

South Carolina Early Learning Standards	Scholastic PreK On My Way
<p>Approaches to Learning</p> <p>Curiosity, Information-Seeking, and Eagerness</p> <p>APL-1: Children show curiosity and express interest in the world around them.</p> <ul style="list-style-type: none"> Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). Discover things that interest and amaze them, and seek to share them with others. Show interest in a growing range of topics, ideas, and tasks. Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). <p>APL-2: Children actively seek to understand the world around them.</p> <ul style="list-style-type: none"> Ask questions to find out more about the things that interest them, including questions about future events. Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). <p>Play and Imagination</p> <p>APL-3: Children engage in increasingly complex play.</p> <ul style="list-style-type: none"> Develop and sustain more complex pretend play themes in cooperation with peers. Use more complex and varied language to share ideas and influence others during play. Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). Demonstrate their cultural values and “rules” through play (tell another child, “That’s not what we eat for breakfast.”). <p>APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <ul style="list-style-type: none"> Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. 	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The Concept Question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the week’s concept and enable them to answer the Concept Question (Instructional Guide (IG) pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities), and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences, all connected to the week’s concept question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for independent centers each week and prompts for purposeful play conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is an instructional focus on both language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and encourage all families to contribute their home language and culture to the classroom (IG p. 88).</p> <p>PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week’s Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children’s wrists (IG p. 93).</p>

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<ul style="list-style-type: none"> • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. • Make up stories, songs, or dances for fun during play. • Invent new games. <p>Risk-Taking, Problem-Solving, and Flexibility</p> <p>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. • Approach new experiences independently. • Ask to participate in new experiences that they have observed or heard about. • Independently seek new challenges. <p>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?”). • Describe the steps they will use to solve a problem. • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. • Explain how they solved a problem to another person. <p>Attentiveness, Effort, and Persistence</p> <p>APL-7: Children demonstrate initiative.</p> <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). • Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). • Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). <p>APL-8: Children maintain attentiveness and focus.</p> <ul style="list-style-type: none"> • Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). • Consistently remain engaged in self-directed activities. • Shift attention back to a task after having been diverted from it. <p>APL-9: Children persist at challenging activities.</p>	<p>APL-1: Children show curiosity and express interest in the world around them.</p> <p>See for example:</p> <p>T3: W2: Literacy 30–31</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; 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>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions in the read-aloud.</p> <p>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions).</p> <p>T8: W1: Language 18–19</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions.</p> <p>APL-2: Children actively seek to understand the world around them.</p> <p>See for example:</p> <p>T3: W2: Literacy 32–33</p> <p>Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity.</p> <p>Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity.</p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment.</p> <p>T8: W1: Language 18–19</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions.</p> <p>APL-3: Children engage in increasingly complex play.</p> <p>See for example:</p> <p>T1: W4: Language 56–57, 58–59, 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>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 kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose.</p> <p>Day 5: Circle Time: Have children act out and describe favorite pretend play; Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T2: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i></p>

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<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). • 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). • Plan and follow through on longer-term tasks (planting a seed and caring for the plant). • Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). 	<p>Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer's Corner: <i>Write about when two people work together. What happens when one more helps?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i></p> <p>T6: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity.</p> <p>T6: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T8: W3: Language 46–47</p> <p>Day 3: Circle Time: Act It Out: Growing Up.</p> <p>T8: W1: Language 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity.</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <p>Theme 6: Let's Create explores self-expression through the arts. Week 3: Picture This specifically explores self-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>See for example:</p> <p>T1: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways.</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower.</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies.</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T5: W2: Language 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans; Small Group: Guide children to follow the steps needed to reach the goal of making a paper pizza.</p> <p>T6: W3: Literacy 44–45, 46–47, 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p> <p>Day 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>

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	<p>Day 2: Story Time: Extended Play: Mold Something.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i></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>APL-5: Children are willing to try new and challenging experiences. See for example: T2: W1: Literacy 20–21, 22–23 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i> T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground. T2: W4: Math 62–63 Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes. T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T3: W4: Literacy 60–61 Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials. T3: W4: Math 58–59 Day 2: Small Group: Give children materials to work together with a partner to build a seesaw. T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T4: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let's Focus Activity. T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using picture cards. Invite them to use the picture cards to describe the process for making fruit salad. T5: W2: Language 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i>, connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart. T5: W3: Language 48–49 Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity. T5: W3: Literacy 48–49 Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity. T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T7: W1: Language 16–17</p>

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	<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: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Write about a time when you faced your fear.</i></p> <p>Day 5: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>T8: W3: Language 46–47</p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>APL-6: Children use a variety of strategies to solve problems.</p> <p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W1: Math 16–17</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 the Line Up! Activity.</p> <p>T2: W2: Language 30–31</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>T4: W3: Literacy 44–45</p> <p>Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Concept Question: What can we do better together?</p> <p>Day 2: Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>APL-7: Children demonstrate initiative.</p> <p>See for example:</p> <p>T2: W1: Math 14–15</p> <p>Day 1: Build Math Background: Discuss ordinal numbers; Morning Routine.</p> <p>T2: W1: Literacy 18–19</p> <p>Day 3: Small Group: Discuss children's school routines with the At School Activity.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes.</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Math 58–59</p>

