

| NC Foundations for Early Learning and Development (Younger Preschoolers) | Scholastic PreK On My Way |
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| <p>APPROACHES TO PLAY AND LEARNING</p> <p>Curiosity, Information-Seeking, and Eagerness</p> <p>Goal APL-1: Children show curiosity and express interest in the world around them.</p> <ul style="list-style-type: none"> Discover things that interest and amaze them and seek to share them with others. APL-1j Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k Show interest in a growing range of topics, ideas, and tasks. APL-1l <p>Goal APL-2: Children actively seek to understand the world around them.</p> <ul style="list-style-type: none"> Ask questions about the people and things around them. APL-2i Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k | <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 matter are designed to build children's understanding of the weekly concept and enable them to answer the concept question (IG pp. 10–11).</p> <p>Monthly Themes</p> <p>Theme 1: Me and You Theme 2: Our Community Theme 3: Let's Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let's Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>During Large Group (Circle/Story Time), the teacher frames a read-aloud with any necessary direct instruction. The teacher then reads aloud the book, pausing to ask open-ended questions along the way and to model reactions to the story.</p> <p>In Small Group, the teacher establishes the parameters and materials for an activity and then welcomes children to join in. They experience the hands-on activity together, with children sharing their thoughts and opinions.</p> <p>Independent Centers encourage children to lead their own play in areas of interest. The centers should be stocked with materials that will help children apply their learning from large- and small-group experiences (IG p. 13).</p> <p>Children show interest and eagerness to gather information and learn new things.</p> <p>T2: W2: Literacy 32–33 Independent Centers: Creativity Station: <i>Do you live in a city or small town? Draw a picture of it</i></p> <p>T2: W3: Language 42–43 Independent Centers: Library and Listening Center: <i>What types of buildings are in our community?</i></p> <p>T3: W2: Literacy 30–31, 32–33, 34–35, 36–37 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity</p> <p>Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Read aloud from the <i>Big Chart of Big Ideas: What's the Weather?</i>; Small Group: Talk about weather with the Class Weather Book Activity</p> <p>Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W4: Literacy 58–59, 60–61 Day 2: Circle Time: Show Curiosity and Focus on Vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity</p> <p>Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials</p> <p>T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>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</p> <p>T7: W3: Literacy 44–45</p> |

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| | <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Small Group: Make predictions with the Getting Ready Activity</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions</p> |

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| <p>Play and Imagination</p> <p>Goal APL-3: Children engage in increasingly complex play.</p> <ul style="list-style-type: none"> Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m Talk to peers and share materials during play. APL-3n Engage in make-believe play with imaginary objects. APL-3o Use language to begin and carry on play with others. APL-3p Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q <p>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <ul style="list-style-type: none"> Offer new ideas about how to do or make things. APL-4h Add new actions, props, or dress-up items to pretend play. APL-4i Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j Experiment with language, musical sounds, and movement. APL-4k | <p>Children engage in increasingly complex play.</p> <p>T1: W4: Language 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship; Story Time: Connect texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other</i></p> <p>T2: W1: Literacy 16–17, 20–21, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kinds of things they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose</p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play</p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i></p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw</p> <p>Day 3: Independent Centers: Writer's Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer's Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity</p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>See the following Pretend Play scenario examples:</p> <p>T1: W1: Language 15, 17</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i></p> <p>T1: W2: Language 31</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel</i></p> <p>T1: W4: Language 57, 59</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> |

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| | <p>Children demonstrate creativity, imagination, and inventiveness. Opportunities for children to engage in social and pretend play are provided throughout the program. Teachers can use Circle Time to build background, engage in dramatic play, and introduce vocabulary. Small-group activities provide hands-on experiences for children to take part in together. Independent Centers offer children opportunities to use their imagination with materials to create stories or works of art.</p> <p>See the following: T1: W2: Literacy 30–31 Day 2: Small Group: How Do I Feel?: Help children create a paper-plate face that shows an emotion T2: 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: W2: Language 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity T2: W2: Literacy 30–31, 36–37 Day 2: Use Circle Time to introduce related vocabulary (create, imagine) Day 5: Use Circle Time to sing about a turtle and use their imaginations to create special cloud pictures T2: 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 T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground T2: W4: Math 62–63 Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W1: Math 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T6: W1: Literacy 16–17 Day 2: Small Group: Guide children to make a paper pizza T6: W2: Language 28–29, 30–31, 32–33, 34–35 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i> Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Construction Center: <i>Can you make an instrument? What materials would you use?</i>; 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>; Creativity Station: <i>Draw or paint a musical instrument</i> T6: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i> T6: W2: Math 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you pretend to play music on an imaginary instrument?</i> Day 4: Independent Centers: Writer's Corner: <i>Can you write a song or story with rhymes in it?</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Literacy 32–33 Day 3: Construction Center: <i>Can you build a drum? What materials will you use?</i> T6: W3: Language 46–47</p> |

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| | <p>Day 3: Small Group: Guide children to create loose and flowing drawings</p> <p>T6: W3: Literacy 46–47, 48–49</p> <p>Day 3: Small Group: Help children create stories with letters</p> <p>Day 4: Circle Time: Talk About Creating; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation</p> <p>T6: W3: Math 44–45, 48–49, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity</p> <p>Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials</i></p> <p>T7: W2: Math 28–29</p> <p>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>T7: W3: Language 42–43</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i></p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity</p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Small Group: Provide an opportunity for kinesthetic learning by having children form letter shapes with their bodies</p> |

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| <p>Risk-Taking, Problem-Solving, and Flexibility</p> <p>Goal APL-5: Children are willing to try new and challenging experiences.</p> <ul style="list-style-type: none"> Express a belief that they can do things that are hard. APL-5k Choose to participate in an increasing variety of familiar and new experiences. APL-5l Accept new challenges when offered. APL-5m Try things they are not sure they can do, while avoiding dangerous risks. APL-5n <p>Goal APL-6: Children use a variety of strategies to solve problems.</p> <ul style="list-style-type: none"> Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6k Purposefully use a variety of strategies to solve different types of problems. APL-6l Talk to themselves to work through the steps to solve a problem. APL-6m | <p>Children are willing to try new and challenging experiences.</p> <p>T1: W1: Math 22–23</p> <p>Day 5: Circle Time: First Week Pride! Share what you are proud of and invite children to share why they are proud of themselves</p> <p>T3: W2: Literacy 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity</p> <p>Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Read aloud from the <i>Big Chart of Big Ideas: What's the Weather?</i>; Small Group: Talk about weather with the Class Weather Book Activity</p> <p>Day 5: Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Show Curiosity and Focus on Vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity</p> <p>T3: W4: Language 58–59, 60–61, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity</p> <p>Day 3: Circle Time: Share Prior Knowledge; Story Time: Focus on using background knowledge in the read-aloud</p> <p>Day 4: Circle Time: Talk About Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move</p> <p>T4: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>Day 3: Small Group: Help children make connections between human parents and animal parents</p> <p>T4: W1: Literacy 18–19, 20–21</p> <p>Day 3: Circle Time: Build Science Background; Small Group: Identify animal families</p> <p>Day 4: Circle Time: Talk About Animal Families</p> <p>T4: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity</p> <p>T4: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let's Focus Activity</p> <p>T6: W3: Language 44–45, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity</p> <p>T6: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during the Make a Ladybug Activity</p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion of their abilities</p> <p>T7: W3: Language 44–45</p> <p>Day 2: Small Group: Explore plant cycles with the Making Connections Activity</p> <p>T7: W3: Literacy 44–45</p> |

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| | <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Small Group: Make predictions with the Getting Ready Activity</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions</p> <p>T8: W2: Literacy 28–29, 30–31, 36–37</p> <p>Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in the All About Me Activity; Independent Centers: Writer's Corner: <i>Write about a time when you faced your fear</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is a new things that you would like to try?</i>; Independent Centers: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p> <p>Children use a variety of strategies to solve problems.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Work together with the Playtime Problem Solving Activity</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Show a good way to solve the problem if you and a friend want to read the same book</i></p> <p>T2: W2: Language 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity</p> <p>T2: W3: Literacy 44–45</p> <p>Day 2: Small Group: Have children identify the problem and work in teams to complete the task in the Let's Solve It Activity</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, protect); Small Group: Help children communicate with their peers as they solve an alphabet problem</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Small Group: Engage children in a question-and-answer session about problems and solutions</p> <p>T6: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans to reach their goal of molding houses</p> <p>T6: W4: Language 60–61, 64–65</p> <p>Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build)</p> <p>T6: W4: Math 56–57</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity</p> <p>T6: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (problem, solve); Small Group: Explore operations with the We Can Solve It Activity</p> <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: Encourage children to work as a team to complete an art project together</p> |

