

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Approaches to Learning</p> <p>Persistence and Engagement in Learning ATL.p4.1: Sustains attention to task despite distractions. ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion. ATL.p4.3: Stays with a task for at least five minutes. ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end. ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.</p> <p>Initiative ATL.p4.6: Seeks new and varied experiences and challenges through play. ATL.p4.7: Chooses activities to do alone or with others. ATL.p4.8: Invites other children to join groups or activities. ATL.p4.9: Makes and follows plans for games or activities with other children. ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends. ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). ATL.p4.12: Associates emotions with words and facial expressions.</p> <p>Creativity ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior. ATL.p4.15: Understands what is real and what is ‘make-believe’. ATL.p4.16: Invents new activities through play.</p>	<p>Scholastic PreK On My Way provides many opportunities for children to demonstrate interest in and curiosity about the world around them. The monthly themes were selected with input from early childhood educators and with careful consideration of young children’s development. The year begins with a child-centered theme and progresses through outward exploration.</p> <p>The Concept Question for each week helps children connect, extend, and apply their learning. All of the read-alouds, small-group activities, and independent center materials are designed to build children’s understanding of the weekly concept and enable them to answer the Concept Question (Instructional Guide (IG) pp. 10–11).</p> <p>See the Themes for each month: Theme 1: Me and You Theme 2: Our Community Theme 3: Let’s Investigate Theme 4: Discover Animals Theme 5: Healthy Me Theme 6: Let’s Create Theme 7: Our Earth Theme 8: Ready, Set, Go</p> <p>Each PreK On My Way lesson includes a gradual release of teacher modeling (large-group activities), child involvement (small-group activities), and child independence (independent centers). During independent centers, children lead their own play as the teacher or other adults ask them questions to elicit conversation with and among children. Centers are stocked with materials that help children apply their learning from large- and small-group experiences—all connected to the week’s Concept Question (IG pp. 12–13).</p> <p>Teaching Guides provide recommended materials for Independent Centers each week and prompts for purposeful play conversation each day in the following centers: Library and Listening Center, Pretend and Learn Center, Math and Science Center, Writer’s Corner, Creativity Station, ABC Center, and Construction Center (IG p. 84).</p> <p>PreK On My Way includes intentional programming focused on oral language and vocabulary development. There is both an instructional focus on language and supports and routines throughout the program that reflect the importance of language development. Conversation is encouraged every day in PreK On My Way:</p> <p>Concept Questions. These open-ended questions help children talk about and connect their learning throughout each week.</p> <p>Vocabulary Cards. Every lesson includes vocabulary cards to introduce key words and phrases to children so they will understand the word when they hear it and be able to use the word themselves.</p> <p>Large-Group Read-Aloud Prompts. Open-ended questions encourage conversation about the text read aloud in large groups.</p> <p>Small-Group Activities. These activities include questions to prompt conversation in small groups.</p> <p>Independent Play Prompts. Open-ended questions spark conversation with and among children.</p> <p>Chat Bands. These conversation starters help families continue talking about key concepts at home.</p> <p>Family Activities. These activities prompt conversation related to children’s learning at school.</p> <p>Chat Chart. This chart helps members of the school community engage children in meaningful conversations (IG p. 63).</p> <p>Support for multilingual learners is built into large-group and small-group lessons, including general comprehension strategies as well as a specific strategy for cognates (cross-language connections). Additionally, family engagement resources are bilingual and encourage all families to contribute their home language and culture to the classroom (IG p. 88).</p> <p>PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom. Through the Family Engagement Hub, families can access theme-related activities, songs, digital books, and more. Each week, the Family Bulletin shares the week’s Concept Question and book descriptions, reminds families about all the engagement resources, and invites them to make a personalized book together. Chat Bands are family conversation starters that travel home on children’s wrists (IG p. 93).</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/ settings.</p> <p>ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).</p>	<p>Approaches to Learning</p> <p>Persistence and Engagement in Learning</p> <p>Learners sustain attention to task despite distractions. See for example: T1: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions. T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i> T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions. T8: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity. T8: W4: Literacy 58–59 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p> <p>Learners gather information through listening and remember what was said in brief group discussion. See for example: T1: W2: Math 32–33 Concept Question: How do we talk about and manage our feelings? Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i> T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i> T4: W1: Literacy 16–17 Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51 Days 1–5: Independent Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy?; How do the characters in the book take care of themselves?; If you wrote a book about staying healthy, what would you put in it?</i> T6: W2: Math 36–37 Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i> T6: W4: Language 60–61 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?;</i> Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> T8: W3: Math 44–45, 50–51 Day 2: Independent Centers: Library and Listening Center: <i>Is there anything on this page that can grow? Point to it.</i> Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners stay with a task for at least five minutes. See for example: T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>. T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity. T4: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>Penguin Day: A Family Story</i>; Small Group: Help children communicate with their peers as they persist in solving a sorting problem. T4: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Story Time: Connect the Mind Builder to the read-aloud <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem.</p> <p>Learners carry out tasks, activities, projects or experiences from beginning to end. See for example: T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>. T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity. T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence. T7: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity.</p> <p>Learners remain focused on the task at hand even when frustrated or challenged. See for example: T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Small Group: Model managing your emotions. T2: W1: Math 16–17, 21–22</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity. T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions. T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Small Group: Develop self-awareness with the All About Me Activity. T8: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Extended Play: Express Pride; Small Group: Showcase skills with the Show What You Can Do! Activity.</p> <p>Initiative</p> <p>Learners seek new and varied experiences and challenges through play. See for example: T2: W1: Literacy 22–23</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i></p> <p>T2: W4: Math 62–63</p> <p>Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes.</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?; Math and Science Center: Can you show four patterns?; Construction Center: Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T4: W1: Math 14–15</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a baby animal?</i></p> <p>T5: W2: Language 36–37</p> <p>Day 1: Independent Centers: Creativity Station: <i>Can you invent a food no one has ever seen before? What materials will you use?</i></p> <p>T6: W2: Language 32–33</p> <p>Day 3: Independent Centers: Construction Center: <i>Can you make an instrument? What materials would you use?</i></p> <p>Learners choose activities to do alone or with others. See for example: T2: W4: Math 62–63</p> <p>Day 4: Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>Learners invite other children to join groups or activities. See for example: T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T3: W1: Math 16–17</p> <p>Day 2: Story Time: Extended Play: Call Your Friends Activity.</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship).</p> <p>T5: W4: Literacy 58–59</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Learners make and follow plans for games or activities with other children. See for example: T1: W4: Language 58–59 Day 2: Circle Time: Focus on Vocabulary (join, goal). T3: W4: Math 58–59, 64–65 Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw. Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i> 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 the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses. 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: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p> <p>Learners show pride in family composition; recognize self as important to family and friends. See for example: 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 <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 2: Story Time: Connect to the Mind Builder Building Relationships in the read-aloud; Explore family relationships. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr. Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i> T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i> T1: W3: Family Concept Question: What makes a family?</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades. Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Math 42–43, 48–49, 50–51 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild). Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>Learners recognize and respect similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). See for example: 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 <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 2: Story Time: Connect to the Mind Builder Building Relationships in the read-aloud; Explore family relationships. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr. Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face</i>; Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>T1: W3: Family Concept Question: What makes a family? T1: W3: Literacy 42–43, 46–47, 48–49, 50–51 Day 1: Circle Time: Families. Day 3: Small Group: Explore what families do with the Family Fun with Elliot Activity. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Circle Time: With My Family!: Children act out some of the things they like to do with their family; Story Time: Guiding Question: <i>What do we do with our families?</i>; Independent Writing: Invite children to draw or write about someone in their own family; Small Group: Independent Response Prompt: <i>Who can be the people in a family?</i></p> <p>T1: W3: Family</p> <p>Concept Question: What makes a family?</p> <p>T1: W3: Math 42–43, 48–49, 50–51</p> <p>Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i></p> <p>Day 4: Circle Time: Play a Family Game; How do you say Grandma?; Focus on Vocabulary (grandparents, grandchild).</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What do you love to do with your family?</i></p> <p>Learners associate emotions with words and facial expressions.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T2: W3: Language 46–47</p> <p>Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity.</p> <p>T5: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Understanding Feelings and Actions; Story Time: Connect the Mind Builder to the read-aloud <i>Happy in Our Skin</i>; Small Group: Talk about feelings with the We’re So Happy Activity.</p> <p>T6: W2: Math 36–37</p> <p>Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Library and Listening Center: <i>How do the people or animals in your book share how they feel?</i></p> <p>Creativity</p> <p>Learners identify a problem, demonstrate flexibility in solving it and change plans if a better solution is proposed.</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage students in children in a question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity. T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>Learners can delay gratification for better payoff later and anticipate consequences of their own behavior. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i> T1: W4: Math 58–59, 62–63 Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions. Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T2: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting).</p> <p>Learners understand what is real and what is “make-believe.”</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud of the best authentic trade books. The read-aloud books are aligned to Mind Builders and to academic skills in order to support children’s learning (IG p. 67). The collection includes picture books, realistic fiction, environmental fiction, rhyming stories, illustrated songs, number/counting books, nonfiction science books, informational narratives, and reference books.</p> <p>See for example: T1: W2: Math 28–29, 30–31, 32–33 Day 1: Story Time: <i>Nobody Hugs a Cactus</i> by Carter Goodrich. Day 2: Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity. Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i> T2: W2: Literacy 30–31, 36–37 Day 2: Use Circle Time to introduce related vocabulary (create, imagine). Day 5: Use Circle Time to sing about a turtle and use their imaginations to create special cloud pictures. T4: W1: Literacy 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Sing About Animals; Story Time: Enjoy reading <i>Penguin Day</i>. Day 2: Independent Centers: Library and Listening Center: <i>Can you find an animal family in the book?</i> Day 3: Circle Time: Build Science Background; <i>Penguin Waddle</i>; Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do penguin parents do to feed and protect their babies?</i> T6: W4: Language 60–61 Day 3: Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> T7: W1: Language 18–19 Day 3: Story Time: Guiding Question: <i>How is the moon in the story like the real moon?</i> T7: W2: Math 28–29 Day 2: Circle Time: Share the Mind Builder Use Imagination; Focus on Vocabulary (imagine); Connect the Mind Builder to the read-aloud; Small Group: Develop counting skills with the Imagine Four Trees Activity.</p> <p>Learners invent new activities through play.</p> <p>Act It Out is one of the small-group activities provided throughout the program to provide support for oral language and vocabulary development as well as math skills. Children act out specific stories, characters, or events to explore, create, and connect.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>See for example:</p> <p>T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes that you suggest.</p> <p>T1: W2: Math 36–37 Day 5: Circle Time: Act It Out.</p> <p>T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity.</p> <p>T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity.</p> <p>T5: W1: Language 22–23 Day 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65 Day 5: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out.</p> <p>T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself.</p> <p>T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House.</p> <p>T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Additionally, independent centers provide opportunities for children to explore dramatic play, specifically in the Pretend and Learn Center.</p> <p>See the following Pretend Play scenarios, for example:</p> <p>T1: W1: Language 15, 17 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you and a partner act out two people meeting for the first time?</i></p> <p>T1: W1: Literacy 16–17 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>T1: W2: Language 31, 37 Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i></p> <p>Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i></p> <p>T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T1: W3: Language 49 Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend you are your favorite animal. Show how you walk.</i></p> <p>T1: W4: Language 57, 59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p> <p>T3: W2: Language 32–33, 34–35 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59 Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?</i></p> <p>T8: W3: Language 44–45 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Learners begin to enjoy games where they must adjust response to changing rules (e.g., Simon Says); adjust behavior to different activities/settings. 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: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity. T6: W2: Language 30–31, 32–33 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition Vocabulary Card. Invite children to look at the picture cards and guess what the person will be doing next. Ask children to talk about how they know what's next. T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity.</p> <p>Learners begin to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals). T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i> T2: W4: Literacy 58–59 Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground with the Imagination Playground Activity. T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence. T7: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Physical Health and Development</p> <p>Large Motor Skills PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment). PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing). PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).</p> <p>Fine Motor Skills PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).</p> <p>Physical Fitness PHD.p4.5: Participates in active play exhibiting strength and stamina.</p> <p>Nutrition/Healthy Eating PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).</p> <p>Personal Hygiene PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing). PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).</p>	<p>Physical Health and Development</p> <p>Large Motor Skills</p> <p>Learners demonstrate locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment). See for example: T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. T2: W1: Literacy 20–21, 22–23 Day 4: Extended Play: Follow rules playing Duck, Duck, Goose. T2: W1: Math 20–21 Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words. T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W2: Math 32–33 Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up! T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T2: W4: Math 56–57, 60–61 Day 1: Simon Says: Play using locations terms in Simon’s instructions. T4: W3: Math 44–45 Day 2: Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W1: Literacy 16–17, 20–21 Day 2: Story Time: Extended Play: “Hokey Pokey.” Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity. Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i> Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Story Time: Extended Play: Follow the Leader; Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?</i></p> <p>Learners demonstrate coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing). See for example: T2: W2: Literacy 30–31 Day 2: Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Safety PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first). PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill). PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).</p>	<p>T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity. Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud; Guiding Question: <i>What things can move with a pull?</i>; Small Group: Review movement of objects and people in the Fast or Slow Activity. Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move. Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i> T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Learners explore, practice and perform skill sets (e.g., throwing, pushing, pulling, catching, balancing). See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!: Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T1: W2: Math 32–33, 34–35, 36–37 Day 3: Circle Time: Shake Your Wiggles Out. Day 4: Circle Time: Dance Your Feelings. Day 5: Circle Time: Act It Out. T3: W2: Language 32–33 Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i> T8: W3: Language 44–45 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i></p> <p>Fine Motor Skills</p> <p>With fluency and accuracy, learners use classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self). See for example: T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 33, 35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 47, 49 Day 3: ABC Center: <i>Trace the letter T.</i> Day 4: ABC Center: <i>Use letters to make your name.</i> T2: W4: Math 62–63 Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity; Independent Centers: Creativity Center: <i>Many vehicles have wheels. What can you use as wheels? Glue them on this paper.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to dig out letters to spell their name. T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Extended Play: Puzzles.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Physical Fitness</p> <p>Learners participate in active play exhibiting strength and stamina. See for example: T1: W1: Math 18–19 Day 3: Circle Time: Build Math Background: Hop to It!; Help children get their wiggles out by doing movements a specified number of times as you count aloud. For example, hop in place four times, or do six jumping jacks. T1: W2: Literacy 32–33 Day 3: Circle Time: Jump for Joy: Clear space for children to practice jumping for joy. T4: W2: Literacy 34–35, 36–37 Day 4: Circle Time: Move Like a Pet; Focus on Vocabulary (pets, exercise). T5: W1: Literacy 20–21 Day 4: Small Group: Have children follow along as you lead them to move body parts while playing Simon Says.</p> <p>Nutrition/Healthy Eating</p> <p>Theme 5: Healthy Me explores ways to stay healthy and safe. Week 1: My Body explores the different parts of our bodies and what they do, Week 2: Let’s Eat looks at food and where it comes from, and Week 3: Taking Care explores how we stay healthy. Week 4: Safe and Sound investigates how we protect ourselves and our bodies.</p> <p>Learners demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. See for example: T5: W2: Language 34–35 Day 4: Circle Time: Talk About Healthy Us; Fill a fruit bowl; Focus on Vocabulary (fruit, salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Fruit Salad!</i>; Extended Play: Make a fruit salad; Small Group: Explore fruits with the Fruit or Not Fruit? Activity. T5: W2: Literacy 32–33, 34–35 Day 3: Independent Centers: Math and Science Center: <i>Why is it important for our bodies to have healthy food?</i> Day 4: Small Group: Help children to pretend to make fruit salad using picture cards. Invite them to use the picture cards to describe the process for making fruit salad. T6: W1: Literacy 14–15, 18–19 Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i> Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?</i>; Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i> T5: W2: Math 34–35 Day 4: Circle Time: Tasty and Healthy; Apples and Bananas; Focus on Vocabulary (fruit salad, ingredients); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Let’s Make a Fruit Salad!</i>; Extended Play: Make a pretend fruit salad; Small Group: create a “fruit salad” using connecting cubes with the Mix a Salad! Activity.</p> <p>Learners demonstrate increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles). Not specifically addressed.</p> <p>Personal Hygiene</p> <p>Learners follow basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing). See for example: T5: W1: Language 16–17, 22–23 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> Day 5: Small Group: Independent Response Prompt: <i>How do you keep your body parts healthy?</i> T5: W3: Language 42–43, 46–47, 48–49 Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify cold treatments with the What a Cold Needs Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity.</p> <p>Day 3: Small Group: Explore how germs spread with the Don't Spread It! Activity.</p> <p>Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing.</p> <p>Learners complete personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).</p> <p>T5: W3: Language 42–43, 46–47, 48–49</p> <p>Day 1: Circle Time: Build Health Background; Read for enjoyment <i>What a Cold Needs</i>; Focus on Vocabulary (warm, alone); Story Time: Guiding Question: <i>What could you do when you have a cold?