

## Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

**Directions:** List and/or describe the elements from the Curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

**Name of Curriculum:** Scholastic Pre-K ON My Way

**Type of Curriculum:**  Infant  Toddler  Preschool  Family Child Care

**Content includes all domains?**  Yes  No

**If No, select specific domains included in the curriculum:**

- Approaches to Learning  Cognitive Development  Creative Development  Language and Literacy  Mathematics  
 Physical Development and Wellness  Science  Social and Emotional Development  Social Studies

Describe the research base of the curriculum including references:

Scholastic Pre-K On My Way is a comprehensive full-year PreK program that provides many opportunities for children to demonstrate interest in and curiosity about the world around them, building on their strengths as they take the first steps on their learning adventure. Available in English and Spanish, the program features best practices in early childhood education that support children's development in literacy, language, math, and all domains of learning. [Pk Skills](#) PKOMW features content that is engaging for all children with songs, games, books, and learning opportunities that foster critical thinking and reasoning. Digital features extend children's learning, engage families, and support teachers. Pre-K On My way offers built-in supports for responsive teaching, professional learning, family engagement, and administrative planning. The program helps adults provide children with the support they need to thrive. Research shows that instruction focused on language, literacy, and mathematics skills results in greater cognitive growth (Brookings, 2017). PreK On My Way helps children develop these fundamental skills as they explore literature and activities across various content areas including science, social studies, fine arts, and more. Writing is integrated into every module with daily writing lessons to support emergent literacy. [PK Implementation Guide](#)

### Research

PreK On My Way is grounded in evidence-based and theoretical-based research, with a focus in the fields of child development and learning practices. The program's evidence-based methodologies are known to successfully impact young learners. There are five pillars of "evidence-based methodologies" supporting PKOMW instruction. [PK Research](#)

### Developing Social-Emotional Skills and Improved Mental Health through Mind Builders

PreK On My Way Mind Builders support children's development of social, emotional, executive function, and creativity and motivation skills—the skills that set the conditions for learning. Working with Dr. Linda Mayes of the Yale Child Study Center, we created a research-based scope and sequence of Mind Builder development specifically for 3-, 4-, and 5-year-olds. pages 28–30 [PK Implementation Guide](#).

### Developing Oral Language and Vocabulary through the Evidence-Based Developing Talkers Methodology

PreK On My Way supports evidenced-based methodologies through the incorporation of the "Developing Talkers" approach to language development, in partnership with the Children's Learning Institute (CLI) at the University of Texas Health Science Center. In PKOMW, Scholastic has built upon the successful research model known as Developing Talkers, which produced significant growth in children's receptive vocabulary skills. The Developing Talkers approach focuses significantly on three domains of early language: vocabulary, comprehension, and speaking skills, providing opportunities for learners to build their oral language skills and conceptual knowledge. As shown in the left graph, there were large effects when words were taught directly, and small effects in the right graph for words that were not explicitly taught. This shows the benefits of systematic vocabulary instruction using the methods embedded throughout PreK On My Way. pages 31-32 [PK Implementation Guide](#).

Building a strong vocabulary at the earliest ages lays the foundation for academic success. Children learn much vocabulary incidentally by listening to books read aloud and by engaging in conversations with adults. Research shows that children's vocabulary increases most when they are exposed to a combination of these implicit opportunities to learn words alongside explicit instruction around important vocabulary (Marulis and Neuman 2010). Approaches that effectively build children's vocabulary directly introduce new words in whole-group lessons and dig deeper into these words with extension activities in small-group settings and independent centers (Coyne et al. 2009, Wasik and Hindman, 2020). Because word learning is incremental, approaches that distribute hearing practice and using words over time can build deeper understanding of words (Beck et al. 2013). Opportunities to engage with teachers and peers in hearing and using new vocabulary are important to language development. Preschoolers demonstrate increasing capacity to learn that words have multiple meanings and to use new words for a variety of purposes that range from telling stories and singing songs to scientific explorations (Deák 2000, Pentimonti et al. 2020). Teaching a set of conceptually related words within a thematic unit of study also helps build children's semantic networks (Hadley et al. 2019). The Language Module includes multiple resources that implicitly support word learning including abundant exposure to interactive reading, songs, interactive writing about children's personal experiences, and networks of ideas and words within thematic units.

The PreK On My Way Language Module uses narrative and informational texts as a springboard for developing a language-rich classroom that includes whole-group and small-group opportunities for children to develop language skills. The Language Module supports these goals with an integrated set of instructional resources designed to support early childhood teachers as they facilitate multiple-turn conversations, provide intentional vocabulary instruction, and use strategies that scaffold children's language skills. pages 3-8 [PK Language research foundation paper](#)

### **Evidence-Based Methodology to Develop Proficient Literacy Learners**

The PreK On My Way Literacy Module is designed to build early literacy skills through the power of story. In partnership with the Yale Child Study Center and Sewanee University of the South, Scholastic developed Discover Together. Discover Together, an early literacy instructional model designed to build social and emotional skills, resiliency, and pride while teaching phonological awareness, alphabet knowledge, emergent literacy, and early writing skills. The program is nationally recognized for building multigenerational literacy skills and resiliency through the power of story. This print-rich approach builds children's motivation to read while focusing on building phonological awareness, alphabetic knowledge, concepts of print, and comprehension skills. These lessons in PreK On My Way are thoughtfully sequenced to help you revisit sounds and letters multiple times, aligned to research-based best practices (Jones et al., 2012). pages 64-65 [PK Implementation Guide](#). Letter knowledge phonological awareness, and an understanding of speech-sound correspondences are essential for children to learn how to become readers and writers (International Literacy Association, 2018) additional resources [Pk Phonological Awareness white paper](#) and [PK Alphabet White Paper](#).

### **Developing Mathematical Thinking through Evidenced-Based Approaches**

The PreK On My Way Math Module is intentionally designed to help early childhood practitioners navigate the goals of teaching an early mathematics curriculum. The Math Module supports these goals by integrating an important set of features that help early childhood teachers foster understanding, develop skills, and nurture the minds of young mathematicians. [PK Math Foundational paper](#). Through our partnership with Dr. Jie-Qi Chen, co-founder of The Early Math Collaborative at the Erikson Institute, Scholastic has prioritized strategies within PKOMW that develop mathematical thinking for our earliest learners. The PKOMW Math Module is specifically designed to support early childhood practitioners in navigating the "what, how, and why" goals of teaching an early mathematics curriculum.

The Math Module supports these goals by integrating distinct features that allow teachers to:

- Focus on diverse early mathematics content strands
- Attend to cross-content connections in early mathematics
- Define early mathematical learning goals and skills
- Offer daily rich activities and develop flexible thinking skills
- Integrate children's literature with early math learning
- Emphasize the use of mathematics language

To learn mathematics, young children must be actively involved with activities in different content strands. Equally important is their knowledge of the connections between these content strands. Defined by the National Council of Teachers of Mathematics, the cross-content topics include unitizing, relating and organizing, decomposing and composing, and looking for patterns and structures (NCTM 2000). These overarching concepts connect mathematical ideas, procedures, and problem situations into a unified body of knowledge. They also act as "vehicles for children to deepen, extend, elaborate, and refine their thinking" and "explore ideas and lines of reasoning"(NRC 2009). Additional information [PK Foundational paper](#)

Researchers have found that children's math knowledge at the end of their PreK year is directly related to the amount of math talk used by their teacher (Kilbanoff, et al, 2006). PreK On My Way supports this active math talk through interactive read-alouds, small-group activities, purposeful play, and more.

### **Integrating Play**

PreK On My Way encourages a variety of play—from group games to small-group activities, to purposeful play in independent centers, to suggestions for fun outdoors and at home. Purposeful play provides a context for learning so that it is meaningful to children. That is the kind of learning that is likely to result in long-term understanding and concept development (Gilbert, et al 2011).

When adults shape the quality of play so that it is intentional, children learn more and develop increased persistence (Gilbert, et al, 2011). Providing both new and familiar materials, appropriate tools, ample space, and relevant conversation enhances children's independent play. Research shows that adult interaction and engagement increase the value of children's play (Cutter-Mackenzie and Edwards, 2013). Trusted adults can help children deepen and extend their learning using open-ended prompts that model language, prompt connections, and encourage children's extended thinking. While children drive the learning experience, adults can clear a part for their exploration and growth. The Teaching Guides provide suggested materials for each week's independent centers, as well as daily conversation prompts for use during purposeful play. Pages 72-73 [PK Implementation Guide](#)  
Look for play options throughout the program:

- Circle Time Warm-up options include opportunities for music, movement, and play.
- Extended Play Options after your large group read aloud include suggestions for playing a game that extends children's learning through active play.
- Small-Group Activities Many small-group activities feel more like games as children face fun hands-on challenges together.
- Independent Centers See your Teaching Guide for suggestions for stocking your centers each week and prompting conversation with and among children to encourage purposeful play.
- Songs and Fingerplays Find songs and fingerplays for every theme on the digital Teacher Hub.