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| <p>Attentiveness, Effort, and Persistence</p> <p>Goal APL-7: Children demonstrate initiative.</p> <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices ("I want to go to blocks."). APL-7h • Express goals or plans and follow through on them ("I'm going to draw my house."). APL-7i <p>Goal APL-8: Children maintain attentiveness and focus.</p> <ul style="list-style-type: none"> • Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h • Remain engaged in more complex activities that they have chosen. APL-8i • Maintain focus and return to an activity after a break. APL-8j <p>Goal APL-9: Children persist at challenging activities.</p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f • Keep working to complete tasks, including those that are somewhat difficult. APL-9g | <p>Children demonstrate initiative.</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>T6: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during the Make a Ladybug Activity</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity</p> <p>Children maintain attentiveness and focus.</p> <p>T3: W1: Literacy 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Focus Attention; Story Time: Connect the Mind Builder to the read-aloud. Notice and talk about when children are focusing their attention</p> <p>Day 3: Circle Time: Build background on using senses; Focus on Vocabulary (listen)</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p>T5: W3: Language 48–49</p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity</p> <p>T6: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions</p> <p>Children show persistence in attempting to solve problems.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence</p> <p>T2: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i></p> <p>T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem</p> <p>T6: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans to reach their goal of molding houses</p> <p>T6: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (practice); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Create Anything; Small Group: Discuss taking initiative and practicing during the Make a Ladybug Activity</p> <p>T6: W4: Language 58–59</p> |

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| | <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks</p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build)</p> <p>T6: W4: Math 56–57</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity</p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence</p> <p>T7: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Encourage children to work as a team to complete an art project together</p> <p>T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity</p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (I can, trying); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice patience; Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance</p> <p>T8: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (new idea, solve problems); Small Group: Discuss being persistent with the My Greatest Adventure Activity</p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (imagine, practiced); Small Group: Encourage children to practice and learn new things in the Show What You Can Do! Activity</p> |

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| <p>EMOTIONAL AND SOCIAL DEVELOPMENT</p> <p>Developing a Sense of Self</p> <p>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</p> <ul style="list-style-type: none"> Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). ESD-1l Use own first and last name. ESD-1m Choose activities they like and name their favorite activities. ESD-1n <p>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</p> <ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k Express the belief that they can do many things. ESD-2l Try new activities and attempt new challenges. ESD-2m | <p>Children demonstrate a positive sense of self-identity and self-awareness.</p> <p>T1: W1: All About Me</p> <p>Concept Question: What makes us who we are?</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for</p> <p>T1: W1: Literacy 16–17, 22–23</p> <p>Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr</p> <p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i></p> <p>T1: W1: Math 16–17, 20–21, 22–23</p> <p>Concept Question: What makes us who we are?</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness</p> <p>Day 4: Story Time: Read closely to connect to this week's essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are</p> <p>Day 5: Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves</p> <p>T1: W2: Language 32–33</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>T1: W3: Language 42–43</p> <p>Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh – Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity</p> <p>T1: W3: Math 42–43</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>T2: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I!</p> <p>T4: W2: Literacy 30–31, 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions</p> <p>T5: W1: Literacy 16–17, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Focus on Vocabulary (one of a kind); Begin Story Time by connecting the Mind Builder to <i>Happy in Our Skin</i></p> <p>Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific)</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Small Group: Describe family members with the Our Families Activity</p> <p>T8: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Practice patience and self-regulation with the Freeze Dance Activity</p> <p>T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity</p> <p>Children express positive feelings about themselves and confidence in what they can do.</p> <p>T4: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity</p> <p>Day 3: Circle Time: Play a feelings guessing game</p> <p>T6: W1: Literacy 16–17</p> |

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| | <p>Day 2: Circle Time: Share the Mind Builder Make a Plan; Small Group: Help children identify a plan, follow steps, and reach a goal</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud</p> <p>T6: W3: Language 44–45, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i></p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion of their abilities</p> <p>T8: W2: Literacy 28–29, 30–31, 34–35, 36–37</p> <p>Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Challenge children to name their own strengths, weaknesses, and fears to enrich their emotional skills by developing self-awareness in the All About Me Activity; Independent Centers: Writer's Corner: <i>Write about a time when you faced your fear</i></p> <p>Day 4: Circle Time: Talk About Persistence; Small Group: Encourage children to have healthy feelings about competition</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?</i>; Independent Centers: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence; Focus on Vocabulary (solve problems, goals); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about persistence and the importance of not giving up</p> |

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| <p>Developing a Sense of Self With Others</p> <p>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> <ul style="list-style-type: none"> Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3m Show affection for adults they are close to. ESD-3n Given time, form positive relationships with new teachers or caregivers. ESD-3o Show ease and comfort in their interactions with familiar adults. ESD-3p <p>Goal ESD-4: Children form relationships and interact positively with other children.</p> <ul style="list-style-type: none"> Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4k Form and maintain friendships with a few other children. ESD-4l Identify another child as a friend. ESD-4m Approach other children easily, expecting positive interactions. ESD-4n Show ease and comfort in their interactions with familiar children. ESD-4o <p>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <ul style="list-style-type: none"> Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k Often make requests clearly and effectively. ESD-5l Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n Work to resolve conflicts effectively, with guidance and support. ESD-5o Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p | <p>Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> <p>One of the main relationships in the classroom is between the teacher and each child. Other important relationships include those with the crossing guard, bus driver, cafeteria worker, librarian, custodian, and parent volunteers, as well as family members. PreK On My Way intentionally includes supports for positive interaction with adults both in and out of the classroom. See the Teacher Hub for a Chat Chart with conversation starters for school community members and Chat Bands to spark conversation at home with families (IG p. 77).</p> <p>T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Building Relationships T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i> T2: W1: Math 16–17 Day 2: Begin Story Time by connecting the Mind Builder (uses effective verbal and nonverbal communication skills to build relationships with teachers/adults) to the book <i>Dad's First Day</i> T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work) T5: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: <i>Ask your friend questions</i>; Small Group: Guide children to act out the relationship between a dentist and patient with the A Visit to the Dentist Activity</p> <p>Children form relationships and interact positively with other children.</p> <p>PreK On My Way provides many opportunities throughout each day for children to engage in positive interactions and relationship with other children.</p> <p>Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use Picture Cards to prompt discussion about things friends do together with the What Is a Friend? Activity Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using Picture Cards, show children pictures to learn which children enjoy the same activities Day 3: Circle Time: Follow the Friend Activity Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i> T1: W4: Literacy 56–57, 58–59, 62–63, 64–65 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i> Day 2: Circle Time: Share the Mind Builder Show Empathy: Begin discussion about noticing how someone else feels and if they need help; Focus on Vocabulary (please, excuse me) Day 4: Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (take turns); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity Day 5: Circle Time: Dancing Friends Activity; Focus on Vocabulary (thank-you note, manners); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i> T1: W4: Math 62–63 Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share) T3: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud T4: W1: Literacy 16–17</p> |

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| | <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (adult, communicate); Small Group: Help children communicate with their peers as they solve a sorting problem T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: <i>Ask your friend questions</i> T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity T6: W3: Math 44–45</p> <p>Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together</i> T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during the activity</p> <p>Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <p>Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose</p> <p>Day 5: Circle Time: Have children act out and describe favorite pretend play; Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i> T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i></p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw</p> <p>Day 3: Independent Centers: Writer's Corner: <i>What do you and your friends like to play together?</i></p> <p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer's Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i> T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 60–61, 64–65</p> <p>Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i></p> <p>Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i> T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity T8: W1: Math 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together</i> T8: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Small Group: Have children work in pairs during the Ducks in a Row Activity</p> |

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| <p>Learning About Feelings</p> <p>Goal ESD-6: Children identify, manage, and express their feelings.</p> <ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l Use a variety of words or signs to express and manage feelings more clearly. ESD-6m Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). ESD-6n <p>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p> <ul style="list-style-type: none"> Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m | <p>Children identify, manage, and express their feelings.</p> <p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>Children identify emotions in themselves and manage them as needed:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings, Focus on Vocabulary (feelings, share); Small Group: Explore emotions with Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: <i>Compare feelings with the Just Like Me Activity</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i></p> <p>Day 4: Circle Time: Talk About Feelings: Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: Enjoy reading <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (<i>emotions, calm</i>); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity</p> |

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| | <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: Share a time that music and dance made you feel happy; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at Picture Cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings</p> <p>T8: W2: Literacy 30–31 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>Children regulate their own behavior with increasing independence. T1: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity</p> <p>T1: W4: Math 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions</p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share)</p> <p>T2: W1: Math 16–17, 21–22 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity</p> <p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school)</p> <p>T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution</p> <p>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</p> <p>T5: W1: Literacy 20–21 Day 4: Skills Focus: Emotional Development: Children are able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary; Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p>T7: W1: Literacy 16–17 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>Children recognize and respond to the needs and feelings of others. T1: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Empathy; Focus on Vocabulary (please, excuse me); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Practice showing empathy</p> <p>T2: W3: Math 44–45, 50–51 Day 2: Circle Time: Share the Mind Builder Demonstrate Empathy; Focus on Vocabulary (help, materials)</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel? Can you imagine feeling like that?</i></p> |