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	<p>Day 2: Circle Time: Share the Mind Builder Work Together; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>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 30–31, 32–33</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>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition Vocabulary Card. Invite children to look at the picture cards and guess what the person will be doing next. Ask children to talk about how they know what's next.</p> <p>T6: 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>APL-8: Children maintain attentiveness and focus. See for example: T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions.</p> <p>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>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity.</p> <p>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>APL-9: Children persist at challenging activities. See for example: T2: W1: Literacy 20–21, 22–23</p> <p>Day 4: Extended Play: Follow rules playing Duck, Duck, Goose.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T2: W1: Math 20–21</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes.</p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials.</p> <p>T3: W4: Math 58–59</p>

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	<p>Day 2: Small Group: Give children materials to work together with a partner to build a seesaw.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T4: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Show Curiosity; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Explore objects with the Let’s Focus Activity.</p> <p>T5: W2: Literacy 34–35</p> <p>Day 4: Small Group: Help children to pretend to make fruit salad using picture cards. Invite them to use the picture cards to describe the process for making fruit salad.</p> <p>T5: W2: Language 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>, connecting to <i>Before We Eat</i>. Children practice following step-by-step directions listed on the Big Chart.</p> <p>T5: W3: Language 48–49</p> <p>Day 4: Story Time: <i>Big Chart of Ideas: Keep Your Hands Clean</i>; Extended Play: Children listen and follow directions; Small Group: Challenge children to follow step-by-step directions to wash their hands in the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49</p> <p>Day 4: Small Group: Guide children to follow and order the directions for hand-washing in the We Wash Our Hands! Activity.</p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>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>

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<p>Emotional and Social Development</p> <p>Developing a Sense of Self ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</p> <ul style="list-style-type: none"> Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). Choose to spend more time on preferred activities, and express awareness of skills they are developing. <p>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. Express the belief that they can do many things. Stick with tasks even when they are challenging. Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). <p>Developing a Sense of Self with Others 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). Form positive relationships with new teachers or caregivers over time. Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something) <p>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). Form and maintain friendships with other children of diverse cultural backgrounds and abilities. Seek and give support to children they identify as friends. 	<p>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness. See for example: T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: 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. T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Literacy 42–43, 46–47, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i> T1: W3: Math 42–43, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i> T2: W3: Math 50–51 Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it.</i></p> <p>ESD-2: Children express positive feelings about themselves and confidence in what they can do. See for example: T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr. Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Math 16–17, 20–21, 22–23 Concept Question: What makes us who we are? Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to the book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness. Day 4: Story Time: Read closely to connect to this week's Concept Question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are. Day 5: Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves. T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I!</p>

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<ul style="list-style-type: none"> • Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). • Play and interact cooperatively with other children (work on projects together, exchange ideas). <p>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. • Make requests clearly and effectively most of the time. • Balance their own needs with those of others in the group. • Anticipate consequences and plan ways to solve problems effectively, with guidance and support. • Use a variety of strategies to solve problems and conflicts with increasing independence. • Express respect and caring for all people, including people with disabilities. • Recognize and honor cultural differences. <p>Learning about Feelings</p> <p>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. • Independently manage and express feelings effectively most of the time. • Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). • Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win, and I did."). • Use problem-solving strategies when feeling angry or frustrated. <p>ESD-7: Children recognize and respond to the needs and feelings of others.</p> <ul style="list-style-type: none"> • Communicate understanding and empathy for others' feelings. • Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). 	<p>T2: W1: Literacy 16–17, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer's Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play.</p> <p>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> <p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers.</p> <p>See specifically:</p> <p>T1: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Building Relationships.</p> <p>T1: W2: Literacy 36–37</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</p> <p>T2: W1: Language 14–15, 20–21</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity.</p> <p>Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work).</p> <p>ESD-4: 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 relationships with other children.</p> <p>See for example:</p> <p>T1: Me and You; W4: Friends</p> <p>Concept Question: How can we be good friends to others?</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time.</p> <p>Day 3: Circle Time: Follow the Friend Activity; Story Time: Revisit the book and ask, <i>What are some things that friends like to do together?</i>; Small Group: Help children understand that friends can have different likes and dislikes.</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 the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T1: W4: Literacy 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me).</p> <p>Day 4: Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Focus on Vocabulary (take turns); Story Time: Extended Play: Talk about being a good friend; Small Group: Learn how to be a good friend with the Thank-You Note Activity.</p> <p>Day 5: Circle Time: Dancing Friends Activity; Focus on Vocabulary (thank-you note, manners); Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p>

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<ul style="list-style-type: none"> Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). 	<p>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).</p> <p>T2: W1: Literacy 16–17, 20–21, 22–23 Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity.</p> <p>Day 4: Circle Time: Be Kind: Children take turns practicing what kind thing they would do to make a new friend happy; Focus on Vocabulary (listen, school); Extended Play: Follow rules playing Duck, Duck, Goose.</p> <p>T3: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W1: Literacy 16–17 Day 2: Small Group: Talk about communicating with peers in the Problem-Solving Activity.</p> <p>T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers; Focus on Vocabulary (work); Small Group: Create and share movement patterns with the It Takes Two Activity.</p> <p>T5: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.</p> <p>T6: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (invite); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Will You Play?; Small Group: Work with partners in the Draw Together Activity.</p> <p>T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i></p> <p>T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during activities.</p> <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. See for example:</p> <p>T1: W2: Language 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings. Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33 Concept Question: How do we talk about and manage our feelings? Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45 Day 2: Small Group: Encourage partners to take turns using the sentence <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p> <p>T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W4: Language 62–63 Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity.</p> <p>T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p> <p>T5: W2: Literacy 30–31 Day 1: Use Circle Time to share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p>

