

Missouri Early Learning Standards	Scholastic PreK On My Way
<p>Approaches to Learning</p> <p>I. Approaches to Learning</p> <p>A. Show Curiosity</p> <ol style="list-style-type: none"> 1. Express interest in people 2. Show interest in learning new things and trying new experiences 3. Ask questions <p>B. Take Initiative</p> <ol style="list-style-type: none"> 1. Initiate interaction with others 2. Make decisions independently 3. Develop independence during activities, routines and play <p>C. Exhibit Creativity</p> <ol style="list-style-type: none"> 1. Try new ways of doing things 2. Use imagination to generate a variety of ideas 3. Exhibit sense of humor <p>D. Show Confidence</p> <ol style="list-style-type: none"> 1. Express ideas and opinions 2. View self as competent and has a positive self-image <p>E. Display Persistence</p> <ol style="list-style-type: none"> 1. Sustain attention to a task or activity that is age-appropriate 2. Pursue challenges 3. Cope with frustration <p>F. Use Problem-Solving Skills</p> <ol style="list-style-type: none"> 1. Recognize problems 2. Try to solve problems 3. Work with others to solve problems 	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The Concept Question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the week’s concept and enable them to answer the Concept Question (Instructional Guide (IG) pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities), and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences—all connected to the week’s Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for independent centers each week and prompts for purposeful play conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>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>Approaches to Learning</p> <p>I. Approaches to Learning</p> <p>A. Show Curiosity</p> <p>1. Learners express interest in people. See for example: T1: W2: Language 30–31 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings. T1: W4: Math 60–61 Concept Question: How can we be a good friend to others? Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T1: W4: Language 56–57, 58–59 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. T5: W2: Math 30–31 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. T6: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity.</p> <p>2. Learners show interest in learning new things and trying new experiences. See for example: T1: W4: Language 56–57 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> T2: W1: Literacy 22–23 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: W4: Math 62–63 Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity. T6: W3: Literacy 48–49 Day 4: Small Group: Invite children to think of a new animal and draw a picture to show their creation. T8: W4: Language 58–59 Day 2: Circle Time: Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity. T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (imagine, practiced); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity.</p> <p>3. Learners ask questions. 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. T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p>

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	<p>T3: 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.</p> <p>T4: W1: Language 16–17 Day 2: Small Group: Ask and answer questions about animal families.</p> <p>T5: W4: Language 56–57 Day 1: Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Children ask and answer questions to express their opinion.</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>B. Take Initiative</p> <p>1. Learners initiate interaction with others. See for example: T2: W1: Literacy 16–17 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>T6: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during the Make a Ladybug Activity.</p> <p>T8: W1: Literacy 16–17 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>2. Learners make decisions independently. See for example: T1: W2: Math 34–35 Day 4: Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: Focus on Vocabulary (warm welcome, decided).</p> <p>T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books.</p> <p>T6: W1: Literacy 14–15 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i></p> <p>3. Learners develop independence during activities, routines, and play. See for example: T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children’s school routines with the At School Activity.</p> <p>T5: W1: Language 16–17 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>T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>C. Exhibit Creativity</p> <p>1. Learners try new ways of doing things. 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.</p>

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	<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.</p> <p>T6: W4: Language 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Introduce Vocabulary (ideas, compete); Small Group: Invite children to make forts out of wooden blocks and encourage them to try a different design for their fort in the What Can You Build? Activity. 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>2. Learners use imagination to generate a variety of ideas. See for example:</p> <p>T1: W1: Literacy 22-123 Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i></p> <p>T2: W2: Literacy 30–31 Day 2: Circle Time: Focus on Vocabulary (create, imagine).</p> <p>T2: W3: Math 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></p> <p>T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity.</p> <p>T3: W4: Language 58–59 Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></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>T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T7: W2: Math 28–29 Day 2: Circle Time: Share the Mind Builder Use Imagination; Focus on Vocabulary (imagine); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity.</p> <p>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>T8: W3: Language 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i> Day 3: Circle Time: Act It Out: Growing Up.</p> <p>T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (imagine, practiced); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity.</p> <p>3. Learners exhibit sense of humor. See for example:</p> <p>T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Language 32–33 Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown.</p> <p>T1: W3: Language 42–43 Day 1: Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i></p> <p>T5: W1: Literacy 16–17 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 Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p>

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	<p>D. Show Confidence</p> <p>1. Learners express ideas and opinions. See for example: T1: W2: Language 30–31 Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings. T6: W2: Language 30–31, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 48–49 Day 4: 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. T7: W2: Literacy 30–31 Day 2: Small Group: Children ask and answer questions to express their opinion about abilities. T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p> <p>2. Learners view themselves as competent and have a positive self-image. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i> T1: W1: Language 14–15, 16–17 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. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict). T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>E. Display Persistence</p> <p>1. Learners sustain attention to a task or activity that is age-appropriate. See for example: T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i> T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity. T4: W1: Literacy 16–17 Day 2: Small Group: Help children communicate with their peers as they persist in solving a sorting problem. T4: W3: Literacy 44–45 Day 2: Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</p> <p>2. Learners pursue challenges. See for example: T2: W1: Language 14–15 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>

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	<p>T2: W2: Language 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game.</p> <p>T2: W4: Math 62–63 Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity.</p> <p>T4: W4: Math 56–57 Day 1: Small Group: Challenge children to sort activity cards by category.</p> <p>T7: W1: Language 16–17 Day 2: 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>T8: W2: Literacy 30–31 Day 2: Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>3. Learners cope with frustration. See for example: T1: W2: Literacy 30–31 Concept Question: How do we talk about and manage our feelings? Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Vocabulary Focus (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity.</p> <p>T2: W1: Math 16–17 Day 2: Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity.</p> <p>F. Use Problem-Solving Skills</p> <p>1. Learners recognize problems. See for example: 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).</p> <p>2. Learners try to solve problems. See for example: T1: W3: Literacy 44–45 Day 2: Small Group: Playtime Problem Solving: Encourage partners to take turns using the sentence, “Please, may I have a turn?”</p> <p>T8: W4: Language 58–59 Day 2: Circle Time: Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity.</p> <p>3. Learners work with others to solve problems. See for example: T4: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p>Day 2: Small Group: Work together with the Playtime Problem Solving 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>T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: 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>