</i>; Small Group: Classify cold treatments with the What a Cold Needs Activity.</p> <p>Day 2: Small Group: Challenge children to look at different objects and act out how to use them when you have a cold with the Help Yourself Activity.</p> <p>Day 3: Small Group: Explore how germs spread with the Don't Spread It! Activity.</p> <p>Day 4: Circle Time: Talk About Self-Care; Sing About Washing Hands; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash Your Hands; Small Group: Demonstrate hand-washing with the Clean Hands Activity.</p> <p>T5: W3: Literacy 48–49, 50–51</p> <p>Day 4: Small Group: Help children practice the healthy habit of hand-washing after their hands get dirty. Guide children to follow and order the directions for hand-washing.</p> <p>T5: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Story Time: Enjoy reading <i>Dentists and What They Do</i>.</p> <p>Day 4: Circle Time: Count the Hands!; Focus on Vocabulary (scrub, rinse); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Keep Your Hands Clean</i>; Extended Play: Wash hands with a friend; Small Group: Pretend to wash your hands while counting to 20 with the Wash, Wash, Wash Again Activity.</p> <p>T7: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let's Be Responsible Activity.</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let's Take Care Activity.</p> <p>T8: W1: Literacy 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Discuss responsibilities at home.</p> <p>Safety</p> <p>Learners identify and follow basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).</p> <p>See for example:</p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Guiding Question: What are some ways to stay safe in your home?</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important.</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>T6: W4: Literacy 61</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write a list of classroom rules to keep children safe?</i></p> <p>Learners demonstrate an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).</p> <p>See for example:</p> <p>T1: W2: Literacy 36–37</p> <p>Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i></p> <p>T5: W4: Math 60–61, 62–63</p> <p>Day 3: Guiding Question: <i>How do we keep track of all the children during a fire drill?</i></p> <p>Learners identify how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).</p> <p>See for example:</p> <p>T2: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community.</i></p> <p>Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i></p> <p>T7: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity.</p> <p>Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Social-Emotional Development</p> <p>Character Development SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time. SED.CD.p4.2: Recognizes effect of own behavior on others most of the time. SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful. SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support. SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).</p> <p>Responsible Decision Making and Problem Solving SED.R.p4.1: Anticipates and usually accepts consequences of own actions. SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support. SED.R.p4.3: Demonstrates confidence by participating in most classroom activities. SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions. SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance. SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.</p>	<p>Social-Emotional Development</p> <p>Character Development</p> <p>Learners respond appropriately to positive and negative feedback from adults most of the time. 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. 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. 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. T6: W2: Literacy 32–33 Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i> 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.</p> <p>Learners recognize the effect of their own behavior on others most of the time. See for example: T2: W1: Literacy 20–21 Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher. T2: W1: Language 20–21 Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity. T2: W1: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T5: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Talk and Share; Focus on Vocabulary (share, positive); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Encourage children to talk and share ideas. T5: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Sing About Play (taking turns). Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (safe, friend); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Please and Thank You; Small Group: Practice taking turn with the Taking Turns Activity. T6: W2: Language 30–31 Day 2: Circle Time: Focus on Vocabulary (transition); Story Time: Extended Play: Sing About Transitions; Small Group: Review the transition Vocabulary Card. Invite children to look at the picture cards and guess what the person will be doing next. Ask children to talk about how they know what’s next. T7: W4: Math 58–59</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.</p> <p>Personal Development SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support. SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways. SED.PD.p4.3: Describes characteristics of self and others. SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors). SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time. SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help. SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time. SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.</p> <p>Social Development SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings. SED.SD.t.2: Responds in caring ways to another's distress in some situations. SED.SD.p3.3: Compares own characteristics with those of others. SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).</p>	<p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p> <p>Learners recognize examples and non-examples of words and actions that are helpful or hurtful. See for example: T1: W4: Math 58–59, 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions. Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Day 3: Circle Time: Follow the Friend Activity. Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i> T5: W4: Language 56–57, 60–61, 62–63, 64–65 Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe. Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity. Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i> T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i> Day 2: Circle Time: Focus on Vocabulary (safe, friend). Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity. Day 4: Circle Time: Talk about why it is important to keep safe while you play. Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>Learners show awareness of and respond to feelings of others with adult guidance and support. 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 <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Day 3: Circle Time: Follow the Friend Activity. Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.</p> <p>SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.</p> <p>SED.SD.p4.8: Invites other children to join groups or activities.</p> <p>SED.SD.p4.9: Develops friendships with one or two preferred peers.</p> <p>SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p> <p>SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).</p> <p>SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.</p> <p>SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p>	<p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T1: W4: Literacy 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford’s Manners</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help.</p> <p>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.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song.</p> <p>T3: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.</p> <p>Learners demonstrate an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).</p> <p>See for example:</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T1: W4: Literacy 56–57, 58–59, 62–63, 64–65</p> <p>Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford’s Manners</i>.</p> <p>Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help.</p> <p>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.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Why do you want to be a good friend to others?</i></p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Share the Mind Builder How to Be a Friend; Sing a Sharing Song.</p> <p>T3: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Needs; Focus on Vocabulary (communicate); Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions.</p> <p>Responsible Decision Making and Problem Solving</p> <p>Learners anticipate and usually accept consequences of their own actions.</p> <p>See for example:</p> <p>T2: W1: Literacy 18–19, 20–21, 22–23</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Small Group: Discuss children’s school routines with the At School Activity.</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>If you could make a new game to play with friends, what would the rules be?</i></p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity.</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>.</p> <p>T5: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>T5: W4: Language 62–63</p> <p>Day 4: Small Group: Talk about why following rules is important.</p> <p>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p> <p>Learners follow predictable classroom routines and manage transitions positively most of the time with minimal adult support.</p> <p>See for example:</p> <p>T2: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About School Rules; Small Group: Review classroom and school rules with the Match It! Activity.</p> <p>T2: W1: Literacy 20–21</p> <p>Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening to the teacher.</p> <p>T2: W1: Math 20–21</p> <p>Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>.</p> <p>T5: W1: Language 16–17, 18–19</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication.</p> <p>Day 3: Small Group: Encourage conversational turn-taking.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>T7: W1: Literacy 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity.</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let’s Take Care Activity.</p> <p>T7: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners demonstrate confidence by participating in most classroom activities. See for example: T1: W3: Literacy 44–45, 48–49 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. Day 4: Circle Time: Talk about families and introduce vocabulary (grandparents, grandchildren); Story Time: Extended Play: Play a game of “family” charades. T2: W1: Literacy 20–21 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. T2: W4: Language 58–59 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me how an airplane flies?</i> T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T5: W2: Language 30–31 Day 2: Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance to express yourself? What does your dance show?</i> T7: W1: Math 14–15, 16–17 Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting. Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening, to the teacher. T8: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (I can, trying); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice patience; Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p> <p>Learners interact easily with familiar adults by engaging in conversations, responding to questions and following directions. 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: Math 20–21 Day 4: Circle Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules</i>. T2: W1: Literacy 18–19, 20–21 Day 3: Small Group: Discuss children’s school routines with the At School Activity. Day 4: Circle Time: Talk About School Rules; Be Kind Activity; Focus on Vocabulary (listen, school); Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>; Read closely to answer the week’s Concept Question: <i>What do we do at school?</i>; Small Group: Review School Rules; Extended Play: Help children understand which activities are school rules, such as cleaning up and listening, to the teacher. T5: W2: Language 30–31 Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home</i>. T5: W4: Language 62–63 Guiding Question: What are some ways to stay safe in your home? Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important. T7: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> T7: W4: Math 58–59</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Share the Mind Builder Follow Classroom Rules; Story Time: Connect the Mind Builder to the read-aloud; Small Group: Follow a rule in the Follow That Rule! Activity.</p> <p>Learners work with others as part of a team, and make decisions with other children, with adult assistance. See for example: T2: W1: Literacy 16–17, 20–21, 22–23 Day 2: Circle Time: Share the Mind Builder Initiating and Joining in Play with Others; Focus on Vocabulary word (waiting); Story Time: Extended Play; Small Group: Play pretend scenarios with the Can I Play, Too? Activity. Day 5: Circle Time: Have children act out and describe favorite pretend play; Small Group: Independent Response Prompt: <i>If you could make a new game to play with your friends at school, what would the rules be?</i> T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. Day 2: Circle Time: Share the Mind Builder Work Together; Focus on Vocabulary (work together, goal); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Give children materials to work together with a partner to build a seesaw. Day 3: Independent Centers: Writer’s Corner: <i>What do you and your friends like to play together?</i> Day 4: Story Time: Read interactively and connect to counting and working together by showing how many characters pull the yucca; Independent Centers: Writer’s Corner: <i>Write about when two people work together. What happens when one more helps?</i> Day 5: Small Group: Independent Response Prompt: <i>How can you meet a goal by working together?</i> T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T6: W4: Language 60–61, 64–65 Day 3: Begin Story Time by introducing the book and asking, <i>How can working with others help you solve problems?</i>; Independent Centers: Library and Listening Center: <i>Can you think of books that tell stories about people working together?</i> Day 5: Begin Story Time by revisiting the book and asking, <i>How can working together make it easier to build something?</i>; Small Group: Independent Response Prompt: <i>How can working together make building easier?</i> T8: W1: Language 16–17, 20–21 Concept Question: What can we do better together? Day 2: Circle Time: Share the Mind Builder Talk and Share; Small Group: Explore working together with the How We Work Together Activity. Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle. T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity. T8: W1: Math 22–23 Concept Question: What can we do better together? Day 5: Small Group: Independent Response Prompt: <i>Write a story about five animal friends working together.</i> T8: W2: Math 30–31 Day 2: Circle Time: Share the Mind Builder Play with Others; Small Group: Have children work in pairs during the Ducks in a Row Activity.</p> <p>Learners manage (i.e., express, inhibit or redirect) emotions, impulses and behaviors with minimal guidance from adults. See for example: T1: W1: Literacy 14–15, 16–17 Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud). Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> T1: W2: Literacy 28–29, 30–31 Concept Question: How do we talk about and manage our feelings? Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity.</p> <p>T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>Learners attempt to solve social problems independently, by negotiation or with adult assistance. See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>T3: W2: Literacy 34–35</p> <p>Day 4: Circle Time: Conflict Resolution.</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p> <p>Personal Development</p> <p>Teaching children the words they need to talk about emotions is essential if they are to express themselves, manage their behavior, and interact with others. PreK On My Way includes books, vocabulary cards, and lessons designed to teach emotion words (IG p. 68).</p> <p>Learners recognize and identify more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support. See for example:</p> <p>T1: W1: Literacy 14–15, 16–17, 18–19, 22–23</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 3: Circle Time: Introduce Vocabulary (brave); Small Group: Compare feelings with the Just Like Me Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face.</i></p> <p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity; Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>Day 3: Circle Time: Jump for Joy: Children practice jumping for joy; Focus on Vocabulary (excited); Story Time: Guiding Question: <i>Which words name feelings?</i>; Small Group: Talk about the feeling of excitement with the SO EXCITED! Activity.</p>

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

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners express and respond to a range of emotions in socially acceptable ways. 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. T2: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (waiting); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Practice finding a friend to play together; Small Group: Play pretend scenarios with the Can I Play, Too? Activity. T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. 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 <i>A House in the Sky</i>; Small Group: Help children communicate with their peers as they persist in solving an alphabet problem. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p> <p>Learners describe characteristics of self and others. See for example: T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 2: Story Time: Connect to the Mind Builder Building Relationships in the read-aloud; Explore family relationships. T1: W3: Math 42–43, 48–49 Day 1: Story Time: Enjoy reading <i>Five Creatures</i>; Guiding Question: <i>How is this family like your family?</i> Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity. T2: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I! T4: W4: Math 64–65 Day 5: Story Time: Revisit the big book and ask, <i>What are some animal features that you also have?</i> T8: W3: Language 42–43, 46–47 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i> Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family. T8: W3: Language 42–43, 46–47, 50–51 Day 3: Circle Time: Act It Out: Growing Up; Small Group: Discuss family members at different ages in the Our Families Activity.</p> <p>Learners state more complex personal information (e.g., names of family members, names of neighbors). <i>No specific examples. However, Pre-K On My Way provides many opportunities for students to talk about their families and communities.</i></p> <p>Learners express preferences in a socially acceptable way a majority of the time. See for example: T1: W1: All About Me Guiding Question: What makes us who we are? T1: W1: Language 14–15 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T1: W1: Literacy 16–17, 22–23 Day 2: Story Time: Connect the Mind Builder Talk About Feelings to the book <i>Be Who You Are</i> by Todd Parr.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Math 16–17, 20–21, 22–23</p> <p>Concept Question: What makes us who we are?</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness.</p> <p>Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are.</p> <p>Day 5: Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves.</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I!</p> <p>T2: W1: Literacy 16–17, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T4: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder in the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity.</p> <p>T5: W1: Literacy 16–17, 22–23</p> <p>Day 2: Focus on Vocabulary (one of a kind).</p> <p>Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific).</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness.</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>Learners develop strategies to express strong emotion and calm themselves, with adult help.</p> <p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include the Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity.</p> <p>T2: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem.</p> <p>T5: W2: Language 32–33</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Small Group: Engage students in children in a question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>Learners recognize and accurately describe their own feelings a majority of the time. See for example:</p> <p>T1: W1: Literacy 14–15, 16–17</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>T1: W2: Literacy 28–29, 30–31</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity.</p> <p>T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>Learners demonstrate age-appropriate independence in decision-making regarding activities and materials. See for example:</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 32–33, 34–35</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 46–47, 48–49</p> <p>Day 3: ABC Center: <i>Trace the letter T.</i></p> <p>Day 4: ABC Center: <i>Use letters to make your name.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books.</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T5: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you write about going to the dentist?</i></p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you write about the order in which you wash your hands?</i></p> <p>T6: W1: Literacy 14–15, 18–19</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?;</i> Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer's Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>Social Development</p> <p>Learners begin to identify their feelings, needs and interests and show awareness that others have feelings.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings.</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T8: W4: Literacy 60–61</p> <p>Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words.</p> <p>Learners respond in caring ways to another's distress in some situations.</p> <p>See for example:</p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>Learners compare their own characteristics with those of others. See for example: T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category. Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners display socially competent behavior with peers (e.g., helping, sharing and taking turns). See for example: T1: W2: Math 30–31 Day 2: Small Group: Explore sharing with the Sharing Desert Friends Activity. T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity. T1: W4: Language 64–65 Day 4: Focus on Vocabulary (take turns, share); Story Time: Connect the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T1: W4: Math 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T8: W1: Math 16–17 Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p> <p>Learners participate in conversational turn-taking by listening and responding to what was said. See for example: T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity. Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>Learners demonstrate strategies to join a play group with adult support. See for example: T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Learners invite other children to join groups or activities. See for example: T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Day 3: Circle Time: Follow the Friend Activity. Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i> T1: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>. Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me). T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i> T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during activities.</p> <p>Learners develop friendships with one or two preferred peers. See for example: T1: W4: Math 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T3: W1: Math 16–17</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Story Time: Extended Play: Call Your Friends Activity. T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions. T5: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend). T6: W2: Language 34–35</p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Learners demonstrate an understanding of which forms of emotional expression are acceptable for a given environment. See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember. 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.</p> <p>Learners adjust behavior to different settings (e.g., “inside voice”). 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. T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity. T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle. T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>Learners resolve conflicts with peers, seeking adult assistance when necessary. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i> T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Story Time: Extended Play: Play a taking-turns game; Small Group: Playtime Problem Solving: Encourage partners to take turns using the sentence, “Please, may I have a turn?” T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners demonstrate flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage students in children in a question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Circle Time: Have children act out introducing themselves to the class; Story Time: Revisit the book and ask, <i>What are some things you can do?</i>; Small Group: Independent Centers: Library and Listening Center: <i>If you wrote a book about yourself, what would you put in it?</i>; Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?</i>; Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Math 16–17, 20–21, 22–23</p> <p>Concept Question: What makes us who we are?</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (proud); Story Time: Connect to book <i>I Know Numbers!</i>, reading closely and sharing personal information showing self-awareness.</p> <p>Day 4: Story Time: Read closely to connect to this week’s essential question; Extended Play: Ask children to draw pictures of activities that they like to do and that make them who they are.</p> <p>Day 5: Circle Time: First Week Pride!: Share what you are proud of and invite children to share why they are proud of themselves.</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Who Am I!</p> <p>T2: W1: Literacy 16–17, 22–23</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i></p> <p>Day 5: Circle Time: Have children act out and describe their favorite pretend play.</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T4: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Express Pride; Focus on Vocabulary (proud, care for); Story Time: Connect the Mind Builder in the read-aloud; Extended Play: Expressing Pride; Small Group: What Makes Me Proud Activity.</p> <p>T5: W1: Literacy 16–17, 22–23</p> <p>Day 2: Focus on Vocabulary (one of a kind).</p> <p>Day 5: Circle Time: One of a Kind; Focus on Vocabulary (one of a kind, terrific).</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness.</p> <p>T6: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Show Pride; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>Learners develop strategies to express strong emotion and calm themselves, with adult help.</p> <p>The PreK On My Way Mind Builders include skills related to self-regulation, which are built into the read-alouds and lessons. These skills are introduced, modeled, discussed, practiced, and transferred to new situations. Some practical strategies include the Calming Emotion Potion, Mindfulness Mantra, and Fidget Widgets (IG p. 69).</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Tolerate Frustration; Focus on Vocabulary (frustrated, worried); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Challenge children to get into a line in height order without talking. Discuss tolerating frustration with the Line Up! Activity.</p> <p>T2: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T4: W3: Literacy 44–45</p> <p>Day 2: Small Group: Alphabet Problem Solving: Help children communicate with their peers as they solve an alphabet problem.</p> <p>T5: W2: Language 32–33</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Small Group: Engage students in children in a question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>Learners recognize and accurately describe their own feelings a majority of the time. See for example:</p> <p>T1: W1: Literacy 14–15, 16–17</p> <p>Day 1: Story Time: <i>Be Who You Are</i> by Todd Parr; Focus on Vocabulary (proud).</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>T1: W2: Literacy 28–29, 30–31</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 1: Circle Time: Introduce Vocabulary (jealous); Story Time: <i>My Big Feelings</i> by Sidney Hall; Guiding Question: <i>What feeling do we have?</i></p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Explore emotions with the How Do I Feel? Activity.</p> <p>T1: W4: Math 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>T3: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (emotions); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Call Your Friends Activity.</p> <p>T6: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Small Group: Talk about emotions.</p> <p>T8: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Abilities; Focus on Vocabulary (ready, scared); Small Group: Challenge children to name their own strengths, weaknesses, and fears, enriching their emotional skills by developing self-awareness.</p> <p>Learners demonstrate age-appropriate independence in decision-making regarding activities and materials. See for example:</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 32–33, 34–35</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 46–47, 48–49</p> <p>Day 3: ABC Center: <i>Trace the letter T.</i></p> <p>Day 4: ABC Center: <i>Use letters to make your name.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 3: Small Group: We Love Books: Invite children to self-select books.</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T5: W3: Math 42–43, 46–47, 48–49</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you write about going to the dentist?</i></p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Can you write about taking care of your teeth?</i></p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Can you write about the order in which you wash your hands?</i></p> <p>T6: W1: Literacy 14–15, 18–19</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Choose some play foods to make a healthy snack.</i></p> <p>Day 3: Independent Centers: Math and Science Center: <i>How do you know if a food is healthy for you to eat?;</i> Pretend and Learn Center: <i>What healthy snacks do you like to eat? Why?</i></p> <p>T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i></p> <p>Day 2: Independent Centers: Math and Science Center: <i>Can you make up a dance that has three moves?</i>; Writer's Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?</i></p> <p>Day 3: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>Social Development</p> <p>Learners begin to identify their feelings, needs and interests and show awareness that others have feelings.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Day 2: Small Group: Help children identify feelings in others and invite them to talk about how they express their feelings.</p> <p>Day 3: Circle Time: Make different facial expressions for different emotions and have children guess how you are feeling; Story Time: Focus on feelings in the read-aloud; Guiding Question: <i>What makes you feel happy or proud?</i>; Small Group: Invite children to explore different emotions and describe how they feel.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Begin Story Time by connecting the Mind Builder to the book <i>Dad's First Day</i>.</p> <p>T5: W2: Math 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About the Feelings of Others; Focus on Vocabulary (notice); Story Time: Extended Play: Play feelings charades; Small Group: Explore facial expressions with the Sorting Faces Activity.</p> <p>T8: W4: Literacy 60–61</p> <p>Day 3: Small Group: Engage children in a game of charades. Help them act out scenes from story using their bodies, but no words.</p> <p>Learners respond in caring ways to another's distress in some situations.</p> <p>See for example:</p> <p>T1: W4: Math 58–59, 60–61, 62–63</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share).</p> <p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Day 3: Circle Time: Follow the Friend Activity.</p> <p>Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship.</p> <p>Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i></p> <p>T5: W4: Language 56–57, 60–61, 62–63, 64–65</p> <p>Day 1: Circle Time: Sing About Safety; Guiding Question: <i>How can you stay safe at home?</i>; Story Time: Enjoy reading <i>How Do Dinosaurs Stay Safe?</i>; Focus on Vocabulary (safe, jump); Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Circle Time: Sing About Safety; Focus on Vocabulary (climb, helmet); Story Time: Guiding Question: <i>What are some ways to stay safe outside?</i>; Small Group: Talk about unsafe activities with the Safe or Not Safe Activity.</p> <p>Day 4: Circle Time: Talk About Health and Safety; Small Group: Talk about why following rules is important</p> <p>Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i>; Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65</p> <p>Day 1: Story Time: Enjoy reading <i>Please Play Safe!</i></p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend).</p> <p>Day 3: Circle Time: Focus on Vocabulary (helmet); Story Time: Focus on personal safety; Small Group: Identify playground behavior that is safe and unsafe with the Red Light, Green Light Activity.</p> <p>Day 4: Circle Time: Talk about why it is important to keep safe while you play.</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies; Focus on Vocabulary (accident); Story Time: Guiding Question: <i>How can you stay safe at the playground?</i>; Small Group: Independent Response Prompt: <i>Which safety lesson do you think is the most important and why?</i></p> <p>Learners compare their own characteristics with those of others. See for example: T1: W1: Language 14–15, 16–17 Day 1: Circle Time: Introduce Vocabulary (grandmother); Story Time: Read the book <i>Alma and How She Got Her Name</i> for enjoyment and understanding, noting how each of her names comes from a family member who has that name; Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. T4: W4: Math 56–57, 60–61 Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category. Day 3: Circle Time: Focus on Vocabulary (same, different); Small Group: Count and classify groups of ducks by similarities and differences. T8: W3: Language 46–47 Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Learners display socially competent behavior with peers (e.g., helping, sharing and taking turns). See for example: T1: W2: Math 30–31 Day 2: Small Group: Explore sharing with the Sharing Desert Friends Activity. T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity. T1: W4: Language 64–65 Day 4: Focus on Vocabulary (take turns, share); Story Time: Connect the texts <i>Thank You, Friend!</i> and <i>A Friend Like You</i>; Extended Play: Helping Hands of Friendship; Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T1: W4: Math 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T8: W1: Math 16–17 Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p> <p>Learners participate in conversational turn-taking by listening and responding to what was said. See for example: T2: W1: Language 14–15, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Identify methods of replying with the Ways We Can Reply Activity. Day 4: Circle Time: Build background on school rules and introduce vocabulary (listen, school); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Our School Rules.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>Learners demonstrate strategies to join a play group with adult support. See for example: T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>Learners invite other children to join groups or activities. See for example: T1: Me and You; W4: Friends Concept Question: How can we be good friends to others? T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Day 3: Circle Time: Follow the Friend Activity. Day 4: Circle Time: Talk About Friendship; Friend of Mine Song: Focus on Vocabulary (take turns, share); Extended Play: Helping Hands of Friendship. Day 5: Circle Time: Friendship Greetings; Focus on Vocabulary (together, different); Story Time: Guiding Question: <i>What do you think is the most important thing about being a good friend?</i>; Small Group: Independent Response Prompt: <i>What is your favorite thing about having friends?</i> T1: W4: Literacy 56–57, 58–59 Day 1: Circle Time: Friend of Mine Activity; Story Time: Enjoy reading <i>Clifford's Manners</i>. Day 2: Circle Time: Share the Mind Builder Show Empathy; Begin a discussion about noticing how someone else feels and whether they need help; Focus on Vocabulary (please, excuse me). T6: W3: Math 44–45 Day 2: Independent Centers: Creativity Station: <i>Work with a friend to create something together.</i> T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during activities.</p> <p>Learners develop friendships with one or two preferred peers. See for example: T1: W4: Math 60–61, 62–63 Concept Question: How can we be a good friend to others? Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> Day 4: Circle Time: How to Be a Friend; Sing a Sharing Song; Focus on Vocabulary (take turns, share). T1: W2: Literacy 30–31 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T3: W1: Math 16–17</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Story Time: Extended Play: Call Your Friends Activity. T5: W3: Math 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make and Keep Relationships; Focus on Vocabulary (friendship); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Ask your friend questions. T5: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Focus on Vocabulary (safe, friend). T6: W2: Language 34–35</p> <p>Day 4: Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Learners demonstrate an understanding of which forms of emotional expression are acceptable for a given environment. See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember. 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.</p> <p>Learners adjust behavior to different settings (e.g., “inside voice”). 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. T6: W1: Literacy 16–17 Day 2: Independent Centers: Math and Science Center: <i>How can you work together to finish a puzzle?</i> T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity. T8: W1: Language 20–21 Day 4: Circle Time: Talk About Working Together; Story Time: Extended Play: Team Puzzle. T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>Learners resolve conflicts with peers, seeking adult assistance when necessary. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i> T1: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Story Time: Extended Play: Play a taking-turns game; Small Group: Playtime Problem Solving: Encourage partners to take turns using the sentence, “Please, may I have a turn?” T3: W2: Literacy 34–35 Day 4: Circle Time: Conflict Resolution. T6: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Show Self-Awareness; Focus on Vocabulary (grateful, conflict); Small Group: Conflict or No Conflict? Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners demonstrate flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p> <p>See for example:</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Try to Resolve Conflict; Focus on Vocabulary (warm welcome, decided); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Play a taking-turns game; Small Group: Work together with the Playtime Problem Solving Activity.</p> <p>T2: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Flexible Thinking and Behavior; Focus on Vocabulary (idea, different); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to use their flexible thinking in a sorting game; Small Group: Using picture cards, help children use their flexible thinking skills to look at the same picture in different ways in the What Do You See? Activity.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>How do farmers and workers get food to your dinner table?</i>; Small Group: Engage students in children in a question-and-answer session about problems and solutions.</p> <p>T5: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Problem Solving; Focus on Vocabulary (solve); Story Time: Connect the Mind Builder to the read-aloud <i>What a Cold Needs</i>; Small Group: Guide children in the Help Yourself Activity.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Share the Mind Builder Take Initiative; Focus on Vocabulary (solve problems, together); Small Group: Identify problems and solutions with the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Work as a team with the Group Effort Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Communication and Literacy</p> <p>Literature CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy. CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story. CL.L.p4.4: Asks and answers questions about unknown words in a text. CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator. CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story. CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories. CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).</p> <p>Informational Text (non-fiction) CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text. CL.IT.p4.2: With prompting and support, retells key details of a text. CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.</p>	<p>Communication and Literacy</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of the text.</p> <p>Literature</p> <p>With prompting and support, learners ask and answer questions about key details in a text. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T3: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud. T3: W3: Language 46–47 Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud. T5: W2: Language 32–33 Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T6: W3: Language 44–45 Day 2: Small Group: Describe pride with the Tell a Story Activity. T6: W3: Literacy 46–47 Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud. T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity. Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story. T8: W1: Literacy 18–19 Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</p> <p>With prompting and support, learners retell stories with increasing detail and accuracy. See for example: T1: W2: Math 40–41 Day 5: Story Time: Read and retell story interactively, focusing on emotions. T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>With prompting and support, learners identify characters, settings and major events in a story. See for example: T1: W1: Language 15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W2: 30–31, 32–33 Concept Question: How do we talk about and manage our feelings?</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.</p> <p>CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.</p> <p>CL.IT.P6: With prompting and support describes the role of an author and an illustrator.</p> <p>CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.</p> <p>CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.</p> <p>CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).</p> <p>Foundational Skills</p> <p>CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.</p> <p>CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.</p> <p>CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.</p> <p>CL.F.p4.1c: Recognizes that letters are grouped to form words.</p> <p>CL.F.p4.1d: Recognizes and names some upper- and lowercase letters in addition to those in first name.</p> <p>CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes).</p>	<p>Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T1: W4: Math 58–59</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Story Time: Read closely to discuss how the main character manages their emotions.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task.</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Days 1–5: Independent Centers: Library and Listening Center: <i>Can you show me a character who is doing something to stay healthy?; How do the characters in the book take care of themselves?; If you wrote a book about staying healthy, what would you put in it?</i></p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>T8: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners ask and answer questions about unknown words in a text.</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>Learners interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T5: W1: Language 14–15, 18–19, 22–23</p> <p>Day 1: Circle Time: Build science background by asking, <i>What body parts help us move?</i>; Story Time: Enjoy reading <i>My Body</i>.</p> <p>Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15, 18–19</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>CL.F.p4.2a: Recognizes and produces rhyming words.</p> <p>CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+/ sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).</p> <p>CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/= dog).</p> <p>CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).</p> <p>CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.</p> <p>CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.</p> <p>CL.F.p4.3b: Identifies own name in print.</p> <p>CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.</p> <p>Writing</p> <p>CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.</p> <p>CL.W.p4.2: Recognizably writes a majority of the letters in their name.</p> <p>CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</p> <p>CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).</p>	<p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story.</p> <p>With prompting and support, learners can describe the role of an author and an illustrator.</p> <p>See for example:</p> <p>T2: W2: Literacy 32–33</p> <p>Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the role of the author and the illustrator.</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>T8: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.</p> <p>T8: W3: Literacy 42–43</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i></p> <p>T8: W3: Language 42–43</p> <p>Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>With prompting and support, learners use the illustrations to retell major events in the story.</p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story, which includes discussion of illustrations. In addition, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of the text, using picture support. Asking Questions About Pictures is included as a small-group activity (IG p. 31).</p> <p>See for example:</p> <p>T1: W2: Language 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T3: W1: Math 14–15, 16–17, 20–21</p> <p>Day 1: Story Time: Enjoy reading <i>Hooray for Hopsy!</i> and focus on counting; Pause and ask children to count items in the images as you read.</p> <p>T5: W4: Language 58–59, 64–65</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>Can you find pictures of children helping each other stay safe?</i></p> <p>T6: W2: Language 28–29</p> <p>Day 1: Small Group: Encourage children to move around like the animals in the pictures in the Down the Stream Activity.</p> <p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p> <p>With prompting and support, learners begin to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>See for example:</p> <p>T1: W1: Language 15–16</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Pretend to be a character in The Way I Feel.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).</p> <p>CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.</p> <p>CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.</p> <p>CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</p> <p>CL.SI.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.</p> <p>CL.SL.p4.4: Able to tell another person about what they have drawn.</p> <p>CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.</p>	<p>Day 3: Independent Centers: Library and Listening Center: <i>How do the characters in this book manage their feelings?</i></p> <p>T1: W4: Math 58–59</p> <p>Concept Question: How can we be a good friend to others?</p> <p>Day 2: Story Time: Read closely to discuss how the main character manages their emotions.</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task.</p> <p>T5: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Days 1–5: Independent Centers: Listening Center: <i>Can you show me a character who is doing something to stay healthy? How do the characters in the book take care of themselves? If you wrote a book about staying healthy, what would you put in it?</i></p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>T8: W3: Math 50–51</p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How does the character change in this book?</i></p> <p>Learners actively engage in large and small group reading activities with purpose and understanding (e.g., ask for a favorite book to be read, participate in reciting rhymes and finger plays using accompanying gestures).</p> <p>See for example:</p> <p>T2: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence.</p> <p>T2: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book.</i></p> <p>T6: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks.</p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Math 56–57</p> <p>Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity.</p> <p>T7: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence.</p> <p>T7: W4: Language 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity.</p> <p>T8: W1: Literacy 16–17, 20–21</p> <p>Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity.</p> <p>Day 4: Circle Time: Talk About Teamwork; Small Group: Encourage children to work as a team to complete an art project together.</p> <p>T8: W3: Language 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p> <p>Informational Text (non-fiction)</p> <p>With prompting and support, learners ask and answers questions about key details in a text.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Language Standards</p> <p>CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CL.LS.p4.1a: Prints some upper- and lowercase letters (e.g., letters in their name).