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	<p>T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion.</p> <p>T7: W4: Language 62–63 Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home.</p> <p>T7: W4: Literacy 60–61 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>ESD-6: Children identify, manage, and express their feelings. 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 the Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69). See the following, for example:</p> <p>T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity.</p> <p>T2: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T4: W3: Literacy 44–45 Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem.</p> <p>T5: W2: Language 32–33 Day 3: Small Group: Engage students in children in question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>T8: W1: Literacy 16–17, 20–21 Concept Question: What can we do better together? Day 2: Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>ESD-7: Children recognize and respond to the needs and feelings of others. 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: W2: Literacy 30–31, 36–37 Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W3: Literacy 44–45 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>

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	<p>T1: W4: Math 58–59, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions.</p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T2: W1: Language 14–15</p> <p>Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity.</p> <p>T2: W1: Math 16–17</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 the Line Up! Activity.</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution.</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>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

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<p>Health and Social Development</p> <p>Physical Health and Growth HPD-1: Children develop healthy eating habits.</p> <ul style="list-style-type: none"> • Try new foods. • Feed themselves independently with utensils. • Given a selection of familiar foods, identify which foods are nutritious and which are not. • Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). • Name foods and beverages that help to build healthy bodies. <p>HPD-2: Children engage in and sustain various forms of physical play indoors and outdoors.</p> <ul style="list-style-type: none"> • Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. • Communicate ways physical activity keeps us healthy and makes us feel good. • Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). • Transition independently from active to quiet activities most of the time. <p>HPD-3: Children develop healthy sleeping habits.</p> <ul style="list-style-type: none"> • Communicate ways sleep keeps us healthy and makes us feel good. • Independently start and participate in sleep routines most of the time. <p>Motor Development 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"> • Coordinate movement of upper and lower body. • Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). • Move quickly through the environment and stop (run fast, pedal fast). • Show awareness of own body in relation to other people and objects while moving through space. <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p>	<p>Theme 5: Healthy Me explores the parts of our bodies and what they do, what food we like, how we can stay healthy, and how to protect our bodies. Many lessons and activities in this unit will help demonstrate personal care and hygiene skills and build an awareness of developing healthy habits.</p> <p>HPD-1: Children develop healthy eating habits.</p> <p>Week 2: Let's Eat looks at food and where it comes from.</p> <p>See for example: T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity. T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: Small Group: Help children to pretend to make fruit salad using picture cards. Invite them to use the picture cards to describe the process for making fruit salad. T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?</i>; Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let's Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: community create a “fruit salad” using connecting cubes with the Mix a Salad! Activity.</p> <p>HPD-2: Children engage in and sustain various forms of physical play indoors and outdoors.</p> <p>See for example: T1: W1: Literacy 16–17 Day 2: Story Time: Extended Play: Invite children to stand in a circle and play a happy game. Tell children to follow along and join in doing things that make us happy. Say, <i>Jumping makes me happy, so let's jump, jump, jump.</i> Then say, <i>Hopping makes me happy, so let's hop, hop, hop.</i> Continue with dancing, clapping, and twisting. T3: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i> T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: Small Group: Children explore movement in the Toy Cars in Action Activity. Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud; Guiding Question: <i>What things can move with a pull?</i>; Small Group: Review movement of objects and people in the Fast or Slow Activity. Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move. Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i> T4: W4: Literacy 62–63 Day 4: Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant <i>Flap, flap, let's be eagles</i> or <i>Waddle, waddle, let's be ducks</i> or <i>Jump, jump, let's be cats.</i> T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity. T8: W2: Language 34–35 Day 4: Circle Time: Talk About Health: Lead children in a discussion about what it means to be healthy and what we can do to stay healthy. Have children discuss how they can eat healthy foods and exercise; Story Time: <i>Why does the boy stretch before he races? What muscles do you think the boy uses to race?</i>; Extended Play: Have children stand up. Have children bend at their waists and touch their toes. Encourage children to keep their knees straight as they do this so that they can feel the stretch. This exercise stretches the backs of their legs. Then have children reach their arms up as high as they can.</p>

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<ul style="list-style-type: none"> • Draw and write smaller figures with more detail (faces with features, letters, or letter like forms). • Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). • Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). <p>Self-Care</p> <p>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</p> <ul style="list-style-type: none"> • Use language to ask adults or peers specifically for the kind of help needed in a particular situation. • Consistently use strategies to calm themselves when needed. <p>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. • Dress and undress themselves independently. • Perform tasks to maintain the indoor and outdoor learning environment independently. • Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). <p>Safety Awareness</p> <p>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</p> <ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. • Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. • Independently follow established safety rules. • Identify people who can help them in the community (police, firefighter, nurse). 	<p>HPD-3: Children develop healthy sleeping habits. See for example: T5: W1: Language 16–17, 22–23 Day 2: Story Time: <i>This page shows what happens when we exercise. What rules and routines do we have at our school for exercising?; This page shows many of the things that should be in our routines. That includes eating healthy food, getting enough sleep, drinking enough water, and exercising. What routines do you have?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i></p> <p>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. 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: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw bean bags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let's Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?</i></p> <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. PreK On My Way includes many opportunities for music and movement within your instructional practice. Small-group activities often involve fine-motor skills and songs, either as part of the main activity or as part of a recommended modification (IG p. 90).</p> <p>See for example: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T.</i> Day 4: ABC Center: <i>Use letters to make your name.</i> T2: W4: Math 62–63</p>

