avoid dangerous situations.</p>	<p>T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i> T5: W4: Math 60–61, 62–63</p>

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<p>The Arts</p> <p>Goal 25: Gain exposure to and explore the arts.</p> <p>Learning Standard 25.A: Investigate, begin to appreciate, and participate in the arts.</p> <p>Preschool Benchmarks</p> <p>25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.</p> <p>25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.</p> <p>25.A.ECc Music: Begin to appreciate and participate in music activities.</p> <p>25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.</p>	<p>PreK On My Way includes many opportunities for engaging in the arts within your instructional practice (IG p. 90).</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>Story Time: Read-Alouds and Big Charts of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures.</p> <p>Story Time: Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: The Teacher Hub includes a collection of engaging Songs and Fingerplays to use during transitions, etc.</p> <p>Learners build awareness of, explore, and participate in dance and creative movement activities.</p> <p>See for example:</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity.</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); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i></p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns.</p> <p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Story Time: Begin by connecting the texts <i>I Got Rhythm</i> to <i>Head, Shoulders, Knees, and Toes</i>.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T5: W1: Literacy 16–17, 20–21</p> <p>Day 2: Story Time: Extended Play: “Hokey Pokey.”</p> <p>Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>T6: W2: Math 28–29, 36–37</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity; Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Writer’s Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i>; Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Let’s Dance; Story Time: Enjoy reading <i>Everybunny Dance!</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i></p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i>; Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p>

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	<p>Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Learners begin to appreciate and participate in dramatic activities. Act It Out is one of the small-group activities provided throughout the program to provide support for oral language and vocabulary development as well as math skills. Children act out specific stories, characters, or events to explore, create, and connect. See the following, for example: T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest. T1: W2: Math 36–37 Day 5: Circle Time: Act It Out. T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T5: W1: Language 22–23 Day 5: Circle Time: Act It Out: Body Parts. T5: W4: Language 64–65 Day 5: Act It Out: Red Light, Green Light. T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House. T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center. See the following Pretend Play scenarios, for example: T1: W1: Language 15, 17 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i> T1: W1: Literacy 16–17 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> T1: W2: Language 31, 37 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he’s happy. What does the dog do?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W3: Language 49 Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk.</i> T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p>

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	<p>T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T3: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i> T3: W4: Language 58–59 Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i> T8: W3: Language 44–45 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Learners begin to appreciate and participate in music activities. T5: W1: Math 14–15, 16–17, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment. Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern. Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i> T6: W2: Math 32–33, 34–35, 36–37 Day 3: Story Time: Revisit the book <i>Every Little Thing</i> by Bob Marley; Guiding Question: <i>How does the music change how the people in the book feel?</i>; Independent Centers: Pretend and Learn Center: <i>Can you pretend to play music on an imaginary instrument?</i> Day 4: Independent Centers: Writer’s Corner: <i>Can you write a song or story with rhymes in it?</i> Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Story Time: <i>Row, Row, Row Your Boat</i>; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i>; Creativity Station: <i>Can you draw a musical instrument?</i> Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i> Day 4: Circle Time: Talk about Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Creativity Station: <i>Draw or paint a musical instrument.</i> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i> T6: W2: Literacy 28–29, 30–31, 32–33 Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i> Day 2: Story Time: Extended Play: Follow the Leader. Day 3: Circle Time: Let’s Hop, Hop, Hop; Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i>; Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>Learners investigate and participate in activities using visual arts materials. T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways. T1: W4: Literacy 58–59, 62–63 Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower. Day 4: Small Group: Guide children to make thank-you notes with various art supplies. T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15</p>

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	<p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37</p> <p>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</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. T6: W3: Literacy 44–45, 46–47, 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p> <p>Day 3: Small Group: Help children create stories with letters.</p> <p>Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation. T6: W3: Math 44–45, 48–49, 50–51</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> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Story Time: Extended Play: Mold Something.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?;</i> Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i> T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p>
<p>Learning Standard 25.B: Display an awareness of some distinct characteristics of the arts.</p> <p>Preschool Benchmarks 25.B.ECa Describe or respond to their creative work or the creative work of others.</p>	<p>See for example:</p> <p>Day 4: Circle Time: Show and Tell; Story Time: Guiding Question: <i>Does art have to be perfect? Why or why not?;</i> Small Group: Respond to the read-aloud; <i>How can you make your friends feel proud of their art?</i></p> <p>T6: W3: Math 48–49, 50–51</p> <p>Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p>