</p> <p>CL.LS.p4.1b: Uses frequently occurring nouns and verbs.</p> <p>CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>CL.LS.p4.1f: Produces complete sentences in shared language activities.</p> <p>CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.</p> <p>CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p> <p>CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.</p>	<p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W1: Language 16–17</p> <p>Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T4: W4: Language 60–61</p> <p>Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>T7: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions.</p> <p>With prompting and support, learners retell key details of a text.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T4: W4: Language 60–61</p> <p>Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity.</p> <p>With prompting and support, learners describe the connection between two events or pieces of information in a text.</p> <p>Not specifically addressed.</p> <p>With prompting and support, learners ask and answer questions about unknown words in a text.</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>Learners identify the front cover, back cover and title page of a book.</p> <p>See for example:</p> <p>T3: W4: Math 56–57</p> <p>Day 1: Story Time: Introduce the book <i>The Seesaw</i>.</p> <p>T8: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears.</p> <p>T8: W3: Literacy 42–43</p> <p>Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i></p> <p>T8: W3: Language 42–43</p> <p>Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p>	<p>With prompting and support, learners describe the role of an author and an illustrator. See for example: T2: W2: Literacy 32–33 Day 3: Circle Time: Discuss the Role of the Author and Illustrator; Story Time: Focus on the Role of the author and the illustrator. T3: W4: Math 56–57 Day 1: Story Time: Introduce the book <i>The Seesaw</i>. T8: W2: Literacy 28–29 Day 1: Circle Time: Introduce the book and identify it as a narrative about facing our fears. T8: W3: Literacy 42–43 Day 1: Story Time: Introduce <i>The Very Impatient Caterpillar</i>; Guiding Question: <i>Why is the caterpillar impatient?</i> T8: W3: Language 42–43 Day 1: Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i></p> <p>With prompting and support, learners use the illustrations to identify key details in the story. See for example: T1: W2: Language 32–33 Concept Question: How do we talk about and manage our feelings? Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures. T1: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background: Talk with children about what they think makes someone a good friend; Sing About Friends; Story Time: Enjoy reading <i>A Friend Like You</i>; Guiding Question: <i>What are some ways we can make new friends?</i>; Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Circle Time: Share the Mind Builder Play with Others; Focus on Vocabulary (join, goal); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Friendship Roll; Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. Encourage children to find friends to play with during independent centers and outside time. 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. T3: W2: Literacy 30–31, 32–33, 36–37 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues.</p> <p>With prompting and support, learners answer “why” questions based on information presented in the text. See for example: T3: W4: Language 56–57, 58–59 Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity. T8: W1: Literacy 18–19, 20–21, 22–23 Day 3: Circle Time: Discuss responsibilities at home.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 4: Story Time: Read closely to make a connection with the week’s Concept Question: <i>What do we do better together?</i></p> <p>With prompting and support, learners identify a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures). See for example: T8: W3: Math 50–51 Day 4: Story Time: Connect the texts <i>What Have We Learned?</i> and <i>I Want to Grow</i>. T2: W1: Literacy 22–23 Day 4: Story Time: Connect the texts <i>Our School Rules</i> and <i>Ming Goes to School</i>.</p> <p>Learners actively engage in large and small group reading activities with purpose and understanding (e.g., ask for a favorite book to be read, make appropriate noises for different animals or vehicles). See for example: T2: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (create, imagine); Story Time: Connect the Mind Builder to the read-aloud <i>Ofrenda</i>, reading closely to notice when characters are persisting in their task; Extended Play: Puzzles; Small Group: Guide children to use persistence when trying to throw beanbags into a hoop or bucket. Invite children to share their experiences with persistence. T2: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Story Time: Connect the Mind Builder to the read-aloud <i>Biblioburro</i>. Read closely to find examples of persistence and talk about persisting in a task; Independent Centers: Library and Listening Center: <i>Show me a page that shows persistence in this book</i>. T6: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (ideas, complete); Small Group: Invite children to show persistence when making forts out of wooden sticks. T6: W4: Literacy 58–59 Day 2: Circle Time: Introduce Vocabulary (plan, build). T6: W4: Math 56–57 Day 2: Circle Time: Share the Mind Builder Identify and Solve Problems; Focus on Vocabulary (solve, problem); Small Group: We Can Solve It Activity. T7: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Focus on Vocabulary (goal, proud); Small Group: Challenge children to act out a recently acquired ability and express their pride. Guide children to understand that each new ability is a goal they reached through hard work and persistence. T7: W4: Language 58–59 Day 2: Circle Time: Share the Mind Builder Persist in Tasks; Small Group: Talk about persisting with the Keep Trying Activity. T8: W1: Literacy 16–17, 20–21 Day 2: Circle Time: Practice identifying and solving problems and introduce vocabulary (solve problems, together); Small Group: Encourage children to identify problems and find solutions like the character in the Team Fix It Activity. Day 4: Circle Time: Talk About Teamwork; Small Group: Encourage children to work as a team to complete an art project together. T8: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Persistence and Focus on Vocabulary (goals, solve problems); Small Group: Talk about persisting with the We Will Persist! Activity.</p> <p>Foundational Skills</p> <p>PreK On My Way provides multimodal literacy activities through read-aloud and small-group experiences. Print and book handling concepts are explored through the use of alphabet books, alphabet cards, and charts. Children learn about letters, words, and pictures. They explore directionality and learn that text has meaning. Additionally, children create and share books (IG p. 32).</p> <p>Learners demonstrate an understanding of the organization and basic features of print.</p> <p>Learners follow words from left to right, top to bottom and page by page. See for example: T3: W1: Literacy 18–19</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Small Group: We Love Books: Invite children to self-select books. Discuss how to hold and care for books. Ask children to tell about the book they chose.</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>Learners recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>See for example:</p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T6: W3: Language 46–47</p> <p>Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T8: W4: Literacy 64–65</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>Learners recognize that letters are grouped to form words.</p> <p>See for example:</p> <p>T2: W1: Language 16–17</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>What do you like to do at school? Can you write about it?</i></p> <p>T2: W2: Literacy 36–37</p> <p>Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i></p> <p>T3: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i></p> <p>T4: W2: Language 34–35</p> <p>Day 4: Independent Centers: Writer’s Corner: <i>Think about what a pet needs. What could you write about it?</i></p> <p>T5: W2: Language 30–31</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Make a list of your rules at home.</i></p> <p>T6: W4: Language 56–57</p> <p>Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity.</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i></p> <p>T8: W4: Literacy 56–57</p> <p>Day 1: Independent Centers: Writer’s Corner: <i>Can you finish this sentence? “When I play outside, I like to _____.”</i></p> <p>T8: W4: Literacy 64–65</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>Imagine three words that make you smile. Can you say or write them down?</i></p> <p>Children explore each letter of the alphabet multiple times throughout the year. Every alphabet activity includes a focus on a letter name, letter sound, letter sound in spoken word, letters in written words, and letter formation (IG p. 32).</p> <p>In addition to a variety of activities involving letters and sounds throughout the program, the literacy lesson on Day 1 of each week involves exploration and practice with the letters of the alphabet.</p> <p>Learners recognize and name some upper- and lowercase letters in addition to those in their first name.</p> <p>See for example:</p> <p>T1: W1: Literacy 14–15</p> <p>Day 1: Circle Time: “The Alphabet Song”; Small Group: Introduce alphabet cards with the Pictures and Letters Activity.</p> <p>T1: W1: Math 20–21</p> <p>Day 4: Independent Centers: ABC Center: <i>Put letters in the order of the alphabet.</i></p> <p>T1: W2: Literacy 28–29, 32–33</p> <p>Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T1: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity. T1: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Aa, Bb</i> Activity. T2: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet <i>Cc, Dd</i> Activity. T2: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the <i>Gg, Hh</i> Alphabet Activity. T3: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet <i>Kk, Ll</i> Activity. T4: W3: Literacy 42–43, 44–45</p> <p>Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet <i>Ww, Xx</i> Activity. Day 2: Small Group: Alphabet Problem Solving. T5: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Nn, Rr,</i> and <i>Xx</i>; Small Group: Help children practice letter-sound correspondence focusing on the letters <i>Nn, Rr,</i> and <i>Xx</i>. T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Review the letters <i>Ss, Ff,</i> and <i>Pp</i>; Small Group: Help children identify the letters <i>Ss, Ff,</i> and <i>Pp</i> and sort words by initial letter sound. T7: W2: Literacy 28–29</p> <p>Day 1: Circle Time: Review the letters <i>Hh, Oo,</i> and <i>Bb</i>; Small Group: Help children recognize and make the sounds of the letters <i>Hh, Oo,</i> and <i>Bb</i>. T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>Learners demonstrate an understanding of spoken words, syllables and sounds (i.e., phonemes). See for example:</p> <p>T2: W4: Literacy 60–61, 62–63</p> <p>Day 3: Circle Time: Identify Rhymes.</p> <p>Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity. T4: W4: Literacy 58–59</p> <p>Day 2: Small Group: Do They Rhyme? Activity. T5: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity. T6: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Let’s Rhyme. T6: W2: Language 32–33</p> <p>Day 3: Small Group: Practice rhymes with the Rhyme Time Activity. T6: W2: Literacy 30–31, 32–33</p> <p>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</p> <p>Day 3: Circle Time: Sing with Rhymes. Day 4: Circle Time: Sing a Rhyming Song.</p> <p>Learners recognize and produce rhyming words. See for example:</p> <p>T2: W4: Literacy 60–61, 62–63</p> <p>Day 3: Circle Time: Identify Rhymes.</p> <p>Day 4: Circle Time: Have fun with rhymes; Small Group: Identify words that rhyme with the Rhyme Time Freeze Activity. T4: W4: Literacy 58–59</p> <p>Day 2: Small Group: Do They Rhyme? Activity. T5: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Get Well Soon Rhymes; Small Group: Identify rhyming words in the Rhyme Time Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T6: W1: Literacy 14–15 Day 1: Circle Time: Let’s Rhyme.</p> <p>T6: W2: Language 32–33 Day 3: Small Group: Practice rhymes with the Rhyme Time Activity.</p> <p>T6: W2: Literacy 30–31, 32–33 Day 3: Circle Time: Share Prior Knowledge (rhyming words); Story Time: Focus on phonological awareness.</p> <p>Day 4: Circle Time: Be Rhyming Goats; Small Group: Identify rhymes with the Animal Rhyme Time Activity.</p> <p>T6: W2: Math 32–33, 34–35 Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i></p> <p>T6: W4: Literacy 56–57 Day 1: Circle Time: Sing a Rhyming Song; Small Group: Practice letter sounds with the Letters and Rhymes Activity.</p> <p>T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Learners blend and segment syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). See for example: T5: W2: Literacy 32–33 Day 3: Small Group: Guide children to recognize and produce new words that begin with the same sound as other words. T6: W2: Literacy 32–33 Day 3: Small Group: Help children learn to blend phonemes to say one-syllable words with pictorial support (fox, dog, cat), and write the first letter of each animal name.</p> <p>Learners state the initial sound (phoneme) in consonant-vowel consonant (CVC) words (e.g., cat starts with /c/).</p> <p>With prompting and support, learners blend and segment initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog). 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: <i>What letter do you hear at the beginning of the word world? Can you find it and write it?</i> T7: W1: Language 18–19, 22–23 Day 3: Independent Centers: ABC Center: <i>Look at the n in nighttime. Can you think of other words that begin with the same sound?</i> Day 5: Independent Centers: ABC Center: <i>Look at the b in birthday and in bear. Can you think of other words that begin with the same sound?</i> T8: W2: Language 32–33 Day 3: Independent Centers: ABC Center: <i>What letter makes the sound you hear at the beginning of the words dog and duck?</i> T8: W2: Literacy 28–29, 30–31, 32–33, 34–35 Day 1: Small Group: Challenge children to produce new words that begin with the same sound in the Letter Sound Matches Activity. Day 2: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter V.</i> Day 3: Independent Centers: ABC Center: <i>Draw a picture of something that begins with the letter Q.</i> Day 4: Independent Centers: ABC Center: <i>Can you find words that start with Y in Yellow Yaks?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners know and apply age-appropriate word analysis skills in decoding words. See for example: T1: W2: Literacy 32–33 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name. Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T2: W2: Literacy 32–33 Day 3: Small Group: Invite children to illustrate a three-word book. Allow time for children to share their books. T6: W3: Language 46–47 Day 3: Independent Centers: ABC Center: <i>Find the letters i-s-h, then find letters to go before those letters to make a word.</i> T7: W1: Literacy 14–15 Day 1: Circle Time: Talk About the Alphabet (letters Nn, li, Cc); Small Group: Invite children to recognize and make the sounds of the letters Cc, Nn, and li; Show children how to make an insect for the letter l and identify the letters l, n, and c in the word <i>insect</i>. T8: W2: Language 32–33 Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>Learners demonstrate basic knowledge of letter-sound correspondence by producing the sound of some letters. See for example: T1: W1: Literacy 14–15 Day 3: Independent Centers: ABC Center: <i>Can you find the letter Xx that you hear in the word excited?</i> T1: W4: Literacy 56–57 Day 1: Circle Time: Talk About the Alphabet; Small Group: Explore letters with the Alphabet Aa, Bb Activity. T2: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Read <i>Cat Has a Cake</i> and <i>Dinosaurs Can</i> in the Alphabet Cc, Dd Activity. T2: W3: Literacy 42–43 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Gg, Hh Activity. T3: W1: Literacy 14–15 Day 1: Circle Time: Focus on the Alphabet; Small Group: Explore letters with the Alphabet Kk, Ll Activity. 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: W3: Literacy 42–43 Day 1: Small Group: Children explore different alphabet books. T5: W4: Literacy 56–57 Day 1: Circle Time: Review the letters 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: W1: Literacy 14–15 Day 1: Circle Time: Talk about the alphabet (letters Nn, li, Cc); Small Group: Invite children to recognize and make the sounds of the letters Cc, Nn, and li; Show children how to make an insect for the letter l and identify the letters l, n, and c in the word <i>insect</i>. T7: W2: Literacy 28–29 Day 1: Circle Time: Review the letters Hh, Oo, and Bb; Small Group: Help children recognize and make the sounds of the letters Hh, Oo, and Bb.</p> <p>Learners identify their own names in print. See for example: T1: W2: Literacy 28–29 Day 1: Use Circle Time to build children’s own name recognition; Small Group: Help children trace the first letter of their name. T1: W2: Literacy 28–29</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Circle Time: Sing “The Alphabet Song;” Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name.</p> <p>T1: W3: Literacy 42–43</p> <p>Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity.</p> <p>Learners recognize and “read” familiar words or environmental print. See for example: T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>Writing</p> <p>PreK On My Way includes daily writing options, letter formation, and writing for different purposes. Each module includes options for daily writing as well as focused writing time at the end of each week. The level of teacher support varies across the week. Options include Teacher-Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing.</p> <p>Learners use a combination of drawing, dictating or emergent writing to express thoughts and ideas. See for example: T1: W2: Math 34–35 Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it.</i> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T2: W1: Literacy 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Do you have a favorite game you like to play at school? Write about it.</i> T3: W3: Language 50–51 Day 5: Writing: Invite children to draw or write about measuring different things in the classroom. T5: W1: Language 16–17 Day 2: Independent Centers: Writer’s Corner: <i>Can you write about three ways to take care of your body?</i> T8: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>What is a new thing that you would like to try?;</i> Independent Centers: Writer’s Corner: <i>Can you write about trying something that scared you at first?</i> T8: W3: Literacy 50–51 Day 5: Independent Centers: Writer’s Corner: <i>Can you write about a time where you grew and changed?</i> T8: W3: Language 46–47 Day 1: Independent Centers: Writer’s Corner: <i>Can you write about how you’ve changed since you were a baby?</i> Day 3: Independent Centers: Writer’s Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Learners recognizably write a majority of the letters in their name. See for example: T1: W2: Literacy 28–29 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name. T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity. T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>With guidance and support, learners respond to questions and suggestions and add details to drawings or emergent writing as needed. See for example: T1: W2: Math 34–35 Concept Question: How do we talk about and manage our feelings? Day 4: Extended Play: Draw How You Feel; Independent Centers: Writer's Corner: <i>Choose an emotion. Write about a time that you felt it;</i> Creativity Station: <i>Draw to show the difference between being scared and surprised.</i> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer's Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T3: W2: Literacy 30–31 Day 2: Shared Writing: Transcribe children's speech as they share which type of weather makes them curious. T3: W3: Language 44–45, 50–51 Day 2: Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things. Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom.</p> <p>With guidance and support, learners explore a variety of digital tools to produce and publish emergent writing (e.g., use the class camera to record the growth of the class garden; ask for help searching the internet for pictures of animals to illustrate a book or directions for a task). See for example: T4: W1: Family Engagement: Take a trip to the library or search online with your child to find pictures of animals that live in your area and their babies. Read the information together. Have you ever seen one of these animal babies? T6: W4: Family Engagement: Search online or go to the library to find pictures of different kinds of homes. Talk with your child about how homes are built differently in different parts of the world. What do homes in your area look like? T7: W4: Family Engagement: Go to the library or look online for picture books and articles about recycling and taking care of the planet. Read with your child and talk about how your family can contribute to a greener Earth!</p> <p>Learners participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). See for example: T3: W2: Literacy 30–31 Day 2: Shared Writing: Transcribe children's speech as they share which type of weather makes them curious; Small Group: Help children access their curiosity and learn the basic steps of an experiment by allowing them to make predictions and observations in the Rain Experiment Activity. T3: W3: Language 44–45 Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.</p> <p>With guidance and support from adults, learners recall information from experiences or gather information from provided sources to answer a question. See for example: T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud. T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud. T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T4: W4: Language 56–57, 58–59, 60–61 Day 3: Story Time: Revisit <i>I Am a Cat</i> and ask the Guiding Question: <i>How are some cats different from others?</i>; Small Group: Recall details with the Let’s Talk About Cats Activity. T5: W1: Language 18–19 Day 3: Story Time: Focus on comprehension in the read-aloud; Guiding Question: <i>What does our brain do?</i>; Small Group: Recall information and vocabulary with the More Parts of the Body Activity. T5: 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. T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity.</p> <p>Speaking and Listening</p> <p>Conversation and group discussions are a part of every PreK On My Way lesson. Teachers begin each lesson with heavy modeling, which is gradually released for more child involvement and independence. In large-group instruction, the teacher frames the read-aloud with any necessary instruction and then reads aloud the book, pausing to ask open-ended questions along the way to encourage conversation about the book. Throughout the program, prompts for interactive read-alouds, purposeful play conversation starters, and Chat Bands and Chat Charts encourage continued conversation around target concepts (IG pp. 12, 15).</p> <p>Scholastic has built upon the successful research model known as Developing Talkers, which produced significant growth in both children’s receptive and expressive vocabulary skills. PreK On My Way builds on the proven success of Developing Talkers to ensure that every child has the skill and vocabulary needed for confidence and success in elementary school (IG p. 30).</p> <p>PreK On My Way includes small-group activities that are proven to support oral language and vocabulary development. These activities include the following: Act It Out, Example/Non-Example, Concept Sort, Oral Language, Asking Questions About Pictures, and Writing/Drawing/Storytelling (IG p. 31).</p> <p>Learners participate in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups. See for example: T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>Learners follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). See for example: T5: W1: Language 16–17, 18–19 Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules that have to do with communication. Day 3: Small Group: Encourage conversational turn-taking. T6: W3: Literacy 48–49 Day 4: Small Group: Encourage children to use conversational etiquette during activities.</p> <p>Learners continue a conversation through multiple exchanges, staying on topic. See for example: T5: W1: Language 16–17, 18–19</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Circle Time: Share the Mind Builder Follow Rules and Routines; Focus on Vocabulary (communicate); Small Group: Guide children to discover that there are a variety of rules having to do with communication.</p> <p>Day 3: Small Group: Encourage conversational turn-taking.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>Learners confirm understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.</p> <p>See for example:</p> <p>T1: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Make a Connection; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T3: W3: Language 46–47</p> <p>Day 3: Circle Time: Share the Comprehension Skill Listen and Remember; Story Time: Focus on making predictions in the read-aloud.