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<p>Social-Emotional Development</p> <p>I. Knowledge of Self</p> <p>A. Exhibit Self-Awareness</p> <ol style="list-style-type: none"> Show respect for self Develop personal preferences Know personal information <p>B. Develop Self-Control</p> <ol style="list-style-type: none"> Follow simple rules Accept transitions and follow daily routines Express feelings through appropriate gestures, action and language Adapt to different environments <p>C. Develop Personal Responsibility</p> <ol style="list-style-type: none"> Care for personal and group belongings Begin to accept the consequences of their own actions <p>II. Knowledge of Others</p> <p>A. Build Relationships of Mutual Trust and Respect with Others</p> <ol style="list-style-type: none"> Respect rights of others Seek comfort and security from significant adults Develop friendships Use courteous words and actions Respect similarities and differences among people <p>B. Work Cooperatively with Others</p> <ol style="list-style-type: none"> Participate successfully as a member of a group Share experiences and ideas with others Begin to examine a situation from another person's perspective Resolve conflicts with others 	<p>Social-Emotional Development</p> <p>I. Knowledge of Self</p> <p>A. Exhibit Self-Awareness</p> <p>1. Learners show respect for themselves. See for example: 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. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness.</p> <p>2. Learners develop personal preferences. See for example: T6: W1: Literacy 18–19 Day 3: Independent Centers: Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T6: W2: Math 28–29 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> 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> T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>3. Learners know personal information. See for example: T1: W1: Language 14–15 Day 1: Circle Time: 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. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.</p> <p>B. Develop Self-Control</p> <p>1. Learners follow simple rules. See for example: T2: W1: Literacy 20–21 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week's Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T5: W1: Language 16–17 Day 2: Small Group: Guide children to discover that there are a variety of rules that have to do with communication. 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: Circle Time: 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.</p>

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	<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>2. Learners accept transitions and follow daily routines. See for example: T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children’s school routines with the At School Activity. T2: W1: Math 14–15 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine. T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>3. Learners express feelings through appropriate gestures, action and language. 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: 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. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T5: W1: Literacy 16–17 Day 2: 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>4. Learners adapt to different environments. See for example: T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children’s school routines with the At School Activity. T2: W1: Math 14–15, 16–17, 22–23 Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine. T5: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. 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.</p>

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	<p>C. Develop Personal Responsibility</p> <p>1. Learners care for personal and group belongings. See for example: T2: W1: Literacy 20–21 Day 4: Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity.</p> <p>2. Learners begin to accept the consequences of their own actions. See for example: T4: W3: Math 44–45 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. T5: W1: Literacy 16–17 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>. T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>II. Knowledge of Others</p> <p>A. Build Relationships of Mutual Trust and Respect with Others</p> <p>1. Learners respect rights of others. See for example: T1: W3: Literacy 44–45 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game. T1: W4: Math 62–63 Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T2: W1: Literacy 16–17, 20–21 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>2. Learners seek comfort and security from significant adults. See for example: T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>. T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>3. Learners develop friendships. See for example: T1: W2: Math 30–31 Day 2: Small Group: Explore sharing with the Sharing Desert Friends Activity. T1: W4: Math 58–59, 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 2: Circle Time: Share the Mind Builder Manage Emotions; Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; Small Group: Model managing your emotions. Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p>

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	<p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T5: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>4. Learners use courteous words and actions.</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T1: W4: 62–63</p> <p>Day 4: Circle Time: Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (waiting); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice finding a friend to play together; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>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>T8: W1: Literacy 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>5. Learners respect similarities and differences among people.</p> <p>See for example:</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>T4: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category.</p> <p>Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences.</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.</p> <p>B. Work Cooperatively with Others</p> <p>1. Learners participate successfully as a member of a group.</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Work together with the Playtime Problem Solving Activity.</p>

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	<p>T3: W4: Math 58–59 Day 2: Circle Time: Share Mind Builder Work Together; 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>T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>T8: W2: Math 30–31 Day 2: Small Group: Have children work in pairs to create equal groups of ducklings using connecting cubes in the Ducks in a Row Activity.</p> <p>2. Learners share experiences and ideas with others. See for example: T2: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (idea, different). T5: W2: Literacy 30–31 Day 2: Small Group: Encourage children to talk and share ideas. T6: W4: Language 58–59 Day 2: Circle Time: Introduce Vocabulary (ideas, complete); Small Group: Invite children to make forts out of wooden blocks and encourage them to try a different design for their fort in the What Can You Build? Activity. T8: W4: Language 58–59 Day 2: Circle Time: Focus on Vocabulary (new idea, solve problems).</p> <p>3. Learners begin to examine a situation from another person’s perspective. See for example: 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. T7: W2: Literacy 30–31 Day 2: Small Group: Children ask and answer questions to express their opinion.</p> <p>4. Learners resolve conflicts with others. See for example: T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Small Group: Work together with the Playtime Problem Solving Activity. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T6: W1: Literacy 16–17 Day 2: Circle Time: Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

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<p>Language and Literacy</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <ol style="list-style-type: none"> 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length <p>II. Listening/Receptive Language</p> <p>A. Listen for Different Purposes</p> <ol style="list-style-type: none"> 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions <p>III. Written Language</p> <p>A. Use Writing as a Means of Expression/Communication</p> <ol style="list-style-type: none"> 1. Experiment with writing tools and materials 2. Use scribbles, shapes, pictures, letter-like forms and letters to write 3. Tell others about marks and intended meaning of drawing or writing 4. Use a variety of resources to facilitate writing <p>IV. Knowledge of Print and Books</p> <p>A. Apply Early Reading Skills</p> <ol style="list-style-type: none"> 1. Show an interest in reading and books 2. Exhibit book handling skills 3. Recognize that print represents spoken words 4. Develop a sense of story 5. Read environmental print and symbols 6. Identify some alphabet letters 	<p>Language and Literacy</p> <p>I. Spoken/Expressive Language</p> <p>A. Use Language to Communicate</p> <p>1. Learners use their bodies to communicate. See for example: T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes that you suggest. T1: W2: Math 36–37 Day 5: Circle Time: Act It Out. T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T5: W1: Language 22–23 Day 5: Circle Time: Act It Out: Body Parts. T5: W4: Language 64–65 Day 5: Circle Time: 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.</p> <p>2. Learners initiate and respond appropriately in conversation and discussions. See for example: T1: W3: Language 44–45 Day 2: Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. T2: W1: Literacy 18–19 Day 3: Small Group: Discuss children’s school routines with the At School Activity. T2: W2: Math 30–31 Day 2: Small Group: Discuss rectangles with the Rectangle or Not? Activity. T3: W2: Language 32–33 Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity. T4: W1: Literacy 16–17 Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment. 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. T7: W1: Literacy 20–21 Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job. T7: W2: Literacy 30–31 Day 2: Circle Time: Focus on Vocabulary (conversation, share); Story Time: Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion of abilities. T8: W1: Literacy 18–19 Day 3: Circle Time: Discuss responsibilities at home.</p>

