



Scholastic Big Day for PreK Instructional Guide

New York State Prekindergarten Foundation for the Common Core: English Language Arts and Literacy

RL.PK: Reading Standards for Literature

RI.PK: Reading Standards for Informational Text

RF.PK: Reading Standards: Foundational Skills

W.PK: Writing Standards

SL.PK: Speaking and Listening Standards

L.PK: Language Standards

THEME 1 READY FOR SCHOOL

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Listens to and identifies sounds • Identifies words in sentences • Matches initial phonemes <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Identifies letter name • Identifies letter sounds • Letter focus: Aa, Bb <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Retells a story • Story characters • Story sequence • Uses picture clues and makes predictions • Engages in reading activities • Creates a new story ending • Asks and answers questions • Parts of a book • Book handling • Meaning of print <p>Emergent Writing</p> <ul style="list-style-type: none"> • Print as meaning • Labels pictures • Dictates sentences 	<p>RF.PK.2 Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). Engage in language play (e.g. alliterative language, rhyming, sound patterns). Demonstrate awareness of relationship between sounds and letters.</p> <p>RF.PK.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.PK.1d Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p>RF.PK.2 Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p>RF.PK.2c Demonstrate awareness of relationship between sounds and letters.</p> <p>RL.PK.1 With prompting and support, ask and answer about detail(s) in a text.</p> <p>RL.PK.2 With prompting and support, retell familiar stories.</p> <p>RL.PK.3 With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RL.PK.7 With prompting and support, will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p>RI.PK.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p>W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p>	<p style="text-align: right;">WEEK 1</p> <p>OWEN (Big Book)</p> <p>MY NEW SCHOOL THE KISSING HAND (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>OWEN (Big Book)</p> <p>FRIENDS AT SCHOOL A SPLENDID FRIEND INDEED (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>MY FRIENDS (Big Book)</p> <p>THE PLEDGE OF ALLEGIANCE MOUSES FIRST DAY OF SCHOOL (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>MY FRIENDS (Big Book)</p> <p>THE LITTLE RED HEN HOW MANY CAN PLAY (Teacher's Book Read-Alouds)</p> <p style="text-align: center;">ADDITIONAL THEME LITERATURE</p>	<p><u>THEME WORDS</u></p> <ul style="list-style-type: none"> • class • name • school • teacher • friends • help • play • learn • partners • together • cooperate • share • turns <p><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • favorite • promise • gently • secret • grinned • terrific • letters • write • lid • note • scoop



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<ul style="list-style-type: none"> • Uses writing conventions • Writes names • Contributes ideas for writing • Writes symbols or letters • Copies letters • Participates in research • Completes a sentence • Writes a list • Forms letters • Develops a personal response <p>Oral Language</p> <ul style="list-style-type: none"> • Uses greeting and introductions • Speaks in complete sentences • Follows oral directions • Uses language for different purposes • Engages in conversation • Requests help • Shares appropriate information • Shares a personal experience • Takes turns speaking • Uses subject, verb, and object order • Understand meaning of new words • Uses theme vocabulary • Understand instructional language • Speaks politely • Responds appropriately • Uses describing words • Make eye contact 	<p><u>W.PK.2</u> With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>W.PK.3</u> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p><u>W.PK.7</u> With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>RF.PK.3b</u> Recognizes own name and common signs and labels in the environment.</p> <p><u>L.PK.1b</u> Use frequently occurring nouns and verbs (orally).</p> <p><u>L.PK.6</u> With prompting and support, use words and phrases acquired through conversations, reading and being to read to, and responding to text.</p> <p><u>SL.PK.1a</u> Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>SL.PK.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>SL.PK.6</u> Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;"><u>ALPHABET BOOKS</u></p> <p><u>ANNIE, BEA AND CHI CHI</u> <u>DOLORES</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p><u>CURIOUS GEORGE RIDES A</u> <u>BIKE</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p><u>THE SMALL RED PUPPY</u></p> <p><u>CLIFFORDS FIRST DAY OF</u> <u>SCHOOL</u></p>	<ul style="list-style-type: none"> • splendid • wonderful • cuddly • flag • floppy • hide • nap • wiggly • dough • study • mixed • swing • read
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THEME 2 MY FAMILY