</p> <p>T5: W2: Language 32–33</p> <p>Day 3: Circle Time: Make Inferences; Story Time: Focus on comprehension in the read-aloud; Small Group: Ask and answer questions with the What’s the Problem? Activity.</p> <p>T6: W1: Language 20–21</p> <p>Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity.</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T6: W3: Language 44–45</p> <p>Day 2: Small Group: Describe pride with the Tell a Story Activity.</p> <p>T6: W3: Literacy 46–47</p> <p>Day 3: Circle Time: Make Predictions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T8: W1: Language 14–15, 18–19</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story.</p> <p>T8: W1: Literacy 18–19</p> <p>Day 3: Circle Time: Make an Inference; Story Time: Focus on making inferences.</p> <p>Learners use some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.</p> <p>See for example:</p> <p>T4: W3: Math 46–47</p> <p>Day 3: Circle Time: Share Math Strategy: Introduce location words; Where Is Lala?; Focus on Vocabulary (above, under); Story Time: Focus on location words in the read-aloud; Small Group: Guide children to explain where pattern blocks are in a picture using location words.</p> <p>T4: W3: Language 46–47, 50–51</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>T7: W3: Literacy 48–49</p> <p>Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context.</p> <p>Learners are able to tell another person about what they have drawn.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>See for example:</p> <p>T6: W3: Language 42–43, 48–49, 50–51</p> <p>Day 1: Circle Time: Talk About Drawing; Story Time: Enjoy reading <i>Ish</i>; Guiding Question: <i>How does Marisol feel about Ramon’s art?</i>; Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 4: Circle Time: Talk About Making Art; Focus on Vocabulary (sculpt, mold); Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i>; Independent Centers: Creativity Station: <i>Make a piece of art that shows how you feel.</i></p> <p>T6: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Introduce Vocabulary (plan, build).</p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>Learners speak understandably to express ideas, feelings and needs.</p> <p>See for example:</p> <p>T1: W2: Language 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Small Group: How Are You Feeling?: Invite children to talk about how they express their feelings.</p> <p>Day 3: Small Group: Happy or Sad?: Have children look at picture cards and say whether a happy or sad feeling is shown. Invite children to describe when they felt the same emotions they saw in the pictures.</p> <p>T1: W2: Literacy 30–31, 32–33</p> <p>Concept Question: How do we talk about and manage our feelings?</p> <p>Day 2: Circle Time: Share the Mind Builder Talk About Your Feelings; Focus on Vocabulary (help, frustrated); Small Group: Help children create a paper-plate face that shows an emotion and ask them to use a sentence frame to tell how they feel and why.</p> <p>T1: W3: Literacy 44–45</p> <p>Day 2: Small Group: Encourage partners to take turns using the sentence, <i>Please, may I have a turn?</i> in the Playtime Problem Solving Activity.</p> <p>T3: W1: Language 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W4: Language 62–63</p> <p>Day 4: Small Group: Invite children to pose their own questions about animal feet in the Fantastic Feet Activity.</p> <p>T5: W1: Math 16–17</p> <p>Day 2: Circle Time: Share the Mind Builder Engage with Adults and Peers.</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Small Group: Have children identify rules and routines of the classroom and guide them to answer questions and have conversation about routines.</p> <p>T5: W2: Literacy 30–31</p> <p>Day 1: Use Circle Time to Share the Mind Builder Talk and Share; Small Group: Encourage children to talk and share ideas.</p> <p>T5: W4: Language 56–57</p> <p>Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion.</p> <p>T7: W4: Language 62–63</p> <p>Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home.</p> <p>T7: W4: Literacy 60–61</p> <p>Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i></p> <p>T8: W3: Language 46–47</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Small Group: Have children describe traits of families and encourage children to describe themselves as members of a family.</p> <p>Language Standards</p> <p>Instruction and practice in alphabet knowledge and letter formation happen throughout the program. Letter Formation Jingles are available on the Teacher Hub. In addition, the program’s authentic read-alouds and Big Chart of Ideas model writing for different purposes across genres. Small-group activities and purposeful play prompts encourage children to engage in their own writing for different purposes as they develop their own identities as readers and writers (IG p. 71).</p> <p>Learners demonstrate an emerging command of the conventions of standard English grammar and usage when writing or speaking. See for example: T1: W2: Literacy 36–37 Day 5: Small Group: Independent Response Prompt: <i>How can you ask for help if you are feeling upset?</i> T5: W2: Language 30–31 Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines. T6: W2: Math 36–37 Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i> T6: W3: Language 50–51 Day 5: Small Group: Independent Response Prompt: <i>What can you say to your friends to help them feel proud of their artwork?</i> T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Independent Response Prompt: <i>Children ask and answer questions to express their opinion of abilities.</i></p> <p>Learners print some upper- and lowercase letters (e.g., letters in their name). See for example: T1: W2: Literacy 28–29 Day 1: Circle Time: Sing “The Alphabet Song”; Small Group: Challenge each child to find the magnetic letter that starts his or her name. Help children trace the first letter of their name. T1: W3: Literacy 42–43 Day 1: Circle Time: Talk About the Alphabet: Introduce the first letters of children’s first names; Small Group: Explore first letters in names with the Nice Name! Activity. T3: W4: Literacy 58–59 Day 2: Independent Centers: Writer’s Corner: <i>Show me how you write your name on my dry-erase board.</i> T6: W4: Language 56–57 Day 1: Small Group: Invite children to say and write their own names in the Letter Hunt Activity. T8: W3: Language 44–45 Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>Learners use frequently occurring nouns and verbs. See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences. Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes. Day 3: Small Group: Encourage children to use complete sentences in their speech. Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses. T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T4: W3: Language 46–47, 50–51 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions. T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social study words. T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>Learners form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). See for example: T2: W1: Language 14–15, 16–17, 18–19, 20–21 Day 1: Circle Time: Introduce Vocabulary (reply); Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences. Day 2: Small Group: Challenge children to act out different words and sentences from the story and encourage them to use complete sentences to accompany their pantomimes. Day 3: Small Group: Encourage children to use complete sentences in their speech. Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses. T2: W4: Math 64–65 Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i> T4: W3: Language 46–47, 50–51 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions. T5: W2: Language 28–29 Day 1: Small Group: Guide children to speak in complex sentences using social study words T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>Learners understand and use most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). See for example: T3: W2: Literacy 32–33 Day 2: Circle Time: Share the Mind Builder Be Curious; Focus on Vocabulary (ask questions, explain); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Challenge children to be curious as you play Weather-Word-Picture Clues. T6: W2: Language 32–33 Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud. T7: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (ask questions); Story Time: Read closely to notice how the author asks and answers questions about plants; Small Group: Ask and Answer Questions Activity. T8: W1: Language 14–15, 18–19 Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity. Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Focus on asking questions for a deeper comprehension of the story.</p> <p>Learners use the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). See for example: T4: W3: Language 46–47, 50–51 Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions. T7: W3: Literacy 48–49 Day 4: Small Group: Practice prepositions with the Up, Down, and Over, Under Activity.</p> <p>Learners produce complete sentences in shared language activities. See for example: T2: W1: Language 14–15, 18–19, 20–21</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Small Group: Challenge children to identify the different ways that we can reply to someone and encourage them to respond in complete sentences.</p> <p>Day 3: Small Group: Encourage children to use complete sentences in their speech.</p> <p>Day 4: Use Circle Time to build background on school rules; Small Group: Encourage children to use complete sentences in their conversation and responses.</p> <p>Learners demonstrate a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., use the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.</p> <p>See for example:</p> <p>T5: W3: Literacy 42–43</p> <p>Day 1: Small Group: Children explore different alphabet books.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Talk About the Alphabet (letters <i>Nn, li, Cc</i>); Small Group: Invite children to recognize and make the sounds of the letters <i>Cc, Nn, and li</i>; Show children how to make an insect for the letter <i>l</i> and identify the letters <i>l, n, and c</i> in the word <i>insect</i>.</p> <p>T8: W2: Language 32–33</p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Read the book by placing your finger under the words.</i></p> <p>T8: W3: Language 44–45</p> <p>Day 2: Independent Centers: ABC Center: <i>Can you use the alphabet chart to find the letters in your name? Which letter of your name is a capital letter?</i></p> <p>Three times per week, Story Time is structured to follow the research-based model in Developing Talkers. Before the read-aloud begins, teachers introduce key vocabulary and introduce the book genre with the help of Scout the Squirrel, Pablo the Parrot, or Lala the Lizard. Then teachers set the purpose for the reading by sharing a Guiding Question. During reading, teachers ask open-ended questions to support children’s understanding and enjoyment of the story. Teachers can revisit vocabulary words and comprehension strategies as appropriate. After reading, teachers revisit the Guiding Question and offer Support or Challenge to ensure successful participation and engagement (IG p. 31).</p> <p>Learners determine or clarify the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>With guidance and support, learners explore word relationships and nuances in word meanings.</p> <p>See for example:</p> <p>T6: W2: Language 32–33</p> <p>Day 3: Circle Time: Share the Comprehension Skill Ask Questions; Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Focus on asking questions in the read-aloud.</p> <p>T7: W2: Literacy 30–31</p> <p>Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share).</p> <p>T8: W1: Language 14–15</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing vocabulary in context; Small Group: Make predictions with the Getting Ready Activity.</p> <p>Learners demonstrate an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>See for example:</p> <p>T1: W3: Math 46–47</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long).</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T3: W1: Language 18–19 Day 3: Circle Time: Introduce Vocabulary (sweet, sour).</p> <p>T3: W3: Math 44–45, 46–47, 48–49, 50–51 Day 2: Small Group: Practice smaller and bigger with the Make a Pattern Block Activity. Day 3: Circle Time: Introduce Vocabulary (smaller than, bigger than); Story Time: Guiding Question: <i>How can we compare sizes of animals?</i></p> <p>Days 4–5: Circle Time: Introduce Vocabulary (heavy, light).</p> <p>T4: W4: Language 62–63 Day 4: Story Time: Extended Play: Discuss animal features; Small Group: Identify different animal feet with the Fantastic Feet Activity.</p> <p>T6: W1: Math 18–19, 22–23 Day 3: Circle Time: Focus on Vocabulary (small, large).</p> <p>Day 5: Circle Time: Focus on Vocabulary (empty, full).</p> <p>Learners distinguish among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. Not specifically addressed.</p> <p>With prompting and support, learners begin to use new words and phrases acquired through conversations, reading and being read to and responding to texts. See for example:</p> <p>T1: W3: Literacy 46–47 Day 3: Circle Time: Ask and Answer Questions; Story Time: Focus on comprehension in the read-aloud.</p> <p>T3: W1: Language 16–17 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Story Time: Connect the Mind Builder to the read-aloud.</p> <p>T4: W1: Language 16–17 Day 2: Circle Time: Focus on Vocabulary (curiosity); Small Group: Ask and answer questions about animal families.</p> <p>T5: W4: Language 56–57 Day 1: Begin Circle Time by introducing the book and asking, <i>How can you stay safe at home?</i>; Small Group: Guide children to ask and answer questions about things people can do to stay safe.</p> <p>T7: W2: Literacy 30–31 Day 2: Circle Time: Share the Mind Builder Ask and Answer Questions; Focus on Vocabulary (conversation, share); Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Talk about seasonal clothing; Small Group: Children ask and answer questions to express their opinion.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Mathematics</p> <p>Counting and Cardinality M.CC.p4.1: Counts in sequence to 30. M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1). M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality. M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table). M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality). M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted. M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger. M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p>	<p>Mathematics</p> <p>Counting and Cardinality</p> <p>Learners count in sequence to 30. Note: PreK On My Way address counting to 10. However, the teacher can extend these activities to higher numbers. See for example: T1: W3: Math 42–43 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. T3: W1: Math 16–17 Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15 Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45 Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>Learners represent a group of objects with a written numeral 0-12 (with 0 representing a count of no objects). See for example: T1: W2: Math 28–29, 30–31, 32–33, 34–35 Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i> Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i> Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity. Day 4: Small Group: Practice counting with the Behind the Curtain Activity. T8: W4: Math 56–57, 58–59 Day 1: Small Group: Count manipulatives with the Count It Down! Activity. Day 2: Small Group: Have children count a certain number of connecting cubes from a group of 10.</p> <p>Learners count forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1). See for example: T3: W1: Math 20–21 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 <i>The Seesaw</i> for enjoyment and understanding, pointing out opportunities to count; Small Group: Count objects for children, pointing to each as you count. 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, 50–51 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 5: Independent Centers: Math and Science Center: <i>Here is a set of 28 teeth. If I start counting from the middle, will there still be 28? Let’s check.</i> T6: W4: Math 56–57, 60–61 Day 1: Small Group: Practice counting with the Five Twigs Activity. Day 3: Small Group: Talk about counting in Pillow Count Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less).</p> <p>M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).</p> <p>M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).</p> <p>Operations and Algebraic Thinking</p> <p>M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).</p> <p>M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.</p> <p>M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100's chart).</p>	<p>Learners understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>See for example:</p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners use one-to-one correspondence when counting objects, say the number names in the standard order pairing with each object (e.g., count out napkins for snack time, saying the number aloud as they put each one on the table).</p> <p>See for example:</p> <p>T1: W1: Math 14–15, 16–17, 18–19</p> <p>Day 1: Circle Time: Build Math Background: Show number cards and practice counting; Focus on Vocabulary (number, calendar); Story Time: Enjoy reading <i>I Know Numbers!</i>, pointing out uses and meanings of numbers; Independent Centers Prompt: Purposeful Play related to <i>I Know Numbers!</i></p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Small Group: Challenge children to count the characters; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes given in the Sharing Desert Friends Activity.</p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together; Sing a Counting Song.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>Learners understand that the last number name said tells the numbers of objects counted (cardinality).</p> <p>See for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Measurement and Data</p> <p>M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).</p> <p>M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).</p> <p>M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.</p> <p>M.MD.p4.4: Collects data by categories to answer simple questions.</p> <p>Geometry</p> <p>M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p>M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.</p> <p>M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>M.G.p4.4: Creates shapes during play by building, drawing, etc.</p> <p>M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.</p>	<p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity.</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count connecting cubes in a five-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually.</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p> <p>T8: W2: Math 28–29, 30–31</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity.</p> <p>T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p> <p>Day 2: Small Group: Have children count a certain number of connecting cubes from a group of 10.</p> <p>Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p> <p>Learners understand that the number of objects remains the same regardless of the order in which the objects were counted.</p> <p>See for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 44–45, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p>Day 2: Small Group: Practice subitizing with the Memory Cards Activity.</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T3: W1: Math 14–15, 16–17</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hopsy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>Learners demonstrate an understanding that each successive number name refers to a quantity that is one larger.</p> <p>See for example:</p> <p>T1: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Story Time: Read <i>Nobody Hugs a Cactus</i> by Carter Goodrich for enjoyment, counting out the characters in the story as you read; Small Group: Challenge children to count the characters. Help children to recognize that the last number they say is how many; Independent Centers: Math and Science Center: <i>Grab a group of buttons. How many buttons are there?</i></p> <p>Day 2: Small Group: Challenge children to count the number of cubes shared in the Sharing Desert Friends Activity; Independent Centers: Math and Science Center: <i>Make a group of three counters. How can you check that there are three in all?</i></p> <p>Day 3: Small Group: Practice counting with the Give Me: Desert Plants Activity.</p> <p>Day 4: Small Group: Practice counting with the Behind the Curtain Activity.</p> <p>T1: W3: Math 42–43, 48–49</p> <p>Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity.</p> <p>Day 4: Small Group: Challenge children to subitize with the How Many in the Family? Activity.</p> <p>T1: W4: Math 56–57, 58–59, 60–61, 62–63</p> <p>Day 1: Small Group: Practice counting with the Tomato Harvest Activity.</p> <p>Day 2: Small Group: Practice counting with the Spot the Mistake: Counting Cows Activity.</p> <p>Day 3: Small Group: Practice counting with the Horses Behind the Curtain Activity.</p> <p>Day 4: Small Group: Practice counting with the Build a Superhero Activity.</p> <p>T3: W1: Math 14–15, 16–17</p> <p>Day 1: Circle Time: Build Math Background: Remind children you can count any objects; Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hopsy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity.</p> <p>Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity.</p> <p>T4: W1: Math 14–15</p> <p>Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity.</p> <p>T4: W3: Math 44–45</p> <p>Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>T5: W3: Math 46–47</p> <p>Day 3: Story Time: Review counting in different orders; Small Group: Teeth in Order Activity.</p> <p>T7: W1: Math 14–15, 16–17</p> <p>Day 1: Use Circle Time to play a counting game; Story Time: Read interactively for meaning and enjoyment, pausing to practice counting; Small Group: Number Scavenger Hunt Activity.</p> <p>Day 2: Story Time: Review counting; Small Group: Use counting with the Behind the Curtain Activity.</p> <p>T8: W1: Math 14–15, 16–17</p> <p>Day 1: Small Group: Have children place and count connecting cubes in a five-frame to represent friends at Mole’s house. Guide children to say how many more friends can fit without counting them individually.</p> <p>Day 2: Small Group: Guide children to tell how many counters their partner shared without counting in the Sharing Treats Activity.</p> <p>T8: W2: Math 28–29, 30–31</p> <p>Day 1: Small Group: Guide children to see that the total does not change when counting in different orders in the How Many Ducks? Activity.</p> <p>T8: W4: Math 56–57, 58–59, 62–63</p> <p>Day 1: Small Group: Count manipulatives with the Count It Down! Activity.</p> <p>Day 2: Small Group: Have children count a certain number of connecting cubes from a group of 10.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 4: Small Group: Guide children to count the connecting cubes with one-to-one correspondence.</p> <p>Learners count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle, or as many as 5 things in a scattered configuration. See for example: T1: W3: Math 42–43 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. T3: W1: Math 16–17 Day 2: Story Time: Read closely to connect to the Mind Builder and to review counting with one-to-one correspondence; Small Group: Practice counting with the Make a Guess Activity. T4: W1: Math 14–15 Day 1: Story Time: Read for enjoyment, pausing to practice counting; Small Group: Guide children to count with one-to-one correspondence in the Counting Animal Babies Activity. T4: W3: Math 44–45 Day 2: Small Group: Count cubes using one-to-one correspondence.</p> <p>Learners identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less). See for example: T1: W1: Math 20–21 Day 4: Independent Centers: Writer’s Corner: <i>Compare two numbers. Which is greater? Which is lesser?</i> T3: W4: Math 64–65 Day 5: Circle Time: Focus on Vocabulary (equal). T8: W2: Math 30–31 Day 2: Story Time: Read closely and review equal groups; Small Group: Have children work in pairs to create equal groups of duckling using connecting cubes in Ducks in a Row Activity.</p> <p>Learners perceptually subitize to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). See for example: T1: W3: Math 42–43, 44–45 Day 1: Circle Time: Build Math Background: Practice counting items together, modeling one-to-one correspondence; Sing a Counting Song; Small Group: Introduce subitizing with the How Many? Activity. Day 2: Small Group: Practice subitizing with the Memory Cards Activity. T4: W2: Math 32–33 Day 3: Circle Time: Share Counting Strategy: Introduce subitizing. T6: W4: Math 56–57, 60–61 Day 1: Circle Time: Speed Subitizing. Day 3: Small Group: Guide children to use the five-frame to subitize numbers between one and five in Pillow Count Activity. T8: W1: Math 20–21 Day 4: Use Circle Time to practice subitizing; Small Group: Practice subitizing in the We Make Soup, Too! Activity.</p> <p>Learners compare two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5). See for example: T3: W4: Math 60–61, 62–63, 64–65 Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one. Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity. Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i> T4: W1: Math 18–19 Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Operations and Algebraic Thinking</p> <p>Learners demonstrate an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).</p> <p>See for example:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away; Sing an Adding Song; Focus on Vocabulary (add); Small Group: Practice adding with the In the Mitten Activity.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Story Time: Focus on Addition; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five connecting cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p> <p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners compose and decompose numbers less than or equal to 5 into pairs in more than one way by using objects.</p> <p>See for example:</p> <p>T3: W2: Math 28–29, 30–31</p> <p>Day 1: Circle Time: Build Math Background: Guide children to count to 10 and back to one. Explain that each time you count up, you add one. When you count down, you take one away.</p> <p>Day 2: Small Group: Practice counting with the I Need a Cube! Activity; Independent Centers: Math and Science Center: <i>Take away one block from the pattern. How did the number of blocks change?</i></p> <p>T3: W4: Math 60–61, 62–63, 64–65</p> <p>Day 3: Circle Time: Build Math Background: Adding or taking away one changes the quantity; Sing One, More, or Less; Focus on Vocabulary (more, less); Story Time: Read interactively and review adding and subtracting one.</p> <p>Day 4: Circle Time: Build Math Background: Review adding and taking away one; Small Group: Guide children to discuss how adding or taking away one affects the total number in all in the How Many Yucca? Activity.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>How many can you count? What happens if you take away one?</i></p> <p>T4: W1: Math 18–19</p> <p>Day 3: Circle Time: Share a Math Strategy: Subtraction Action; Small Group: Guide children to make concrete models for subtracting objects.</p> <p>T5: W1: Math 18–19</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you make a five connecting cube train? How does it change if you add one cube? if you take away a cube?</i></p> <p>T5: W2: Math 32–33</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Circle Time: Share Math Strategy: Add Another!; Story Time: Focus on operations in the read-aloud; Small Group: Guide children to use the number line to solve verbal word problems about adding and taking away foods from a shopping basket.</p> <p>T7: W3: Math 46–47</p> <p>Day 3: Small Group: Guide children to add and subtract to find how many “seeds” are left to plant in the How Many Seeds? Activity.</p> <p>Learners identify patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).</p> <p>See for example:</p> <p>T3: W1: Language 14–15, 16–17</p> <p>Day 1: Independent Centers: Construction Center: <i>Can you use things in the station to make a pattern?</i></p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Can you show a pattern made with circles? With squares?;</i> Math and Science Center: <i>Can you show four patterns?;</i> Construction Center: <i>Can you build a pattern with blocks? How did you make your pattern?</i></p> <p>T6: W2: Math 34–35</p> <p>Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Measurement and Data</p> <p>Learners describe and compare objects using measurable attributes (length, size, capacity and weight).</p> <p>See for example:</p> <p>T1: W1: Math 18–19</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?;</i> Math and Science Center: <i>What measuring tools do you see?</i></p> <p>T3: W3: Math 48–49</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light?; Small Group: Compare weights with the Filling Cups Activity; Independent Centers: Writer’s Corner: <i>Can you write about something that is very heavy and hard to pick up?</i></p> <p>T3: W4: Math 56–57, 60–61</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (weigh); Small Group: Compare size and weight of objects in the Let’s Compare! Activity.</p> <p>Day 3: Small Group: Weigh objects with the Balance It Out Activity.</p> <p>Learners directly compare two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).</p> <p>See for example:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using connecting cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light?; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity.</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let’s Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p> <p>Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using connecting cubes as units of measurement.</p> <p>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p> <p>Learners sort objects into categories; count the numbers of objects in each category (limit category counts to less than or equal to 10); make comparisons between the categories based on quantity.</p> <p>See for example:</p> <p>T1: W1: Math 18–19, 20–21</p> <p>Day 3: Circle Time: Focus on Vocabulary (weight); Small Group: Explore weight with the Heavy or Light? Activity.</p> <p>Day 4: Small Group: Talk about size with The Tallest Tower Activity; Independent Centers: Math and Science Center: <i>Measure two objects. Which is bigger? How do you know?</i></p> <p>T1: W3: Math 46–47, 50–51</p> <p>Day 3: Circle Time: Introduce Vocabulary (short, long); Small Group: Guide children to sort blocks with the Tall and Short Activity.</p> <p>Day 5: Circle Time: Children act out measurement words.</p> <p>T2: W1: Math 16–17</p> <p>Day 2: Small Group: Challenge children to get into a line in height order without talking in the Line Up! Activity.</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p> <p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>Day 3: Circle Time: Build Math Background: Show children how to informally measure a classroom object using connecting cubes; Focus on Vocabulary (cook, measure); Story Time: Read interactively for deeper comprehension and a focus on measurement; Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Math Background: Introduce tools for measuring; Focus on Vocabulary (measure, how big?); Small Group: Review measurement in the How Many Paper Clips? Activity.</p> <p>Day 2: Independent Centers: Library and Listening Center: <i>Is there anything in your book that could be measured?</i></p> <p>Day 3: Circle Time: Build Math Background: Practice measuring using toys; Focus on Vocabulary (smaller than, bigger than); Small Group: Measure the height of each child using the chart and discuss sizes.</p> <p>Day 4: Circle Time: Measuring Tools; Heavy or Light? Activity; Focus on Vocabulary (heavy, light); Small Group: Compare weight with the Filling Cups Activity; Independent Centers: ABC Center: <i>Which is longer, your first or last name? How can you tell?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Guiding Question: <i>What is something I can measure?</i>; Independent Centers: Math and Science Center: <i>How many scoops of rice can this container hold?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children's speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler; Small Group: Sort pictures by whether they are long or short.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W3: Literacy 46–47, 48–49</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 3: Story Time: Focus on size in the read-aloud; Small Group: Practice measuring with the How Many? How Long? Activity.</p> <p>Day 4: Circle Time: Heavy or Light; Measure Your Grin; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Size Hunt; Small Group: Explore weight with Heavy or Light? Activity.</p> <p>T3: W4: Math 56–57, 58–59, 64–65</p> <p>Day 1: Circle Time: Build Math Background: Measurement; Which Is Taller?; Small Group: Challenge children to compare two objects, first by size and then by weight in the Let's Compare! Activity.</p> <p>Day 2: Story Time: Read closely, pointing out opportunities to compare the animals by weight and height; Small Group: Compare amounts with the Build a Seesaw Activity; Independent Centers: Math and Science Center: <i>Weigh objects on a balance scale. Which weighs more?</i></p> <p>Day 5: Circle Time: Focus on Vocabulary (equal).</p> <p>T4: W2: Math 32–33</p> <p>Day 3: Circle Time: Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>T6: W1: Math 14–15, 18–19, 22–23</p> <p>Day 1: Story Time: Read for understanding of relative sizes; Small Group: Help children order each set of cards by size.</p> <p>Day 3: Story Time: Read interactively for deeper comprehension and to review patterns and measurement.</p> <p>Day 5: Story Time: Revisit the book, focusing on measurement.</p> <p>T6: W4: Math 56–57, 60–61, 64–65</p> <p>Day 1: Story Time: Read for enjoyment and understanding, noticing opportunities for measurement.</p> <p>Day 3: Circle Time: Build Math Background: Measurement; Focus on Vocabulary (heavy, light); Story Time: Focus on measurement in the read-aloud.</p> <p>Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>T7: W3: Math 46–47, 48–49</p> <p>Day 3: Circle Time: Focus on Vocabulary (tall, short); Story Time: Focus on measurement; Small Group: Talk about measurement.</p> <p>Day 4: Story Time: Read interactively and connect to measurement by comparing the heights of items and characters; Small Group: Guide children to measure and compare their beanstalks using connecting cubes as units of measurement.</p> <p>T8: W3: Math 42–43</p> <p>Day 1: Use Circle Time to build math background, engage children with a measurement activity, and introduce vocabulary (equal, ruler); Story Time: Read for enjoyment and understanding with a focus on measurement; Small Group: Have children measure and compare the heights of classroom objects, guiding them to practice using a ruler and graphing results.</p> <p>Learners collect data by categories to answer simple questions.</p> <p>See for example:</p> <p>T2: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Introduce Vocabulary (weigh, count); Story Time: Read for enjoyment and understanding, noticing measurement tools in context; Small Group: Explore measuring tools with the Matching: Measuring Tools Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Small Group: Guide children to compare the height, length, or weight of two objects; Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i>; Math and Science Center: <i>What measuring tools do you see?</i></p> <p>T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Concept Question: How do we measure how big, how much, or how many?</p> <p>Day 1: Circle Time: Build Language Background (measuring); Biggest/Smallest Activity; Story Time: Enjoy reading <i>This Shoe Needs a Foot</i>; Small Group: Children practice sorting by size in the Sorting Shoes Activity.</p> <p>Day 2: Circle Time: Focus on Vocabulary (alike, different); Story Time: Shared Writing: Transcribe children’s speech as they talk about how they can use a ruler to measure different things.</p> <p>Day 3: Circle Time: Focus on Vocabulary (ruler, measure); Frog Jump measuring activity; Story Time: Share the Guiding Question: <i>Why do we measure things?</i>; Interactive Writing: Share a pen with children as you work together to write about measuring things with a ruler.</p> <p>Day 4: Circle Time: Talk About Measuring; Is It Longer? Activity; Focus on Vocabulary (heavy, light); Story Time: Read aloud from the <i>Big Chart of Big Ideas: I Can Measure</i>; Extended Play: Goldilocks and the Three Bears; Small Group: Sort picture cards into heavy and light categories.</p> <p>Day 5: Circle Time: Act It Out (measuring words); Focus on Vocabulary (wide, thin); Story Time: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>Geometry</p> <p>Learners describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to). See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners correctly name shapes regardless of their orientations or overall size. See for example:</p> <p>T1: W1: Literacy 20–21</p> <p>Day 4: Use Circle Time to introduce vocabulary (square); Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>T2: W2: Math 28–29, 30–31, 32–33</p> <p>Day 1: Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity.</p> <p>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.</p> <p>Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.</p> <p>T2: W3: Math 48–49</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Story Time: Extended Play: Provide found objects (buttons, paper plates, paper towel tubes, etc.) and various-sized cut-out shapes, along with coloring materials. Ask children to make a vehicle using these materials and at least two different shapes.</p> <p>T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>See for example:</p> <p>T2: W3: Math 44–45</p> <p>Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity.</p> <p>T2: W4: Math 58–59, 62–63, 64–65</p> <p>Day 2: Circle Time: Share the Mind Builder Classify and Organize; Focus on Vocabulary (sort); Story Time: Connect the Mind Builder to the read-aloud, focusing on classification and pointing out similarities and differences between the vehicles in each category; Small Group: Classify vehicles in the Vehicle Sort Activity.</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Talk about shapes in the Picture Your Vehicle Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Describe a category of vehicle and some vehicles in that category.</i></p> <p>T4: W1: Literacy 16–17</p> <p>Day 2: Small Group: Help children communicate with their peers as they solve a sorting problem.</p> <p>T4: W4: Math 56–57</p> <p>Day 1: Circle Time: Focus on Vocabulary (features, sort); Small Group: Challenge children to sort activity cards by category.</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk About Shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p> <p>Learners create shapes during play by building, drawing, etc.</p> <p>See for example:</p> <p>T1: W1: Literacy 20–21</p> <p>Day 4: Independent Centers: Math and Science Center: <i>Can you think of a way to use connecting cubes to make a square shape?</i></p> <p>T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Build Math Background: Introduce shapes; Sing the Square Song; Focus on Vocabulary (shape, square); Story Time: Enjoy reading <i>City Shapes</i>; Small Group: Explore squares with the Find the Squares! Activity.</p> <p>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.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 3: Circle Time: Share Math Strategy: Discuss familiar three-dimensional shapes; Play Simon Says Shape Up!; Vocabulary (triangle, circle); Story Time: Focus on geometry in the read-aloud; Small Group: Identify shapes with the Spot the Mistake: Shapes Activity.</p> <p>Day 4: Circle Time: Discuss shapes found in cities and towns; Play I Spy Shapes!; Story Time: Extended Play: Take a shape walk; Small Group: Explore shapes with the Find Me a Shape! Activity.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Write a story about finding your favorite shape.</i></p> <p>T2: W3: Math 44–45, 46–47, 48–49</p> <p>Day 2: Small Group: Observe shapes in the Compare: Taller, Longer, Heavier Activity.</p> <p>Day 3: Circle Time: Sing a Shapes Song; Small Group: Name shapes in the Calling All Architects! Activity.</p> <p>Day 4: Small Group: Explore shapes with the Bake a Shape Cake Activity.</p> <p>T2: W4: Math 62–63</p> <p>Day 4: Circle Time: Review Shapes; Small Group: Guide children to select named shapes. Challenge children to design new images from shapes in the Picture Your Vehicle Activity.</p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?</i>; Writer's Corner: <i>What shapes could you draw?</i></p> <p>T6: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes.</p> <p>Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square.</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Learners put together several shapes to make a picture and fill simple outline puzzles.</p> <p>See for example:</p> <p>T6: W2: Math 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Circle Time: Spot the Shapes; Focus on Vocabulary (circle, square); Small Group: Talk about shapes.</p> <p>Day 2: Circle Time: Focus on Vocabulary (sphere); Small Group: Challenge children to work with partners and draw as many items as possible that are basic shapes such as a triangle, circle, or square.</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>See for example:</p> <p>T6: W3: Math 42–43, 44–45, 46–47</p> <p>Day 1: Circle Time: Build Math Background (shapes); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>Day 2: Small Group: Help children describe the shapes they are creating.</p> <p>Day 3: Circle Time: Focus on Vocabulary (pyramid); Story Time: Focus on geometry in the read-aloud; Small Group: Talk about shapes.</p> <p>T7: W4: Math 56–57, 60–61, 62–63</p> <p>Day 1: Circle Time: Build Math Background (review flat shapes); Sing About Shapes; Story Time: Read for enjoyment, focusing on geometry (shapes); Small Group: Identify shapes with the Matching: Flat Shapes Activity.</p> <p>Day 3: Circle Time: Share the Math Strategy (solid shapes); Shape Parts; Focus on Vocabulary (solid shapes); Story Time: Focus on geometry; Small Group: Identify solid shapes with the Matching: Solid Shapes Activity.</p> <p>Day 4: Small Group: Review solid shapes with the Find the Shape Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Science</p> <p>Motion and Stability: Forces and Interactions S.p.4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines). S.p.4.2: Recognizes and describes the effect of his/her own actions on objects.</p> <p>Energy S.p.4.3: Demonstrates an understanding that the sun provides light and warmth.</p> <p>From Molecules to Organisms: Structures and Processes S.p.4.4: Asks /answers questions about objects, organisms and events in their environments. S.p.4.5: Understands and is able to explain why plants and animals need air, food and water.</p> <p>Earth's Systems S.p.4.6: Observes and discusses changes in weather and seasons using common weather-related vocabulary (e.g., rainy, sunny, cold, windy). S.p.4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons. • Understands (1) how actions people take may change the environment and; (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).</p> <p>Earth and Human Activity S.p.4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).</p>	<p>Science</p> <p>Motion and Stability: Forces and Interactions</p> <p>Learners describe and compare the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines). See for example: T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65 Day 1: Circle Time: Build Language Background; Focus on Vocabulary (push, pull); Story Time: Enjoy reading <i>Push and Pull</i>; Guiding Question: <i>What things can move with a push?</i>; Small Group: Sort objects into categories in the Push or Pull Activity. Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity. Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud; Guiding Question: <i>What things can move with a pull?</i>; Small Group: Review movement of objects and people in the Fast or Slow Activity. Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move. Day 5: Circle Time: Act It Out: Objects; Focus on Vocabulary (machines, motion); Story Time: Guiding Question: <i>What can happen when something is moving?</i> Day 1: Circle Time: <i>Wheels on the Bus</i>; Story Time: Enjoy reading <i>Oscar and the Cricket</i>; Guiding Question: <i>What does Oscar make the ball do?</i> Day 2: Story Time: Extended Play: Ping-Pong Balls. Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> Day 4: Circle Time: Talk About Moving; Focus on Vocabulary (pull, enormous); Story Time: Extended Play: Pretend Pulling. Day 5: Story Time: Guiding Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i> T3: W4: Math 64–65 Day 5: Circle Time: Connect to Physical Science; Story Time: Guiding Question: <i>What makes the seesaw go up and down?</i></p> <p>Learners recognize and describe the effect of their own actions on objects. See for example: T3: W4: Language 58–59, 60–61, 62–63 Day 2: Circle Time: Share the Mind Builder Make Connections; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pushing and Pulling; Small Group: Children explore movement in the Toy Cars in Action Activity. Day 3: Circle Time: Share Prior Knowledge; Move the Ball!; Story Time: Focus on using background knowledge in the read-aloud. Day 4: Circle Time: Talk About Movement; Story Time: Extended Play: Tug-of-War; Small Group: Children talk about movement and offer strategies for moving the objects they cannot move. T3: W4: Literacy, 58–59, 60–61, 64–65 Day 2: Story Time: Extended Play: Ping-Pong Balls. Day 3: Circle Time: Practice the concept of push and pull; Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> Day 5: Story Time: Guiding Question: <i>What does Oscar learn about moving and rolling?</i>; Small Group: Independent Response Prompt: <i>How would you use the push and pull forces to move a big object?</i></p> <p>Energy</p> <p>Learners demonstrate an understanding that the sun provides light and warmth. See for example: T3: W2: Language 29</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).</p> <p>S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/ accessories (e.g., boots, mittens, rain coat).</p> <p>S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).</p>	<p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T3: W2: Literacy 32–33</p> <p>Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity.</p> <p>T7: W1: Language 14–15, 18–19, 20–21</p> <p>Day 1: Story Time: Enjoy reading <i>Happy Birthday, Moon</i>.</p> <p>Day 3: Story Time: Guiding Question: <i>How is the moon in the story like the real moon?</i></p> <p>Day 4: Circle Time: Talk About Our Earth; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night</p> <p>T7: W1: Literacy 14–15, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Sing About Stars; Story Time: Enjoy reading <i>Rabbit Moon</i>.</p> <p>Day 3: Circle Time: Build Background; Moon’s Orbit Game; Focus on Vocabulary (journey); Story Time: Focus on science in the read-aloud; Guiding Question: <i>What do the animals see in the nighttime sky?</i>; Small Group: Talk about moon phases.</p> <p>Day 4: Circle Time: Talk About Daytime and Nighttime; Focus on Vocabulary (mountain, country); Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night; Small Group: Talk about what clouds look like in the Daytime Sky Activity.</p> <p>Day 5: Story Time: Guiding Question: <i>What might we see in the sky at night?</i>; Small Group: Independent Response Prompt: <i>Write some things you know about day and night.</i></p> <p>T7: W1: Math 14–15, 20–21, 22–23</p> <p>Day 1: Story Time: Enjoy reading <i>Twenty Yawns</i>.</p> <p>Day 4: Circle Time: Talk About Day and Night; Story Time: Read aloud from the <i>Big Chart of Big Ideas: Daytime, Nighttime</i>; Small Group: Talk about day and night; Small Group: Practice categorizing with the Day or Night? Activity.</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W3: Language 46–47, 50–51</p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i></p> <p>Day 5: Circle Time: Act It Out: Care for a Plant; Story Time: Guiding Question: <i>What do sunflowers need to grow healthy and strong?</i></p> <p>From Molecules to Organisms: Structures and Processes</p> <p>Learners ask and answer questions about objects, organisms and events in their environments. See for example:</p> <p>T3: W2: Literacy 30–31, 32–33</p> <p>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.</p> <p>Day 3: Circle Time: Basic Need; Rainbow Song; Story Time: Focus on science in the read-aloud: Guiding Question: <i>How does weather help us?</i>; Small Group: Talk about clouds with the Clouds in the Classroom Activity.</p> <p>T4: W3: Language 46–47, 50–51</p> <p>Day 3: Small Group: Help children build sentences by adding phrases that tell where animals are in relation to their surroundings and guide children to understand and use prepositions.</p> <p>Day 5: Independent Centers: Math and Science Center: <i>Can you describe how a caterpillar grows into a butterfly?</i></p> <p>T5: W2: Language 32–33</p> <p>Day 3: Begin Story Time by introducing the book <i>Before We Eat</i> and asking, <i>How do farmers and workers get food to your dinner table?</i></p> <p>T7: W3: Literacy 42–43</p> <p>Day 1: Story Time: <i>In what surprising places can you plant an anywhere farm?</i></p> <p>T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Circle Time: Build Science Background; Story Time: Enjoy reading <i>Seed to Plant</i>; Guiding Question: <i>What are the parts of a plant?</i> Small Group: Talk about organisms with the Living or Nonliving? Activity.</p> <p>Day 2: Story Time: Extended Play: Interview a Plant; Small Group: Explore plant life cycles.</p> <p>Day 3: Circle Time: Focus on Vocabulary (seeds, stem); Story Time: Guiding Question: <i>What do the parts of a plant do?</i>; Small Group: Act out caring for plants with the Caring for Plants Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Social Studies</p> <p>Government SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).</p> <p>Economics SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.</p> <p>Geography SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there). SS.p4.5: Creates simple “maps” or drawings of familiar places. SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom). SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts versus mittens, swimsuit versus heavy coat). SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).</p> <p>Kansas, United States and World History SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play. SS.p4.10: Names city and state where he/she lives. SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).