### **Multilingual Learners**

A growing percentage of young children enter PreK speaking a language other than English. In the United States, 33% of children are born into homes where a language other than English is spoken (Child Trends, 2019). This is up from 22% in 2011 (Espinosa, 2015). Research shows that integrating children's home language into a high-quality early learning program helps young dual-language learners do better in math and reading than their dual-language peers who receive no support in their home language (Burchinal et al., 2012). PreK On My Way and PreK On My Way en español see all of children's language skills as assets in the classroom. In the English and Spanish versions of the program, 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 (English and Spanish) and encourage all families to contribute their home language and culture to the classroom. Pages 87-88 [PK Implementation Guide](#)

### **PreK On My Way Additional Research Resources**

[Pre K On My Way Skills](#)

[Pre K On My Way Case Study](#)

[Pre K On My Way Implementation Guide](#)

[PK On My Way Research Foundation](#)

[PK Language research foundation paper](#)

[PK Alphabet White Paper.](#)

[Pk Phonological Awareness white paper](#)

[PK Math Foundational paper](#)

[Tricia A. Zucker , Emily J. Solari , Susan H. Landry & Paul R. Swank \(2013\). Effects of a Brief Tiered Language Intervention for Prekindergartners at Risk, Early Education & Development, 24:3, 366-392, DOI: 10.1080/10409289.2012.664763](#)

Standard	Curriculum Alignment
<p><b>Approaches to Learning</b></p>	
<p>AL 1.a. Engages in new and unfamiliar experiences and activities.</p>	<p><b>AL 1.a. Engages in new and unfamiliar experiences and activities.</b>  <b>See for example:</b>  During independent centers, children lead their own play as the teacher or other adults ask questions to elicit conversation with and among children. Centers are stocked with materials that will help children apply their learning from large- and small-group experiences, all connected to the week's Concept Question (Implementation Guide (IG) pp. 12–13).</p> <p><b>T2: W1:</b> Math 16–17  <b>Day 2:</b> Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with this Line Up! Activity.</p> <p><b>T2: W2:</b> Language 30–31  <b>Day 2:</b> Story Time: Extended Play: Challenge children to use their flexible thinking in a sorting game.</p> <p><b>T2: W3:</b> Literacy 44–45  <b>Day 2:</b> Small Group: Let's Solve It: Have children identify the problem and work in teams to complete it.</p> <p><b>T3: W2:</b> Literacy 30–31, 32–33, 34–35, 36–37  <b>Day 2:</b> Story Time: Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p> <p><b>T7: W1:</b> Language 16–17  <b>Day 2:</b> 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><b>T8: W2:</b> Literacy 30–31  <b>Day 2:</b> Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p><b>T8: W2:</b> Language 30–31  <b>Day 2:</b> 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>

AL 1.b. Completes activities with increasingly complex steps.

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**See for example:**

**T2: W1:** Math 20–21

**Day 4:** Small Group: Review the rules for Simon Says and give children directions containing location words.

**T3: W2:** Literacy 30–31

**Day 2:** Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity.

**T5: W3:** Literacy 46–47

**Day 3:** Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing.

**T6: W1:** Literacy 16–17

**Day 2:** Circle Time: Share the Mind Builder **Make a Plan**; Small Group: Help children identify a plan, follow steps, and reach a goal.

**T6: W3:** Literacy 44–45

**Day 2:** Circle Time: Share Mind Builder **Make Plans** and taking steps toward a goal; Focus on Vocabulary (**plan**); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.

**T6: W3:** Language 46–47

**Day 3:** Circle Time: Share the Comprehension Skill **Speak Clearly**; Small Group: Ask children to listen and follow oral directions.

**T6: W4:** Literacy 58–59

**Day 2:** Circle Time: Introduce Vocabulary (**plan, build**).

AL 1.c. Persists in completing a task with increasing concentration.

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**See for example:**

**T2: W2:** Literacy 30–31

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Focus on Vocabulary (**create, imagine**); Story Time: Connect the Mind Builder to the read-aloud *Ofrenda*, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.

**T2: W3:** Literacy 44–45

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Story Time: Connect the Mind Builder to the read-aloud *Biblioburro*. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: *Show me a page that shows persistence in this book.*

**T2: W4:** Literacy 58–59

**Day 2:** Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity.

**T4: W1:** Literacy 16–17

**Day 2:** Small Group: Help children communicate with their peers as they persist in solving a sorting problem.

**T4: W3:** Literacy 44–45

**Day 2:** Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.

AL 2.a. Develops a growth mindset.

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**See for example:**

**T1: W1:** Literacy 14–15

**Day 1:** Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

**T6: W1:** Language 16–17

**Day 2:** Circle Time: Share the Mind Builder **Show Self-Awareness**; Small Group: Talk about emotions.

**T7: W1:** Language 16–17

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Focus on Vocabulary (**goal, proud**); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence.

**T8: W2:** Literacy 30–31

**Day 2:** Circle Time: Share the Mind Builder **Understand Abilities**; Focus on Vocabulary (**ready, scared**); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.

**T8: W4:** Literacy 58–59

**Day 2:** Circle Time: Share the Mind Builder **Show Self-Awareness**; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.

**Cognitive Development**

CO 1.a. Develops the ability to recall information about objects, people, and past experiences.

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**See for example:**

**T1: W4:** Language 56–57

**Day 1:** Independent Centers: Pretend and Learn Center: *Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.*

**T2: W2:** Literacy 30–31

**Day 2:** Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.

**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 Am a Cat* and ask the Guiding Question: *How are some cats different from others?*; Small Group: Recall details with the Let's Talk About Cats Activity.

**T5: W1:** Language 18–19

**Day 3:** Story Time: Focus on comprehension in the read-aloud; Guiding Question: *What does our brain do?*; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.



CO 2.a. Demonstrates increasing ability to think symbolically.

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**See for example:**

**T1: W2:** Math 36–37

**Day 5:** Circle Time: Act It Out: Children practice identifying numbers.

**T2: W1:** Math 16–17

**Day 2:** Begin Story Time by connecting the Mind Builder to the book *Dad's First Day*.

**T2: W2:** Language 32–33

**Day 3:** Circle Time: Make a Prediction; Small Group: Act and dance with the Act It Out Activity.

**T2: W2:** Literacy 30–31

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Focus on Vocabulary (**create, imagine**).

**T2: W3:** Math 50–51

**Day 5:** Independent Centers: Library and Listening Center: *How did the character in this book feel? Can you imagine feeling like that?*

**T2: W3:** Language 46–47

**Day 3:** Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity.

**T2: W4:** 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: W3:** Math 44–45

**Day 2:** Story Time: Read closely to think symbolically about the text and about numbers.

**T4: W2:** Language 28–29

**Day 1:** Independent Centers: Writer's Corner: *Draw a picture of your favorite pet. What is its name?*

**T5: W4:** Literacy 64–65

**Day 5:** Circle Time: Act It Out: Five Little Froggies.

**T6: W4:** Language 58–59

**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.

**T7: W1:** Math 22–23

**Day 5:** Circle Time: Act It Out: Day or Night?

	<p><b>T7: W2:</b> Math 28–29  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Use Imagination</b>; Focus on Vocabulary (<b>imagine</b>); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity.</p> <p><b>T7: W3:</b> Language 50–51  <b>Day 5:</b> Circle Time: Act It Out: Care for a Plant.</p> <p><b>T8: W3:</b> Language 46–47  <b>Day 3:</b> Circle Time: Act It Out: Growing Up.</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p><b>CO 3.a. Uses increasingly complex strategies to solve problems. See for example:</b></p> <p><b>T4: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; 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><b>T4: W3:</b> Literacy 44–45  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; 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><b>T8: W1:</b> Literacy 16–17, 20–21  <b>Concept Question: What can we do better together?</b>  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Take Initiative</b>; Focus on Vocabulary (<b>solve problems, together</b>); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p><b>Day 4:</b> Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p><b>T8: W4:</b> Language 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Persist in Tasks</b>; Focus on Vocabulary (<b>new idea, solve problems</b>); Small Group: Discuss being persistent with the My Greatest Adventure Activity.</p>

CO 4.a. Develops ability to be flexible in own thinking and behavior.

**CO 4.a. Develops ability to be flexible in own thinking and behavior.**

**See for example:**

**T2: W2:** Language 30–31

**Day 2:** Circle Time: Share the Mind Builder **Flexible Thinking and Behavior**; Focus on Vocabulary (**idea, different**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; 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.

**T4: W1:** Literacy 16–17

**Day 2:** Circle Time: Share the Mind Builder **Identify and Solve Problems**; Story Time: Connect the Mind Builder to the read-aloud *Penguin Day: A Family Story*; Small Group: Help children communicate with their peers as they persist in solving a sorting problem.

**T4: W3:** Literacy 44–45

**Day 2:** Circle Time: Share the Mind Builder **Identify and Solve Problems**; Story Time: Connect the Mind Builder to the read-aloud *A House in the Sky*; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.

**Creative Development**

CR 1.a. Expresses ideas and feelings through visual art.

### **Creative Development**

**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.

**CR 1.a. Expresses ideas and feelings through visual art.**

**See for example:**

**T1: W1:** Literacy 22–23

**Day 5:** Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face*; Independent Centers: Creativity Station: *What color makes you feel happy? Can you create a picture using that color?*

**T1: W1:** Language 14–15, 22–23

**Day 1:** Small Group: Ask children to draw a self-portrait showing something they like or like to do or something for which they are known.

**Day 5:** Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face*; Independent Centers: Writer's Corner: *Can you draw a picture that shows a food you like to eat?*; Creativity Station: *What color makes you feel happy? Can you create a picture using that color?*

**T1: W2:** Math 34–35

**Day 4:** Independent Centers: Creativity Station: *Draw to show the difference between being scared and surprised.*

**T1: W3:** Literacy 48–49, 50–51

**Day 4:** Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways.

**Day 5:** Independent Writing: Invite children to draw or write about someone in their own family.

**T1: W4:** Literacy 58–59, 62–63

**Day 2:** Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower.

**Day 4:** Small Group: Guide children to make thank-you notes with various art supplies.

**T1: W4:** Math 60–61

**Day 3:** Independent Centers: Creativity Center: *How can you draw the same number of trees and apples?*

**T2: W2:** Math 30–31, 32–33, 34–35

**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.

**Day 3:** Independent Centers: Creativity Center: *Use any materials to make a square.*

**Day 4:** Independent Centers: Creativity Center: *Can you draw your favorite shape?*

**T2: W3:** Math 42–43

**Day 1:** Independent Centers: Creativity Station: *Draw a picture of a community helper.*

**T3: W1:** Literacy 18–19

**Day 2:** Independent Centers: Writer's Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

**T3: W1:** Language 14–15

**Day 1:** Independent Centers: Library and Listening Center: *What shapes and colors do you see?; Writer's Corner: What shapes could you draw?*

**T3: W2:** Language 29–30

**Day 1:** Independent Centers: Creativity Station: *What materials can you use to make a cloud? How about a flash of lightning?*

**T3: W3:** Language 50–51

**Day 5:** Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Independent Response Prompt: *What did you learn this week about measuring things?*

**T3: W4:** Literacy 60–61

**Day 3:** Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: *How do you use the push or pull force on the playground? Can you draw and write about it?*

**T4: W2:** Language 28–29

**Day 1:** Independent Centers: Writer's Corner: *Draw a picture of your favorite pet. What is its name?*

**T4: W4:** Language 62–63

**Day 2:** Independent Centers: Creativity Station: *Draw a picture of your favorite big cat. What features would it have?*