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<p>V. Sounds of Language (Phonological Awareness)</p> <p>A. Attend to Sounds of Language</p> <ol style="list-style-type: none"> 1. Repeat rhymes, simple songs, poems and finger plays 2. Participate in word games 3. Discriminate some sounds in words 	<p>Act It Out is one of the small-group activities provided throughout the program to provide support for oral language and vocabulary development, as well as math skills. Children act out specific stories, characters, or events to explore, create, and connect.</p> <p>3. Learners use language to pretend or create. See for example:</p> <p>T1: W1: Language 15–16 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes that you suggest.</p> <p>T1: W2: Math 36–37 Day 5: Circle Time: Act It Out.</p> <p>T2: W2: Math 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>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.</p> <p>T3: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T4: W1: Math 16–17 Day 2: 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>T5: W1: Language 22–23 Day 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65 Day 5: Circle Time: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out.</p> <p>T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself.</p> <p>T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>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> <p>T8: W3: Literacy 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It’s metamorphosis time!</i></p> <p>4. Learners use sentences of varying length. See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: Small Group: Encourage partners to take turns using the sentence, <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p> <p>T2: W1: Language 20–21 Day 4: Small Group: Encourage children to use complete sentences in their conversation and responses.</p> <p>T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p>

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	<p>II. Listening/Receptive Language</p> <p>A. Listen for Different Purposes</p> <p>1. Learners listen to others. See for example: T1: W2: Math 32–33 Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i> T2: W3: Literacy 44–45 Day 2: Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i> 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. T4: W1: Literacy 16–17 Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> T6: W2: Math 36–37 Day 5: Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T6: W4: Language 60–61 Day 3: Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> T8: W3: Math 44–45, 50–51 Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i> Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>2. Learners listen to sounds in the environment. See for example: T3: W1: Language 18–19, 20–21, 22–23 Day 3: Circle Time: Play Simon Says, focusing on the senses; Small Group: Identify things with the Our Fabulous Five Senses Activity. Day 4: Circle Time: What Do We Use To ...?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i> Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i> T6: W2: Language 28–29, 30–31, 32–33, 36–37 Day 1: Independent Centers: Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i> Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?</i> Day 5: Story Time: Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i> T6: W2: Literacy 32–33 Day 3: Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</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></p> <p>3. Learners follow simple directions. See for example: T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T5: W2: 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: Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity. T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions.</p>

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	<p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text. In small groups, students are prompted to respond to the read-aloud through writing, drawing, or storytelling.</p> <p>Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction and then reads aloud the book, pausing to ask open-ended questions along the way to encourage conversation about the book. Throughout the program, prompts for interactive read-alouds, purposeful play conversation starters, and Chat Bands and Chat Charts encourage continued conversation around target concepts (IG pp. 12, 15).</p> <p>Three times per week, Story Time is structured to follow the research-based model in <i>Developing Talkers</i>. 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>4. Learners listen responsively to books and stories.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>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.</p> <p>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.</p> <p>T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p> <p>T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</p> <p>T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.</p> <p>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></p> <p>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>5. Learners respond to questions. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Small Group: Ask and answer questions about animal families. T5: W2: Language 30–31, 32–33 Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T5: 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. T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); 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: 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. 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.</p> <p>III. Written Language</p> <p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>A. Use Writing as a Means of Expression/Communication</p> <p>1. Learners experiment with writing tools and materials. See for example: T1: W2: Math 34–35 Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; 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: 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. T8: W2: Literacy 30–31, 32–33 Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i></p>

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	<p>2. Learners use scribbles, shapes, pictures, letter-like forms and letters to write. See for example: 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. 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>3. Learners tell others about marks and intended meaning of drawing or writing. See for example: T1: W2: Math 34–35 Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i> 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: 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>4. Learners use a variety of resources to facilitate writing. See for example: T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> 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: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i> T8: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?;</i> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> T8: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 46–47 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>IV. Knowledge of Print and Books</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>A. Apply Early Reading Skills</p> <p>1. Learners show an interest in reading and books. See for example: T1: W4: Language 56–57 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></p>

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	<p>T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books.</p> <p>T3: W4: Language 56–57 Day 1: Story Time: Enjoy reading <i>Push and Pull</i>.</p> <p>T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books.</p> <p>T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.</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>2. Learners exhibit book handling skills. See for example:</p> <p>T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to talk about the book they chose.</p> <p>T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>3. Learners recognize that print represents spoken words. See for example:</p> <p>T1: W3: Literacy 44–45 Day 2: Small Group: Encourage partners to take turns using the sentence, <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p> <p>T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T3: 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 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p> <p>4. Learners develop a sense of story. See for example:</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>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.</p> <p>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.</p> <p>T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p>

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	<p>T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension 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); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions.</p> <p>T8: W1: Language 14–15 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>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></p> <p>T8: W3: Language 42–43 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i></p> <p>5. Learners read environmental print and symbols. See for example:</p> <p>T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name.</p> <p>T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i></p> <p>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>6. Learners identify some alphabet letters. See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>T1: W2: Literacy 28–29 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name.</p> <p>T1: W3: Literacy 42–43 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. 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>

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	<p>T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>.</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>V. Sounds of Language (Phonological Awareness)</p> <p>A. Attend to Sounds of Language</p> <p>1. Learners repeat rhymes, simple songs, poems and finger plays. See for example:</p> <p>T1: W1: Literacy 14–15 Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>T1: W2: Literacy 28–29 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>T2: W4: Literacy 60–61, 62–63 Day 3: Circle Time: Identify Rhymes. Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity.</p> <p>T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity.</p> <p>T5: W3: Literacy 46–47 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 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness. Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W4: Literacy 56–57 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 Day 1: Circle Time: Engage children with song and rhymes.</p> <p>2. Learners participate in word games. See for example:</p> <p>T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W2: Literacy 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p> <p>T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p> <p>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.</p>