</p>	<p>Social Studies</p> <p>Government</p> <p>Learners identify leaders at home and school (e.g., parents, guardians, teachers, principal). See for example: T2: W3: Math 42–43, 44–45, 48–49, 50–51 Day 1: Begin Story Time by asking, <i>What helpers work in our community?</i>; Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> Day 2: Independent Centers: Writer’s Corner: <i>Describe a time that you met a helper in your community.</i> Day 4: Circle Time: Talk about local community helpers; Independent Centers: Writer’s Corner: <i>How does your teacher help you?</i> Day 5: Independent Centers: Writer’s Corner: <i>Which classroom job is your favorite? Write about it.</i> T7: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Act out classroom situations; Focus on Vocabulary (responsibility, with care); Small Group: Ask children to respond to a signal and then practice cleaning up with the Let’s Be Responsible Activity. Day 4: Small Group: Challenge children to identify different jobs in the community and discuss what each person does and whether or not they would like to do that job. T8: W1: Literacy 18–19 Day 3: Circle Time: Discuss responsibilities at home.</p> <p>Economics</p> <p>Learners recognize that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T7: W3: Math 44–45 Day 2: Independent Centers: Math and Science Center: <i>Use play money to pretend to buy a gift for someone’s birthday.</i> T7: W4: Math 62–63 Day 4: Circle Time: Talk about simple environmentally friendly actions that children can do at home and in the classroom, like turning off the lights when leaving the room or turning off the faucet when they brush their teeth. Incorporating these actions into their daily routines helps these environmentally friendly actions become a permanent part of their lives; Small Group: Discuss recycling items.</p> <p>Learners demonstrate an understanding that money can be exchanged for goods and services. See for example: T1: W1: Math 16–17, 18–19 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like you are shopping at the store. What will you buy with this pretend money?</i> Day 3: Story Time: <i>These numbers are prices of different foods. What does a price tell you? How many price tags can you count?</i>; Independent Centers: Pretend and Learn Center: <i>Pretend you’re at a store. What store are you at? Why do you need to go to that store?</i> T5: W2: Literacy 28–29 Day 1: Story Time: <i>The fruits you like so much are picked by farmworkers. When the fruits and vegetables are ready to eat, who harvests them?</i></p> <p>Geography</p> <p>Learners identify and correctly use terms related to location, direction and distance (e.g., up/ down, here/ there). See for example: T1: W4: Math 20–21</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Story Time: <i>This page shows a map of the places Jovani and Alejandro go with their families to pick food. Do you recognize any of the foods in these harvests?</i></p> <p>T2: W2: Literacy 34–35</p> <p>Day 4: Story Time: Extended Play: Ask children to imagine they live in the neighborhood shown on the map. Invite children to “ride the bus” with you around the neighborhood and sing the verses of “The Wheels on the Bus.”</p> <p>T8: W1: Language 16–17</p> <p>Day 2: Story Time: <i>Let’s talk about what they planned to do first by looking at the map.</i></p> <p>Learners create simple “maps” or drawings of familiar places.</p> <p>T2: W1: Math 18–19, 20–21, 22–23</p> <p>Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity.</p> <p>Day 4: Small Group: Review the rules for Simon Says and give children directions containing location words.</p> <p>Day 5: Independent Centers: Math and Science: <i>Use location words to help your partner find an object in the room.</i></p> <p>T2: W2: Literacy 32–33</p> <p>Independent Centers: Creativity Station: <i>Do you live in a city or small town? Draw a picture of it.</i></p> <p>T2: W3: Language 42–43</p> <p>Independent Centers: Library and Listening Center: <i>What types of buildings are in our community?</i></p> <p>T2: W4: Literacy 58–59</p> <p>Day 2: Small Group: Encourage children to use their imaginations and persist in the task of building a part of a pretend playground.</p> <p>T6: W3: Literacy 44–45</p> <p>Day 2: Circle Time: Share the Mind Builder Make Plans and taking steps toward a goal; Focus on Vocabulary (plan); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Help children make plans in order to reach their goal of molding houses.</p> <p>Learners match objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).</p> <p>See for example:</p> <p>T5: W2: Language 30–31</p> <p>Day 2: Circle Time: Share the Mind Follow Rules and Routines; Focus on Vocabulary (routine, share); Small Group: Have children identify rules and routines of the classroom. Guide students to answer questions and have conversations about routines.</p> <p>T7: W4: Literacy 58–59</p> <p>Day 2: Circle Time: Share the Mind Builder Take Responsibility for Material and Jobs; Focus on Vocabulary (take care, materials); Story Time: Connect the Mind Builder to the read-aloud; Small Group: Take care of classroom materials in the Let’s Take Care Activity.</p> <p>Learners identify the four seasons and relate each season to basic clothing choices (e.g., shorts versus mittens, swimsuit versus heavy coat).</p> <p>T7: W2: Literacy 28–29, 30–31, 32–33, 34–35</p> <p>Day 1: Circle Time: Sing About Seasons; Story Time: Enjoy reading <i>Sometimes Rain</i>; Guiding Question: <i>What things do the children do in each season?</i></p> <p>Day 2: Story Time: Extended Play: Talk about seasonal clothing.</p> <p>Day 3: Circle Time: Build Background: Spring Puddle Jumps!; Story Time: Focus on the seasons in the read-aloud; Small Group: Talk About seasonal changes.</p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Act out a season skit; Small Group: Describe seasons with the Picture Sort: Seasons Activity.</p> <p>T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37</p> <p>Day 1: Circle Time: Sing About Weather; Focus on Vocabulary (spring, fall); Story Time: Guiding Question: <i>What is one change that happens in a season?</i></p> <p>Day 2: Story Time: Extended Play: Season Groups.</p> <p>Day 3: Story Time: Guiding Question: <i>What is one way that leaves change in a season?</i></p> <p>Day 4: Circle Time: Talk About Seasons; Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>Day 5: Circle Time: Connect to Science; Outdoor Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>With adult support, learners participate in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).</p> <p>See for example: T2: W2: Language 28–29 Day 2: Circle Time: Build Background: Talk with children about the neighborhood where they live. Ask how they could make their neighborhoods more beautiful. T7: W4: Language 58–59, 60–61, 62–63 Day 2: Independent Centers: Writer’s Corner: <i>Can you make a sign to remind people in your family to close the refrigerator door?</i> Day 3: Begin Story Time by revisiting the book and asking, <i>What can we do to save energy and recycle materials?</i> Day 4: Story Time: Read interactively and connect to the week’s Concept Question: <i>How can we care for our world?</i>; Small Group: Invite children to talk about how they recycle at home. Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>Kansas, United States and World History</p> <p>Learners describe some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.</p> <p>Family engagement resources encourage all families to contribute their home language and culture to the classroom (IG p. 88). PreK On My Way prompts continued conversation and concept exploration at home and invites children’s home culture, language, and experiences into the classroom (IG p. 93).</p> <p>See for example: T1: W3: Family Concept Question: What makes a family? T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Circle Time: Build Language Background: Talk to children about families. Ask them to name different members of a family; Sing About Family; Story Time: Enjoy reading <i>First Laugh—Welcome, Baby!</i>; Guiding Question: <i>What different family members do you hear about in the story?</i>; Small Group: Challenge children to identify different family members in the Family Role Play Activity. Day 2: Story Time: Extended Play: Play Pretend Families; Small Group: Help children use their imaginations to discuss what the families are doing in the Imagine That! Activity. Day 3: Circle Time: Family Drive; Small Group: Work with children to make books about what makes their families special in the My Special Family Activity. Day 4: Circle Time: Talk About Families; What Do Families Do?; Story Time: Read aloud from the <i>Big Chart of Big Ideas: My Family and Me</i>; Extended Play: Things Our Families Like to Do. Day 5: Circle Time: Family Fingerplay; Story Time: Guiding Question: <i>How do family members show that they care about each other?</i></p> <p>Learners name the city and state where they live.</p> <p>See for example: T2: W1: Math 18–19 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt”; Small Group: Review location words with the Find It: Location Activity. T2: W2: Literacy 32–33, 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i>; Independent Centers: Creativity Station: <i>Do you live in a city or small town? Draw a picture of it.</i></p> <p>Learners demonstrate an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).</p> <p>See for example: T2: W1: Literacy 16–17, 18–19, 20–21, 22–23 Day 3: Small Group: Discuss children’s school routines with the At School Activity. T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer’s Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T8: W3: Literacy 48–49, 50–51</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 4: Story Time: Concept Question: <i>How have we changed?</i>: Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Day 5: Circle Time: Introduce Vocabulary (transform); Independent Centers: Writer's Corner: <i>Can you write about a time where you grew and changed?</i></p> <p>T8: W3: Language 44–45, 46–47, 50–51</p> <p>Day 1: Circle Time: Introduce Vocabulary (grow, cuddled); Story Time: Introduce <i>How Kids Grow</i>; Guiding Question: <i>What can babies do?</i>; Independent Centers: Writer's Corner: <i>Can you write about how you've changed since you were a baby?</i></p> <p>Day 3: Circle Time: Act It Out: Growing Up; Focus on Vocabulary (crawl, wave); Small Group: Discuss family members at different ages in the Our Families Activity; Independent Centers: Writer's Corner: <i>Can you write about one thing you learned to do this year?</i></p> <p>Day 5: Independent Centers: Writer's Corner: <i>Create a story about what you will be when you grow up.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Creative Arts</p> <p>Dance</p> <ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot. CA.p4.1b: Skips, slides, leaps. Responding <ul style="list-style-type: none"> CA.p4.2a: Dances to music with varying tempos. CA.p4.2b: Creates simple rhythm patterns and is able to repeat them. CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve. CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Creating <ul style="list-style-type: none"> CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas. CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps. Understanding <ul style="list-style-type: none"> CA.p4.4a: Able to listen and carry out instruction. CA.p4.4b: Able to create movement and discovery. <p>Music</p> <ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> CA.p4.5a: Participates in more complex songs and involves physical movement – finger plays, chants, etc. Responding <ul style="list-style-type: none"> CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip. CA.p4.6b: Vocally repeats a note pattern using an 8 note scale. Creating <ul style="list-style-type: none"> CA.p4.7a: Creates own songs and movements, includes musical instruments. CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs. Understanding <ul style="list-style-type: none"> CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato. CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes. 	<p>Creative Arts</p> <p>Dance</p> <p>Physical</p> <p>Learners explore one body part in conjunction with other body parts, balance on one foot. See for example: T2: W1: Math 21–22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! 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: Literacy 16–17 Day 2: Story Time: Extended Play: “Hokey Pokey.” T6: W2: Language 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance;</i> Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W3: Literacy 44–45 Day 2: Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p> <p>Learners skip, slide, leap. Not specifically addressed.</p> <p>Responding</p> <p>Learners dance to music with varying tempos. 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: Literacy 16–17 Day 2: Story Time: Extended Play: “Hokey Pokey.” T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; 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> Pretend and Learn Center: <i>What music do you like to dance to?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?;</i> Creativity Station: <i>Make a picture of yourself dancing.</i> Day 2: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>Acting/Theater</p> <ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> CA.p4.9a: Takes a role in acting out a story. CA.p4.9b: Creates dialogue specific to a type of character. Responding <ul style="list-style-type: none"> CA.p4.10a: Anticipates story plot and structure of story. CA.p4.10b: Assumes roles in dramatic play situations. CA.p4.10c: Interacts with others in listening and responding in dramatic role. CA.p4.10d: Demonstrates feelings with body and voice. Creating <ul style="list-style-type: none"> CA.p4.11a: Dictates a story. CA.p4.11b: Repeats dialogue and movement to tell a story. CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue. CA.p4.11d: Uses costumes to create character with dialogue. CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically. CA.p4.11f: Uses props/objects in creative ways to promote and create story. Understanding <ul style="list-style-type: none"> CA.p4.12a: Retells stories. CA.p4.12b: Uses imagination to create dramatic roles. CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals). CA.p4.12d: Critiques drama experiences and find meaning/moral in story. <p>Visual Arts</p> <ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> CA.p4.13a: Uses a variety of materials to create art. CA.p4.13b: Shows skill with scissors. Responding <ul style="list-style-type: none"> CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing. CA.p4.14b: Drawings suggest real life. CA.p4.14c: Drawings becoming better defined, more detail. Creating <ul style="list-style-type: none"> CA.p4.15a: Tells stories/works out problems with drawings. 	<p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer's Corner: <i>Write about how you express yourself through music and dance</i>; Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i></p> <p>Learners create simple rhythm patterns and are able to repeat them. See for example: T5: W1: Math 14–15 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern); Play a Rhythm Game; Story Time: Read <i>I Got Rhythm</i> for enjoyment; Independent Centers: Pretend and Learn Center: <i>Can you make up a dance? What is the rhythm of your dance?</i> T6: W2: Language 28–29, 32–33 Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i></p> <p>Learners move through combinations of pathways, straight, zigzag, diagonal, curve. See for example: T1: W2: Math 34–35 Day 4: Circle Time: Dance Your Feelings. T2: W1: Math 21–22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy</i>; Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> T6: W2: Language 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31, 32–33, 34–35, 36–37 Day 2: Small Group: Let's Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: Learners expand movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i> Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i> Day 5: Circle Time: Dance and Play!; Story Time: Guiding Question: <i>What are some ways we dance, play music, and sing?</i>; Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Creating</p> <p>Learners create movement based on imagery from pictures, books or other ideas. See for example: T1: W2: Math 34–35 Day 4: Circle Time: Dance Your Feelings. T2: W1: Math 21–22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
<p>CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).</p> <ul style="list-style-type: none"> Understanding <p>CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.</p> <p>CA.p4.16b: Discusses own artistic creations and those of others.</p>	<p>T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T6: W2: Math 28–29, 36–37 Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i> Day 5: Circle Time: Happy and You Know It!; 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>; Pretend and Learn Center: <i>What music do you like to dance to?</i> T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37 Day 1: Independent Centers: Library and Listening Center: <i>What music can you listen to? What books can you find about music and movement?</i>; Creativity Station: <i>Make a picture of yourself dancing.</i> Day 2: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i> Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?</i>; Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance</i>; Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31, 32–33, Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move</i>; Math and Science Center: <i>What parts of your body do you use when you dance?</i> Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i></p> <p>Learners improvise a dance that has a beginning and an ending that uses 2 or more locomotor steps. See for example: T1: W2: Math 34–35 Day 4: Circle Time: Dance Your Feelings. T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T6: W2: Language 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move.</i></p> <p>Understanding</p> <p>Learners are able to listen and carry out instructions. See for example: T4: W3: Math 44–45 Day 2: Circle Time: Share the Mind Builder Resist Impulses; Focus on Vocabulary (behavior); Small Group: Guide children to resist impulses and follow instructions while playing Simon Says. T5: W4: Math 58–59 Day 2: Circle Time: Share the Mind Builder Move Carefully Through Surroundings; Focus on Vocabulary (carefully, beside); Story Time: Connect to the Mind Builder focusing on spatial sense; Extended Play: Children practice controlling their bodies; Small Group: Simon Says: Do It Carefully Activity. T8: W2: Language 30–31 Day 2: Circle Time: Share the Mind Builder Understand Feelings; Focus on Vocabulary (wild, behavior); Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling; Challenge children to think of strategies for managing their own feelings.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Learners are able to create movement and discovery. See for example: T2: W1: Math 21–22 Day 4: Build Background: Children discuss things they do or don't do at school; Freeze Dance! 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: Literacy 16–17 Day 2: Story Time: Extended Play: “Hokey Pokey.” T6: W2: Language 32–33, 34–35, 36–37 Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are a famous dancer. How would you move?</i> Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i> Day 5: Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance;</i> Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music?</i> T6: W2: Literacy 30–31 Day 2: Small Group: Let’s Dance Activity; Independent Centers: Pretend and Learn Center: <i>Make up a dance. Show different ways to move;</i> Math and Science Center: <i>What parts of your body do you use when you dance?</i> T8: W3: Literacy 44–45 Day 2: Small Group: Challenge children to practice patience and self-regulation through a game of freeze dance.</p> <p>Music</p> <p>Physical</p> <p>Learners participate in more complex songs and involve physical movement – finger plays, chants, etc. See for example: T2: W1: Math 18–19 Day 3: Circle Time: Review location words, engaging children with the song “Going on a Bear Hunt.” T3: W1: Math 14–15, 16–17, 20–21 Day 1: Singing About Numbers; Story Time: Enjoy reading <i>Hooray for Hoppy!</i> and focus on counting; Pause and ask children to count items in the images as you read; Small Group: Practice counting with the Spot the Mark: Counting Activity. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23 Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern). Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns. Day 3: Small Group: Identify patterns with the Changing the Pattern Activity. Day 4: Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity. Day 5: Use Circle Time to connect to music and play a pattern game. T7: W1: Literacy 14–15 Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Responding</p> <p>Learners demonstrate movement without prompting: march, hop, tiptoe, skip. Not specifically addressed.</p> <p>Learners vocally repeat a note pattern using an 8 note scale. See for example: T1: W4: Math 62–63 Day 4: Circle Time: Sing a Sharing Song. T6: W2: Math 28–29, 32–33, 34–35, 36–37</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 3: Circle Time: Sing with Rhymes.</p> <p>Day 4: Circle Time: Sing a Rhyming Song.</p> <p>T6: W4: Literacy 56–57</p> <p>Day 1: Circle Time: Sing a Rhyming Song.</p> <p>T7: W1: Literacy 14–15</p> <p>Day 1: Circle Time: Engage children with song and rhymes.</p> <p>Creating</p> <p>Learners create their own songs and movements, includes musical instruments.</p> <p>See for example:</p> <p>T1: W4: Math 62–63</p> <p>Day 4: Circle Time: Sing a Sharing Song.</p> <p>T6: W2: Math 28–29, 36–37</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What music do you like to dance to?</i></p> <p>Day 5: Small Group: Independent Response Prompt: <i>Share a time that music and dance made you feel happy.</i></p> <p>T6: W2: Language 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Can you write or draw about how you feel when you express yourself with music or dance?;</i> Library and Listening Center: <i>What is your favorite song? How does it make you feel?</i></p> <p>Day 3: Independent Centers: Library and Listening Center: <i>Why do you sing and dance?</i></p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Day 5: Story Time: Guiding Question: <i>How do music and dance help us learn?;</i> Independent Centers: Writer’s Corner: <i>Write about how you express yourself through music and dance.</i></p> <p>T6: W2: Literacy 32–33, 34–35, 36–37</p> <p>Day 3: Independent Centers: Pretend and Learning Center: <i>Why do you move differently to different kinds of music?</i></p> <p>Day 4: Story Time: Guiding Question: <i>How can we express ourselves through music and dance?</i></p> <p>Day 5: Circle Time: Guiding Question: <i>What are some ways we dance, play music, and sing?;</i> Small Group: Independent Response Prompt: <i>What is your favorite way to express yourself through music and dance?</i></p> <p>Learners vocalize and use instruments in more complex music/songs.</p> <p>See for example:</p> <p>T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23</p> <p>Day 1: Circle Time: Introduce Vocabulary (rhythm, pattern).</p> <p>Day 2: Story Time: Read closely to notice and talk about patterns; Extended Play: Build a musical pattern; Small Group: Guide children to invite partners to work together to create a pattern of movements. Have children repeat and share their patterns.</p> <p>Day 3: Small Group: Identify patterns with the Changing the Pattern Activity.</p> <p>Day 4: Story Time: Read interactively and connect to patterns by finding patterns and building on them; Small Group: Copy patterns with the Behind the Curtain: Patterns Activity.</p> <p>Day 5: Use Circle Time to connect to music and play a pattern game.</p> <p>T6: W2: Language 34–35, 36–37</p> <p>Day 4: Circle Time: Talk About Singing and Dancing; Independent Centers: Library and Listening Center: <i>Pretend you are singing and dancing in a show for your friends and family.</i></p> <p>Day 5: Independent Centers: Library and Listening Center: <i>How would you dance to fast music? How would you dance to slow music? Math and Science Center: Pick an instrument. Can you make a long sound? Now make a short sound.</i></p> <p>T6: W2: Literacy 28–29</p> <p>Day 1: Independent Centers: Creativity Station: <i>How can you use these things to make music?</i></p> <p>Understanding</p> <p>Learners demonstrate an understanding of music vocabulary: loud/soft - forte/piano, fast/slow – staccato/legato.</p> <p>Not specifically addressed.</p> <p>Learners identify basic notes and patterns: whole notes, ½ notes, ¼ notes.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Not specifically addressed.</p> <p>Acting/Theater</p> <p>In PreK On My Way, every lesson is sparked by a wonderful read-aloud. Each book was carefully evaluated for its relevance to young children’s lives, read-aloud quality, and instructional value. Every lesson provides supports for engaging interactive read-alouds. Children can retell or act out a story, sequence events, or discuss actions of characters in stories (IG p. 67).</p> <p>Additionally, during Story Time on Day 5 of each week, students and teachers actively retell and reenact the read-aloud together with physical engagement and imagination, emotional development, and deeper comprehension of the text. In small groups, students are prompted to respond to the read-aloud through writing, drawing, or storytelling.