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<p>The Arts</p> <p>Goal 26: Understand that the arts can be used to communicate ideas and emotions.</p> <p>Learning Standard 26.B: Understand ways to express meaning through the arts.</p> <p>Preschool Benchmarks 26.B.ECa Use creative arts as an avenue for self-expression.</p>	<p>Theme 6: Let's Create explores self-expression through the arts. Week 3: Picture This specifically explores expression through making art. Additionally, the Creativity Station within the Independent Centers offers children occasions to use their imagination with materials to create works of art.</p> <p>T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways. T1: W4: Literacy 58–59, 62–63 Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower. Day 4: Small Group: Guide children to make thank-you notes with various art supplies. T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza. T6: W3: Literacy 44–45, 46–47, 48–49 Day 2: Circle Time: Share the Mind Builder Make Plans and 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. Day 3: Small Group: Help children create stories with letters. Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation. T6: W3: Math 44–45, 48–49, 50–51 Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity. Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity. Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon's art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i> Day 2: Story Time: Extended Play: Mold Something. Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i> Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i> T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build). T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p>

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<p>English Language Learner/Home Language Development</p> <p>Goal 28: Use the home language to communicate within and beyond the classroom.</p> <p>Learning Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.</p> <p>Preschool Benchmarks 28.A.ECa May demonstrate progress and mastery of benchmarks through home language. 28.A.ECb Use home language in family, community, and early childhood settings. 28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.</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>English Language Learner/Home Language Development</p> <p>Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</p> <p>Learning Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p> <p>Preschool Benchmarks 29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts. 29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. 29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.</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>

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<p>Social/Emotional Development</p> <p>Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</p> <p>Learning Standard 30.A: Identify and manage one's emotions and behavior.</p> <p>Preschool Benchmarks</p> <p>30.A.ECa Recognize and label basic emotions.</p> <p>30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.</p> <p>30.A.ECc Express feelings that are appropriate to the situation.</p> <p>30.A.ECd Begin to understand and follow rules.</p> <p>30.A.ECe Use materials with purpose, safety, and respect.</p> <p>30.A.ECf Begin to understand the consequences of his or her behavior.</p>	<p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>Learners recognize and label basic emotions.</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings, Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling. Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity.</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity.</p> <p>T4: W2: Literacy 30–31, 32–33</p>

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	<p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions.</p> <p>Day 3: Circle Time: Play a feelings guessing game.</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We're So Happy Activity.</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears enriching their emotional skills by developing self-awareness.</p> <p>Learners use appropriate communication skills when expressing needs, wants, and feelings. See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at Picture Cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turn using the sentence “Please, may I have a turn?” 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>Learners express feelings that are appropriate to the situation.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p> <p>T5: W2: Literacy 30–31</p> <p>Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p> <p>T5: W2: Literacy 30–31</p> <p>Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p>

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	<p>Learners use materials with purpose, safety, and respect. See for example: T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways. T1: W4: Literacy 58–59, 62–63 Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower. Day 4: Small Group: Guide children to make thank-you notes with various art supplies.</p> <p>T2: W1: Literacy 18–19, 20–21, 22–23 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i> T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T5: W1: Language 16–17, 18–19 T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Make Plans; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza. T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book</i>. Day 2: Story Time: Extended Play: Mold Something. Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i> Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i> T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build). T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>Learners begin to understand the consequences of their behavior. See for example: T5: W4: Safe and Sound Concept Question: How can we protect our bodies and ourselves? T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p>

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<p>Learning Standard 30.B: Recognize own uniqueness and personal qualities.</p> <p>Preschool Benchmarks 30.B.ECa Describe self using several basic characteristics.</p>	<p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p>
<p>T8: W3: Literacy 44–45</p> <p>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>	

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 30.C: Demonstrate skills related to successful personal and school outcomes.</p> <p>Preschool Benchmarks</p> <p>30.C.ECa Exhibit eagerness and curiosity as a learner.</p> <p>30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.</p> <p>30.C.ECc Show some initiative, self-direction, and independence in actions.</p> <p>30.C.ECd Demonstrate engagement and sustained attention in activities.</p>	<p>Learners exhibit eagerness and curiosity.</p> <p>See for example:</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 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 the book <i>The Seesaw</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W4: Language 60–61, 64–65</p> <p>Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i></p> <p>Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i></p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity.</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>T8: W1: Math 22–23</p> <p>Concept Question: What can we do better together?</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together.</i></p> <p>T8: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Small Group: Have children work in pairs during the Ducks in a Row Activity.</p> <p>Learners demonstrate persistence and creativity in seeking solutions to problems.</p> <p>See for example:</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal.</p> <p>T6: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p> <p>T6: W3: Math 44–45</p> <p>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 practicing during Make a Ladybug Activity.</p> <p>T6: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks.</p> <p>T6: W4: Literacy 58–59</p>