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| | <p>T4: W2: Math 34–35, 36–37</p> <p>Day 4: Story Time: Talk about empathy and caring for others (pets); Extended Play: Taking care of pets</p> <p>Day 5: Circle Time: Children act out different ways of taking care of a pet; Story Time: Revisit the book and discuss, <i>How would you take care of a pet?</i></p> <p>T5: W3: Language 50–51</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What would you tell a sick friend to do to feel better?</i></p> <p>T5: W4: Language 58–59, 64–65</p> <p>Day 2: Circle Time: Share the Mind Builder Develop Empathy; Focus on Vocabulary (empathy, understand); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Talk about feelings with the Happy or Not Happy? Activity</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T6: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you were Nita's neighbor, how would you help?</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy; Small Group: Identify emotions with the How Do Your Feel? Activity</p> <p>T7: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Help Others</p> <p>T8: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Showing Empathy and Caring; Focus on Vocabulary (caring); Small Group: Share Treats Activity</p> |

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| <p>HEALTH AND PHYSICAL DEVELOPMENT</p> <p>Physical Health and Growth</p> <p>Goal HPD-1: Children develop healthy eating habits.</p> <ul style="list-style-type: none"> Try new foods. HPD-1p Feed themselves with utensils independently. HPD-1q Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r <p>Goal HPD-2: Children engage in active physical play indoors and outdoors.</p> <ul style="list-style-type: none"> Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m Transition from active to quiet activities with limited guidance and support. HPD-2n <p>Goal HPD-3: Children develop healthy sleeping habits.</p> <ul style="list-style-type: none"> Recognize and communicate signs of being tired. HPD-3i With increasing independence, start and participate in sleep routines. HPD-3j | <p>Theme 5: Healthy Me explores ways to stay healthy and safe. Week 1: My Body explores the different parts of our bodies and what they do; Week 2: Let's Eat looks at food and where it comes from; Week 3: Taking Care explores how we stay healthy; and Week 4: Safe and Sound investigates how we protect ourselves and our bodies.</p> <p>Children develop healthy eating habits. Children explore nutrition in the following: T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?</i>; Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: create a pretend fruit salad using Connecting Cubes with the Mix a Salad! Activity</p> <p>Children engage in active physical play indoors and outdoors. PreK On My Way includes many opportunities for music and movement within your instructional practice (IG p. 90). Circle Time: Music and Movement: Look for music and movement options to help engage children as you prepare to read aloud. Story Time: Read-Alouds and Big Charts of Big Ideas: A number of read-aloud experiences involve songs told as stories, often with recommended gestures. Story Time: Extended Play: Large-group extended play options often involve gross-motor skills and/or music and songs. Songs and Fingerplays: The Teacher Hub includes a collection of engaging Songs and Fingerplays to use during transitions, etc. See for example: T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out Day 4: Circle Time: Dance Your Feelings Day 5: Circle Time: Act It Out T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T3: W4: Language 58–59 Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p> <p>As part of following classroom routines, children must learn to transition from one activity to another. PreK On My Way encourages teachers to teach classroom management routines to help children transition and focus in different circumstances. See Transitions Songs (IG p. 81).</p> <p>Children develop healthy sleeping habits. Although not specifically addressed, teachers can easily expand the lesson as children explore healthy development of their body. See the following, for example: T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer's Corner: <i>Can you write about three ways to take care of your body?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p> |

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| <p>Motor Development</p> <p>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p> <ul style="list-style-type: none"> Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o <p>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p> <ul style="list-style-type: none"> Draw simple shapes and figures (square for block, circles). HPD-5j Engage in activities that require hand-eye coordination (build with manipulatives, mold PlayDoh®, work puzzles with smaller pieces). HPD-5k Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l | <p>Children develop the large muscle control and abilities needed to move through and explore their environment.</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 T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out Day 4: Circle Time: Dance Your Feelings Day 5: Circle Time: Act It Out T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T3: W4: Language 58–59 Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy</i> T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: “Hokey Pokey” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says T5: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Personal Space; Small Group: Talk about personal space with the Dino Says Activity T5: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (carefully, beside); Story Time: Connect to the Mind Builder focusing on spatial sense; Extended Play: Children practice controlling their bodies; Small Group: Simon Says: Do It Carefully Activity 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>Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p> <p>T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T</i> Day 4: ABC Center: <i>Use letters to make your name</i> T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you see as wheels? Glue them on this paper</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W3: Language 44–45, 46–47, 48–49 Day 2: Story Time: Extended Play: Mold Something Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free</i> Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle</p> |

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| <p>Self-Care</p> <p>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</p> <ul style="list-style-type: none"> Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h <p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p> <ul style="list-style-type: none"> Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j Dress and undress themselves with occasional assistance. HPD-7k Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l Serve food for themselves. HPD-7m Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7n Name people who help children stay healthy. HPD-7o | <p>Children develop awareness of their needs and the ability to communicate their needs.</p> <p>T1: All About Me W2: Feelings</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Begin Story Time by introducing the big book and asking, <i>What feelings do we have?</i></p> <p>Day 2: Circle Time: Talk about feelings and introduce vocabulary (help, frustrated)</p> <p>Day 3: Circle Time: Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Discuss how people might show their feeling of excitement</p> <p>Day 4: Story Time: Discuss managing feelings; Small Group: Discuss the idea that children are happy when they help. Children identify what is happening in a scene and why the child is happy, and act them out</p> <p>Day 5: Circle Time: Focus on Vocabulary (share); Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 32–33</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i></p> <p>T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions; Focus on Vocabulary (emotion, calm); Story Time: Read closely to discuss how characters manage their emotions</p> <p>T6: W1: Language 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Talk about emotions with the Conflict or No Conflict? Activity</p> <p>Additionally, the PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>Children develop independence in caring for themselves and their environment.</p> <p>Children explore good hygiene habits and personal care routines in the following:</p> <p>T5: W1: Language 16–17, 22–23</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Can you write about three ways to take care of your body?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p> <p>T5: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify cold treatments with the What a Cold Needs Activity</p> <p>Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity</p> <p>Day 3: Small Group: Explore how germs spread with the Don't Spread It! Activity</p> <p>Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity</p> <p>T5: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing</p> <p>T5: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Story Time: Enjoy reading <i>Dentists and What They Do</i></p> <p>Day 4: Circle Time: Count the Hands!; Focus on Vocabulary (scrub, rinse); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash hands with a friend; Small Group: Pretend to wash your hands while counting to 20 with the Wash, Wash, Wash Again Activity</p> <p>T7: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let's Take Care Activity</p> <p>T8: W1: Literacy 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Discuss Responsibilities at Home</p> |

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| <p>Safety Awareness</p> <p>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</p> <ul style="list-style-type: none"> Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i Usually recognize and avoid objects and situations that might cause harm. HPD-8j Usually follow basic safety rules. HPD-8k Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l | <p>T2: W3: Literacy 48–49, 50–51</p> <p>Day 4: Circle Time: Talk about neighborhood helpers and introduce vocabulary (doctor, firefighter); Story Time: Weekly Concept Question: <i>Who are the people who help in our community?</i>; Small Group: Guide discussion by asking questions about different helpers in the community</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can we be helpers in our school community?</i></p> <p>Concept Question: How can we protect our bodies and ourselves?</p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Sing About Safety; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump)</p> <p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend)</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: Which safety lesson do you think is the most important and why?</p> <p>T5: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Guiding Question: What happens during a fire drill?</p> <p>Day 1: Story Time: Fire Drill</p> <p>Day 2: Small Group: Simon Says: Do It Carefully</p> <p>Day 3: Story Time: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p> <p>Day 4: Story Time: Read interactively to connect to being safe and overall health</p> <p>Day 5: Story Time: Guiding Question: <i>How do fire drills help keep us safe and sound?</i>; Small Group: <i>What do you do at home to stay safe?</i></p> |

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| <p>LANGUAGE DEVELOPMENT AND COMMUNICATION</p> <p>Learning to Communicate</p> <p>Goal LDC-1: Children understand communications from others.</p> <ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. LDC-1k • With prompting and support, respond to requests for information or action. LDC-1l • Follow simple multistep directions with visual cues if needed. LDC-1m <p>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</p> <ul style="list-style-type: none"> • Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i • Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j • With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k <p>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> • Answer longer questions using more detail. LDC-3d • Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e <p>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h • Speak clearly enough to be understood by familiar adults and children. LDC-4i <p>Goal LDC-5: Children describe familiar people, places, things, and events.</p> <ul style="list-style-type: none"> • Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d • Describe experiences and create or retell short narratives. LDC-5e | <p>Scholastic has built upon the successful research model known as Developing Talkers, which has produced significant growth in children’s receptive and expressive vocabulary skills. PreK On My Way builds on the proven success of Developing Talkers to ensure that every child has the skills and vocabulary needed for confidence and success in elementary school (IG p. 30).</p> <p>PreK On My Way includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <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 Group, students are prompted to respond to the read-aloud through writing, drawing, or storytelling.</p> <p>Children understand communications from others.</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on Feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>T2: W1: Math 22–23</p> <p>Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far</p> <p>T2: W4: Math 64–65</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i></p> <p>T3: W1: Language 20–21</p> <p>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes</p> <p>T4: W3: Language 46–47, 50–51</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T3: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i></p> <p>T6: W1: Math 18–19</p> <p>Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity</p> <p>Children understand and follows oral directions:</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using Picture Cards. Invite them to use the Picture Cards to describe the process for making fruit salad</p> <p>T5: W2: Language 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>, connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart</p> <p>T5: W3: Language 48–49</p> |