**T6: W1:** Language 22–23

**Day 5:** Independent Centers: Creativity Station: *Draw a picture that shows what feeling the word “merry” describes.*

**T6: W1:** Literacy 20–21

**Day 4:** Independent Centers: Writer’s Corner: *Draw a picture of when you used a big loud voice. What label could you put on your picture?*

**T6: W2:** Language 30–31, 34–35

**Day 2:** Independent Centers: Writer’s Corner: *Can you write or draw about how you feel when you express yourself with music or dance?*

**Day 4:** Independent Centers: Creativity Station: *Draw or paint a musical instrument.*

**T6: W2:** Math 30–31, 32–33, 34–35, 36–37

**Day 2:** Small Group: Work with partners in the Draw Together Activity.

**Day 3:** Independent Centers: Math and Science Center: *Can you draw different shapes? Which shapes?*

**Day 4:** Circle Time: Shape Patterns, Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: *How can you make a farm animal out of shapes?*

**Day 5:** Independent Centers: Creativity Station: *Can you create artwork using your favorite shape?*

**T6: W3:** Math 48–49, 50–51

**Day 4:** Small Group: Talk about sculptures in the Sort Your Art Activity.

**Day 5:** Small Group: Independent Response Prompt: *What is your favorite way to create art?*

**T6: W3:** Literacy 48–49

**Day 4:** Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.

**T6: W3:** Language 42–43, 46–47, 48–49, 50–51

**Day 1:** Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: *Make something that Ramon drew in the book.*

**Day 3:** Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: *Use any tools you like. Make art that is loose and worry-free.*

**Day 4:** Revisit the Concept Question: *How can we express ourselves through making art?*; Independent Centers: Creativity Station: *Use your art skills to make your favorite animal.*

**Day 5:** Circle Time: Have children show and tell about their own art; Guiding Question: *Does art have to be perfect? Why or why not?*

**T6: W3:** Math 48–49

**Day 2:** Circle Time: Share the Mind Builder **Take Initiative**; Small Group: Create origami with the Make a Ladybug Activity.

**T6: W4:** Language 62–63

**Day 4:** Independent Centers: Creativity Station: *Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.*

**T7: W2:** Literacy 34–35

**Day 2:** Independent Centers: Writer's Corner: *Think about what you do during the winter. Can you draw and write about it?*

**T7: W2:** Math 34–35

**Day 4:** Story Time: Read aloud from the *Big Chart of Big Ideas: The Changing Seasons*; Extended Play: Draw seasonal activities.

**T7: W4:** Literacy 60–61

**Day 3:** Small Group: Explore reusing materials with the Reuse and Create Activity.

**T8: W2:** Literacy 30–31, 32–33

**Day 2:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter V.*

**Day 3:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter Q.*

**T8: W3:** Literacy 42–43, 48–49

**Day 1:** Independent Centers: Math and Science Center: *Can you draw a caterpillar? How many legs does your caterpillar have?*

**Day 4:** Story Time: Concept Question: *How have we changed?*; Small Group: Have children think about how they have grown and learned. Allow them to paint pictures of what they have learned.

CR 1.b. Expresses self creatively through music and dance.

**CR 1.b. Expresses self creatively through music and dance.**

**See for example:**

**T2: W2:** Language 32–33

**Day 3:** Small Group: Act and dance with the Act It Out Activity.

**T5: W1:** Literacy 16–17

**Day 2:** Story Time: Extended Play: “Hokey Pokey.”

**T6: W2:** Math 36–37

**Day 5:** Circle Time: Happy and You Know It!; Small Group:

Independent Response Prompt: *Share a time that music and dance made you feel happy.*

**T6: W2:** Language 30–31, 32–33, 34–35, 36–37

**Day 2:** Independent Centers: Library and Listening Center: *Why do you sing and dance?*

**Day 3:** Independent Centers: Pretend and Learn Center: *Pretend you are a famous dancer. How would you move?*

**Day 4:** Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: *Pretend you are singing and dancing in a show for your friends and family.*

**Day 5:** Story Time: Guiding Question: *How do music and dance help us learn?*; Independent Centers: Writer’s Corner: *Write about how you express yourself through music and dance*; Library and Listening Center: *How would you dance to fast music? How would you dance to slow music?*

**T6: W2:** Literacy 32–33, 34–35, 36–37

**Day 3:** Independent Centers: Pretend and Learn Center: *Why do you move differently to different kinds of music?*

**Day 4:** Story Time: Guiding Question: *How can we express ourselves through music and dance?*

**Day 5:** Circle Time: Dance and Play!; Story Time: Guiding Question: *What are some ways we dance, play music, and sing?*; Small Group: Independent Response Prompt: *What is your favorite way to express yourself through music and dance?*



CR 2.a. Develops ability to express new ideas through imaginative and inventive play.

**CR 2.a. Develops ability to express new ideas through imaginative and inventive play.**

**See for example:**

**T2: W2:** Language 32–33

**Day 3:** Small Group: Act and dance with the Act It Out Activity.

**T2: W3:** Language 46–47

**Day 3:** Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity.

**T5: W1:** Language 22–23

**Day 5:** Circle Time: Act It Out: Body Parts.

**T5: W4:** Language 64–65

**Day 5:** Act It Out: Red Light, Green Light.

**T6: W1:** Literacy 50–51

**Day 5:** Circle Time: Act It Out: Name Animals.

**T7: W1:** Math 22–23

**Day 5:** Circle Time: Act It Out: Day or Night?

**T7: W2:** Language 36–37

**Day 5:** Act It Out: Seasons.

**T7: W3:** Language 42–43, 50–51

**Day 1:** Independent Centers: Pretend and Learn Center: *What could you use to make a plant costume?*

**Day 5:** Circle Time: Act It Out: Care for a Plant.

**T8: W2:** Language 34–35

**Day 4:** Independent Centers: Pretend and Learn Center: *How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?*

**Language and Literacy**

LL 1.a. Demonstrates understanding of increasingly complex language.

PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:

**Concept Questions.** These open-ended questions help children talk about and connect their learning throughout each week.

**Large-Group Read-Aloud Prompts.** Open-ended questions encourage conversation about the text read aloud in large groups.

**Small-Group Activities.** These activities include questions to prompt conversation in small groups.

**Independent Play Prompts.** Open-ended questions spark conversation with and among children.

**Chat Bands.** These conversation starters help families continue talking about key concepts at home.

**Family Activities.** These activities prompt conversation related to children's learning at school.

**Chat Chart.** This chart helps members of the school community engage children in meaningful conversations (IG p. 63).

**LL 1.a. Demonstrates understanding of increasingly complex language.**

**See for example:**

**T2: W1:** Language 14–15, 16–17, 18–19, 20–21

**Day 1:** Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.

**Day 2:** Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes.

**Day 3:** Small Group: Encourage children to use complete sentences in their speech.

**Day 4:** Small Group: Encourage children to use complete sentences in their conversation and responses.

**T4: W3:** Language 46–47

**Day 3:** Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.

**T5: W2:** Language 28–29

	<p><b>Day 1:</b> Small Group: Guide children to speak in complex sentences using social studies words.</p>
<p>LL 1.b. Develops and expands understanding of vocabulary and concepts.</p>	<p><b>LL 1.b. Develops and expands understanding of vocabulary and concepts.</b>  <b>See for example:</b>  <b>T1: W3:</b> Math 46–47  <b>Day 3:</b> Circle Time: Introduce Vocabulary (<b>short, long</b>); Small Group: Guide children to sort blocks with the Tall and Short Activity.  <b>T2: W1:</b> Language 14–15, 16–17, 18–19, 20–21  <b>Day 1:</b> Circle Time: Introduce Vocabulary (<b>reply</b>); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.  <b>T3: W2:</b> Literacy 32–33  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>ask questions, explain</b>).  <b>T4: W3:</b> Math 46–47  <b>Day 3:</b> Circle Time: Introduce location words; Where Is Lala?; Focus on Vocabulary (<b>above, under</b>); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where pattern blocks are in a picture using location words.  <b>T5: W2:</b> Language 30–31  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>routine, share</b>); Small Group: Guide students to answer questions and have conversations about routines.  <b>T6: W2:</b> Language 32–33  <b>Day 3:</b> Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.  <b>T7: W2:</b> Literacy 30–31  <b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>conversation, share</b>); Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion of abilities.  <b>T8: W1:</b> Language 14–15, 18–19  <b>Day 1:</b> Story Time: Read for enjoyment and understanding, noticing vocabulary in context.</p>

<p>LL 1.c. Communicates using increasingly complex language.</p>	<p><b>LL 1.c. Communicates using increasingly complex language.</b>  <b>See for example:</b>  <b>T4: W3:</b> Language 46–47  <b>Day 3:</b> Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.  <b>T5: W2:</b> Language 28–29  <b>Day 1:</b> Small Group: Guide children to speak in complex sentences using social studies words.</p>
<p>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</p>	<p><b>LL 1.d. Participates in conversations with increasing application of turn-taking skills.</b>  <b>See for example:</b>  <b>T1: W4:</b> Math 62–63  <b>Day 4:</b> Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (<b>take turns, share</b>).  <b>T2: W1:</b> Literacy 16–17  <b>Day 2:</b> Circle Time: Focus on Vocabulary word (<b>waiting</b>).  <b>T5: W1:</b> Language 16–17, 18–19  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Rules and Routines</b>; Focus on Vocabulary (<b>communicate</b>); Small Group: Guide children to discover that there are a variety of rules having to do with communication.  <b>Day 3:</b> Small Group: Encourage conversational turn-taking.</p>

LL 1.e. Develops comprehension of read-aloud text.

**LL 1.e. Develops comprehension of read-aloud text.**

**See for example:**

Before the read-aloud begins, teachers introduce key vocabulary. Teachers can revisit vocabulary words and comprehension strategies as appropriate (IG p. 31).

**T1: W3:** Literacy 46–47

**Day 3:** Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in 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 14–15, 18–19

**Day 1:** Circle Time: Build science background by asking, *What body parts help us move?*

**Day 3:** Story Time: Focus on comprehension in the read-aloud; Guiding Question: *What does our brain do?*; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.

**T5: W2:** Language 32–33

**Day 3:** Circle Time: Make Inferences; Story Time: Focus on comprehension in the read aloud; Small Group: Ask and answer questions with the What's the Problem? Activity.