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	<p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Math 56–57</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity</p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence.</p> <p>T7: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk about teamwork; Small Group: Encourage children to work as a team to complete an art project together.</p> <p>T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p> <p>T8: W3: Literacy 44–45</p> <p>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-regulation through a game of freeze dance.</p> <p>T8: W4: Language 58–59</p> <p>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>Learners show some initiative, self-direction, and independence in actions.</p> <p>See for example:</p> <p>T2: W1: Literacy 20–21, 22–23</p> <p>Day 4: Extended Play: Follow rules playing Duck, Duck, Goose.</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: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</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>T2: W4: Math 62–63</p> <p>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.</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study, such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials.</p> <p>T3: W4: Math 58–59</p> <p>Day 2: Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></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>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: W2: Language 34–35</p>

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	<p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i> connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart.</p> <p>T5: W3: Language 48–49</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 the 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 the We Wash Our Hands! Activity.</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Write about a time when you faced your fear.</i></p> <p>Day 5: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>Learners demonstrate engagement and sustained attention in activities.</p> <p>See for example:</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>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.</p> <p>T2: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i></p> <p>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 with the Imagination Playground Activity.</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</p> <p>T5: W2: Language 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 routines of the classroom. Guide students to answer questions and have conversations about routines.</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: W2: Language 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i> connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Social/Emotional Development</p> <p>Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Learning Standard 31.A: Develop positive relationships with peers and adults.</p> <p>Preschool Benchmarks</p> <p>31.A.ECa Show empathy, sympathy, and caring for others.</p> <p>31.A.ECb Recognize the feelings and perspectives of others.</p> <p>31.A.ECc Interact easily with familiar adults.</p> <p>31.A.ECd Demonstrate attachment to familiar adults.</p> <p>31.A.ECe Develop positive relationships with peers.</p>	<p>Learners show empathy, sympathy, and caring for others.</p> <p>T1: W2: Language 30–31, 32–33</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>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 a discussion about noticing how someone else feels and whether 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>T2: W1: Literacy 18–19, 20–21</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 week's Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.</p> <p>T2: W1: 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>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: 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 Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>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>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p> <p>Learners recognize the feelings and perspectives of others.</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears enriching their emotional skills by developing self-awareness.</p>

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	<p>Learners interact easily with familiar adults. Opportunities for group engagement are provided throughout PreK On My Way. During Large Group time, the teacher gathers children in Circle Time to frame a read-aloud with any necessary instruction, which may include activating prior knowledge, building background, engaging with music and movement, and focusing on vocabulary. Then during Story Time, the teacher reads aloud the book, pausing to ask open-ended questions along the way. Each day during Small Group time, the teacher establishes the parameters and materials for an activity and then welcomes the children to join in. They experience the hands-on activity together with the children sharing their thoughts and opinions. In Independent Centers time, children lead their own play as teachers ask them questions to elicit conversation with and among children (IG pp. 12–13).</p> <p>Learners demonstrate attachment to familiar adults. 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>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships. T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad's First Day</i>. T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity. Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work).</p> <p>Learners develop positive relationships with peers. PreK On My Way provides many opportunities throughout each day for children to engage in positive relationships with other children. See for example: T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time. Day 3: Circle Time: Follow the Friend activity; Story Time: Revisit the book and ask, <i>What are some things that friends like to do together?</i>; Small Group: Help children understand that friends can have different likes and dislikes. 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 the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other</i>. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i> T1: W4: Literacy 56–57, 58–59, 62–63, 64–65 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>. Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me).</p>

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	<p>Day 4: Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (take turns); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity.</p> <p>Day 5: Circle Time: Dancing Friends Activity; Focus on Vocabulary (thank-you note, manners); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose.</p> <p>T3: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Talk about communicating with peers in the Problem-Solving Activity.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.</p> <p>T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity.</p> <p>T6: W3: Math 44–45</p> <p>Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p>