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	<p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i></p> <p>T6: W1: Literacy 16–17</p> <p>Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i></p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to dig out letters to spell their name.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles.</p> <p>T8: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle.</p> <p>HPD-6: Children develop awareness of their needs and the ability to communicate their needs. Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p> <p>Day 4: Circle Time: Talk About Feelings; Demonstrate making a heart with your hands and have children imitate you; Focus on Vocabulary (scared, surprised); Story Time: Extended Play, play a feelings game; Small Group: Talk about the feeling of happiness with the Helping Makes Me Happy Activity.</p> <p>Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes you suggest; Focus on Vocabulary (share); Story Time: Guiding Question: <i>How do we show our feelings?</i>; Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich; Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity.</p> <p>Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i></p> <p>Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>Day 5: Circle Time: Introduce Vocabulary (lonely); Story Time: Guiding Question: <i>What would you tell Hank to help him manage his feelings?</i>; Small Group: Independent Response Prompt: <i>How do you manage your feelings?</i></p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p>

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	<p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T3: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feeling with the When Bear Is Angry Activity.</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We're So Happy Activity.</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>HPD-7: Children develop independence in caring for themselves and their environment. See for example: T5: W3: Healthy Me, Taking Care Guiding Question: How can we stay healthy? 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 3: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the direction for hand-washing.</p> <p>Day 4: Small Group: Independent Response Prompt: <i>When you're sick, what might you do to get well?</i></p> <p>T5: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Independent Centers: Writer's Corner: <i>Can you write about going to the dentist?</i></p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Day 4: Independent Centers: Writer's Corner: <i>Can you write about the order in which you wash your hands?</i></p> <p>HPD-8: Children develop awareness of basic safety rules and begin to follow them. See for example: T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Guiding Question: What are some ways to stay safe in your home?</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p>

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	<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 Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out; Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T6: W4: Literacy 61</p> <p>Day 3: Independent Center: Writer's Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p>

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<p>Language Development and Communication</p> <p>Learning to Communicate LDC-1: Children understand communications from others.</p> <ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. • Respond to requests for information or action. • Follow more detailed multistep directions. <p>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"> • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. • Participate in a group discussion, making comments and asking questions related to the topic. • Show an appreciation for and can use humor appropriately. <p>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 more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me"). • Ask specific questions to learn more about their world, understand tasks, and solve problems. <p>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). • Speak clearly enough to be understood by most people. • State point of view, likes, and dislikes. • Relay messages accurately. 	<p>Strand: Speaking and Listening Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction and then reads aloud the book, pausing to ask open-ended questions along the way to encourage conversation about the book. Throughout the program, prompts for interactive read-alouds, purposeful play conversation starters, and Chat Bands and Chat Charts encourage continued conversation around target concepts (IG pp. 12, 15).</p> <p>Three times per week, Story Time is structured to follow the research-based model in 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>LDC-1: Children understand communications from others. See for example: T1: W2: Math 32–33 Concept Question: How do we talk about and manage our feelings? Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i> T2: W3: Literacy 44–45 Day 2: 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> T4: W1: Literacy 16–17 Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Days 1–5: Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy? How do the characters in the book take care of themselves? If you wrote a book about staying healthy, what would you put in it?</i> 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: Language 60–61 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> T8: W3: Math 44–45, 50–51 Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i> Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W1: Language 16–17, 18–19</p>

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<p>LDC-5: Children describe familiar people, places, things, and events.</p> <ul style="list-style-type: none"> Describe experiences and create and/or retell longer narratives. <p>LDC-6: Children use most grammatical constructions of their home language well.</p> <ul style="list-style-type: none"> Speak in full sentences that are grammatically correct most of the time. <p>LDC-7: Children respond to and use a growing vocabulary.</p> <ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. Use a growing vocabulary that includes many kinds of words to express ideas clearly. Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). Distinguish between real and made-up words. <p>Foundations for Reading</p> <p>LDC-8: Children develop interest in books and motivation to read.</p> <ul style="list-style-type: none"> Engage in reading behaviors independently with increased focus for longer periods of time. Use and share books and print in their play. Listen to and discuss increasingly complex storybooks, information books, and poetry <p>LDC-9: Children develop book knowledge and print awareness.</p> <ul style="list-style-type: none"> Hold a book upright while turning pages one by one from front to back. Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, “Those words tell the story,” or reading familiar signs in the environment). Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). With prompting and support, run their finger under or over print as they pretend to read text. 	<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 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity.</p> <p>T6: W2: Language 32–33</p> <p>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.</p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Small Group: Encourage children to use conversational etiquette during activities.</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; 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 for a deeper comprehension of the story.</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</p> <p>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity.</p> <p>T5: W4: Language 56–57</p> <p>Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>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: 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>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turns using the sentence <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p>