**T6: W2:** Language 32–33

**Day 3:** Circle Time: Share the Comprehension Skill **Ask Questions**; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.

**T6: W3:** Literacy 46–47

**Day 3:** Circle Time: Make Predictions; Story Time: Focus comprehension in the read-aloud.

**T8: W1:** Language 14–15, 18–19

**Day 1:** Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.

	<p><b>Day 3:</b> Circle Time: Share the Comprehension Skill <b>Ask Questions</b>; Story Time: Focus on asking questions for a deeper comprehension of the story.</p>
<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p><b>LL 2.a. Develops awareness of syllables in spoken words.</b> <b>See for example:</b> <b>T3: W2:</b> Literacy 32–33 <b>Day 3:</b> Story Time: Clap syllables of cloud-related words like <i>cu-mu-lus</i> and <i>stra-tus</i>. <b>T6: W1:</b> Literacy 18–19 <b>Day 3:</b> Circle Time: Clap syllables of fruit words like <i>ap-ple</i> and <i>ba-nan-a</i>. <b>T6: W2:</b> Literacy 32–33 <b>Day 3:</b> Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name. <b>T6: W3:</b> Language 46–47 <b>Day 3:</b> Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i> <b>T7: W4:</b> Language 56–57 <b>Day 1:</b> Story Time: Clap syllables for the words <i>ti-ny</i> and <i>sur-face</i>.</p>

LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.

**LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.**

**See for example:**

**T5: W2:** Literacy 28–29, 32–33

**Day 1:** Circle Time: Letter and Sounds; Small Group: Help children recognize words that have the same beginning sounds.

**Day 3:** Small Group: Guide children to recognize and produce new words that begin with the same sound as other words.

**T6: W2:** Literacy 32–33

**Day 3:** Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.

**T7: W4:** Literacy 56–57

**Day 1:** Independent Centers: ABC Center: *What letter do you hear at the beginning of the word world? Can you find it and write it?*

**T7: W1:** Language 18–19, 22–23

**Day 3:** Independent Centers: ABC Center: *Look at the n in nighttime. Can you think of other words that begin with the same sound?*

**Day 5:** Independent Centers: ABC Center: *Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?*

**T8: W2:** Language 32–33

**Day 3:** Independent Centers: ABC Center: *What letter makes the sound you hear at the beginning of the words dog and duck?*

**T8: W2:** Literacy 28–29, 30–31, 32–33, 34–35

**Day 1:** Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity.

**Day 2:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter V.*

**Day 3:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter Q.*

**Day 4:** Independent Centers: ABC Center: *Can you find words that start with Y in Yellow Yaks?*

LL 2.c. Develops understanding of rhyme.

**LL 2.c. Develops understanding of rhyme.**

**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: 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.



LL 3.a. Develops knowledge of print organization.

**LL 3.a. Develops knowledge of print organization.**

**See for example:**

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).

**T3: W1:** Literacy 18–19

**Day 3:** Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.

**T8: W2:** Language 32–33

**Day 3:** Independent Centers: Library and Listening Center: *Read the book by placing your finger under the words.*

LL 3.b. Develops knowledge of the alphabet.

**LL 3.b. Develops knowledge of the alphabet.**

**See for example:**

**T1: W1:** Literacy 14–15

**Day 1:** Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.

**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.

**T1: W4:** Literacy 56–57

**Day 1:** Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet *Aa, Bb* Activity.

**T2: W1:** Literacy 14–15

**Day 1:** Circle Time: Focus on the Alphabet; Small Group: Read *Cat Has a Cake* and *Dinosaurs Can* in the Alphabet *Cc, Dd* Activity.

**T2: W3:** Literacy 42–43

**Day 1:** Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet *Gg, Hh* Activity.

**T3: W1:** Literacy 14–15

**Day 1:** Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet *Kk, Ll* Activity.

**T4: W3:** Literacy 42–43, 44–45

**Day 1:** Circle Time: Talk about the Alphabet; Small Group: Explore letters with the Alphabet *Ww, Xx* Activity.

**Day 2:** Small Group: Alphabet Problem Solving.

**T5: W4:** Literacy 56–57

**Day 1:** Circle Time: Review the letters *Nn, Rr, and Xx*; Small Group: Help children practice letter-sound correspondence, focusing on the letters *Nn, Rr, and Xx*.

**T6: W4:** Literacy 56–57

**Day 1:** Circle Time: Review the letters *Ss, Ff, and Pp*; Small Group: Help children identify the letters *Ss, Ff, and Pp* and sort words by initial letter sound.

**T7: W2:** Literacy 28–29

	<p><b>Day 1:</b> Circle Time: Review the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh</i>, <i>Oo</i>, and <i>Bb</i>.</p> <p><b>T8: W3:</b> Language 44–45</p> <p><b>Day 2:</b> 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>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p><b>LL 4.a. Develops understanding that writing represents spoken language.</b></p> <p><b>See for example:</b></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. In small groups, students are prompted to respond to read-aloud through writing, drawing, or storytelling.</p> <p><b>T1: W3:</b> Literacy 50–51</p> <p><b>Day 5:</b> Independent Writing: Invite children to draw or write about someone in their own family.</p> <p><b>T3: W1:</b> Literacy 18–19</p> <p><b>Day 2:</b> Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p><b>T3: W2:</b> Literacy 30–31</p> <p><b>Day 2:</b> Shared Writing: Transcribe children’s speech as they share which type of weather makes them curious.</p> <p><b>T3: W3:</b> Language 44–45, 50–51</p> <p><b>Day 2:</b> Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p><b>Day 5:</b> Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p>

LL 4.b. Draws and writes using increasingly sophisticated grasp.

**LL 4.b. Draws and writes using increasingly sophisticated grasp.**

**See for example:**

**T1: W2:** Literacy 28–29

**Day 1:** Small Group: Help children trace the first letter of their name.

**T1: W3:** Literacy 50–51

**Day 5:** Independent Writing: Invite children to draw or write about someone in their own family.

**T3: W1:** Literacy 18–19

**Day 2:** Independent Centers: Writer's Corner: *What is your favorite thing to taste? Draw a picture and write the word.*

**T3: W3:** Language 50–51

**Day 5:** Writing: Invite children to draw or write about measuring different things in the classroom.

**T8: W2:** Literacy 30–31, 32–33, 34–35

**Day 2:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter V.*

**Day 3:** Independent Centers: ABC Center: *Draw a picture of something that begins with the letter Q.*

**Day 4:** Independent Centers: ABC Center: *Can you find words that start with Y in Yellow Yaks?*

**Mathematics**

MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.

**MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.**

**See for example:**

**T1: W1:** Math 14–15

**Day 1:** Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (**number, calendar**); Story Time: Enjoy reading *I Know Numbers!*, pointing out uses and meanings of numbers; Independent Centers: Purposeful play related to *I Know Numbers!*

**T1: W2:** Math 28–29, 30–31, 32–33, 34–35

**Day 1:** Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: *Grab a group of buttons. How many buttons are there?*

**Day 2:** Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity.

**Day 3:** Small Group: Practice counting with the Give Me: Desert Plants Activity.

**Day 4:** Small Group: Practice counting with the Behind the Curtain Activity.

**T1: W3:** Math 42–43

**Day 1:** Circle Time: Build Math Background: Practice counting items together; Sing a counting song.

**T1: W4:** Math 56–57, 58–59, 60–61, 62–62

**Day 1:** Small Group: Practice counting with the Tomato Harvest Activity.

**Day 2:** Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.

**Day 3:** Small Group: Practice counting with the Horses Behind the Curtain Activity.

**Day 4:** Small Group: Practice counting with the Build a Superhero Activity.

**T2: W4:** Math 60–61

**Day 3:** Count of Ten: Practice counting aloud while doing an action and encourage children to count along; Story Time: Focus on counting in the read-aloud.

**T3: W1:** Math 14–15, 16–17, 20–21

**Day 1:** Singing About Numbers; Story Time: Enjoy reading *Hooray for Hopsy!* and focus on counting; Pause and ask children to count items

in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.

**Day 2:** Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.

**Day 4:** Circle Time: Build Math Background: Remind children the counting sequence is always the same, no matter what you are counting.

**T3: W4:** Math 56–57

**Day 1:** Story Time: Read *The Seesaw* for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count.

**T4: W1:** Math 14–15

**Day 1:** Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.

**T4: W4:** Math 60–61

**Day 3:** Small Group: Ask children to practice counting out a specific number of “ducks” from a group of “ducks.”

**T5: W3:** Math 42–43, 48–49

**Day 1:** Circle Time: Build Math Background: Play a counting game; Story Time: Read for meaning and enjoyment, pausing to practice counting; Small Group: Have children practice rote counting.

**Day 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.

**T6: W4:** Math 56–57

**Day 1:** Small Group: Practice counting with the Five Twigs Activity.

**T7: W1:** Math 14–15, 16–17, 18–19

**Day 1:** Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting.

**Day 2:** Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.

**Day 3:** Circle Time: Practice Counting; Small Group: Guide children to count in sequential order to check their answers.