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	<p>T8: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.</p> <p>Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i></p> <p>Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i></p> <p>Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p> <p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>3. Learners discriminate some sounds in words.</p> <p>See for example:</p> <p>T5: W2: Literacy 32–33</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>T5: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx</i>.</p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Ss, Ff</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Talk about the alphabet (letters <i>Nn, li, Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn,</i> and <i>li</i>; Show children how to make an insect for the letter <i>l</i> and identify the letters <i>i, n,</i> and <i>c</i> in the word <i>insect</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>T7: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb</i>.</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i></p> <p>T8: W2: Literacy 28–29</p> <p>Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.</p>

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<p>Mathematics</p> <p>I. Number and Operations</p> <p>A. Develop Number Sense</p> <ol style="list-style-type: none"> Show interest and understanding in counting Explores quantity <p>B. Develop Numerical Representation</p> <ol style="list-style-type: none"> Identify numerals in everyday situations Use drawings to represent number Write some numerals <p>II. Geometry and Spatial Sense</p> <p>A. Investigate Positions and Locations</p> <ol style="list-style-type: none"> Take objects apart and puts them together Use actions and words to indicate position and location Use actions and words to indicate movement and orientation <p>B. Explore Shapes</p> <ol style="list-style-type: none"> Investigate and talk about the characteristics of shapes Identify and name some shapes Create and duplicate three-dimensional and two-dimensional shapes <p>III. Patterns and Relationships (Algebra)</p> <p>A. Develop an Awareness of Patterns</p> <ol style="list-style-type: none"> Recognize patterns and relationships Duplicate and extend patterns Create patterns <p>IV. Measurement</p> <p>A. Use Measurement</p> <ol style="list-style-type: none"> Explore ways to measure Measure using objects Compare objects using measurable features Use language to describe measurement 	<p>Mathematics</p> <p>Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities (IG p. 33).</p> <p>I. Number and Operations</p> <p>A. Develop Number Sense</p> <p>1. Learners show interest and understanding in counting. See for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i> Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i> Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity. Day 4: Small Group: Practice counting with the Behind the Curtain Activity. T1: W3: Math 42–43, 44–45, 48–49 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. Day 2: Small Group: Practice subitizing with the Memory Cards Activity. Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity. T1: W4: Math 56–57, 58–59, 60–61, 62–63 Day 1: Small Group: Practice counting with the Tomato Harvest Activity. Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity. Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity. Day 4: Small Group: Practice counting with the Build a Superhero Activity. T3: W1: Math 14–15, 16–17 Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity. 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 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 Day 2: Small Group: Count cubes using one-to-one correspondence. T7: W1: Math 14–15, 16–17 Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; 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 Day 1: Small Group: Have children place and count connecting cubes in a five-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. T8: W2: Math 28–29, 30–31, 34–35 Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity. Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of ducklings using connecting cubes in the Ducks in a Row Activity. Day 4: Small Group: Have children move counters across a “finish line” and tell how many are on each side. Guide children to see that the order in which the “racers” finish the line does not affect the total count.</p>

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<p>V. Data</p> <p>A. Explore Data</p> <ol style="list-style-type: none"> 1. Collect and organize information 2. Displays information (charts and graphs) 	<p>T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p> <p>Day 2: Small Group: Have children count a certain number of connecting cubes from a group of 10.</p> <p>Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p> <p>2. Learners explore quantity.</p> <p>See for example:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity.</p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count connecting cubes in a five-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually.</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</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 ducklings using connecting cubes in the Ducks in a Row Activity.</p> <p>B. Develop Numerical Representation</p> <p>1. Learners identify numerals in everyday situations.</p> <p>See for example:</p> <p>T1: W1: Math 14–15</p> <p>Day 1: Circle Time: Build Math Background; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i></p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T3: W1: Math 20–21</p> <p>Day 4: Small Group: Develop number names with the Number Match Activity.</p> <p>T3: W3: Math 44–45</p> <p>Day 2: Story Time: Read closely to think symbolically about the text and about numbers.</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>T8: W4: Math 58–59</p> <p>Day 2: Independent Centers: Math and Science Center: <i>Find the number that shows how old you are.</i></p> <p>2. Learners use drawings to represent number.</p> <p>See for example:</p> <p>T2: W2: Math 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>T3: W3: Math 44–45</p> <p>Day 2: Story Time: Read closely to think symbolically about the text and about numbers.</p>

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	<p>3. Learners write some numerals. 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> T1: W1: Math 14–15 Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers: Purposeful Play related to <i>I Know Numbers!</i></p> <p>II. Geometry and Spatial Sense</p> <p>A. Investigate Positions and Locations</p> <p>1. Learners take objects apart and put them together. See for example: T1: W1: Literacy 20–21 Day 4: Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i> T3: W1: Math 18–19 Day 3: Independent Centers: Math and Science Center: <i>Arrange connecting cubes in a row. Which are first, second, and last?</i> T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>2. Learners use actions and words to indicate position and location. See for example: T4: W3: Math 46–47 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. T5: W4: Math 56–57 Day 1: Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (near); Small Group: Discuss the relative location of objects around the room. T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>3. Learners use actions and words to indicate movement and orientation. See for example: T3: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements Activity. T3: W4: Language 58–59 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. T5: W1: Math 16–17 Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>B. Explore Shapes</p> <p>1. Learners investigate and talk about the characteristics of shapes. See for example: T2: W2: Math 28–29, 32–33 Day 1: Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity. T2: W3: Math 44–45 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.</p> <p>2. Learners identify and name some shapes. See for example: T2: W2: Math 28–29, 32–33 Day 1: Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity. Day 3: Circle Time: Share Math Strategy: Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.</p>

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	<p>T6: W3: Math 42–43 Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>3. Learners create and duplicate three-dimensional and two-dimensional shapes. See for example:</p> <p>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></p> <p>T2: W2: Math 30–31, 32–33 Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book; Small Group: Discuss rectangles with the Rectangle or Not? Activity. Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes.</p> <p>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.</p> <p>T6: W3: Math 44–45, 46–47 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.</p> <p>T7: W4: Math 56–57, 60–61, 62–63 Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity. Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity. Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>III. Patterns and Relationships (Algebra) Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities (IG p. 33).</p> <p>A. Develop an Awareness of Patterns</p> <p>1. Learners recognize patterns and relationships. See for example:</p> <p>T1: W1: Math 20–21 Day 4: Independent Centers: Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i></p> <p>T1: W3: Math 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity. Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity. Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W2: Math 30–31 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: W3: Language 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 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.</p>