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| <p>Goal LDC-6: Children use most grammatical constructions of their home language well.</p> <ul style="list-style-type: none"> Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h <p>Goal LDC-7: Children respond to and use a growing vocabulary.</p> <ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7k Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7l Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m Use many kinds of cues in the environment to figure out what words mean. LDC-7n | <p>Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity T6: W3: Language 46–47 Day 3: Circle Time: Share Comprehension Skill Speak Clearly; Small Group: Ask children to listen and follow oral directions</p> <p>Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. 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). T1: W1: Literacy 22–23 Day 5: Circle Time: Introduce Yourself!: The teacher models introducing yourself and invites children to take turns introducing themselves to their classmates T2: W1: Literacy 16–17 Day 2: Small Group: Can I Play, Too? Activity: Invite children to pretend to be at play in different play scenarios. Enrich children’s social skills by modeling appropriate ways to ask to join in play T3: W3: Language 44–45 Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication Day 3: Small Group: Encourage conversational turn-taking T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity T6: W2: Language 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 T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during the activity 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 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family T8: W4: Literacy 60–61 Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words</p> <p>Children ask and answer questions in order to seek help, get information, or clarify something that is not understood. T6: W2: Language 32–33</p> |

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| | <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud</p> <p>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Small Group: Make predictions with the Getting Ready Activity</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions</p> <p>Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud)</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Small Group: Compare feelings with the Just Like Me Activity</p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: Enjoy reading <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feelings do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity</p> <p>Day 4: Circle Time: Talk About Feelings; Focus on Vocabulary (scared, surprised); Story Time: Extended Play: Play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Language 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: Enjoy reading <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feeling and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it; Creativity Station: Draw to show the difference between being scared and surprised</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feelings with the When Bear Is Angry Activity</p> |

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| | <p>T4: W2: Literacy 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Identify Emotions; Focus on Vocabulary (feelings, disliked); Small Group: Help children identify different emotions Day 3: Circle Time: Play a feelings guessing game T5: W1: Literacy 16–17, 20–21 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 T6: W2: Math 36–37 Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T6: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Empathy; Small Group: Identify emotions with the How Do Your Feel? Activity</p> <p>Children describe familiar people, places, things, and events. T1: W2: Math 32–33 Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i> T1: W4: Math 58–59 Day 2: Story Time: Read closely to discuss how characters manage their emotions T2: W3: Math 44–45 Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community</i> T3: W1: Language 20–21 Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don't like and to describe how each food tastes T4: W3: Language 46–47, 50–51 Day 2: Small Group: Let children examine different objects under magnifying glasses and talk about what they see. Challenge children to describe how things look different through the magnifying glass. Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i> T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family T8: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people to solve a problem</i></p> <p>Children use most grammatical constructions of their home language well. Children use increasingly complex vocabulary, grammar, and syntax to express themselves: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes Day 3: Small Group: Encourage children to use complete sentences in their speech Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category</i> T2: W1: Math 22–23 Day 5: Circle Time: What Did You Do Today?: Encourage children to use time words and ordinal numbers to describe their day so far T4: W3: Language 46–47</p> |

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| | <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions</p> <p>T5: W2: Language 28–29</p> <p>Day 1: Small Group: Guide children to speak in complex sentences using social study words</p> <p>T7: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity</p> <p>Children respond to and use a growing vocabulary. Key words and phrases are introduced and retaught throughout the program, following the proven Developing Talkers model. Vocabulary words are introduced with a photo, definition, a description related to the photo, and an opportunity to act out the word. Vocabulary words are revisited with the same definition but with a new prompt for discussion of the word.</p> <p>Three times per week, Story Time is structured around the read-alouds. Before the read-aloud begins, teachers introduce key vocabulary. During the read-aloud, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, and may also revisit vocabulary words and comprehension strategies as appropriate.</p> <p>PreK On My Way also includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>Additionally, there are up to 10 Vocabulary Cards for each book, which are introduced and retaught across the week. Each word is represented by a color photo and includes research-based instructional content for defining the word and connecting to its meaning both visually and kinesthetically (IG p. 35). PreK On My Way includes many opportunities for songs and rhymes within your instructional practice.</p> <p>Story Time: Read-Alouds and Big Charts of Big Ideas: A number of read-aloud experiences involve songs told as stories.</p> <p>Story Time: Extended Play: Large-group extended play options often involve songs.</p> <p>Small-Group Activities: Activities often involve songs, either as part of the main activity or part of a recommended modification.</p> <p>PreK On My Way Song Collection: Available on the Teacher Hub and the Family Exchange, these bilingual songs from award-winning artists help to celebrate and extend each theme at school and at home.</p> <p>Songs and Fingerplays: Look on the Teacher Hub for a collection of engaging Songs and Fingerplays to use during transitions, etc. (IG p. 90).</p> <p>See the following, for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel</p> <p>T2: W1: Math 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity</p> <p>T3: W1: Language 20–21</p> <p>Day 4: Small Group: Encourage children to talk about their favorite foods and foods they don’t like and to describe how each food tastes</p> <p>T3: W3: Language 44–45</p> <p>Day 2: Small Group: Have children ask their own questions about each image in the Alike or Different Activity</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Small Group: Practice rhymes with the Rhyme Time Activity</p> <p>T6: W2: Math 32–33, 34–35</p> <p>Day 3: Circle Time: Sing with Rhymes</p> <p>Day 4: Circle Time: Sing a Rhyming Song</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Small Group: Help children describe pride as shown by people in Picture Cards and guide children to make up and tell a story about the events pictured</p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song</p> |

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| <p>Foundations for Reading</p> <p>Goal LDC-8: Children develop interest in books and motivation to read.</p> <ul style="list-style-type: none"> Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j Show an interest in books, other print, and reading related activities. LDC-8k Listen to and discuss storybooks, simple information books, and poetry. LDC-8l <p>Goal LDC-9: Children comprehend and use information presented in books and other print media.</p> <ul style="list-style-type: none"> Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l Ask questions about a story or the information in a book. LDC-9m With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n <p>Goal LDC-10: Children develop book knowledge and print awareness.</p> <ul style="list-style-type: none"> Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). LDC-10j | <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes T8: W3: Math, 46–47 Day 3: Circle Time: Sing a Growing Song</p> <p>Children develop interest in books and motivation to read. T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and illustrator; Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books T3: W1: Literacy 18–19 Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different Alphabet Books</p> <p>Children comprehend and use information presented in books and other print media. In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story T8: W1: Literacy 18–19</p> |

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| <p>Goal LDC-11: Children develop phonological awareness.</p> <ul style="list-style-type: none"> Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11f Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h <p>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</p> <ul style="list-style-type: none"> Demonstrate an interest in learning the alphabet. LDC-12b Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d | <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences</p> <p>Children develop book knowledge and print awareness. Concepts of print: PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book concepts are explored through the use of Alphabet Books, Alphabet Cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32). T1: W2: Literacy 28–29 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity 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 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>Children develop phonological awareness. Phonological awareness: Read-aloud and small-group experiences in PreK On My Way provide opportunities for children to explore the sounds of the English language through activities with initial sounds, rhyme, alliteration, ending sounds, or onset and rime (IG p. 32).</p> <p>Every PreK On My Way sound and letter lesson follows a specific teaching model that is sequenced to allow letters to be revisited multiple times. Additionally, fun resources are included to help children develop alphabet knowledge and phonological awareness (such as alphabet cards and magnetic letters) and independent learning centers are integrated into the program. ABC Centers specifically contribute to reinforcement of alphabet knowledge and phonological awareness (IG pp. 64–65).</p> <p>Children explore beginning sounds in the following: T5: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds Day 3: Small Group: Guide children to recognize and produce new words that beginning with the same sound as other words T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name T7: W4: Literacy 56–57 Day 1: Independent Centers: ABC Center: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i> T8: W2: Literacy 28–29, 30–31, 32–33, 34–35 Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q</i> Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p> <p>Children explore and recognize rhyming words in the following: T2: W4: Literacy 60–61, 62–63</p> |