**T8: W4:** Math 56–57, 62–63, 64–65

**Day 1:** Small Group: Count manipulatives with the Count It Down! Activity.

	<p><b>Day 4:</b> Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p> <p><b>Day 5:</b> Independent Centers: Math and Science Center: <i>Count your toes forward and backward.</i></p>
<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p><b>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</b></p> <p><b>See for example:</b></p> <p><b>T1: W2:</b> Math 28-29</p> <p><b>Day 1:</b> Whole Group: Discuss cardinality specifically. This entire math theme deals with cardinality.</p> <p><b>T1: W3:</b> Math 42-43</p> <p><b>Day 1:</b> Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p><b>T3: W1:</b> Math 16-17</p> <p><b>Day 2:</b> 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><b>T4: W1:</b> Math 14-15</p> <p><b>Day 1:</b> 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><b>T4: W1:</b> Math 18-19 and 20-21</p> <p><b>Day 3:</b> Story Time: Use matching or counting to compare the size of one group to another.</p> <p><b>T4: W3:</b> Math 44-45</p> <p><b>Day 2:</b> Small Group: Count cubes using one-to-one correspondence.</p> <p><b>T8: W4:</b> Math 62-63</p> <p><b>Day 4:</b> Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p>

<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p><b>MA 1.c. Develops ability to subitize small quantities.</b>  <b>See for example:</b>  <b>T1: W3:</b> Math 42–43, 44–45  <b>Day 1:</b> 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.  <b>Day 2:</b> Small Group: Practice subitizing with the Memory Cards Activity.  <b>T4: W2:</b> Math 32–33  <b>Day 3:</b> Circle Time: Share Counting Strategy: Introduce subitizing.  <b>T6: W4:</b> Math 56–57, 60–61  <b>Day 1:</b> Circle Time: Speed Subitizing.  <b>Day 3:</b> Small Group: Guide children to use the five-frame to subitize numbers between one and five in the Pillow Count Activity.  <b>T8: W1:</b> Math 20–21  <b>Day 4:</b> Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p>
<p>MA 1.d. Develops ability to recognize, and name written numerals.</p>	<p><b>MA 1.d. Develops ability to recognize and name written numerals.</b>  <b>See for example:</b>  <b>T1: W2:</b> Math 36–37  <b>Day 5:</b> Circle Time: Act It Out: Children practice identifying numbers.  <b>T3: W1:</b> Math 20–21  <b>Day 4:</b> Small Group: Develop number names with the Number Match Activity.  <b>T3: W3:</b> Math 44–45  <b>Day 2:</b> Story Time: Read closely to think symbolically about the text and about numbers.  <b>T8: W4:</b> Math 56–57, 58–59, 60–61  <b>Day 1:</b> Story Time: Read for enjoyment, with a focus on the counting sequence.  <b>Day 2:</b> Independent Centers: Math and Science Center: <i>Find the number that shows how old you are.</i>  <b>Day 3:</b> Independent Centers: Math and Science Center: <i>Count to 10. What number did you count after eight?</i></p>



MA 2.a. Develops understanding of number relationships and operations.

**MA 2.a. Develops understanding of number relationships and operations.**

**See for example:**

**T1: W1:** Math 20–21

**Day 4:** Independent Centers: Writer's Corner: *Compare two numbers. Which is greater? Which is lesser?*

**T3: W4:** Math 64–65

**Day 5:** Circle Time: Focus on Vocabulary (**equal**).

**T3: W2:** Math 28–29, 30–31

**Day 1:** Circle Time: Build Math Background: Guide children to count to ten and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (**add**); Small Group: Practice adding with the In the Mitten Activity.

**Day 2:** Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: *Take away one block from the pattern. How did the number of blocks change?*

**T3: W4:** Math 60–61, 62–63, 64–65

**Day 3:** Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (**more, less**); Story Time: Read interactively and review adding and subtracting one.

**Day 4:** Circle Time; Build Math Background; Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.

**Day 5:** Independent Centers: Math and Science Center: *How many can you count? What happens if you take away one?*

**T4: W1:** Math 18–19

**Day 3:** Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on addition; Small Group: Guide children to make concrete models for subtracting objects.

**T5: W2:** Math 32–33

**Day 3:** Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.

**T7: W3:** Math 46–47

**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.

**T8: W2:** Math 30–31

**Day 2:** Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using connecting cubes in the Ducks in a Row Activity.

MA 3.a. Develops knowledge of measurement to compare and describe objects.

**MA 3.a. Develops knowledge of measurement to compare and describe objects.**

**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: *Measure two objects. Which is bigger? How do you know?*

**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: *What are you cooking? How did you measure the ingredients?*; Math and Science Center: *What measuring tools do you see?*

**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: *Pretend you are at a construction site. What can you measure here?*

**T3: W3:** Math 42–43, 44–45, 46–47, 48–49, 50–51

**Concept Question: How do we measure how big, how much, or how many?**

**Day 1:** Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (**measure, how big?**): Small Group: Review measurement in the How Many Paper Clips? Activity.

**Day 2:** Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity; Independent Centers: Library and Listening Center: *Is there anything in your book that could be measured?*

**Day 3:** Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (**smaller than, bigger than**); Small Group: Measure the height of each child using the chart and discuss sizes.

**Day 4:** Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (**heavy, light**); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: *Which is longer, your first or last name? How can you tell?*

**Day 5:** Circle Time: Revisit Vocabulary (**heavy, light**); Story Time: Guiding Question: *What is something I can measure?*; Independent Centers: Math and Science Center: *How many scoops of rice can this container hold?*

**T3: W3:** Language 42–43, 44–45, 46–47, 48–49, 50–51

**Day 1:** Circle Time: Build language background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading *This Shoe Needs a Foot*; Small Group: Children practice sorting by size in the Sorting Shoes Activity.

**Day 2:** Circle Time: Focus on Vocabulary (**alike, different**); Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.

**Day 3:** Circle Time: Focus on Vocabulary (**ruler, measure**); Frog Jump measuring activity; Story Time: Share the Guiding Question: *Why do we measure things?*; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.

**Day 4:** Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (**heavy, light**); Story Time: Read aloud from the *Big Chart of Big Ideas: I Can Measure*; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.

**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: Independent Response Prompt: *What did you learn this week about measuring things?*

**T3: W3:** Literacy 46–47, 48–49

**Day 3:** Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.

**Day 4:** Circle Time: Heavy or Light; Measure Your Grin; Focus on Vocabulary (**heavy, light**); Story Time: Read aloud from the *Big Chart of Big Ideas: I Can Measure*; Extended Play: Size Hunt; Small Group: Explore weight with the Heavy or Light? Activity.

**T3: W4:** Math 56–57, 58–59, 60–61, 64–65

**Day 1:** Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in 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: *Weigh objects on a balance scale. Which weighs more?*

**Day 3:** Small Group: Weigh objects with the Balance It Out Activity.

**Day 5:** Circle Time: Focus on Vocabulary (**equal**).

**T4: W2:** Math 32–33

**Day 3:** Circle Time: Focus on Vocabulary (**heavy, light**); Story Time: Focus on the measurement in the read-aloud.

**T6: W1:** Math 14–15, 18–19, 22–23

**Day 1:** Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.

**Day 3:** Story Time: Read interactively for deeper comprehension and to review patterns and measurement.

**Day 5:** Story Time: Revisit the book, focusing on measurement.

**T6: W4:** Math 56–57, 60–61, 64–65

**Day 1:** Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.

**Day 3:** Circle Time: Build Math Background: Measurement; Focus on Vocabulary (**heavy, light**); Story Time: Focus on measurement in the read-aloud.

**Day 5:** Story Time: Revisit and retell interactively, focusing on measurement.

**T7: W3:** Math 46–47, 48–49

**Day 3:** Circle Time: Focus on Vocabulary (**tall, short**); Story Time: Focus on measurement; Small Group: Talk about measurement.

**Day 4:** Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group:

	<p>Guide children to measure and compare their beanstalks using connecting cubes as units of measurement.</p> <p><b>T8: W3:</b> Math 42–43</p> <p><b>Day 1:</b> Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (<b>equal, ruler</b>); 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>MA 3.b. Develops the ability to sort.</p>	<p><b>MA 3.b. Develops the ability to sort.</b></p> <p><b>See for example:</b></p> <p><b>T1: W3:</b> Math 46–47</p> <p><b>Day 3:</b> Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p><b>T2: W4:</b> Math 58–59, 64–65</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Classify and Organize</b>; Focus on Vocabulary (<b>sort</b>); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity.</p> <p><b>Day 5:</b> Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p><b>T3: W3:</b> Language 42–43, 44–45, 46–47, 48–49</p> <p><b>Day 1:</b> Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p><b>Day 2:</b> Circle Time: Focus on Vocabulary (<b>alike, different</b>).</p> <p><b>Day 3:</b> Small Group: Sort pictures by whether they are long or short.</p> <p><b>Day 4:</b> Small Group: Sort picture cards into heavy and light categories.</p> <p><b>T4: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p><b>T4: W4:</b> Math 56–57</p> <p><b>Day 1:</b> Circle Time: Focus on Vocabulary (<b>features, sort</b>); Small Group: Challenge children to sort activity cards by category.</p>

MA 3.c. Develops understanding of patterns.

**MA 3.c. Develops understanding of patterns.**

**See for example:**

Children actively gesture and dramatize quantities, comparisons, patterns, and operations through small-group activities, interactive read-alouds, purposeful play, and music and movement opportunities (IG p. 33).

**T3: W2:** Math 30–31

**Day 2:** Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: *Take away one block from the pattern. How did the number of blocks change?*

**T6: W1:** Math 18–19,

**Day 3:** Story Time: Read interactively for deeper comprehension and to review patterns and measurement.

MA 4.a. Develops ability to recognize shapes and their attributes.

**MA 4.a. Develops ability to recognize shapes and their attributes.**

**See for example:**

**T1: W1:** Literacy 20–21

**Day 4:** Use Circle Time to introduce vocabulary (**square**); Independent Centers: Math and Science Center: *Can you think of a way to use connecting cubes to make a square shape?*

**T2: W2:** Math 28–29, 30–31, 32–33

**Day 1:** Story Time: Enjoy reading *City Shapes*; 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 44–45, 48–49

**Day 2:** Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity.

**Day 4:** Small Group: Explore shapes with the Bake a Shape Cake Activity.

**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

**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.



	<p><b>T7: W4:</b> Math 56–57, 60–61, 62–63</p> <p><b>Day 1:</b> Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p><b>Day 3:</b> Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (<b>solid shapes</b>); Story Time: Focus on geometry in the read-aloud; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p><b>Day 4:</b> Small Group: Review solid shapes with the Find the Shape Activity.</p>
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<p>MA 4.b. Develops understanding of spatial relationships.</p>	<p><b>MA 4.b. Develops understanding of spatial relationships.</b></p> <p><b>See for example:</b></p> <p><b>T4: W3:</b> Math 46–47, 48–49</p> <p><b>Day 3:</b> Circle Time: Share Math Strategy: Introduce location words; Where Is Lala?; Focus on Vocabulary (<b>above, under</b>); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where pattern blocks are in a picture using location words.</p> <p><b>Day 4:</b> Small Group: Guide children to sort animal homes by whether they are above ground or below ground.</p> <p><b>T5: W4:</b> Math 56–57</p> <p><b>Day 1:</b> Circle Time: Sing About Moving; Build Math Background (spatial sense); Focus on Vocabulary (<b>near</b>); Small Group: Discuss the relative location of objects around the room.</p>
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**Physical Development and Wellness**

PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.

**PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.**

**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, *Jumping makes me happy, so let's jump, jump, jump.* Then say, *Hopping makes me happy, so let's hop, hop, hop.* Continue with dancing, clapping, and twisting.

**T1: W3:** Language 49-50

**Day 4:** Independent Centers: Pretend and Learn Center: *Pretend you are your favorite animal. Show how you walk.*

**T2: W2:** Literacy 28–29

**Day 1:** Circle Time: Sing We'll Go for a Walk; Focus on Vocabulary (**neighborhood**).

**T3: W2:** Language 32–33, 34–35

**Day 3:** Independent Centers: Pretend and Learn Center: *Can you show me how you would walk down the sidewalk on a very windy day?*

**Day 4:** Independent Centers: Pretend and Learn Center: *Pretend to jump in a puddle. How does it feel?*

**T4: W4:** Literacy 62–63

**Day 4:** Story Time: Extended Play: Lead children in a line around the room, as you all move around like different animals. Chant *Flap, flap, let's be eagles,* or *Waddle, waddle, let's be ducks,* or *Jump, jump, let's be cats.*

**T5: W1:** Language 16–17

**Day 2:** Independent Centers: Library and Listening Center: *What body parts help you jump?*

**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: *Why does the boy stretch before he races? What muscles do you think the boy uses to race?;* Extended Play: Have children stand up. Have children bend at their waists and touch

	<p>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; 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><b>T8: W3:</b> Language 44–45</p> <p><b>Day 2:</b> Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p><b>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</b></p> <p><b>See for example:</b></p> <p><b>T1: W1:</b> Literacy 20–21</p> <p><b>Day 4:</b> Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p><b>T1: W3:</b> Language 50–51</p> <p><b>Day 5:</b> Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p><b>T2: W1:</b> Language 22–23</p> <p><b>Day 5:</b> Independent Learning Centers: Construction Center: <i>Build a tall tower out of blocks. Then build a smaller one next to it;</i> Creativity Station: <i>Draw or make a big box and a little box.</i></p> <p><b>T3: W1:</b> Math 18–19</p> <p><b>Day 3:</b> Independent Centers: Math and Science Center: <i>Arrange connecting cubes in a row. Which are first, second, and last?</i></p> <p><b>T5: W1:</b> Math 18–19</p> <p><b>Day 3:</b> Independent Centers: Math and Science Center: <i>Can you make a five connecting cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p><b>T8: W3:</b> Literacy 48–49</p> <p><b>Day 4:</b> Story Time: Concept Question: <i>How have we changed?;</i> Small Group: Have children think about how they have grown and learned. Allow them to paint pictures of what they have learned.</p>

PW 1.c. Develops oral motor skills.

**PW 1.c. Develops oral motor skills.**

**See for example:**

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).

**T3: W4:** Literacy 60–61

**Day 3:** Small Group: Guide children as they make art using their breath.

**T5: W1:** Language 16–17, 18–19

**Day 2:** Circle Time: Focus on Vocabulary (**communicate**).

**T5: W2:** Language 28–29

**Day 1:** Small Group: Guide children to speak in complex sentences using social study words.

**T6: W1:** Language 20–21

**Day 4:** Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.

**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.

**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.

PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.

**PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.**

**See for example:**

**T1: W1:** Math 18–19

**Day 3:** Circle Time: Build Math Background; Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks.

**T3: W1:** Math 18–19

**Day 3:** Circle Time: Build Math Background: Review ordinal terms; Three Movements Activity.

**T3: W1:** Language 18–19, 20–21, 22–23

**Day 3:** Circle Time: Play Simon Says, focusing on the senses; Focus on Vocabulary (**sweet, sour**); Story Time: Guiding Question: *What words can we use to talk about how foods taste?*; Small Group: Identify things with the Our Fabulous Five Senses Activity.

**Day 4:** Circle Time: What Do We Use To...?; Focus on Vocabulary (**taste, smell**); Story Time: Read aloud from the *Big Chart of Big Ideas: See! Hear! Taste! Smell! and Touch!*; Small Group: Talk about favorite foods with the Yummy or Yucky? Activity.

**Day 5:** Circle Time: Name the Senses; Story Time: Guiding Question: *What kinds of sounds can we hear?*; Small Group: Independent Response Prompt: *Imagine a meal with yummy foods to taste and smell. What food would it have?*

**T3: W1:** Literacy 20–21, 22–23

**Day 4:** Circle Time: Talk and Sing About Our Senses; Focus on Vocabulary (**smell, taste**).

**Day 5:** Circle Time: Senses Celebration!; Story Time: Guiding Question: *How do our senses help us learn?*; Small Group: Independent Response Prompt: *Describe how you used all of your senses today.*

**T3: W4:** Language 58–59

**Day 2:** Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity.

**T5: W1:** Math 16–17

**Day 2:** Small Group: Create and share movement patterns with the It Takes Two Activity.

PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.

**PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.**

**See for example:**

**T5: W1:** Literacy 20–21

**Day 4:** Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.

**T5: W1:** Language 14–15, 16–17, 22–23

**Day 1:** Circle Time: Build science background by asking, *What body parts help us move?*; Sing About Our Bodies; Story Time: Enjoy reading *My Body*; Small Group: Classify body parts with the Parts of the Body Activity.

**Day 2:** Story Time: *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?*; Independent Centers: Writer's Corner: *Can you write about three ways to take care of your body?*; Library and Listening Center: *What body parts help you jump?*

**Day 5:** Small Group: Independent Response Prompt: *How do you keep your body parts healthy?*

**T5: W2:** Literacy 32–33

**Day 3:** Independent Centers: Math and Science Center: *Why is it important for our bodies to have healthy food?*

**T5: W3:** Literacy 46–47

**Day 3:** Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing.

**T5: W3:** Math 46–47, 48–49

**Day 3:** Independent Centers: Writer's Corner: *Can you write about taking care of your teeth?*

**Day 4:** Independent Centers: Writer's Corner: *Can you write about the order in which you wash your hands?*

PW 2.b. Demonstrates personal health and self-care practices with increasing independence.

**PW 2.b. Demonstrates personal health and self-care practices with increasing independence.**

**See for example:**

**T5: W1:** Language 16–17

**Day 2:** Story Time: *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?;*

Independent Centers: Writer's Corner: *Can you write about three ways to take care of your body?*

**T5: W3:** Literacy 46–47

**Day 3:** Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing.

**T5: W3:** Math 46–47, 48–49

**Day 3:** Independent Centers: Writer's Corner: *Can you write about taking care of your teeth?*

**Day 4:** Independent Centers: Writer's Corner: *Can you write about the order in which you wash your hands?*

PW 2.c. Consumes healthy food and develops healthy eating habits.

**PW 2.c. Consumes healthy food and develops healthy eating habits.**

**See for example:**

**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 *Big Chart of Big Ideas: Let's Make a Fruit Salad!*; Extended Play: Make a pretend fruit salad; Small Group: create a "fruit salad" using connecting cubes with the Mix a Salad! Activity.

**T6: W1:** Literacy 14–15, 18–19

**Day 1:** Independent Centers: Math and Science Center: *Choose some play foods to make a healthy snack.*

**Day 3:** Independent Centers: Math and Science Center: *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?*

**T8: W2:** Language 34–35

**Day 4:** Small Group: Children categorize foods in the Healthy or Unhealthy? Activity.



PW 2.d. Develops healthy sleep and rest behaviors.

**PW 2.d. Develops healthy sleep and rest behaviors.**

**See for example:**

**T4: W2:** Language 34–35

**Day 4:** Story Time: *Lola Gets a Cat and What Pets Need focus on what pets need to stay healthy. Let's see if we find connections between the two!*

**T5: W1:** Language 16–17

**Day 2:** Story Time: *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?;* Independent Centers: Writer's Corner: *Can you write about three ways to take care of your body?*

**T5: W3:** Language 42–43

**Day 1:** Circle Time: Talk About Health by asking *What could you do when you have a cold?* Small Group: *Sort pictures into actions that are "good for a cold" and "bad for a cold."*

All throughout Theme 5, there are discussions of the importance of sleep and rest for staying healthy.

PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.

**PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.**

**See for example:**

**T5: W1:** Language 14–15, 16–17, 22–23

**Day 1:** Circle Time: Build science background by asking, *What body parts help us move?*; Sing About Our Bodies; Story Time: Enjoy reading *My Body*; Small Group: Classify body parts with the Parts of the Body Activity.

**Day 2:** Story Time: *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?*; Independent Centers: Writer's Corner: *Can you write about three ways to take care of your body?*; Library and Listening Center: *What body parts help you jump?*

**Day 5:** Small Group: Independent Response Prompt: *How do you keep your body parts healthy?*

**T5: W4:** Language 64–65

**Day 5:** Independent Centers: Writer's Corner: *Write a story that tells about a way to stay healthy.*

**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: *Why does the boy stretch before he races? What muscles do you think the boy uses to race?*; 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.

PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.

**PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.**

**See for example:**

**T5: W4:** Language 56–57, 60–61, 62–63, 64–65

Guiding Question: *What are some ways to stay safe in your home?*

**Day 1:** Circle Time: Sing About Safety; Guiding Question: *How can you stay safe at home?*; Story Time: Enjoy reading *How Do Dinosaurs Stay Safe?*; Focus on Vocabulary (**safe, jump**); Small Group: Guide children to ask and answer questions about things people can do to stay safe.

**Day 3:** Circle Time: Sing About Safety; Focus on Vocabulary (**climb, helmet**); Story Time: Guiding Question: *What are some ways to stay safe outside?*; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.

**Day 4:** Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.

**Day 5:** Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: *Why is it important to keep safe while you play?*; Independent Centers: Library and Listening Center: *Can you find pictures of children helping each other stay safe?*

**T5: W4:** Literacy 56–57, 58–59, 60–61, 62–63, 64–65

**Day 1:** Story Time: Enjoy reading *Please Play Safe!*

**Day 2:** Circle Time: Focus on Vocabulary (**safe, friend**).

**Day 3:** Circle Time: Focus on Vocabulary (**helmet**); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.

**Day 4:** Circle Time: Talk about why it is important to keep safe while you play.

**Day 5:** Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (**accident**); Story Time: Guiding Question: *How can you stay safe at the playground?*; Small Group: Independent Response Prompt: *Which safety lesson do you think is the most important and why?*

**T5: W4:** Math 60–61, 62–63

**Day 3:** Guiding Question: *How do we keep track of all the children during a fire drill?*

**T6: W4:** Literacy 60–61

**Day 3:** Independent Centers: Writer's Corner: *Can you write a list of classroom rules to keep children safe?*

	<p><b>T7: W4:</b> Math 58–59</p> <p><b>Day 2:</b> 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.</p>
<b>Science</b>	

SC 1.a. Explores and investigates objects and events in the environment.