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	<p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W4: Math 64–65 Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W1: Literacy 16–17 Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p>T4: W4: Math 56–57 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category.</p> <p>T6: W1: Math 22–23 Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>2. Learners duplicate and extend patterns. See for example: T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity. Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity. Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W2: Math 30–31 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>T4: W1: Literacy 16–17 Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p>T4: W4: Math 56–57 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category.</p> <p>T6: W1: Math 22–23 Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>3. Learners create patterns. See for example: T2: W4: Math 58–59, 62–63, 64–65 Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity. Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity. Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T3: W2: Math 30–31 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>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 ducklings using connecting cubes in the Ducks in a Row Activity.</p>

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	<p>IV. Measurement</p> <p>A. Use Measurement</p> <p>1. Learners explore ways to measure.</p> <p>See for example:</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></p> <p>T1: W3: Math 46–47 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>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.</p> <p>T2: W3: Math 44–45, 46–47 Day 2: 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></p> <p>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; 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). Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 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 language background (measuring). 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 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. Day 4: Circle Time: Talk About Measuring; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>. Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T4: W2: Math 32–33 Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23 Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size. Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement. Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65 Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement. Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud. Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47 Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p>

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	<p>2. Learners measure using objects. See for example: T3: W3: Math 42–43, 44–45, 46–47, 50–51 Concept Question: How do we measure how big, how much, or how many? Day 1: Circle Time: 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; Small Group: Measure the height of each child using the chart and discuss sizes. Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i> T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: How do we measure how big, how much, or how many? Day 1: Circle Time: Build language background (measuring); Biggest/Smallest 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; Small Group: Sort picture cards into heavy and light categories. Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i> T3: W3: Literacy 46–47, 48–49 Concept Question: How do we measure how big, how much, or how many? 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); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity. T6: W1: Math 14–15 Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size. T7: W3: Math 46–47 Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement. T8: W3: Math 42–43 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.</p> <p>3. Learners compare objects using measurable features. 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?</i> T2: W3: Math 44–45, 46–47 Day 2: Small Group: Guide children to compare the height, length, or weight of two objects. T3: W3: Math 46–47, 48–49 Concept Question: How do we measure how big, how much, or how many? Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than). 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>

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	<p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let's Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T7: W3: Math 48–49</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.</p> <p>4. Learners use language to describe measurement.</p> <p>See for example:</p> <p>T1: W3: Math 50–51</p> <p>Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W3: Math 42–43</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>T2: W3: Math 44–45, 46–47</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; 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, 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 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light).</p> <p>Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build language background (measuring).</p> <p>Day 2: 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: Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler.</p> <p>Day 4: Circle Time: Talk About Measuring; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>.</p> <p>Day 5: Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T6: W1: Math 18–19, 22–23</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: 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</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p>

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	<p>V. Data</p> <p>A. Explore Data</p> <p>1. Learners collect and organize information. See for example: 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. T3: W3: Math 46–47, 48–49 Day 3: Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>2. Learners display information (charts and graphs). See for example: T3: W3: Math 46–47, 48–49 Day 3: Small Group: Measure the height of each child using the chart and discuss sizes. T8: W3: Math 42–43 Day 1: 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>Science</p> <p>I. Physical Science</p> <p>A. Explore, Investigate and Solve Problems of the Physical World</p> <ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results <p>II. Life Science</p> <p>A. Explore, Investigate and Solve Problems of Living Things</p> <ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results <p>III. Earth Science</p> <p>A. Explore, Investigate and Solve Problems of the Earth and Sky</p> <ol style="list-style-type: none"> 1. Ask questions 2. Make predictions based on experiences 3. Experiment 4. Reflect on results 	<p>Science</p> <p>I. Physical Science</p> <p>A. Explore, Investigate and Solve Problems of the Physical World</p> <p>1. Learners ask questions. See for example: T3: W4: Literacy 58–59 Day 2: Circle Time: Show curiosity and focus on vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity. 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> T5: W1: Math 16–17 Day 2: Circle Time: Focus on Vocabulary (work).</p> <p>2. Learners make predictions based on experiences. See for example: T3: W4: Language 64–65 Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i> T3: W4: 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> T3: W4: Literacy 56–57 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> 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. T6: W2: Language 32–33 Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?</i> T6: W2: Literacy 32–33 Day 3: Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i></p> <p>3. Learners experiment. See for example: T3: W4: Language 56–57, 58–59 Day 1: Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: 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. T3: W4: Literacy 58–59, 60–61, 62–63, 64–65 Day 2: Story Time: Extended Play: Ping-Pong Balls. Day 3: Circle Time: Practice the concept of push and pull. Day 4: Circle Time: Talk About Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend Pulling. Day 5: Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i></p>

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	<p>T6: W2: Language 28–29, 36–37 Day 1: Independent Centers: Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i> Day 5: Story Time: Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T8: W1: Math 22–23 Day 1: Independent Centers: Creativity Stations: <i>Design your own window. How much light will it let into the room?</i></p> <p>4. Learners reflect on results. See for example: T3: W4: Literacy 60–61, 64–65 Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> Day 5: Story Time: Guiding Question: <i>What does Oscar learn about moving and rolling?</i></p> <p>II. Life Science</p> <p>A. Explore, Investigate and Solve Problems of Living Things</p> <p>1. Learners ask questions. See for example: T4: W1: Literacy 14–15, 18–19, 20–21 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> 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. Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Imitate chicks.</p> <p>T4: W1: Language 14–15, 16–17, 20–21, 22–23 Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i> Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families. Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal. Day 5: Circle Time: Be an Animal Family!</p> <p>T4: W3: Literacy 42–43, 46–47 Day 1: Story Time: Enjoy reading <i>A House in the Sky</i>; Guiding Question: <i>What are some places where animals can live?</i> Day 3: Circle Time: Build Science Background; Story Time: Guiding Question: <i>Why are different homes good for different animals?</i>; Small Group: Identify animal homes in the Animals' Homes Activity.</p> <p>T4: W1: Math 14–15, 18–19 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> Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>T4: W4: Math 64–65 Day 5: Story Time: Revisit the big book and ask, <i>What are some animal features that you also have?</i></p> <p>T5: W2: Language 32–33 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>T7: W3: Literacy 42–43 Day 1: Story Time: <i>In what surprising places can you plant an anywhere farm?</i></p> <p>T7: W3: Language 42–43 Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i> Small Group: Talk about organisms with the Living or Nonliving? Activity.</p>