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| | <p> Day 3: Circle Time: Identify rhymes Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity T6: W1: Literacy 14–15 Day 1: Circle Time: Let's Rhyme T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes Day 4: Circle Time: Sing a Rhyming Song T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find letters i-s-h, then find letters to go before those letters to make a word</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes </p> <p> Children begin to develop knowledge of the alphabet and the alphabetic principle. Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32). </p> <p> Sound and letter lessons are sequenced throughout the program to allow for revisiting letters multiple times: Sing the Alphabet Song, Focus on Letter in Children's Names, Focus on the Letters in Order, Focus on Letters Whose Names Make Their Sound, Focus on Letters That Appear Most Often, Review and Celebrate All the Letters (IG p. 64). </p> <p> In addition to a variety of activities involving letters and sounds throughout the program, the Literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet. See the following: T1: W1: Literacy 14–15 Day 1: Circle Time: Sing "The Alphabet Song"; Small Group: Introduce Alphabet Cards with the Pictures and Letters Activity T1: W1: Math 20–21 Day 4: Independent Centers: ABC Center: <i>Put letters in order of the alphabet</i> T1: W2: Literacy 28–29, 32–33 Day 1: Circle Time: Sing "The Alphabet Song"; Small Group: Challenge each child to find the Magnetic Letter that starts his or her name. Help children trace the first letter of their name Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children's first names; Small Group: Explore first letters in names with the Nice Name! Activity T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet Cc, Dd Activity T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Gg, Hh Activity T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Kk, Ll Activity </p> |

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| | <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</i>, <i>Xx</i> Activity Day 2: Small Group: Alphabet Problem Solving T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn</i>, <i>Rr</i>, and <i>Xx</i> T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss</i>, <i>Ff</i>, and <i>Pp</i> and sort words by initial letter sound T7: W1: Literacy 14–15 Day 1: Circle Time: Talk About the Alphabet (letters <i>Nn</i>, <i>Ii</i>, <i>Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc</i>, <i>Nn</i>, and <i>Ii</i>; Show children how to make an insect for the letter <i>i</i> and identify the letters <i>i</i>, <i>n</i>, and <i>c</i> in the word <i>insect</i> T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i> T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> |

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| <p>Foundations for Writing</p> <p>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</p> <ul style="list-style-type: none"> Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c With prompting and support, communicate their thoughts for an adult to write. LDC-13d Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e <p>Goal LDC-14: Children use knowledge of letters in their attempts to write.</p> <ul style="list-style-type: none"> Begin to use letters and approximations of letters to write their name. LC-14a Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b <p>Goal LDC-15: Children use writing skills and conventions.</p> <ul style="list-style-type: none"> Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g Play with writing letters and make letter-like forms. LC-15h | <p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub.</p> <p>In addition, the program’s authentic read-alouds and Big Charts of Big Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>See the following, for example:</p> <p>T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name T2: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i> T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board</i> T4: W2: Language 28–29 Day 1: Independent Centers: Writer’s Corner: <i>Draw a picture of your favorite pet. What is its name?</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: 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> 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> T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer’s Corner: <i>Can you create your own storybook page about taking care of the Earth?</i> T8: W3: Literacy 46–47 Day 3: Independent Centers: Writer’s Corner: <i>Can you write the steps of the caterpillar’s metamorphosis?</i> T8: W4: Literacy 56–57 Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i> T8: W4: Literacy 64–65 Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> |

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| <p>COGNITIVE DEVELOPMENT</p> <p>Construction of Knowledge: Thinking and Reasoning</p> <p>Goal CD-1: Children use their senses to construct knowledge about the world around them.</p> <ul style="list-style-type: none"> Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1i Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j <p>Goal CD-2: Children recall information and use it for new situations and problems.</p> <ul style="list-style-type: none"> Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p Describe or act out a memory of a situation or action, with adult support. CD-2q Make predictions about what will happen using what they know. CD-2r Introduce ideas or actions in play based on previous knowledge or experience. CD-2s Ask questions about why things happen and try to understand cause and effect. CD-2t <p>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p> <ul style="list-style-type: none"> Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f Use words like "think" and "know" to talk about thoughts and beliefs. CD-3g Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h | <p>Children use their senses to construct knowledge about the world around them.</p> <p>Theme 3: Let's Investigate is about investigating the world around us.</p> <p>Children explore and identify the five senses and describe observable phenomena in the following:</p> <p>T3: W1: Five Senses</p> <p>Concept Question: What can we learn from using our senses?</p> <p>T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Build Background: Introduce the five senses; Sing About the Senses; Story Time: Enjoy reading <i>Cold, Crunchy, Colorful: Using Our Senses</i>; Guiding Question: <i>What do our eyes tell us?</i>; Small Group: Explore senses with the Let's Talk About Our Senses! Activity</p> <p>Day 2: Circle Time: Focus on Vocabulary (sort); Small Group: Practice sorting with the Object of Living Thing Activity; Story Time: Extended Play: Riddle Riddle Ree, I See Something You Don't See</p> <p>Day 3: Circle Time: Play Simon Says focusing on the senses; Focus on Vocabulary (sweet, sour); Story Time: Guiding Question: <i>What words can we use to talk about how foods taste?</i>; Small Group: Identify things with the Our Fabulous Five Senses Activity</p> <p>Day 4: Circle Time: What Do We Use To...?; Focus on Vocabulary (taste, smell); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity</p> <p>Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i>; Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i></p> <p>T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i></p> <p>Day 2: Story Time: Extended Play: What's Missing?; Small Group: Use sense with the What's Missing? Activity</p> <p>Day 3: Circle Time: Build Background About Senses; Sing About the Senses; Focus on Vocabulary (listen)</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with the One Sense at a Time Activity</p> <p>Day 5: Circle Time: Senses Celebration!; Story Time: Guiding Question: <i>How do our senses help us learn?</i>; Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today</i></p> <p>T3: W1: Math 18–19, 22–23</p> <p>Day 3: Story Time: Guiding Question: <i>What sense does Hoppy use?</i></p> <p>Day 5: Story Time: Guiding Question: <i>What does Hoppy learn using his senses?</i></p> <p>Children recall information and use it for new situations and problems.</p> <p>See the following:</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words</p> <p>T3: W2: Literacy 30–31</p> <p>Day 2: Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud</p> <p>T3: W4: Language 58–59, 60–61, 62–63</p> <p>Day 2: Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity</p> <p>Day 3: Circle Time: Share Prior Knowledge; Story Time: Focus on using background knowledge in the read-aloud</p> <p>Day 4: Circle Time: Talk About Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move</p> <p>T4: W3: Language 42–43</p> <p>Day 1: Small Group: Identify the life stages with the Life Cycle Activity</p> <p>T4: W4: Language 56–57, 58–59</p> <p>Day 1: Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity</p> <p>Day 2: Small Group: Explore shapes with the Is This a Triangle? Activity</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity</p> <p>T7: W4: Literacy 62–63</p> <p>Day 4: Small Group: Practice categorizing in the Sort It Out! Activity</p> |

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| | <p>T8: W2: Language 34–35 Day 4: Small Group: Identify healthy and unhealthy foods T8: W2: Literacy 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Write about a time when you faced your fear</i> T8: W3: Language 48–49 Day 4: Small Group: Identify living and nonliving thing T8: W4: Language 62–63 Day 4: Small Group: Challenge children to identify jobs in the community and discuss what each person does</p> <p>Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. 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. Many of these selections are fictional works that show children a variety of characters’ perspectives, reinforcing the understanding that others can have different beliefs.</p> <p>Additionally, see the following perspective and describing thinking process activities: T1: W2: Literacy 30–31, 36–37 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest T2: W2: Language 30–31, 32–33 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using Picture Cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity T3: W4: Language 62–63 Day 4: Circle Time: Talk About Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move 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>; Small Group: Engage students in children in question-and-answer session about problems and solutions T5: W3: Language 44–45 Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity T8: W1: Literacy 16–17 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity</p> |

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| <p>Creative Expression</p> <p>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</p> <ul style="list-style-type: none"> Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h <p>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p> <ul style="list-style-type: none"> Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q | <p>Children demonstrate appreciation for different forms of artistic expression.</p> <p>T6: W2: Language 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create a drawing or painting that shows how you feel about your favorite song?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about painting with the Choose Your Painting Activity</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Mold something</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity</p> <p>Day 4: Circle Time: Talk About Making Art</p> <p>Day 4: Circle Time: Show and Tell; Story Time: Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Small Group: Respond to the read-aloud; How can you make your friends feel proud of their art?</p> <p>Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p> <p>Theme 6: Let’s Create explores self-expression through the arts. Week 3: Picture This specifically explores expression through making art. Additionally, the Creativity Station within the Independent Centers offers children occasions to use their imagination with materials to create works of art.</p> <p>Children use a wide variety of materials to connect with visual arts in the following:</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse’s family members using art supplies and stickers in new and different ways</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T5: W2: Language 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans; Story Time: Extended Play: Steps to make fruit salad; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza</p> <p>T6: W3: Literacy 44–45, 46–47, 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses</p> <p>Day 3: Small Group: Help children create stories with letters</p> <p>Day 4: Circle Time: Talk About Creating Art; Focus on Vocabulary (sculpt, mold); Story Time: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Small Group: Invite children to think of a new animal and draw a picture to show their creation</p> <p>T6: W3: Math 44–45, 48–49, 50–51</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity</p> <p>Day 4: Circle Time: Talk About Making Art; Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book</i></p> <p>Day 2: Story Time: Extended Play: Mold something</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal</i></p> |