**SC 1.a. Explores and investigates objects and events in the environment.**

**See for example:**

**T2: W3:** Math 44–45

**Day 2:** Small Group: Guide children to compare the height, length, or weight of two objects.

**T2: W4:** Literacy 64–65

**Day 3:** Independent Centers: Math and Science Center: *Let's sort our objects from nature. Which came from trees? Which came from the earth?*

**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:** Literacy 30–31, 32–33, 34–35, 36–37

**Day 2:** Circle Time: Share the Mind Builder **Be Curious**; Focus on Vocabulary (**ask questions, explain**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues; Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity.

**T3: W2:** Language 34–35

**Day 4:** Small Group: Help children with making and recording observations with the Daily Weather Book Activity.

**T3: W4:** Language 56–57

**Day 1:** Small Group: Sort objects into categories in the Push or Pull Activity.

**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: *Weigh objects on a balance scale. Which weighs more?*; Small Group: Develop scientific thinking with the Show Curiosity Activity.

**T3: W4:** Math 56–57, 58–59, 60–61

**Day 1:** Circle Time: Build Math Background: Measurement; Focus on Vocabulary (**weigh**); Small Group: Compare the 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: *Weigh objects on a balance scale. Which weighs more?*

**Day 3:** Small Group: Weigh objects with the Balance It Out Activity.

**T7: W1:** Language 14–15, 18–19, 20–21

**Day 1:** Story Time: Enjoy reading *Happy Birthday, Moon*.

**Day 3:** Story Time: Guiding Question: *How is the moon in the story like the real moon?*

**Day 4:** Circle Time: Talk About Our Earth; Story Time: Read aloud from the *Big Chart of Big Ideas: Daytime, Nighttime*; Small Group: Talk about day and night.

**T7: W1:** Literacy 14–15, 18–19, 20–21, 22–23

**Day 1:** Circle Time: Sing About Stars; Story Time: Enjoy reading *Rabbit Moon*.

**Day 3:** Circle Time: Build Background; Moon's Orbit Game; Focus on Vocabulary (**journey**); Story Time: Focus on science in the read-aloud; Guiding Question: *What do the animals see in the nighttime sky?*; Small Group: Talk about moon phases.

**Day 4:** Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (**mountain, country**); Story Time: Read aloud from the *Big Chart of Big Ideas: Daytime, Nighttime*; Small Group: Talk about day and night; Small Group: Talk about what clouds look like in the Daytime Sky Activity.

**Day 5:** Story Time: Guiding Question: *What might we see in the sky at night?*; Small Group: Independent Response Prompt: *Write some things you know about day and night.*

**T7: W1:** Math 14–15, 20–21, 22–23

**Day 1:** Story Time: Enjoy reading *Twenty Yawns*.

**Day 4:** Circle Time: Talk About Day and Night; Story Time: Read aloud from the *Big Chart of Big Ideas: Daytime, Nighttime*; Small Group: Talk about day and night; Small Group: Practice categorizing with the Day or Night? Activity.

**Day 5:** Circle Time: Act It Out: Day or Night?

**T7: W2:** Language 28–29, 30–31, 32–33, 34–35, 36–37

**Day 1:** Circle Time: Build Science Background; Sing About Seasons; Story Time: Enjoy reading *Rainy, Sunny, Blowy, Snowy*; Guiding Question: *What happens to plants and animals in each season?*; Small Group: Talk about spring and fall.

**Day 2:** Circle Time; Focus on Vocabulary (**seasons**); Story Time: Extended Play: Weather and Seasons; Small Group: Explore different seasons.

**Day 3:** Circle Time: Focus on Vocabulary (**shelter, gust**); Story Time: Guiding Question: *What is the weather like in each season?* Small Group: Talk about summer and winter.

**Day 4:** Circle Time: Talk About Seasons; Story Time: Read aloud from the *Big Chart of Big Ideas: The Changing Seasons*; Small Group: Talk about different seasons with the Trees in Every Season Activity.

**Day 5:** Act It Out: Seasons.

**T7: W2:** Literacy 28–29, 30–31, 32–33, 34–35, 36–37

**Day 1:** Circle Time: Sing About Seasons; Story Time: Enjoy reading *Sometimes Rain*; Guiding Question: *What things do the children do in each season?*

**Day 2:** Story Time: Extended Play: Talk about seasonal clothing.

**Day 3:** Circle Time: Build Background: Spring Puddle Jumps!; Story Time: Focus on the season in the read-aloud; Small Group: Talk about seasonal changes.

**Day 4:** Circle Time: Talk About Seasons; Story Time: Read aloud from the *Big Chart of Big Ideas: The Changing Seasons*; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity.

**Day 5:** Circle Time: Be a weather reporter!

**T7: W2:** Math 28–29, 30–31, 32–33, 34–35, 36–37

**Day 1:** Circle Time: Sing About Weather; Focus on Vocabulary (**spring, fall**); Story Time: Guiding Question: *What is one change that happens in a season?*

**Day 2:** Story Time: Extended Play: Season Groups.

**Day 3:** Story Time: Guiding Question: *What is one way that leaves change in a season?*

**Day 4:** Circle Time: Talk About Seasons; Story Time: Read aloud from the *Big Chart of Big Ideas: The Changing Seasons*; Extended Play: Draw seasonal activities.

**Day 5:** Circle Time: Connect to Science; Outdoor Activity.

	<p><b>T7: W4:</b> Language 62–63  <b>Day 4:</b> Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p>
<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p><b>SC 1.b. Develops ability to reason about cause and effect.</b>  <b>See for example:</b>  <b>T3: W4:</b> Literacy 56–57, 58–59, 60–61  <b>Day 1:</b> Circle Time: <i>Wheels on the Bus</i>; Story Time: Enjoy reading <i>Oscar and the Cricket</i>; Guiding Question: <i>What does Oscar make the ball do?</i>  <b>Day 2:</b> Story Time: Extended Play: Ping-Pong Balls.  <b>Day 3:</b> Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i>  <b>T3: W4:</b> Language 64–65  <b>Day 5:</b> Circle Time: Act It Out: Objects; Focus on Vocabulary (<b>machines, motion</b>); Story Time: Guiding Question: <i>What can happen when something is moving?</i>  <b>T7: W2:</b> Language 28–29, 30–31, 32–33, 34–35, 36–37  <b>Day 1:</b> Circle Time: Build Science Background; Sing About Seasons; Story Time: Enjoy reading <i>Rainy, Sunny, Blowy, Snowy</i>; Guiding Question: <i>What happens to plants and animals in each season?;</i> Small Group: Talk about spring and fall.</p>
<p><b>Social Emotional Development</b></p>	



SE 1.a. Develops and expands understanding of oneself as a unique person.

**SE 1.a. Develops and expands understanding of oneself as a unique person.**

**See for example:**

**T1: W1:** Language 14–15

**Day 1:** Small Group: Ask children to draw a self-portrait. showing something they like to do or something for which they are known.

**T1: W1:** Literacy 14–15, 16–17, 18–19, 22–23

**Day 1:** Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**).

**Day 2:** Circle Time: Share the Mind Builder **Talk About Feelings**, Focus on Vocabulary (**feelings, share**); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: *Can you show me that you are angry without making a sound?*

**Day 3:** Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

**Day 5:** Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

**T6: W1:** Language 16–17

**Day 2:** Circle Time: Share the Mind Builder **Show Self-Awareness**.

**T6: W2:** Math 36–37

**Day 5:** Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: *Can you make up a dance to express yourself? What does your dance show?*

**T6: W2:** Language 28–29, 30–31

**Day 1:** Independent Centers: Creativity Station: *Make a picture of yourself dancing.*

**Day 2:** Independent Centers: Math and Science Center: *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?*

SE 1.b. Develops understanding of emotions.

**SE 1.b. Develops understanding of emotions.**

**See for example:**

**T1: W1:** Literacy 14–15, 16–17, 18–19, 22–23

**Day 1:** Story Time: *Be Who You Are* by Todd Parr; Focus on Vocabulary (**proud**)

**Day 2:** Circle Time: Share the Mind Builder **Talk About Feelings**, Focus on Vocabulary (**feelings, share**); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: *Can you show me that you are angry without making a sound?*

**Day 3:** Circle Time: Introduce Vocabulary (**brave**); Small Group: Compare feelings with the Just Like Me Activity.

**Day 5:** Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face.*

**T1: W2:** Language 30–31, 32–33

**Concept Question: How do we talk about and manage our feelings?**

**Day 2:** Small Group: How Are You Feeling? Invite children to talk about how they express their feelings.

**Day 3:** Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.

**T2: W3:** Language 46–47

**Day 3:** Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity.

**T5: W1:** Literacy 16–17

**Day 2:** Circle Time: Share the Mind Builder **Understanding Feelings and Actions**; Story Time: Connect the Mind Builder to the read-aloud *Happy in Our Skin*; Small Group: Talk about feelings with the We're So Happy Activity.

**T6: W2:** Math 36–37

**Day 5:** Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: *Share a time that music and dance made you feel happy*; Independent Centers: Library and Listening Center: *How do the people or animals in your book share how they feel?*

**T6: W2:** Math 36–37

	<p><b>Day 5:</b> 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>
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SE 2.a. Begins to manage emotions and actions.

**SE 2.a. Begins to manage emotions and actions.**

**See for example:**

**T1: W4:** Math 58–59

**Day 2:** Circle Time: Share the Mind Builder **Manage Emotions**; Focus on Vocabulary (**emotions, calm**); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding By; Small Group: Model managing your emotions.

**T2: W2:** Literacy 30–31

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Focus on Vocabulary (**create, imagine**); Story Time: Connect the Mind Builder to the read-aloud *Ofrenda*, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.