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	<p>2. Learners make predictions based on experiences. See for example: T3: W2: Math 32–33 Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> <p>T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23 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; Story Time: Extended Play: Guess the Animal. Day 5: Circle Time: Be an Animal Family!</p> <p>T4: W1: Math 20–21 Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the Animal.</p> <p>T7: W2: Math 32–33 Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>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>3. Learners experiment. See for example: T4: W1: Literacy 16–17 Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment.</p> <p>T4: W1: Math 14–15, 16–17 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms.</p> <p>T4: W3: Language 42–43 Day 1: Small Group: Challenge children to identify the life stages of different organisms and place them in order in the Life Cycle Activity.</p> <p>T4: W4: Math 56–57 Day 1: Small Group: Matching Animal Features Activity.</p> <p>T7: W3: Language 42–43, 44–45 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> Day 2: Small Group: Challenge students to connect pictures to the stages in a plant’s life cycle.</p> <p>T7: W3: Language 44–45 Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles.</p> <p>T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving things.</p> <p>4. Learners reflect on results. See for example: T3: W1: Literacy 22–23 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>T4: W1: Literacy 22–23 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 16–17, 22–23 Day 2: Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i> Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family.</i></p> <p>T4: W1: Language 22–23 Day 5: Circle Time: Be an Animal Family!</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>

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	<p>T4: W3: Language 50–51 Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T5: W1: Literacy 18–19 Day 2: Story Time: <i>We all begin as babies, small and happy in our skin! What is one way your skin makes YOU happy? What are the children showing us that their skin can do? What do you think it means when they say, “keeps the outside out and your insides in”?</i></p> <p>T7: W3: Language 46–47, 48–49, 50–51 Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity. Day 4: Circle Time: Sing About Plant Parts. Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p> <p>T8: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i>; Writer’s Corner: <i>Can you write a story about a caterpillar changing into a butterfly?</i> Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It’s metamorphosis time!</i> Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> Day 4: Story Time: Concept Question: <i>How have we changed?</i> 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 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>III. Earth Science</p> <p>A. Explore, Investigate and Solve Problems of the Earth and Sky</p> <p>1. Learners ask questions. See for example:</p> <p>T3: W2: Language 28–29, 32–33, 34–35 Day 1: Story Time: Enjoy reading <i>Cloudette</i>; Small Group: Explore different types of weather with the What’s the Weather? Activity. Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W2: Literacy 28–29, 30–31, 32–33 Day 1: Story Time: Enjoy reading <i>Weather</i>. Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious. Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds</p> <p>T3: W2: Math 30–31, 32–33 Day 2: Story Time: Extended Play: Cold Weather. Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> <p>T4: W4: Language 64-465 Day 5: Circle Time: Focus on Vocabulary (ocean, river).</p> <p>T6: W2: Language 28–29 Day 1: Circle Time: Focus on Vocabulary (stream).</p> <p>T7: W1: Language 14–15, 18–19, 20–21 Day 1: Story Time: Enjoy reading <i>Happy Birthday, Moon</i>. Day 3: Story Time: Guiding Question: <i>How is the moon in the story like the real moon?</i> Day 4: Circle Time: Talk About Our Earth; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night.</p>

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	<p>T7: W1: Math 14–15, 20–21 Day 1: Story Time: Enjoy reading <i>Twenty Yawns</i>. Day 4: Circle Time: Talk About Day and Night; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night.</p> <p>T7: W1: Literacy 14–15, 18–19, 20–21, 22–23 Day 1: Circle Time: Sing About Stars; Story Time: Enjoy reading <i>Rabbit Moon</i>. Day 3: Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (journey); Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases. Day 4: Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (mountain, country); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night; Small Group: Talk about what clouds look like in the Daytime Sky Activity. Day 5: Story Time: Guiding Question: <i>What might we see in the sky at night?</i></p> <p>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>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35 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.</p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35 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. 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.</p> <p>2. Learners make predictions based on experiences. See for example:</p> <p>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></p> <p>T3: W2: Literacy 30–31, 32–33 Day 2: Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity. Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity.</p> <p>T3: W2: Math 34–35, 36–37 Day 4: Circle Time: All Kinds of Weather; Fun in Any Weather; Focus on Vocabulary (snowy, windy); Story Time: <i>Big Chart of Big Ideas: What’s the Weather?</i>; Small Group: Explore weather. Day 5: Circle Time: Connect to Science; Story Time: Guiding Question: <i>How does the cold weather affect the boy or the animals?</i></p> <p>T3: W4: Literacy 60–61 Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study, such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials.</p>

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	<p>T7: W1: Math 20–21 Day 4: Small Group: Practice categorizing with the Day or Night? Activity.</p> <p>T7: W1: Literacy 20–21 Day 4: Small Group: Talk about what clouds look like in the Daytime Sky Activity.</p> <p>T7: W2: Literacy 36–37 Day 4: Small Group: Describe the seasons with the Picture Sort Activity.</p> <p>T7: W4: Language 56–57 Day 1: Small Group: Ask children to look at pictures of water and say whether the water is a lake, a river, a cloud, rain, or dew. Invite children to think of other places where they could find water and say what they know about it.</p> <p>3. Learners experiment. See for example:</p> <p>T3: W2: Language 28–29, 34–35 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity.</p> <p>T3: W2: Literacy 30–31 Day 2: Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity.</p> <p>T7: W2: Language 30–31 Day 2: Small Group: Explore different seasons.</p> <p>T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>4. Learners reflect on results. See for example:</p> <p>T3: W2: Literacy 32–33, 34–35 Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds. Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book. Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 36–37 Day 5: Act It Out: Seasons.</p> <p>T7: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Write some things you know about day and night.</i></p> <p>T7: W2: Literacy 36–37 Day 5: Circle Time: Be a weather reporter!</p> <p>T7: W4: Language 58–59, 60–61, 62–63 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> 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>