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| | <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build)</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials</i></p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity</p> <p>Children participate in musical activities.</p> <p>T5: W1: Math 14–15, 16–17, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: <i>Read I Got Rhythm</i> for enjoyment</p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Story Time: Revisit the book <i>Every Little Thing</i> by Bob Marley; Guiding Question: <i>How does the music change how the people in the book feel?</i>; Independent Centers: <i>Pretend and Learn Center: Can you pretend to play music on an imaginary instrument?</i></p> <p>Day 4: Independent Centers: Writer's Corner: <i>Can you write a song or story with rhymes in it?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Row, Row, Row Your Boat; Independent Centers: Pretend and Learn Center: <i>Pretend to play an instrument. What instrument is it?</i>; Math and Science Center: <i>What is something that sounds loud? How can you make a musical instrument sound different?</i></p> <p>Day 2: Story Time: Extended Play: Sing About Transitions; Independent Centers: Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i>; Creativity Station: <i>Can you draw a musical instrument?</i></p> <p>Day 3: Circle Time: Sing Your ABCs; Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Math and Science Center: <i>What instrument is louder than the others?</i>; Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Creativity Station: <i>Draw or paint a musical instrument</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Math and Science Center: <i>Pick an instrument. Can you make a long sound? Now make a short sound</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader</p> <p>Day 3: Circle Time: Let's Hop, Hop, Hop; Independent Centers: Math and Science Center: <i>Why do these instruments have different sounds?</i>; Construction Center: <i>Can you build a drum? What materials will you use?</i></p> <p>Children engage in creative movement activities.</p> <p>T2: W2: Language 32–33</p> <p>Day 3: Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: <i>Read I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i></p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns</p> <p>Day 3: Circle Time: Do the Hokey Pokey; Story Time: Guiding Question: <i>How does the girl use her body parts to make a rhythm?</i></p> <p>Day 4: Story Time: Begin by connecting the texts <i>I Got Rhythm</i> and <i>Head, Shoulders, Knees, and Toes</i></p> <p>Day 5: Use Circle Time to connect to music and play a pattern game; Small Group: Independent Response: <i>What body part makes the best rhythm?</i></p> <p>T5: W1: Literacy 16–17, 20–21</p> |

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| | <p>Day 2: Story Time: Extended Play: “Hokey Pokey”</p> <p>Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says</p> <p>T6: W2: Math 28–29, 36–37</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity; Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i>; Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family</i>; Writer’s Corner: <i>Can you write or draw about what makes you want to dance?</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i>; Writer’s Corner: <i>Write about how you express yourself through music and dance</i></p> <p>T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Let’s Dance; Story Time: Enjoy reading <i>Everybunny Dance!</i></p> <p>Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i></p> <p>Day 3: Circle Time: Let’s Hop, Hop, Hop; Story Time: Guiding Question: <i>What are some ways the bunnies move?</i>; Independent Centers: Pretend and Learn Center: <i>Why do you move differently to different kinds of music?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p> <p>Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Children participate in imaginative and creative play activities.</p> <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>T1: W2: Literacy 36–47</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest</p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out</p> <p>T2: W2: Language, 32–33</p> <p>Day 3: Small Group: Act and dance with the Act It Out Activity</p> <p>T2: W3: Language 46–47</p> <p>Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Circle Time: Act It Out: Body Parts</p> <p>T5: W4: Language, 64–65</p> <p>Day 5: Act It Out: Red Light, Green Light</p> <p>T5: W4: Literacy 64–65</p> <p>Day 5: Circle Time: Act It Out</p> <p>T6: W1: Literacy 50–51</p> <p>Day 5: Circle Time: Act It Out: Name Animals</p> <p>T6: W3: Literacy 22–23</p> <p>Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W2: Language 36–37</p> <p>Day 5: Circle Time: Act It Out: Express Yourself</p> <p>T6: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Imaginary House</p> <p>T8: W3: Language 46–47</p> |

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| | <p>Day 3: Circle Time: Act It Out: Growing Up</p> <p>Additionally, Independent Centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>T1: W1: Language 15, 17</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i></p> <p>T1: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>T1: W2: Language 31, 37</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel</i></p> <p>Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i></p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T1: W3: Language 49</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk</i></p> <p>T1: W4: Language 57, 59</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing</i></p> <p>T2: W4: Language 58–59</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p> <p>T3: W2: Language 32–33, 34–35</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy</i></p> <p>T8: W2: Language 34–35</p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? a horse? a chicken? Which would walk the fastest?</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can act like a baby learning to walk?</i></p> |

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| <p>Social Connections</p> <p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p> <ul style="list-style-type: none"> Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). CD-6h Adopt roles of family and community members during play, given support and realistic props. CD-6i Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j <p>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</p> <ul style="list-style-type: none"> Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). CD-7d <p>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</p> <ul style="list-style-type: none"> Show acceptance of people who are different from themselves as well as people who are similar. CD-8d Given support and guidance, explore different cultural practices during play and planned activities. CD-8e <p>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</p> <ul style="list-style-type: none"> Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9b Notice changes that happen over time (seasons, self or others growing bigger). CD-9c Notice and talk about weather conditions. CD-9d With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e | <p>Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p> <p>T1: W1: Language 14–15, 16–17</p> <p>Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name</p> <p>Day 2: Story Time: Connect the Mind Builder Building Relationships to the read-aloud; Explore family relationships</p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh – Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity</p> <p>Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity</p> <p>Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity</p> <p>Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things our families like to do</p> <p>Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Families</p> <p>Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity</p> <p>Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of "family" charades</p> <p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Math 42–43, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild)</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>Children explore roles and responsibilities within different groups:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (relationships); Story Time: Connect the Mind Builder to the read aloud; Small Group: Explore what it means to have a good relationship using Picture Cards</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Circle Time: Introduce Yourself!: The teacher models introducing yourself and invites children to take turns introducing themselves to their classmates</p> <p>T2: W1: Language 14–15, 16–17</p> <p>Day 1: Small Group: Ways We Can Reply Activity</p> <p>Day 2: Small Group: Act It and Say It! Activity</p> <p>T2: W1: Literacy 16–17</p> <p>Day 2: Small Group: Can I Play, Too? Activity: Invite children to pretend to be at play in different play scenarios. Enrich children's social skills by modeling appropriate ways to ask to join in play</p> <p>T2: W1: Math 16–17, 21–22</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity</p> <p>Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance!; Focus on Vocabulary (listen, school)</p> <p>T2: W3: Math 42–43, 44–45, 48–49, 50–51</p> |

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| | <p>Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper</i></p> <p>Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community</i></p> <p>Day 4: Circle Time: Talk about local community helpers; Independent Centers: <i>Writer's Corner: How does your teacher help you?</i></p> <p>Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it</i></p> <p>T4: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines</p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during the activity</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Discuss Responsibilities at Home</p> <p>Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</p> <p>Children have an awareness and appreciation of family and cultural stories and traditions:</p> <p>Family engagement resources encourage all families to contribute their home language and culture to the classroom (IG p. 88). PreK On My Way prompts continued conversation and concept exploration at home and invites children's home culture, language, and experiences into the classroom (IG p. 93).</p> <p>Children identify and demonstrate acceptance of similarities and differences between themselves and others.</p> <p>T1: W4: Language 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>A Friend Like You</i>, where two very different characters become best friends</p> <p>Day 3: Circle Time: Follow the Friend Activity</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Retell and reenact the story</p> <p>Children Describe characteristics of the places where they live and play.</p> <p>T2: W2: Literacy 50–51</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>Children observe and talk about changes in themselves and their families over time.</p> <p>T8: W3: Literacy 48–49, 50–51</p> <p>Day 4: Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer's Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: <i>Introduce How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow.</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up</i></p> <p>T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> |

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| | <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it</i></p> <p>Day 3: Circle Time: Sing a Growing Song</p> <p>Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Children observe and talk about how people adapt to seasons and weather conditions.</p> <p>T3: W2: Language 30–31</p> <p>Day 2: Small Group: Sort clothing in the Planning for Weather Activity</p> <p>T3: W2: Literacy 32–33, 36–37</p> <p>Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i></p> <p>Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: How can you plan for the weather?</p> <p>T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Story Time: Extended Play: Cold Weather</p> <p>Day 4: Circle Time: All Kinds of Weather; Fun in Any Weather; Focus on Vocabulary (snowy, windy); Story Time: <i>Big Chart of Big Ideas: What's the Weather?</i>; Small Group: Explore weather</p> <p>Day 5: Circle Time: Connect to Science; Story Time: Guiding Question: <i>How does the cold weather affect the boy or the animals?</i></p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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</p> <p>Day 2: Circle Time; Focus on Vocabulary (seasons); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons</p> <p>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</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: <i>Read aloud from the Big Chart of Big Ideas: The Changing Seasons</i>; Small Group: Talk about different seasons with the Trees in Every Season Activity</p> <p>Day 5: Act It Out: Seasons</p> <p>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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></p> <p>Day 2: Story Time: Extended Play: Talk about seasonal clothing</p> <p>Day 3: Circle Time: Build Background: Spring Puddle Jumps!; Story Time: Focus on the seasons in the read-aloud; Small Group: Talk about seasonal changes</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity</p> <p>Day 5: Circle Time: Be a weather reporter!</p> <p>T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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></p> <p>Day 2: Story Time: Extended Play: Season Groups</p> <p>Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities</p> <p>Day 5: Circle Time: Connect to Science; Outdoor Activity</p> <p>Children explore the rights and responsibilities within a group:</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication</p> <p>Day 3: Small Group: Encourage conversational turn-taking</p> <p>T7: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity</p> |