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<ul style="list-style-type: none"> • Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). • Identify their name and the names of some friends when they see them in print. <p>LDC-10: 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 accuracy and detail. • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions, and talk about the information. • Use knowledge of the world to make sense of more challenging texts. • Relate personal experiences to an increasing variety of events described in familiar and new books. • Ask more focused and detailed questions about a story or the information in a book. • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. • Discuss storybooks by responding to questions about the beginning, middle, and end of the story. <p>LDC-11: Children develop phonological awareness.</p> <ul style="list-style-type: none"> • Distinguish between similar sounding words (e.g., tree and three). • Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations. • Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. • Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. • Associate sounds with specific words, such as awareness that different words begin with the same sound. <p>LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.</p> <ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. • Show they know that letters function to represent sounds in spoken words. 	<p>T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W4: Language 62–63 Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity. T5: W1: Math 16–17 Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers. T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines. T5: W2: Literacy 30–31 Day 1: Use Circle Time to share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas. T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe. T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion. T7: W4: Language 62–63 Day 4: Story Time: Read interactively and connect to the week's Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home. T7: W4: Literacy 60–61 Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i> T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>LDC-5: Children describe familiar people, places, things, and events. See for example: 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> 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> T5: W2: Literacy 34–35 Day 4: Small Group: Help children to pretend to make fruit salad using picture cards. Invite them to use the picture cards to describe the process for making fruit salad. T6: W1: Math 18–19 Day 3: Use Circle Time to share a patterns strategy and play a pattern game; Small Group: Use pattern blocks to model size-related patterns. Ask children to describe and copy the patterns. T7: W2: Literacy 34–35 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. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage them to describe themselves as members of a family.</p>

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<ul style="list-style-type: none"> • Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. • Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. <p>Foundations for Writing</p> <p>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 in drawings and by writing letters or letter-like forms. • Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey. • Communicate their thoughts for an adult to write. • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). • Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). <p>LDC-14: Children use knowledge of letters in their attempts to write.</p> <ul style="list-style-type: none"> • Use known letters and approximations of letters to write their own name and some familiar words. • Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). <p>LDC-15: Children use writing skills and writing conventions.</p> <ul style="list-style-type: none"> • Use a variety of writing tools and materials with increasing precision. • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). • Use some conventional letters in their writing. 	<p>LDC-6: Children use most grammatical constructions of their home language well.</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>Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and encourage all families to contribute their home language and culture to the classroom (IG p. 88).</p> <p>Also, see for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turns using the sentence <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p> <p>T2: W1: Language 20–21</p> <p>Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses.</p> <p>T4: 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>T5: W1: Language 16–17</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>LDC-7: Children respond to and use a growing vocabulary.</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is an instructional focus on both language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>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.</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).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</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 groups, students are prompted to respond to read-aloud through writing, drawing, or storytelling.</p>

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	<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>LDC-8: Children develop interest in books and motivation to read. See for example: 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. 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 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: make predictions with the Getting Ready Activity.</p> <p>LDC-9: Children develop book knowledge and print awareness. PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book handling concepts are explored through the use of alphabet books, alphabet cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p>See for example: 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: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i></p> <p>LDC-10: Children comprehend and use information presented in books and other print media. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T4: W4: Language 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let's Talk About Cats Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: W3: Language 44–45</p>

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	<p>Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Describe pride with the Tell a Story Activity.</p> <p>LDC-11: Children develop phonological awareness. See for example: T2: W4: Literacy 60–61, 62–63 Day 3: Circle Time: Identify Rhymes. Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity. T4: W4: Literacy 58–59 Day 2: Small Group: Do They Rhyme? Activity. T5: W3: Literacy 46–47 Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity. T6: W1: Literacy 14–15 Day 1: Circle Time: Let's Rhyme. T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity. T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness. Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity. T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song. T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the 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>LDC-12: Children develop knowledge of the alphabet and the alphabetic principle. See for example: 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. T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T5: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books. T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i> T7: W1: Literacy 14–15 Day 1: Circle Time: Talk About the Alphabet (letters Nn, Ii, Cc); Small Group: Invite children to recognize and make the sounds of the letters Cc, Nn, and Ii; Show children how to make an insect for the letter I and identify the letters I, n, and c in the word <i>insect</i>. T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>Foundations for Writing 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>

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	<p>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes. See for example: T1: W2: Math 34–35 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> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer's Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom. T5: W1: Language 16–17 Day 2: Independent Centers: Writer's Corner: <i>Can you write about three ways to take care of your body?</i> T8: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?</i>; Independent Centers: Writer's Corner: <i>Can you write about trying something that scared you at first?</i> T8: W3: Literacy 50–51 Day 5: Independent Centers: Writer's Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 46–47 Day 1: Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i> Day 3: Independent Centers: Writer's Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>LDC-14: Children use knowledge of letters in their attempts to write. See for example: T1: W2: Literacy 28–29 Day 1: Circle Time: Sing "The Alphabet Song;" Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name. T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children's first names; Small Group: Explore first letters in names with the Nice Name! Activity. T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer's Corner: <i>Show me how you write your name on my dry-erase board.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. 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>LDC-15: Children use writing skills and writing conventions. See for example: T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 22–23 Day 5: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i> T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways. T1: W4: 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></p>

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	<p>T2: W4: Math 62–63</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i></p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to dig out letters to spell their name.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles.</p>