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<p>Physical Development</p> <p>I. Physical Development and Coordination</p> <p>A. Use Gross Motor Skills with Purpose and Coordination</p> <ol style="list-style-type: none"> Control body movements Use large muscle movements to manipulate objects Move from one point to another <p>B. Use Fine Motor Skills with Purpose and Coordination</p> <ol style="list-style-type: none"> Use fingers and hands to accomplish fine motor tasks Use tools in a functional manner Exhibit coordination of facial muscles <p>C. Respond to Sensory Input to Function in the Environment</p> <ol style="list-style-type: none"> Exhibit sensory awareness Exhibit body awareness Exhibit spatial awareness Exhibit temporal awareness <p>II. Health</p> <p>A. Practice Healthy Behaviors</p> <ol style="list-style-type: none"> Show independence in personal care routines Participate in daily physical activity Exhibit body strength and endurance <p>III. Safety</p> <p>A. Practice Safe Behaviors</p> <ol style="list-style-type: none"> Know and follow safety rules Recognize personal danger Know how and when to seek help from others 	<p>Physical Development</p> <p>I. Physical Development and Coordination</p> <p>PreK On My Way includes many opportunities for music and movement within your instructional practice.</p> <p>Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud.</p> <p>A. Use Gross Motor Skills with Purpose and Coordination</p> <p>1. Learners control body movements.</p> <p>See for example:</p> <p>T1: W1: Math 18–19</p> <p>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.</p> <p>T1: W1: Literacy 16–17</p> <p>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.</p> <p>T3: W1: Math 18–19</p> <p>Day 3: Circle Time: Build Math Background: Review ordinal terms; Three Movements Activity.</p> <p>T4: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Move Like a Pet.</p> <p>T4: W4: Literacy 62–63</p> <p>Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant <i>Flap, flap, let's be eagles,</i> or <i>Waddle, waddle, let's be ducks,</i> or <i>Jump, jump, let's be cats.</i></p> <p>T5: W1: Math 16–17</p> <p>Day 2: Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T6: W2: Language 28–29, 32–33</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>2. Learners use large muscle movements to manipulate objects.</p> <p>See for example:</p> <p>T3: W4: Language 58–59, 62–63</p> <p>Day 2: Story Time: Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity.</p> <p>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.</p> <p>T8: W2: Language 34–35</p> <p>Day 4: 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>3. Learners move from one point to another.</p> <p>See for example:</p> <p>T3: W4: Language 60–61</p> <p>Day 3: Small Group: Review movement of objects and people in the Fast or Slow Activity.</p> <p>T4: W4: Literacy 62–63</p> <p>Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant <i>Flap, flap, let's be eagles,</i> or <i>Waddle, waddle, let's be ducks,</i> or <i>Jump, jump, let's be cats.</i></p> <p>T6: W2: Language 28–29, 32–33</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p>

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	<p>B. Use Fine Motor Skills with Purpose and Coordination</p> <p>As part of following classroom routines, children must learn to transition from one activity to another. PreK On My Way encourages teachers to teach classroom management routines to help children transition and focus in different circumstances. See Transitions Songs (IG p. 81). The Teacher Hub also includes a collection of engaging songs and fingerplays to use during transitions, etc.</p> <p>1. Learners use fingers and hands to accomplish fine motor tasks. See for example: T1: W3: Language 50–51 Day 5: Circle Time: Family Fingerplay. 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: 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> 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: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i> T8: W3: Language 42–43 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>2. Learners use tools in a functional manner. See for example: 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?; Small Group: Compare weights with the Filling Cups Activity; Independent Centers: Writer’s Corner: <i>Can you write about something that is very heavy and hard to pick up?</i> T3: W4: 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. T6: W3: Language 46–47 Day 3: Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>3. Learners exhibit coordination of facial muscles. See for example: T1: W2: Language 30–31, 32–33 Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings. Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?;</i> Small Group: Invite children to explore different emotions and describe how they feel. T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad’s First Day</i>. T5: W2: Math 30–31 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>

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	<p>T8: W4: Literacy 60–61 Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from the story using their bodies, but no words.</p> <p>C. Respond to Sensory Input to Function in the Environment</p> <p>1. Learners exhibit sensory awareness. See for example: T2: W2: Language 30–31 Day 2: Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity. T2: 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: W2: Math 30–31, 34–35 Day 2: Story Time: Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book. 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. T3: W1: Language 14–15, 18–19, 20–21, 22–23 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you 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 Activity. Day 4: Circle Time: What Do We Use To ...?; Focus on Vocabulary (taste, smell); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity. Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?;</i> Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i> T3: W1: Literacy 20–21, 22–23 Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste). 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>2. Learners exhibit body awareness. See for example: T4: W2: Literacy 34–35 Day 4: Circle Time: Talk About Pets; Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Language 14–15, 16–17, 20–21 Day 1: Small Group: Challenge children to use picture cards to classify pictures as body parts or not body parts. Day 2: Independent Centers: 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. 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>3. Learners exhibit spatial awareness. See for example: 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. T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>4. Learners exhibit temporal awareness. See for example: T3: W3: Language 50–51 Day 5: Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p>

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	<p>T7: W1: Literacy 18–19, 20–21, 22–23 Day 3: Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (journey); Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases. Day 4: Circle Time: Talk About Daytime and Nighttime; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night; Small Group: Talk about what clouds look like in the Daytime Sky Activity. Day 5: Story Time: Guiding Question: <i>What might we see in the sky at night?</i>; Small Group: Independent Response Prompt: <i>Write some things you know about day and night.</i></p> <p>T7: W1: Math 14–15, 20–21, 22–23 Day 1: Story Time: Enjoy reading <i>Twenty Yawns</i>. Day 4: Circle Time: Talk About Day and Night; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night; Small Group: Practice categorizing with the Day or Night? Activity. Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W1: Language 20–21 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night.</p> <p>II. Health</p> <p>A. Practice Healthy Behaviors</p> <p>1. Learners show independence in personal care routines. See for example: T5: W3: Language 46–47, 48–49 Day 3: Small Group: Explore how germs spread with the Don’t Spread It! Activity. Day 4: Circle Time: Talk about Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity. T5: W3: Literacy 46–47 Day 3: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing. T5: W3: Math 46–47, 48–49 Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i> Day 4: Independent Centers: Writer’s Corner: <i>Can you write about the order in which you wash your hands?</i> T7: W1: Literacy 20–21 Day 4: Small Group: Pretend to wash your hands while counting to 20.</p> <p>2. Learners participate in daily physical activity. See for example: T1: W3: Language 49–50 Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk.</i> T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T3: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> 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> T4: W2: Literacy 34–35 Day 4: Circle Time: Talk About Pets; Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Language 14–15, 16–17, 22–23 Day 1: Circle Time: Build science background by asking, <i>What body parts help us move?</i>; Sing About Our Bodies; Story Time: Enjoy reading <i>My Body</i>. Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?;</i> Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?;</i> Library and Listening Center: <i>What body parts help you jump?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p>