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| | <p>T7: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let’s Take Care Activity</p> <p>T8: W1: Literacy 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Discuss Responsibilities at Home</p> <p>Day 4: Story Time: Read closely to make a connection with the Weekly Concept Question, <i>What do we do better together?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>Tell about a time you worked together with many other people</i></p> |

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| <p>Mathematical Thinking and Expression</p> <p>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</p> <ul style="list-style-type: none"> Rote count in order to 10 with increasing accuracy. CD-10j Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?" CD-10k Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. CD-10m <p>Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</p> <ul style="list-style-type: none"> Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11f Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11g Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other ("That rock is heavier than this one; I can't lift it." "A snake is longer than a worm."). CD-11h Identify familiar objects as the same or different. CD-11i Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). CD-11j Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). CD-11k <p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p> | <p>Children show understanding of numbers and quantities during play and other activities.</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: <i>Read Nobody Hugs a Cactus</i> for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity</p> <p>Day 3: Small Group: Challenge children to count the number of cubes given in the Give Me: Desert Plants Activity</p> <p>Day 4: Small Group: Challenge children to count the number of cubes behind the curtain and match that number on their side of the curtain</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you use counting cubes to show how many people are in your family?</i></p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity</p> <p>T1: W4: Literacy 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you use the counters to figure out how many friends are in our class?</i></p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Story Time: <i>Read The Adventures of Jovani and Alejandro</i> for enjoyment, pausing to practice counting; Small Group: Practice counting with the Tomato Harvest Activity</p> <p>Day 2: Small Group: Spot the Mistake: Counting Cow Activity</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Story Time: Extended Play: Talk about daily schedules using sequential order and ordinal numbers</p> <p>T3: W1: Math 14–15, 16–17 20–21</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity</p> <p>Day 4: Small Group: Develop number names with the Number Match Activity</p> <p>T4: W1: Math 14–15, 20–21</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity</p> <p>Day 4: Small Group: Count the number of chicks in a set, compare numbers of chicks in different groups</p> <p>T4: W2: Math 28–29, 32–33</p> <p>Day 2: Small Group: Guide children to construct and compare different size towers</p> <p>Day 3: Circle Time: Share Counting Strategy: Introduce subitizing</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of "ducks" from a group of "ducks"</p> <p>T5: W3: Math 50–51</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Here is a set of 28 teeth. If I start counting from the middle, will there still be 28? Let's check</i></p> <p>T6: W4: Math 56–57, 60–61</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity; Circle Time: Speed Subitizing</p> <p>Day 3: Small Group: Talk about counting in the Pillow Count Activity; Guide children to use the 5-frame to subitize numbers between one and five in the Pillow Count Activity</p> <p>T8: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Small Group: Have children place and count Connecting Cubes in a 5-frame to represent friends at Mole's house. Guide children to say how many more friends can fit without counting them individually</p> |

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| <ul style="list-style-type: none"> • Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”). CD-12h • Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i • Find shapes in the environment and describe them in their own words. CD-12j <p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p> <ul style="list-style-type: none"> • Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b • Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c • Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d | <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in Sharing Treats Activity</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers</p> <p>Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity</p> <p>T8: W4: Math 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity</p> <p>Day 2: Small Group: Have children count a certain number of Connecting Cubes from a group of 10</p> <p>Day 4: Small Group: Guide children to count the Connecting Cubes with one-to-one correspondence</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Count your toes forward and backward</i></p> <p>Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</p> <p>Children recognize and create patterns:</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T3: W3: Math 44–45</p> <p>Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity</p> <p>Day 3: Small Group: Identify patterns with the Changing the Pattern Activity</p> <p>Day 4: Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Story Time: Read for enjoyment, pointing out patterns; Small Group: Guide children to recognize patterns using Connecting Cubes in the What Comes Next? Activity</p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns</p> <p>T6: W1: Math 16–17, 18–19</p> <p>Day 2: Story Time: Connect to the Mind Builder and focus on patterns; Small Group: Help children create a pattern in the Just Right! Activity</p> <p>Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use Pattern Blocks to model size-related patterns. Ask children to describe and copy the patterns</p> <p>T6: W2: Math 32–33, 34–35, 36–37</p> <p>Day 3: Circle Time: Review patterns; Story Time: Focus on patterns in the read-aloud; Small Group: Practice patterns with the Spot the Mistake: Patterns Activity</p> <p>Day 4: Circle Time: Shape Patterns; Small Group make patterns in the Build a Pattern with Shapes Activity</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Create a pattern of shapes. What shape comes next?</i></p> <p>T7: W3: Math 44–45, 48–49</p> <p>Day 2: Story Time: Read closely to identify patterns; Small Group: Guide children to count five blocks of each color and create an ABAB pattern in the A Garden Plan Activity</p> <p>Day 4: Small Group: Create patterns with the Build a Beanstalk Activity</p> <p>Children measure objects and compare attributes:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity</p> <p>Day 5: Circle Time: Children act out measurement words</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> |

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| | <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using Connecting Cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big); Story Time: Enjoy reading <i>How Big Is an Elephant?</i>; Guiding Question: <i>What is an example of a really big animal?</i></p> <p>Small Group: Review measurement in the How Many Paper Clips? Activity</p> <p>Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity; Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i>; Small Group: Measure the height of each child using the chart and discuss sizes</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Revisit Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children's speech as they talk about how we can use a ruler to measure different things</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity</p> <p>Day 4: Circle Time: Heavy or Light?; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let's Compare! Activity</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal)</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on the measurement in the read-aloud</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement</p> |

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| | <p>T7: W3: Math 46–47, 48–49 Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using Connecting Cubes as units of measurement 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; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results</p> <p>Children order and sort objects: T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity T3: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (sort); Small Group: Practice sorting with the Object of Living Things Activity T3: W2: Language 30–31 Day 2: Small Group: Sort clothing in the Planning for Weather Activity T3: W3: Language 42–43, 44–45, 46–47, 48–49 Day 1: Small Group: Children practice sorting by size in the Sorting Shoes Activity Day 2: Circle Time: Focus on Vocabulary (alike, different) Day 3: Small Group: Sort pictures by whether they are long or short Day 4: Circle Time: Focus on Vocabulary (heavy, light); Small Group: Sort Picture Cards into heavy and light categories T4: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Science Background: Compare animal similarities and differences; Small Group: Sort animals with the Cat Family Activity T6: W4: Literacy 56–57 Day 1: Circle Time: Review the letters <i>Ss, Ff</i>, and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff</i>, and <i>Pp</i> and sort words by initial letter sound T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity T7: W4: Literacy 62–63 Day 4: Small Group: Practice categorizing in the Sort It Out! Activity</p> <p>Children identify and use common shapes and concepts about position during play and other activities. T1: W1: Language 20–21 Day 4: Circle Time: Introduce Vocabulary (square); Small Group: It's a Square Activity T1: W1: Literacy 20–21 Day 4: Circle Time: Introduce Vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use Connecting Cubes to make a square shape?</i> T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Circle Time: Build Math Background: Introduce Shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity Day 2: Circle Time: Classify and Organize; Focus on Vocabulary (rectangle); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite 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; Play Simon Says Shape Up!; Focus on Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity Day 4: Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape</i> T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity</p> |

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| | <p>Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity</p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer's Corner: <i>What shapes could you draw?</i></p> <p>T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes</p> <p>Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes</p> <p>Day 2: Small Group: Help children describe the shapes they are creating</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity</p> <p>Children use mathematical thinking to solve problems in their everyday environment.</p> <p>T1: W2: Math 28–29</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you use counting cubes to show how many people are in your family?</i></p> <p>T1: W4: Literacy 64–65</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you use the counters to figure out how many friends are in our class?</i></p> <p>T2: W3: Math 44–45</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>T4: W2: Math 28–29, 32–33</p> <p>Day 2: Small Group: Guide children to construct and compare different size towers</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity</p> |