South Carolina Early Learning Standards	Scholastic PreK On My Way
<p>Mathematical Thinking and Expression</p> <p>Foundations for Number Sense</p> <p>MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</p> <ul style="list-style-type: none"> • Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. • Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. • Rote count to 20 with increasing accuracy. • Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.). • Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” • Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. • Match numerals 1–10 to sets of objects, with guidance and support. • Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils). • Given a number 0–5, count out that many objects. • State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). • Tell what number comes next or what number came before another number when counting 1–5. • Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). <p>MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</p>	<p>MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</p> <p>See for example:</p> <p>T1: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers: Purposeful play related to <i>I Know Numbers!</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity.</p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T2: W4: Math 60–61</p> <p>Day 3: Count of Ten: Practice counting out loud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.</p> <p>T3: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>Day 4: Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Read <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>T4: W4: Math 60–61</p> <p>Day 3: Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.”</p> <p>T5: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting.</p> <p>Day 4: Circle Time: Play a counting game; Story Time: Read interactively and connect to counting; Small Group: Pretend to wash your hands while counting to 20.</p> <p>T6: W4: Math 56–57</p> <p>Day 1: Small Group: Practice counting with the Five Twigs Activity.</p> <p>T7: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>Day 3: Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.</p> <p>T8: W4: Math 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p> <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>MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</p> <p>See for example:</p> <p>T1: W3: Math 42–43</p>

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<ul style="list-style-type: none"> • Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). • Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). <p>Foundations for Algebraic Thinking MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</p> <ul style="list-style-type: none"> • Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). • Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). • Show beginning abilities to create simple repeating patterns. <p>Foundations for Geometry and Spatial Understanding MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.</p> <ul style="list-style-type: none"> • Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. • Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). • Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. 	<p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. T3: W1: Math 16–17</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence. T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity. T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity. Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity. T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count connecting cubes in a five-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually. Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity. T8: W2: Math 28–29, 30–31</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity. T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 2: Small Group: Have children count a certain number of connecting cubes from a group of 10. Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p> <p>MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities. See for example: T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity. Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i> T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one. Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity. Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i> T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects. T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five connecting cube train? How does it change if you add one cube? if you take away a cube?</i> T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket. 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>• Name basic 2- and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon) and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.").</p> <p>Foundations for Measurement and Data Analysis MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.</p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight (short, tall, long, heavy, big). • Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). • Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). • Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). • Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) • Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). <p>Mathematical Thinking and Reasoning MTE-6: Children use mathematical thinking to solve problems in their everyday environment.</p> <ul style="list-style-type: none"> • Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos). • Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). 	<p>MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities. T1: W1: Literacy 20–21 Day 4: Use Circle Time to introduce vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i> T2: W2: Math 28–29, 30–31, 32–33 Day 1: 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. T2: W3: Math 48–49 Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity. 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. T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes. Day 2: Small Group: Help children describe the shapes they are creating. Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes. T7: W4: Math 56–57, 60–61, 62–63 Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity. Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity. Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities. See for example: T1: W1: Math 18–19, 20–21 Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity. Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i> T1: W3: Math 46–47, 50–51 Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity. Day 5: Circle Time: Children act out measurement words. T2: W1: Math 16–17 Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity. T2: W3: Math 42–43, 44–45, 46–47 Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity. Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i> Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using connecting cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i> T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51 Concept Question: How do we measure how big, how much, or how many?</p>

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<ul style="list-style-type: none"> • Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower, so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). • Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). 	<p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <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 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: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p>

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	<p>Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using connecting cubes as units of measurement.</p> <p>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p> <p>MTE-6: Children use mathematical thinking to solve problems in their everyday environment. PreK On My Way helps children recognize and use the power of mathematical thinking in their daily lives (IG p. 33).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Story Time: Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T2: W2: Language 30–31</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.</p> <p>T2: W2: Math 32–33</p> <p>Day 3: Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.</p> <p>T5: W1: Math 14–15</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game.</p> <p>T5: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Play a counting game.</p> <p>Day 4: Circle Time: Play a counting game.</p> <p>T6: W1: Math 18–19</p> <p>Day 3: Use Circle Time to share a patterns strategy and play a pattern game.</p> <p>T6: W2: Math 32–33</p> <p>Day 3: Small Group: Practice patterns with the Spot the Mistake: Patterns Activity.</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i></p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to dig out letters to spell their name.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles.</p>