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	<p>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>T5: W4: Language 64–65 Day 5: Independent Centers: Writer’s Corner: <i>Write a story that tells about a way to stay healthy.</i></p> <p>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>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>3. Learners exhibit body strength and endurance. See for example:</p> <p>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.</p> <p>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.</p> <p>T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy.</p> <p>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 <i>Flap, flap, let’s be eagles,</i> or <i>Waddle, waddle, let’s be ducks,</i> or <i>Jump, jump, let’s be cats.</i></p> <p>III. Safety</p> <p>A. Practice Safe Behaviors</p> <p>1. Learners know and follow safety rules. See for example:</p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65 Guiding Question: What are some ways to stay safe in your home? Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Circle Time: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe 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></p> <p>T6: W4: Literacy 61 Day 3: Independent Centers: Writer’s Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p>

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	<p>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>2. Learners recognize personal danger. See for example: T5: W4: Literacy 64–65 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> 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> T6: W4: Literacy 61 Day 3: Independent Centers: Writer’s Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p>3. Learners know how and when to seek help from others. See for example: T1: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin discussion about noticing how someone else feels and if they need help; Focus on Vocabulary (please, excuse me). T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad’s First Day</i>. 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: W3: Math 48–49 Day 4: Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i> T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p>

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<p>Expressive Arts</p> <p>I. Music and Movement</p> <p>A. Show Interest in Music and Movement</p> <ol style="list-style-type: none"> 1. Use body to move to music and express self 2. Use music and movement to express concepts, ideas or feelings <p>II. Visual Arts</p> <p>A. Show Interest in Visual Arts</p> <ol style="list-style-type: none"> 1. Explore and experiment with a range of media through sensory exploration 2. Use a range of materials to create pictures or three-dimensional objects 3. Use creative art to express thoughts, feelings and experiences <p>III. Drama</p> <p>A. Show Interest in Dramatic Arts</p> <ol style="list-style-type: none"> 1. Express self through physical action and sound 2. Begin to use representation to communicate 3. Begin to pretend play 4. Use creativity and imagination to assume roles in dramatic play 	<p>Expressive Arts</p> <p>I. Music and Movement</p> <p>A. Show Interest in Music and Movement</p> <p>1. Learners use their bodies to move to music and express themselves. See for example: T5: W1: Math 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (<i>rhythm, pattern</i>). Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns. T6: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance;</i> Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31, 32–33 Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?</i> T8: W3: Literacy 44–45 Day 2: Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p> <p>2. Learners use music and movement to express concepts, ideas or feelings. See for example: T1: W2: Math 34–35 Day 4: Circle Time: Dance Your Feelings. T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T6: W2: Language 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance;</i> Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 34–35, 36–37 Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?;</i> Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>II. Visual Arts</p> <p>A. Show Interest in Visual Arts</p> <p>1. Learners explore and experiment with a range of media through sensory exploration. 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. T2: W2: Math 30–31 Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p>

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	<p>T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer’s Corner: <i>What shapes could you draw?</i></p> <p>T3: W3: Language 50–51 Day 5: Small group: Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>T3: W4: Literacy 60–61 Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T6: W2: Language 34–35 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a musical instrument.</i></p> <p>T6: W2: Math 32–33, 34–35, 36–37 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></p> <p>T6: W3: Math 48–49 Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity.</p> <p>T6: W3: Literacy 48–49 Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i> Day 2: Small Group: Help children describe pride as shown by people in picture cards and guide children to make up and tell a story about the events pictured. Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i> Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W3: Math 48–49 Day 2: Small Group: Create origami with the Make a Ladybug Activity.</p> <p>T7: W2: Literacy 34–35, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> Day 4: Small Group: Describe the seasons with the Picture Sort Activity.</p> <p>T7: W2: Math 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Literacy 30–31, 32–33 Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i></p> <p>T8: W3: Literacy 42–43 Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>2. Learners use a range of materials to create pictures or three-dimensional objects. 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></p>

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	<p>T2: W2: Math 32–33 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>T2: W3: Math 42–43 Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W2: Language 29–30 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>T6: W2: Language 32–33 Day 3: Independent Centers: Math and Science Center: <i>What instrument is louder than the others?;</i> Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>T6: W2: Literacy 32–33 Day 3: Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?;</i> Math and Science Center: <i>Why do these instruments have different sounds?;</i> Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>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>T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>3. Learners use creative art to express thoughts, feelings and experiences. See for example:</p> <p>T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35 Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>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>T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63 Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>T6: W1: Language 22–23 Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W1: Literacy 20–21 Day 4: Independent Centers: Writer’s Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>T6: W3: Math 50–51 Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>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>T8: W3: Literacy 48–49 Day 4: Story Time: Concept Question: <i>How have we changed?;</i> Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p>

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	<p>III. Drama</p> <p>A. Show Interest in Dramatic Arts</p> <p>1. Learners express themselves through physical action and sound. See for example: T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers. 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> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?</i> T8: W3: Language 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i> Day 3: Circle Time: Act It Out: Growing Up.</p> <p>2. Learners begin to use representation to communicate. 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: Language 62–63 Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</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: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?;</i> Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i> T1: W4: Math 60–61 Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself.</p> <p>3. Learners begin to pretend play. See for example: T1: W1: Literacy 22–23 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> T2: W3: Math 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> T5: W1: Language 22–23 Day 5: Circle Time: Act It Out: Body Parts.</p>

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	<p>T5: W4: Language 64–65 Day 5: Circle Time: Act It Out: Red Light, Green Light.</p> <p>T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 36–37 Day 5: Act It Out: Seasons.</p> <p>T7: W3: Language 50–51 Day 5: Circle Time: Act It Out: Care for a Plant.</p> <p>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>T8: W3: Language 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i> Day 3: Circle Time: Act It Out: Growing Up.</p> <p>4. Learners use creativity and imagination to assume roles in dramatic play. See for example:</p> <p>T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W4: Language 56–57, 58–59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p>