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| <p>Scientific Exploration and Knowledge</p> <p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p> <ul style="list-style-type: none"> Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e Notice and react to the natural world and the outdoor environment. CD-14f Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g Notice and describe current weather conditions. CD-14h Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j <p>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p> <ul style="list-style-type: none"> Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). CD-15j Ask questions to find out more about the natural world. CD-15k Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l Describe and predict changes that take place when mixing and manipulating materials. CD-15m | <p>Children observe and describe characteristics of living things and the physical world.</p> <p>Theme 4: Discover Animals explores what makes animals so interesting and special. Week 1 explores Animal Families and how animals help their babies learn, live, and grow; Week 2 is about Caring for Pets and how we can help animals stay healthy; Week 3 explores Animal Homes and what it is like where they live; and Week 4 addresses Animal Features and how they use them. Children explore a variety of living creatures throughout Theme 4 lessons.</p> <p>T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Baby on Board</i>; Guiding Question: <i>How do some parents carry their babies?</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families</p> <p>Day 3: Circle Time: Animal Telephone; Story Time: Guiding Question: <i>How are animal parents and human parents the same?</i>; Small Group: Help children make connections between human parents and animal parents</p> <p>Day 4: Circle Time: Talk About Animal Families; Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Be an Animal Family!</p> <p>T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>; Guiding Question: <i>Why do mama penguin take a journey to the sea?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment; Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i></p> <p>Day 3: Circle Time: Build Science Background; Penguin Waddle; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i>; Small Group: Identify animal families</p> <p>Day 4: Circle Time: Talk About Animal Families; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Imitate chicks</p> <p>Day 5: Story Time: Guiding Question: <i>If you were a mama penguin, what would your journey for food be like?</i>; Small Group: Independent Response Prompt: <i>Pretend you are a baby penguin. Write about your day</i></p> <p>T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Animals; Five Little Speckled Frogs; Story Time: Enjoy reading <i>Baby Animals</i>; Guiding Question: <i>What is one way animal parents care for their babies?</i></p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the characteristics of organisms; Story Time: Pretend Animal Families; Independent Centers: Creativity Station: <i>Can you make an animal family? Why did you choose those colors?</i></p> <p>Day 3: Story Time: Guiding Question: <i>How do animals keep their babies safe?</i></p> <p>Day 4: Circle Time: Animals Care!; Chick, Chick, Hen!; Focus on Vocabulary (chicks, shelter); Story Time: Extended Play: Guess the Animal</p> <p>Day 5: Circle Time: Connect to Science; Focus on Vocabulary (predators); Story Time: Guiding Question: <i>What is one way people help their babies live, learn, and grow?</i>; Small Group: Independent Response Prompt: <i>Write a story about your favorite animal family</i></p> <p>T4: W2: Literacy 34–35, 36–37</p> <p>Day 4: Circle Time: Talk About Pets; Move Like a Pet; Focus on Vocabulary (pets, exercise); Story Time: Extended Play: Taking care of pets</p> <p>Day 5: Circle Time: Focus on Vocabulary (paws); Small Group: Independent Response Prompt: <i>What are the things to do to take care of a pet?</i></p> <p>T4: W3: Language 42–43, 50–51</p> <p>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>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>Theme 7: Our Earth explores concepts relating to the world around us. Week 3 is about Caring for Plants and how we can help them grow. See the following:</p> <p>T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i>; Small Group: Talk about organisms with the Living or Nonliving? Activity</p> <p>Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles</p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity</p> <p>Day 4: Circle Time: Sing About Plant Parts</p> <p>Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p> |

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| | <p>T8: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i>; Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i>; Writer's Corner: <i>Can you write a story about a caterpillar and changing into a butterfly?</i></p> <p>Day 2: Circle Time: Introduce Vocabulary (I can, trying); Independent Centers: Pretend and Learn Center: <i>Can you pretend to build a chrysalis? It's metamorphosis time!</i></p> <p>Day 3: Small Group: Steps of Metamorphosis Activity; Independent Centers: Writer's Corner: <i>Can you write the steps of the caterpillar's metamorphosis?</i></p> <p>Day 4: Story Time: Weekly Concept Question: <i>How have we changed?</i>; Small Group: Have children think about how they have grown and learned. Allow them to paint pictures of what they have learned</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer's Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you about one thing you learned to do this year?</i></p> <p>Day 4: Story Time: <i>Big Chart of Big Ideas: What Have We Learned?</i>; Small Group: Discuss what all living things need to grow</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up</i></p> <p>T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>I Want to Grow</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it</i></p> <p>Day 3: Circle Time: Sing a Growing Song</p> <p>Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Theme 3: Let's Investigate is about investigating the world around us. Week 2 explores Weather and how it can affect us:</p> <p>T3: W2: Language 28–29, 32–33, 34–35</p> <p>Day 1: Story Time: Enjoy reading <i>Cloudette</i>; Small Group: Explore different types of weather with the What's the Weather? Activity</p> <p>Day 3: Small Group: Discuss feelings about weather with the What Do Clouds Make? Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Small Group: Help children with making and recording observations with the Daily Weather Book Activity; Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>Weather</i></p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity</p> <p>Day 3: Circle Time Rainbow Song; Story Time: Focus on science in the read-aloud; Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds</p> <p>Day 4: Circle Time: Talk About Weather!; Story Time: Extended Play: Create a Thunderstorm; Small Group: Talk about weather with the Class Weather Book</p> <p>Day 5: Circle Time: Weather Celebration!; Focus on Vocabulary (freeze); Story Time: Guiding Question: <i>How can you plan for the weather?</i></p> <p>T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Story Time: Enjoy reading <i>The Mitten</i></p> <p>Day 2: Story Time: Extended Play: Cold Weather</p> <p>Day 3: Story Time: Guiding Question: <i>Why do the animals go into the mitten?</i></p> |

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| | <p>Day 4: Circle Time: All Kinds of Weather; Fun in Any Weather; Focus on Vocabulary (<i>snowy, windy</i>); Story Time: <i>Big Chart of Big Ideas: What's the Weather?</i>; Small Group: Explore weather</p> <p>Day 5: Circle Time: Connect to Science; Story Time: Guiding Question: <i>How does the cold weather affect the boy or the animals?</i></p> <p>Theme 7: Our Earth explores concepts relating to the world around us. Week 1 explores Day and Night and what we do during the day and night; Week 2 relates to the Seasons and what we do during different seasons.</p> <p>T7: W1: Language 14–15, 18–19, 20–21</p> <p>Day 1: Story Time: Enjoy reading <i>Happy Birthday, Moon</i></p> <p>Day 3: Story Time: Guiding Question: <i>How is the moon in the story like the real moon?</i></p> <p>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> <p>T7: W1: Literacy 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Stars; Story Time: Enjoy reading <i>Rabbit Moon</i></p> <p>Day 3: Circle Time: Moon's Orbit Game; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases</p> <p>Day 4: Circle Time: Talk About Daytime and Nighttime; 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</p> <p>Day 5: Story Time: Guiding Question: <i>What might we see in the sky at night?</i></p> <p>T7: W1: Math 14–15, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Twenty Yawns</i></p> <p>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</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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</p> <p>Day 2: Circle Time; Focus on Vocabulary (seasons); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons</p> <p>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</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Small Group: Talk about different seasons with the Trees in Every Season Activity</p> <p>Day 5: Act It Out: Seasons</p> <p>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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></p> <p>Day 2: Story Time: Extended Play: Talk about seasonal clothing</p> <p>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</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity</p> <p>Day 5: Circle Time: Be a weather reporter!</p> <p>T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>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></p> <p>Day 2: Story Time: Extended Play: Season Groups</p> <p>Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities</p> <p>Day 5: Circle Time: Connect to Science; Outdoor Activity</p> <p>Children participate in activities that help to care for the environment and explain why they are important with guidance and support.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Story Time: Read interactively and connect to the Weekly Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home</p> |

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| | <p>T7: W4: Literacy 60–63 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i> Day 4: Independent Centers: Writer's Corner: <i>Can you create your own storybook page about taking care of the Earth?</i></p> <p>Children represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. T3: W2: Language 34–35 Day 4: Circle Time: Introduce Vocabulary (snowy, windy); Small Group: Help children with making and recording observations with the Daily Weather Book Activity T3: W2: Literacy 34–35 Day 4: Small Group: Guide children as they create a book about weather in the Class Weather Book Activity T5: W4: Math 60–61, 62–63 Day 3: Circle Time: Review Math Strategy; Making a Graph; Story Time: Focus on classification in the read-aloud; Guiding Question: <i>How do we keep track of all the children during a fire drill?</i>; Small Group: Graphing Our World Activity Day 4: Circle Time: People Graph 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> <p>Children use an increasing variety of tools to investigate the world around them. T2: W3: Math 42–43 Day 1: Small Group: Explore measuring tools with the Matching: Measuring Tools Activity T3: W3: Language 44–45 Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children's speech as they talk about how we can use a ruler to measure different things T3: W3: Literacy 36–37, 48–49 Day 3: Small Group: Teach children how to measure using Connecting Cubes and encourage them to compare and determine how big or how little Day 4: Small Group: Guide children to explore the concept of heavy versus light, using a simple scale (balance or digital) T4: W3: Language 44–45, 46–47 Day 2: Small Group: Let children examine different objects under magnifying glasses and talk about what they see. Challenge children to describe how things look different through the magnifying glass Day 3: Small Group: Weigh objects with the Balance It Out Activity 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> <p>Children make and check predictions through observations and experimentation. T3: W2: Literacy 32–33 Day 2: Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity T3: W4: Language 58–59, 62–63 Day 2: Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity Day 4: Circle Time: Talk About Movement; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move</p> |