**T2: W3:** Literacy 44–45

**Day 2:** Circle Time: Share the Mind Builder **Persist in Tasks**; Story Time: Connect the Mind Builder to the read-aloud *Biblioburro*. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: *Show me a page that shows persistence in this book.*

**T2: W4:** Literacy 58–59

**Day 2:** Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity.

**T4: W1:** Literacy 16–17

**Day 2:** Circle Time: Share the Mind Builder **Identify and Solve Problems**; Story Time: Connect the Mind Builder to the read-aloud *Penguin Day: A Family Story*; Small Group: Help children communicate with their peers as they persist in solving a sorting problem.

**T4: W3:** Literacy 44–45

**Day 2:** Circle Time: Share the Mind Builder **Identify and Solve Problems**; Story Time: Connect the Mind Builder to the read-aloud *A House in the Sky*; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.

**T8: W3:** Literacy 44–45

**Day 2:** Small Group: Challenge children to practice patience and self-regulations through a game of freeze dance.



SE 3.a. Develops empathy toward and understanding of others.

**SE 3.a. Develops empathy toward and understanding of others.**

**See for example:**

**T1: W4:** Language 56–57, 58–59, 60–61, 62–63, 64–65

**Day 1:** Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading *A Friend Like You*; Guiding Question: *What are some ways we can make new friends?*; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.

**Day 2:** Circle Time: Share Mind Builder, **Play with Others**; Focus on Vocabulary (**join, goal**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.

**Day 3:** Circle Time: Follow the Friend Activity.

**Day 4:** Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (**take turns, share**); Extended Play: Helping Hands of Friendship.

**Day 5:** Circle Time: Friendship Greetings; Focus on Vocabulary (**together, different**); Story Time: Guiding Question: *What do you think is the most important thing about being a good friend?*; Small Group: Independent Response Prompt: *What is your favorite thing about having friends?*

**T1: W4:** Literacy 56–57, 58–59, 62–63, 64–65

**Day 1:** Circle Time: Friend of Mine Activity; Story Time: Enjoy reading *Clifford's Manners*.

**Day 2:** Circle Time: Share the Mind Builder **Show Empathy**; Begin discussion about noticing how someone else feels and if they need help.

**Day 4:** Circle Time: Talk About Friends!: Lead a discussion about being a good friend; Story Time: Extended Play: Talk about being a good friend.

**Day 5:** Small Group: Independent Response Prompt: *Why do you want to be a good friend to others?*

**T1: W4:** Math 62–63

**Day 4:** Circle Time: Share the Mind Builder **How to Be a Friend**; Sing a Sharing Song.

**T3: W2:** Math 30–31

	<p><b>Day 2:</b> Circle Time: Share Mind Builder <b>Talk About Your Needs</b>; Focus on Vocabulary (<b>communicate</b>); Story Time: Connect the Mind Builder to the read-aloud.</p> <p><b>T5: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Engage with Adults and Peers</b>.</p> <p><b>T5: W3:</b> Math 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Make and Keep Relationships</b>; Focus on Vocabulary (<b>friendship</b>); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p><b>SE 4.a. Develops secure, trusting relationships with adults.</b></p> <p><b>See for example:</b></p> <p><b>T2: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</p> <p><b>T5: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Engage with Adults and Peers</b>; Focus on Vocabulary (<b>work</b>); Small Group: Create and share movement patterns with the It Takes Two Activity.</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p><b>SE 4.b. Develops socially competent behaviors with peers.</b></p> <p><b>See for example:</b></p> <p><b>T4: W1:</b> Literacy 16–17</p> <p><b>Day 2:</b> Small Group: Help children communicate with their peers as they persist in solving a sorting problem.</p> <p><b>T4: W3:</b> Literacy 44–45</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Identify and Solve Problems</b>; 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><b>T5: W1:</b> Math 16–17</p> <p><b>Day 2:</b> Circle Time: Share the Mind Builder <b>Engage with Adults and Peers</b>; Focus on Vocabulary (<b>work</b>); Small Group: Create and share movement patterns with the It Takes Two Activity.</p>

SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.

**SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.**

**See for example:**

**T1: W3:** Literacy 44–45

**Day 2:** Circle Time: Share the Mind Builder **Try to Resolve Conflict**; Focus on Vocabulary (**warm welcome, decided**); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking turns game; Small Group: Work together with the Playtime Problem Solving Activity.

**T3: W2:** Literacy 34–35

**Day 4:** Circle Time: Conflict Resolution.

**T6: W1:** Language 16–17

**Day 2:** Circle Time: Share the Mind Builder **Show Self-Awareness**; Focus on Vocabulary (**grateful, conflict**); Small Group: Conflict or No Conflict? Activity.

**Social Studies**



SS 1.a. Develops awareness of own culture and other characteristics of groups of people.

**SS 1.a. Develops awareness of own culture and other characteristics of groups of people.**

**See for example:**

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).

**T1: W1:** All About Me

**Guiding Question: What makes us who we are?**

**T1: W1:** Language 14–15, 16–17

**Day 1:** Circle Time: Introduce Vocabulary (**grandmother**): Story Time: Read the book *Alma and How She Got Her Name* 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 for which they are known.

**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 *Be Who You Are* by Todd Parr

**Day 5:** Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, *What are some things you can do?*; Small Group: Independent Response Prompt: *Draw a picture that shows yourself with a happy face*; Independent Centers: Library and Listening Center: *If you wrote a book about yourself, what would you put in it?*; Writer's Corner: *Can you draw a picture that shows a food you like to eat?*

**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 *First Laugh—Welcome, Baby!*; Guiding Question: *What different family members do you hear about in the story?*; Small Group: Challenge children to identify different family members in the Family Role Play Activity.

**Day 2:** Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity.

**Day 3:** Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity.

**Day 4:** Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the *Big Chart of Big Ideas: My Family and Me*; Extended Play: Things our families like to do.

**Day 5:** Circle Time: Family Fingerplay; Story Time: Guiding Question: *How do family members show that they care about each other?*

**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: *What do we do with our families?*; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: *Who can be the people in a family?*

**T1: W3:** Math 42–43, 48–49, 50–51

**Day 1:** Story Time: Enjoy reading *Five Creatures*; Guiding Question: *How is this family like your family?*

**Day 4:** Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (**grandparents, grandchild**).

**Day 5:** Small Group: Independent Response Prompt: *What do you love to do with your family?*

SS 1.b. Develops a basic understanding of needs and wants.

**SS 1.b. Develops a basic understanding of needs and wants.**

**See for example:**

**T1: W1:** Math 16–17, 18–19

**Day 2:** Independent Centers: Pretend and Learn Center: *Act like you are shopping at the store. What will you buy with this pretend money?*

**Day 3:** Independent Centers: Pretend and Learn Center: *Pretend you're at a store. What store are you at? Why do you need to go to that store?*

**T1: W1:** Language 32–33

**Day 3:** Story Time: *Why do Lola and Mommy need to go shopping?*

**T5: W2:** Math 28–29

**Day 1:** Story Time: Share the Guiding Question: *There is a question I want you to think about as we read: What is one food Baby gets at the market? We are going to read about a mother and her baby who go to the market. Does this look like the market where your family buys food? How is it the same? How is it different?;* Independent Centers: Pretend and Learn Center: *Can you pretend to be a farmer? What fruit will you gather to sell at the market?*

**T3: W2:** Math 30–31

**Day 2:** Circle Time: Share Mind Builder **Talk About Your Needs;** Focus on Vocabulary (**communicate**); Story Time: Connect the Mind Builder to the read-aloud.

**T7: W3:** Math 44–45

**Day 2:** Independent Centers: Math and Science Center: *Use play money to pretend to buy a gift for someone's birthday.*

**T7: W4:** Literacy 56–57

**Day 1:** Story Time: *This little girl wants to make a BIG difference. Use your arms to show a big difference. Let's find out about the little things she does.*

SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.

**SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.**

**See for example:**

**T2: W1:** Language 20–21

**Day 4:** Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity.

**T2: W1:** Literacy 20–21

**Day 4:** Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (**listen, school**); Story Time: Connect the texts *Our School Rules* and *Ming Goes to School*; Read closely to answer the week's Concept Question: *What do we do at school?*; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.

**T2: W1:** Math 20–21

**Day 4:** Circle Time: Read aloud from the *Big Chart of Big Ideas: Our School Rules*.

**T5: W1:** Language 16–17, 18–19

**Day 2:** Circle Time: Share the Mind Builder **Follow Rules and Routines**; Focus on Vocabulary (**communicate**); Small Group: Guide children to discover that there are a variety of rules that have to do with communication

**Day 3:** Small Group: Encourage conversational turn-taking.

**T5: W2:** Language 30–31

**Day 2:** Circle Time: Share the Mind Builder **Follow Rules and Routines**; Focus on Vocabulary (**routine, share**); Small Group: Have children identify rules and routine of the classroom. Guide students to answer questions and have conversations about routines.

**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.

**T7: W4:** Literacy 58–59

**Day 2:** Circle Time: Share the Mind Builder **Take Responsibility for Material and Jobs**; Focus on Vocabulary (**take care, materials**);

	<p>Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let's Take Care Activity.  <b>T7: W4:</b> Math 58–59  <b>Day 2:</b> Circle Time: Share the Mind Builder <b>Follow Classroom Rules</b>; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.  <b>T8: W1:</b> Literacy 18–19  <b>Day 3:</b> Circle Time: Discuss responsibilities at home.</p>
<p>SS 1.d. Develops the ability to take care of the materials in the environment.</p>	<p><b>SS 1.d. Develops the ability to take care of the materials in the environment.</b>  <b>See for example:</b>  <b>T2: W2:</b> Language 28–29  <b>Day 2:</b> Circle Time: Build Background: Talk with children about the neighborhood where they live. Ask how they could make their neighborhoods more beautiful.  <b>T7: W4:</b> Literacy 62–63  <b>Day 4:</b> Independent Centers: Writer's Corner: <i>Can you create your own storybook page about taking care of the Earth?</i>  <b>T7: W4:</b> Language 62–63  <b>Day 4:</b> 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.  <b>T7: W4:</b> Math 62–63  <b>Day 4:</b> 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.  <b>T8: W4:</b> Language 56–57  <b>Day 1:</b> Small Group: Invite children to discuss different environments and how they might affect an adventure.</p>