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<p>Cognitive Development</p> <p>Construction of Knowledge: Thinking and Reasoning</p> <p>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). Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). Organize and use information through matching, grouping, and sequencing. <p>CD-2: Children recall information and use it for addressing new situations and problems.</p> <ul style="list-style-type: none"> Demonstrate their ability to apply what they know about everyday experiences. Describe past events in an organized way, including details or personal reactions. Improve their ability to make predictions and explain why things happen using what they know. Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. Speculate and imagine what might happen next. <p>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."). 	<p>CD-1: Children use their senses to construct knowledge about the world around them.</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: Story Time: Extended Play: <i>Riddle Riddle Ree, I See Something You Don't See</i>.</p> <p>Day 3: Circle Time: Play Simon Says, focusing on the senses; Focus on Vocabulary (sweet, sour); Story Time: Guiding Question: <i>What words can we use to talk about how foods taste?</i>; Small Group: Identify things with the Our Fabulous Five Senses Activity.</p> <p>Day 4: Circle Time: What Do We Use To ...?; Focus on Vocabulary (taste, smell); Story Time: Read aloud from the <i>Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!</i>; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity.</p> <p>Day 5: Circle Time: Name the Senses; Story Time: Guiding Question: <i>What kinds of sounds can we hear?</i>; Small Group: Independent Response Prompt: <i>Imagine a meal with yummy foods to taste and smell. What food would it have?</i></p> <p>T3: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: What Can You Do?; Story Time: Enjoy reading <i>Close Your Eyes</i>.</p> <p>Day 2: Story Time: Extended Play: What's Missing?; Small Group: Use sense with the What's Missing? Activity.</p> <p>Day 3: Circle Time: Build Background About Senses; Sing About the Senses; Focus on Vocabulary (listen).</p> <p>Day 4: Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (smell, taste); Small Group: Explore senses with 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>T3: W1: Literacy 18–19, 22–23</p> <p>Day 3: Circle Time: Build Background on Using Senses; Focus on Vocabulary (listen).</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe how you used all of your senses today.</i></p> <p>CD-2: Children recall information and use it for addressing new situations and problems.</p> <p>During Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of text.</p> <p>In addition, see the following activities:</p> <p>T1: W2: Math 36–37, 40–41</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in the book manage their feelings?</i></p> <p>Day 5: Story Time: Read and retell story interactively, focusing on emotions.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity.</p> <p>T1: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>What different family members do you hear about in the story?</i></p> <p>T1: W4: Language 57, 59</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer's Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T2: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How did the character in this book feel?</i></p> <p>T3: W1: Literacy 14–15</p> <p>Day 1: Story Time: Enjoy reading <i>Close Your Eyes</i>; Guiding Question: <i>What things do the brothers argue about?</i></p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember.</p> <p>T6: W3: Language 42–43</p> <p>Day 1: Guiding Question: <i>How does Marisol feel about Ramon's art?</i></p> <p>T7: W2: Literacy 34–35</p>

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<ul style="list-style-type: none"> Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't"). Use language to describe their thinking processes with adult support. Work on a project over several days, solving problems and making their work more elaborate. 	<p>Day 2: Independent Centers: Writer's Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>T8: W2: Literacy 30–31, 36–37</p> <p>Day 2: Independent Centers: Writer's Corner: <i>Write about a time when you faced your fear.</i></p> <p>Day 5: Writer's Corner: <i>Can you write about trying something that scared you at first?</i></p> <p>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15, 16–17</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>T1: W2: Literacy 30–31</p> <p>T1: W2: Literacy 28–29, 30–31</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.</p> <p>T1: W4: Math 58–59, 60–61</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 32–33, 34–35</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 46–47, 48–49</p> <p>Day 3: ABC Center: <i>Trace the letter T.</i></p> <p>Day 4: ABC Center: <i>Use letters to make your name.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books.</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?; Math and Science Center: Can you show four patterns?; Construction Center: Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T5: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Independent Centers: Writer's Corner: <i>Can you write about going to the dentist?</i></p> <p>Day 3: Independent Centers: Writer's Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Day 4: Independent Centers: Writer's Corner: <i>Can you write about the order in which you wash your hands?</i></p> <p>T6: W1: Literacy 14–15, 18–19</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?; Pretend and Learn Center: What healthy snacks do you like to eat? Why?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?; Creativity Station: 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?; Writer's Corner: Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p>

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<p>Creative Expression</p> <p>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 (express preferences, choose to look at book of photographs or listen to music again). 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). Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). Recognize the value of artistic expression and the role the arts play in people’s lives. <p>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. Plan and act out scenes based on books, stories, everyday life, and imagination. Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. 	<p>CD-4: Children demonstrate appreciation for different forms of artistic expression.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</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>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W3: Math 42–43</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: “The Alphabet Song.”</p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Sing a Sharing Song.</p> <p>T2: W1: Math 18–19</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.”</p> <p>T2: W3: Math 46–47</p> <p>Day 3: Circle Time: Sing a Shapes Song.</p> <p>T3: W2: Math 28–29</p> <p>Day 1: Circle Time: Sing an Adding Song.</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: 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: Creativity Station: <i>Can you draw a musical instrument?</i></p> <p>Day 3: Circle Time: Sing Your ABCs; Independent Centers: Math and Science Center: <i>What instrument is louder than the others?;</i> Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: 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: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></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>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: Revisit the Concept Question: <i>How can we express ourselves through making art?;</i> Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W3: Math 48–49</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Small Group: Create origami with the Make a Ladybug Activity.</p> <p>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p> <p>During Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of the text. In small groups, students are prompted to respond to the read-aloud through writing, drawing, or storytelling.</p>

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	<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>Also, see for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23</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>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer's Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p> <p>T1: W3: Literacy 48–49, 50–51</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>Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer's Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W2: Language 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T4: W2: Language 28–29</p> <p>Day 1: Independent Centers: Writer's Corner: <i>Draw a picture of your favorite pet. What is its name?</i></p> <p>T4: W4: Language 62–63</p> <p>Day 2: Independent Centers: Creativity Station: <i>Draw a picture of your favorite big cat. What features would it have?</i></p> <p>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: Read <i>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: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word that merry describes.</i></p> <p>T6: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Writer's Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i></p> <p>T6: W2: Language 30–31</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>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>