</p> <p>Physical</p> <p>Learners take a role in acting out a story. See for example: T5: W4: Language 64–65 Day 5: Act It Out: Red Light, Green Light; Small Group: Independent Response Prompt: <i>Why is it important to keep safe while you play?</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>Learners create dialogue specific to a type of character. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W4: Math 60–61 Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T1: W4: Language 58–59, 62–63 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>Responding</p> <p>Learners anticipate story plot and structure of story. Not specifically addressed.</p> <p>Learners assume roles in dramatic play situations. See for example: T1: W2: Math 36–37 Day 5: Circle Time: Act It Out: Children practice identifying numbers. T2: W2: Language 32–33 Day 3: Circle Time: Make a Prediction; 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: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night?</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T7: W3: Language 50–51 Day 5: Circle Time: Act It Out: Care for a Plant. T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Learners interact with others in listening and responding in dramatic role. See for example: T1: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W2: Math 28–29 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i> T1: W4: Math 60–61 Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T1: W4: Language 62–63 Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This!</p> <p>Learners demonstrate feelings with body and voice. See for example: T1: W1: Literacy 16–17, 22–23 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i></p> <p>Creating</p> <p>Learners dictate a story. See for example: T2: W2: Literacy 36–37 Day 5: Independent Centers: Writer's Corner: <i>Write about your day so far today in your neighborhood. Where did you go? What did you see? Who did you talk to?</i> T7: W2: Literacy 34–35 Day 2: Independent Centers: Writer's Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> T7: W4: Literacy 62–63 Day 4: Independent Centers: Writer's Corner: <i>Can you create your own storybook page about taking care of the Earth?</i></p> <p>Learners repeat dialogue and movement to tell a story. See for example: T1: W4: Language 56–57, 58–59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> T2: W3: Math 44–45</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 2: Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i></p> <p>T5: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Red Light, Green Light.</p> <p>T6: W1: Literacy 50–51</p> <p>Day 5: Circle Time: Act It Out: Name Animals.</p> <p>T7: W1: Math 22–23</p> <p>Day 5: Circle Time: Act It Out: Day or Night?</p> <p>T7: W2: Language 36–37</p> <p>Day 5: Circle Time: Act It Out: Seasons</p> <p>T7: W3: Language 42–43, 50–51</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i></p> <p>Day 5: Circle Time: Act It Out: Care for a Plant.</p> <p>Learners create roles for themselves and others in dramatic play situations using body and dialogue.</p> <p>See for example:</p> <p>T1: W1: Literacy 16–17, 22–23</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i></p> <p>Day 5: Independent Centers: Pretend and Learn Center: <i>Imagine that you have a dog that shows you when he's happy. What does the dog do?</i></p> <p>T1: W1: Language 14–15</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i></p> <p>T1: W2: Math 36–37</p> <p>Day 5: Circle Time: Act It Out: Children practice identifying numbers.</p> <p>T1: W2: Literacy 30–31</p> <p>Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?;</i> Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i></p> <p>T1: W2: Math 28–29</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend that you are happy. What is making you happy? What do you do when you are happy?</i></p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i></p> <p>T1: W4: Language 56–57, 58–59, 62–63</p> <p>Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i></p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>T2: W3: Math 44–45, 46–47</p> <p>Day 2: Independent Centers: Pretend and Learn Center: <i>What are you cooking? How did you measure the ingredients?</i></p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Pretend you are at a construction site. What can you measure here?</i></p> <p>T3: W2: Language 32–33, 34–35</p> <p>Day 3: Independent Centers: Pretend and Learn Center: <i>Can you show me how you would walk down the sidewalk on a very windy day?</i></p> <p>Day 4: Independent Centers: Pretend and Learn Center: <i>Pretend to jump in a puddle. How does it feel?</i></p> <p>T3: W4: Language 58–59, 64–65</p> <p>Day 2: Pretend and Learn Center: <i>Show how you would lift something that is heavy.</i></p> <p>Day 5: Circle Time: Act It Out: Objects.</p> <p>T5: W1: Language 22–23</p> <p>Day 5: Circle Time: Act It Out: Body Parts.</p> <p>T5: W4: Language 64–65</p> <p>Day 5: Circle Time: Act It Out: Red Light, Green Light.</p> <p>T5: W4: Literacy 64–65</p> <p>Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>T6: W1: Literacy 50–51</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Circle Time: Act It Out: Name Animals. T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House. T7: W1: Math 22–23 Day 5: Circle Time: Act It Out: Day or Night? T7: W2: Language 36–37 Day 5: Circle Time: Act It Out: Seasons. T7: W3: Language 50–51 Day 5: Circle Time: Act It Out: Care for a Plant. T8: W2: Language 34–35 Day 4: Independent Centers: Pretend and Learn Center: <i>How would you walk if you were a duck? A horse? A chicken? Which would walk the fastest?</i> T8: W3: Language 44–45, 46–47 Day 2: Independent Centers: Pretend and Learn Center: <i>Can you act like a baby learning to walk?</i> Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Learners use costumes to create character with dialogue. See for example: T7: W3: Language 42–43, 50–51 Day 1: Independent Centers: Pretend and Learn Center: <i>What could you use to make a plant costume?</i> Day 5: Circle Time: Act It Out: Care for a Plant.</p> <p>Learners create and execute complicated plot with conflict and resolution verbally and physically. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?;</i> Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W4: Language 56–57, 58–59, 62–63 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies. T6: W1: Language 20–21 Day 4: Circle Time: Talk About Telling Stories; Small Group: Practice storytelling with the Help Tell a Tale! Activity. T6: W3: Language 44–45 Day 2: Circle Time: Share the Mind Builder Show Pride; Small Group: Help children describe pride as shown by people in picture cards and guide children to make up and tell a story about the events pictured.</p> <p>Learners use props/objects in creative ways to promote and create story. See for example: T1: W2: Literacy 36–37 Day 5: Circle Time: Act It Out: Encourage children to act out their feelings in little scenes that you suggest. T1: W2: Math 36–37 Day 5: Circle Time: Act It Out. T2: W2: Language 32–33 Day 3: Small Group: Act and dance with the Act It Out Activity. T2: W3: Language 46–47 Day 3: Small Group: Encourage children to use their bodies and their voices to convey feelings such as sadness, surprise, and anger in the Act It and Say It Activity. T5: W1: Language 22–23</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 5: Circle Time: Act It Out: Body Parts. T5: W4: Language 64–65 Day 5: Circle Time: Act It Out: Red Light, Green Light. T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out. T6: W1: Literacy 50–51 Day 5: Circle Time: Act It Out: Name Animals. T6: W3: Literacy 22–23 Day 5: Circle Time: Act It Out: I Like This! T6: W2: Language 36–37 Day 5: Circle Time: Act It Out: Express Yourself. T6: W4: Language 64–65 Day 5: Circle Time: Act It Out: Imaginary House. T8: W3: Language 46–47 Day 3: Circle Time: Act It Out: Growing Up.</p> <p>Understanding</p> <p>Learners retell stories. See for example: T1: W2: Math 40–41 Day 5: Story Time: Read and retell story interactively, focusing on emotions. T6: W4: Math 64–65 Day 5: Story Time: Revisit and retell interactively, focusing on measurement.</p> <p>Learners use imagination to create dramatic roles. See for example: T1: W2: Literacy 30–31 Day 2: Independent Centers: Creativity Station: <i>Show me how you would feel if your friend had something you want to have. What will you say to them?</i>; Pretend and Learn Center: <i>Can you act out how you and a friend can share a toy?</i> T1: W4: Math 60–61 Day 3: Independent Centers: Pretend and Learn Center: <i>How can you be a good friend to others when you play in this area?</i> T1: W4: Language 58–59, 62–63 Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> Day 4: Independent Centers: Pretend and Learn Center: <i>Show how good friends act with each other.</i></p> <p>Learners create whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals). See for example: T1: W1: Literacy 16–17 Day 2: Circle Time: Share the Mind Builder Talk About Feelings; Focus on Vocabulary (feelings, share); Small Group: Explore emotions with the Name That Feeling Activity; Independent Centers: Pretend and Learn Center: <i>Can you show me that you are angry without making a sound?</i> T1: W2: Math 30–31, 32–33, 34–35, 36–37 Concept Question: How do we talk about and manage our feelings? Day 2: Circle Time: Share the Mind Builder Understand and Manage Your Feelings; Story Time: Read closely to notice and talk about understanding and managing feelings; Small Group: Explore sharing with the Sharing Desert Friends Activity. Day 3: Focus on Vocabulary (peaceful, relax); Independent Centers: Library and Listening Center: <i>How do the characters in that book manage their feelings?</i> Day 4: Use Circle Time to talk about feelings and introduce vocabulary (scared, surprised); Story Time: Read interactively and connect to managing emotions; Extended Play: Draw How You Feel; Independent Centers: Writer’s Corner: <i>Choose an emotion. Write about a time that you felt it</i>; Creativity Station: <i>Draw to show the difference between being scared and surprised.</i> T1: W4: Math 58–59, 60–61 Concept Question: How can we be a good friend to others? Day 2: Circle Time: Share the Mind Builder Manage Emotions (self-regulation); Focus on Vocabulary (emotions, calm); Story Time: Read closely to discuss how the main character manages their emotions; Extended Play: Riding Buy; Small Group: Model managing your emotions.</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T3: W3: Literacy 44–45 Day 2: Circle Time: Share the Mind Builder Understand Feelings and Actions; Story Time: Connect the Mind Builder to read-aloud; Extended Play: Pretend You're Eddie; Small Group: Explore feelings with the When Bear Is Angry Activity.</p> <p>Learners critique drama experiences and find meaning/moral in story. See for example: T1: W1: Language 14–15 Day 1: Independent Centers: Pretend and Learn Center: <i>Which characters from your book can you pretend to be?</i> T1: W4: Language 56–57, 58–59 Day 1: Independent Centers: Pretend and Learn Center: <i>Pretend to be Squirrel and the bird from A Friend Like You. Act out something you remember from the book.</i> Day 2: Independent Centers: Pretend and Learn Center: <i>Act like Squirrel did when he first heard the bird singing.</i> T5: W4: Literacy 64–65 Day 5: Circle Time: Act It Out: Five Little Froggies.</p> <p>Visual Arts</p> <p>Theme 6: Let's Create explores self-expression through the arts. Week 3: Picture This specifically explores self-expression through making art. Additionally, the Creativity Station within the independent centers offers children occasions to use their imagination with materials to create works of art.</p> <p>Physical</p> <p>Learners use a variety of materials to create art. See for example: T1: W1: Literacy 22–23 Day 5: Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W3: Literacy 48–49 Day 4: Small Group: Encourage children to make portraits of Mouse's family members using art supplies and stickers in new and different ways. T1: W4: Literacy 58–59, 62–63 Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower. Day 4: Small Group: Guide children to make thank-you notes with various art supplies. T2: W2: Math 32–33 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T6: W1: Literacy 20–21 Day 4: Independent Centers: Writer's Corner: <i>Draw a picture of when you used a big loud voice. What label could you put on your picture?</i> T6: W2: Math 32–33, 34–35, 36–37 Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i> Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i> Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i> T6: W3: Math 50–51 Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i> 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 46–47, 48–49 Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>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: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W4: Literacy 60–61 Day 3: Small Group: Explore reusing materials with the Reuse and Create Activity.</p> <p>Learners show skill with scissors. See for example: T6: W2: Math 34–35, 36–37 Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i> Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>Responding</p> <p>Learners recognize and describe various art forms - sculpture, painting, printing. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W1: Language 14–15, 16–17, 22–23 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for. Day 2: Small Group: Explore what it means to have a good relationship using picture cards. Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i> T1: W2: Math 34–35 Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i> T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family. T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities. T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 32–33, 34–35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 42–43 Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?;</i> Writer’s Corner: <i>What shapes could you draw?</i> T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T3: W3: Language 50–51 Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T3: W4: Literacy 60–61 Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T5: W1: Language 14–15 Day 1: Small Group: Challenge children to use picture cards to classify pictures as body parts or not body parts</p> <p>T6: W1: Language 22–23 Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W2: Math 32–33 Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Small Group: Help children describe pride as shown by people in picture cards and guide children to make up and tell a story about the events pictured.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 34–35, 36–37 Day 2: Independent Centers: Writer’s Corner: Think about what you do during the winter. Can you draw and write about it?</p> <p>Day 4: Small Group: Describe the seasons with the Picture Sort Activity.</p> <p>T7: W2: Math 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>T7: W4: Language 62–63 Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T8: W2: Language 30–31 Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 42–43, 48–49 Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 4: Story Time: Week’s Concept Question: <i>How have we changed?;</i> Small Group: Have children think about how they have grown and learned; Allow them to paint pictures of what they have learned.</p> <p>Learners’ drawings suggest real life. See for example: T1: W1: Literacy 22–23 Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 22–23 Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Learners’ drawings are becoming better defined, with more detail. See for example: 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.</p> <p>Day 5: Independent Centers: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T1: W4: Language 56–57, 58–59</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 1: Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity.</p> <p>Day 2: Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>T1: W4: Literacy 58–59, 62–63</p> <p>Day 2: Small Group: Encourage children to make happy flowers with cupcake liners and art supplies and talk about when and why they might give someone a flower</p> <p>Day 4: Small Group: Guide children to make thank-you notes with various art supplies</p> <p>T1: W4: Math 60–61</p> <p>Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i></p> <p>T2: W2: Math 30–31, 32–33, 34–35</p> <p>Day 2: Story Time: Connect the Mind Builder to the read-aloud; Extended Play: Pretend to take a trip to the city. Invite children to draw what they picture, encouraging them to use the shapes from the book.</p> <p>Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i></p> <p>Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i></p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W1: Literacy 18–19</p> <p>Day 2: Independent Centers: Writer's Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i></p> <p>T3: W1: Language 14–15</p> <p>Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?; Writer's Corner: What shapes could you draw?</i></p> <p>T3: W2: Language 29</p> <p>Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i></p> <p>T6: W2: Math 30–31, 32–33, 34–35, 36–37</p> <p>Day 2: Small Group: Work with partners in the Draw Together Activity.</p> <p>Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i></p> <p>Day 4: Circle Time: Shape Patterns; Small Group: Make patterns in the Build a Pattern with Shapes Activity; Independent Centers: Math and Science Center: <i>How can you make a farm animal out of shapes?</i></p> <p>Day 5: Independent Centers: Creativity Station: <i>Can you create artwork using your favorite shape?</i></p> <p>T6: W3: Math 50–51</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Literacy 48–49</p> <p>Day 4: Circle Time: Small Group: Invite children to think of a new animal and draw a picture to show their creation.</p> <p>Creating</p> <p>Learners tell stories/work out problems with drawings.</p> <p>See for example:</p> <p>T2: W3: Math 42–43</p> <p>Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i></p> <p>T3: W3: Language 50–51</p> <p>Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i></p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer's Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T6: W1: Language 22–23</p> <p>Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>Day 2: Small Group: Help children describe pride as shown by people in picture cards and guide children to make up and tell a story about the events pictured.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i>; Independent Centers: Creativity Station: <i>Use your art skills to make your favorite animal.</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>T6: W4: Language 62–63</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i></p> <p>T7: W2: Literacy 34–35</p> <p>Day 2: Independent Centers: Writer’s Corner: Think about what you do during the winter. Can you draw and write about it?</p> <p>T7: W2: Math 34–35</p> <p>Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities.</p> <p>Learners combine multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).</p> <p>See for example:</p> <p>T3: W4: Literacy 60–61</p> <p>Day 3: Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i></p> <p>T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i></p> <p>T7: W2: Literacy 34–35, 36–37</p> <p>Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i></p> <p>Understanding</p> <p>Learners demonstrate understanding of art vocabulary and concepts.</p> <p>See for example:</p> <p>T1: W1: Language 14–15</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>T6: W3: Math 48–49, 50–51</p> <p>Day 4: Small Group: Talk about sculptures in the Sort Your Art Activity</p> <p>Day 5: Small Group: Independent Response Prompt: <i>What is your favorite way to create art?</i></p> <p>T6: W3: Language 42–43, 46–47, 48–49, 50–51</p> <p>Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity.</p> <p>Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i></p> <p>Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?</i></p> <p>Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i></p> <p>Learners discuss their own artistic creations and those of others.</p> <p>See for example:</p> <p>T1: W1: Literacy 22–23</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W1: Language 14–15, 16–17, 22–23</p> <p>Day 1: Small Group: Ask children to draw a self-portrait showing something they like or like to do or something they are known for.</p> <p>Day 2: Small Group: Explore what it means to have a good relationship using picture cards.</p> <p>Day 5: Small Group: Independent Response Prompt: <i>Draw a picture that shows yourself with a happy face;</i> Independent Centers: Writer’s Corner: <i>Can you draw a picture that shows a food you like to eat?;</i> Creativity Station: <i>What color makes you feel happy? Can you create a picture using that color?</i></p> <p>T1: W2: Math 34–35</p> <p>Day 4: Independent Centers: Creativity Station: <i>Draw to show the difference between being scared and surprised.</i></p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>T1: W3: Literacy 50–51 Day 5: Independent Writing: Invite children to draw or write about someone in their own family.</p> <p>T1: W4: Language 56–57, 58–59 Day 1: Small Group: Use picture cards to prompt discussion about things friends do together with the What Is a Friend? Activity. Day 2: Small Group: Using picture cards, show children pictures to learn which children enjoy the same activities.</p> <p>T1: W4: Math 60–61 Day 3: Independent Centers: Creativity Center: <i>How can you draw the same number of trees and apples?</i> T2: W2: Math 32–33, 34–35 Day 3: Independent Centers: Creativity Center: <i>Use any materials to make a square.</i> Day 4: Independent Centers: Creativity Center: <i>Can you draw your favorite shape?</i> T2: W3: Math 42–43 Day 1: Independent Centers: Creativity Station: <i>Draw a picture of a community helper.</i> T3: W1: Literacy 18–19 Day 2: Independent Centers: Writer’s Corner: <i>What is your favorite thing to taste? Draw a picture and write the word.</i> T3: W1: Language 14–15 Day 1: Independent Centers: Library and Listening Center: <i>What shapes and colors do you see?; Writer’s Corner: What shapes could you draw?</i> T3: W2: Language 29 Day 1: Independent Centers: Creativity Station: <i>What materials can you use to make a cloud? How about a flash of lightning?</i> T3: W3: Language 50–51 Day 5: Independent Writing: Invite children to draw or write about measuring different things in the classroom; Small Group: Response Prompt: <i>What did you learn this week about measuring things?</i> T3: W4: Literacy 60–61 Day 3: Small Group: Reinforce the understanding of the effects of the push force with the Blow Painting Activity; Independent Centers: Writer’s Corner: <i>How do you use the push or pull force on the playground? Can you draw and write about it?</i> T5: W1: Language 14–15 Day 1: Small Group: Challenge children to use picture cards to classify pictures as body parts or not body parts T6: W1: Language 22–23 Day 5: Independent Centers: Creativity Station: <i>Draw a picture that shows what feeling the word merry describes.</i> T6: W2: Math 32–33 Day 3: Independent Centers: Math and Science Center: <i>Can you draw different shapes? Which shapes?</i> T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51 Day 1: Small Group: Talk about paintings with the Choose Your Painting Activity; Independent Centers: Creativity Station: <i>Make something that Ramon drew in the book.</i> Day 2: Small Group: Help children describe pride as shown by people in picture cards and guide children to make up and tell a story about the events pictured. Day 3: Small Group: Make art in the No Worry Drawing Activity; Independent Centers: Creativity Station: <i>Use any tools you like. Make art that is loose and worry-free.</i> Day 4: Revisit the Concept Question: <i>How can we express ourselves through making art?; Independent Centers: Creativity Station: Use your art skills to make your favorite animal.</i> Day 5: Circle Time: Have children show and tell about their own art; Guiding Question: <i>Does art have to be perfect? Why or why not?</i> T6: W4: Language 62–63 Day 4: Independent Centers: Creativity Station: <i>Draw or paint a picture of a house you would like to live in. Be creative and use many different materials.</i> T7: W2: Literacy 34–35, 36–37 Day 2: Independent Centers: Writer’s Corner: <i>Think about what you do during the winter. Can you draw and write about it?</i> Day 4: Small Group: Describe the seasons with the Picture Sort Activity. T7: W2: Math 34–35 Day 4: Story Time: Read aloud from the <i>Big Chart of Big Ideas: The Changing Seasons</i>; Extended Play: Draw seasonal activities. T7: W4: Language 62–63</p>

Kansas Early Learning Standards	Scholastic PreK On My Way
	<p>Day 4: Small Group: Guide children to look at pictures, identify objects, and say whether they should be recycled in the Sort It! Activity.</p> <p>T8: W2: Language 30–31</p> <p>Day 2: Small Group: Understand Your Feelings Activity: Children look at picture cards and match their behavior to how they might be feeling.</p> <p>T8: W3: Literacy 42–43, 48–49</p> <p>Day 1: Independent Centers: Math and Science Center: <i>Can you draw a caterpillar? How many legs does your caterpillar have?</i></p> <p>Day 4: Story Time: Week’s 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>