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<p>Learning Standard 31.B: Use communication and social skills to interact effectively with others.</p> <p>Preschool Benchmarks</p> <p>31.B.ECa Interact verbally and nonverbally with other children.</p> <p>31.B.ECb Engage in cooperative group play.</p> <p>31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p>	<p>Opportunities for group engagement are provided throughout PreK On My Way. During Large Group time, the teacher gathers children in Circle Time to frame a read-aloud with any necessary instruction, which may include activating prior knowledge, building background, engaging with music and movement, and focusing on vocabulary. Then during Story Time, the teacher reads aloud the book, pausing to ask open-ended questions along the way. Each day during Small Group time, the teacher establishes the parameters and materials for an activity and then welcomes the children to join in. They experience the hands-on activity together with the children sharing their thoughts and opinions. In Independent Centers time, children lead their own play as teachers ask them questions to elicit conversation with and among children (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for Purposeful Play conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>Learners interact verbally and nonverbally with other children.</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 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 the book <i>The Seesaw</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W4: Language 60–61, 64–65</p> <p>Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i></p> <p>Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i></p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity.</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>T8: W1: Math 22–23</p> <p>Concept Question: What can we do better together?</p> <p>T8: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Small Group: Have children work in pairs during the Ducks in a Row Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together.</i></p> <p>Learners engage in cooperative group play.</p> <p>See for example:</p> <p>T1: W4: Language 56–57, 58–59, 64–65</p>

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	<p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time.</p> <p>T2: 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>T2: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: 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: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Circle Time: Act It Out: Growing Up.</p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity.</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>Learners use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p> <p>See for example:</p> <p>T1: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you.</p> <p>T2: W1: Literacy 20–21</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 week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.</p> <p>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>

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	<p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk about Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T4: W1: Literacy 20–21</p> <p>Day 4: Story Time: Extended Play: Imitate chicks.</p> <p>T5: W3: Language 48–49</p> <p>Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity.</p> <p>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>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>Preschool Benchmarks 31.C.ECa Begin to share materials and experiences and take turns. 31.C.ECb Solve simple conflicts with peers with independence, using gestures or words. 31.C.ECc Seek adult help when needed to resolve conflict.</p>	<p>Learners begin to share materials and experiences and take turns. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W4: Math 60–61 Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T1: W4: Language 58–59, 62–63 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> Day 4: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship; Story Time: Connect the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share). T8: W1: Language 16–17 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity. T8: W1: Math 16–17 Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>Learners solve simple conflicts with peers with independence, using gestures or words. See for example: T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p> <p>Learners seek adult help when needed to resolve conflict. See for example: T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Social/Emotional Development</p> <p>Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</p> <p>Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>Preschool Benchmarks 32.A.ECa Participate in discussions about why rules exist. 32.A.ECb Follow rules and make good choices about behavior.</p>	<p>Learners participate in discussions about why rules exist. See for example: T2: W1: Literacy 18–19, 20–21, 22–23 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i> T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i> T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i> T5: W4: Math 60–61, 62–63 T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during the activity.</p> <p>Learners follow rules and make good choices about behavior. T1: W2: Language 30–31, 32–33 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings. T1: W4: Literacy 56–57, 58–59, 62–63, 64–65 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford’s Manners</i>. Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me). 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. 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> T2: W1: Literacy 18–19, 20–21 Day 3: Small Group: Discuss children’s school routines with the At School Activity.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
	<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 week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.</p> <p>T2: W1: 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>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: 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 Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>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>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>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>Preschool Benchmarks 32.B.ECa Participate in discussions about finding alternative solutions to problems.</p>	<p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45 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 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>T2: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a Sorting Game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T4: W3: Literacy 44–45 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 Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p>

Illinois Early Learning and Development Standards	Scholastic PreK On My Way
<p>Learning Standard 32.C: Contribute to the well-being of one's school and community.</p>	<p>See for example:</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: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Introduce Yourself!: The 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>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>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>T6: W2: Literacy 30–31</p> <p>Day 2: Story Time: Extended Play: Follow the Leader.</p> <p>T8: W4: Language 62–63</p> <p>Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job.</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: <i>Which classroom job is your favorite? Write about it.</i></p> <p>T4: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says.</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules 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 the activity.</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Discuss responsibilities at home.</p>