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	<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>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: 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>

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<p>Cognitive Development cont'd Social Connections</p> <p>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 a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. • Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. • Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). <p>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 and express self as a part of several groups (e.g., family, preschool class, faith community). <p>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. • Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). • Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). <p>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."). • Observe and talk about changes in themselves and their families over time. • Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). 	<p>PreK On My Way supports the research that suggests that the quality of interactions between children and adults is the main driver of development and learning. One of the main relationships in the classroom is the one between the teacher and each child. Other important relationships include those between children and between the teacher and other paraprofessionals or volunteers.</p> <p>PreK On My Way prompts continued conversation and concept exploration at home and invites children's home culture, language, and experiences into the classroom. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week's Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children's wrists (IG p. 93)</p> <p>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities. See for example: T1: W1: All About Me Guiding Question: <i>What makes us who we are?</i> T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 2: Story Time: Connect the Mind Builder Building Relationships to the read-aloud; Explore family relationships. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr. Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit 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> T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Family Concept Question: What makes a family? T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of "family" charades. Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i> T1: W3: Family Concept Question: What makes a family? T1: W3: Math 42–43, 48–49, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild).</p>

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<ul style="list-style-type: none"> • Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). • Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). 	<p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group). See for example: T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: Begin Story Time by asking, <i>What helps work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer's Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer's Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer's Corner: <i>Which classroom job is your favorite? Write about it.</i> 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. Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether they would like to do that job. T8: W1: Literacy 18–19 Day 3: Circle Time: Discuss responsibilities at home.</p> <p>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. See for example: T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category. Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>CD-9: Children explore concepts connected with their daily experiences in their community. See for example: T3: W4: 62–63 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> T4: W1: Math 22–23 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> T5: W2: Language 32–33 Day 3: Story Time: Consider using the pictures in <i>Before We Eat</i> to discuss technology in general. Point out the tractors, harvesters, and trucks. Point out that the checkout register, like tablets or phones that children might have used, requires careful fingering and attention. Remind children that technology only works if the person uses it in the right way. T6: W4: Language 60–61, 64–65 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> 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> T7: W3: Math 44–45</p>

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	<p>Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone's birthday.</i></p> <p>T7: W4: Math 58–59, 62–63</p> <p>Day 2: Story Time: Extended Play: Point out the list of websites on page 24 that can help children learn more about garbage and recycling. Share any class rules for computer and internet use and emphasize that these rules keep everyone safe. Follow these rules to visit a few garbage- or recycling-related websites as a class. Show videos of a garbage truck's journey if possible.</p> <p>Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items.</p>

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<p>Scientific Exploration and Knowledge CD-10: Children observe and describe characteristics of living things and the physical world.</p> <ul style="list-style-type: none"> Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). Notice and react to the natural world and the outdoor environment. Describe some things plants and animals need to live and grow (sunlight, water, food). Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plants when dry, weed vegetable garden). Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). <p>CD-11: 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. Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). Compare objects, materials, and phenomena by observing and describing their physical characteristics. Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). Make and check predictions through observations and experimentation, with adult support and guidance. Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). 	<p>CD-10: Children observe and describe characteristics of living things and the physical world. See for example: T3: W2: Literacy 32–33, 34–35 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing children to make predictions and observations in the Rain Experiment Activity. Day 4: Small Group: Help children with making and recording observations with the Daily Weather Book Activity. T3: W3: Math 46–47, 48–49 Day 3: Story Time: Focus on measurement in the read-aloud; Small Group: Measure height with the How Big Is a Kid? Activity. Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity. T3: W4: Literacy 58–59, 60–61 Day 2: Circle Time: Show curiosity and focus on vocabulary (curious, watch); Small Group: Develop scientific thinking with the Show Curiosity Activity. Day 3: Circle Time: Build Content Background: Provide materials from the earth for children to study such as rocks, dirt, and sand. Invite children to use a magnifying glass to study the materials. T3: W4: Math 56–57, 58–59, 60–61 Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity. Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i> Day 3: Small Group: Weigh objects with the Balance It Out Activity. T4: W1: Literacy 16–17 Day 2: Skills Focus: Life Science: Observe, investigate, describe, and discuss the relationship of organisms to their environment.</p> <p>CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations. See for example: T2: W3: Math 44–45, 46–47, 48–49 Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity. T2: W4: Math 62–63 Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity. T3: W2: Literacy 32–33 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain). T3: W3: Math 46–47 Day 3: Circle Time: Introduce Vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i> T3: W4: Literacy 58–59, 60–61 Day 2: Circle Time: Show curiosity and focus on vocabulary (curious, watch); 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>; Small Group: Develop scientific thinking with the Show Curiosity Activity. T4: W1: Math 14–15 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i> T5: W2: Language 36–37 Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: create a “fruit salad” using connecting cubes with the Mix a Salad! Activity. T6: W3: Language 44–45, 46–47 Day 2: Story Time: Extended Play: Mold Something. Day 3: Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> T6: W4: Language 58–59, 62–63</p>

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<ul style="list-style-type: none"> Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings, or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. Analyze the result of an attempted solution and use new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). 	<p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Introduce Vocabulary (ideas, compete); Small Group: Invite children to make forts out of wooden blocks and encourage them to try a different design for their fort in the What Can You Build? 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: W1: Language 18–19</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions.</p>