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Identifies words in sentences Blends to make compound words Segments the words in compound words Separates sentences into words <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> Letter focus: Cc, Dd, Ee <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> Story characters Retells a story Role of author and illustrator Makes predictions, retells a story Uses picture clues and makes predictions Concepts of print: Directionality Extends a story Uses book information Demonstrates positive reading habits Parts of a book Story sequence Responds appropriately Meaning of print Asks and answers questions 	<p><u>RF.PK.2a</u> Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). Engage in language play (e.g. alliterative language, rhyming, sound patterns).</p> <p><u>RF.PK.1b</u> Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><u>RF.PK.1c</u> Understand that words are separated by spaces in print.</p> <p><u>RF.PK.1d</u> Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p><u>RF.PK.2</u> Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p><u>RF.PK.2c</u> Demonstrate awareness of relationship between sounds and letters.</p> <p><u>RL.PK.1</u> With prompting and support, ask and answer about detail(s) in a text.</p> <p><u>RL.PK.2</u> With prompting and support, retell familiar stories.</p> <p><u>RL.PK.3</u> With prompting and support, ask and answer questions about characters and major events in a story.</p> <p><u>RL.PK.6 /RI.PK.6</u> With prompting and support, can describe the role of an author and illustrator.</p> <p><u>RI.PK.5</u> Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p><u>RL.PK.7</u> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p><u>RL.PK.9</u> With prompting and support, students will make cultural connections to text and self.</p> <p><u>RI.PK.9</u> With prompting and support, identify basic similarities and differences between two texts on the same topic.</p>	<p style="text-align: right;"><u>WEEK 1</u></p> <p><u>HERMAN THE HELPER</u> (Big Book)</p> <p><u>BEARS BUSY FAMILY</u> <u>DADDY CALLS ME MAN</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 2</u></p> <p><u>HERMAN THE HELPER</u> (Big Book)</p> <p><u>MAMA ZOOMS</u> <u>TOO MANY TAMALES</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 3</u></p> <p><u>WHAT MOMMIES DO</u> <u>BEST/WHAT DADDIES DO BEST</u> (Big Book)</p> <p><u>CELEBRATIONS</u> <u>FEAST FOR TEN</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 4</u></p> <p><u>WHAT MOMMIES DO</u> <u>BEST.WHAT DADDIES DO BEST</u> (Big Book)</p> <p><u>YOU AND ME TOGETHER: MOM, DADS, AND KIDS AROUND THE WORLDS</u> <u>WE ARE ALL ALIKE...WE ARE ALL DIFFERENT</u> (Teacher's Book Read-Alouds)</p>	<p style="text-align: center;"><u>THEME WORDS</u></p> <ul style="list-style-type: none"> brother family father grandfather grandmother kindness mother sister caring cousins feelings love celebrate holiday relatives thankful together alike different respect similar special tradition



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<p>Emergent Writing</p> <ul style="list-style-type: none"> • Completes a sentence • Contributes ideas for writing • Dictates a sentence • Writes name • Writes to convey meaning • Dictates a story • Experiments with writing tools • Labels pictures • Develops a personal response • Uses writing conventions • Participates in research • Writes symbols or letters • Writes a list • Demonstrates awareness of writing conventions • Makes books <p>Oral Language</p> <ul style="list-style-type: none"> • Speaks in complete sentences • Uses pronouns • Responds appropriately • Shares appropriate information • Follows oral directions • Take turns speaking • Shares a personal experience • Follows oral directions • Speaks politely • Positive listening habits • Uses verb tense • Demonstrates attentive listening • Engages in conversation • Classify words into groups • Understands instructional language • Uses subject-verb agreement • Uses and increases speaking vocabulary • Uses theme words • Builds oral fluency 	<p><u>W.PK.1</u> With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p><u>W.PK.2</u> With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>W.PK.3</u> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p><u>W.PK.7</u> With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>RF.PK.3b</u> Recognizes own name and common signs and labels in the environment.</p> <p><u>L.PK.1b</u> Use frequently occurring nouns and verbs (orally).</p> <p><u>L.PK.1d</u> Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).</p> <p><u>L.PK.1f</u> With guidance and support, produce and expand complete sentences in shared language activities.</p> <p><u>L.PK.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-kindergarten reading and content.</p> <p><u>L.PK.6</u> With prompting and support, use words and phrases acquired through conversations, reading and being to read to, and responding to text.</p> <p><u>SL.PK.1a</u> Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>SL.PK.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>SL.PK.6</u> Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;"><u>ADDITIONAL THEME</u> <u>LITERATURE</u></p> <p style="text-align: center;"><u>ALPHABET BOOKS</u></p> <p style="text-align: center;"><u>MY DAY FROM A TO Z</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p style="text-align: center;"><u>CHATO'S KITCHEN</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p style="text-align: center;"><u>CLIFFORD'S KITTEN</u></p> <p style="text-align: center;"><u>CLIFFORD WE LOVE YOU</u></p>	<p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • busy • camouflage • enemy • feast • twirl • twist • apron • dough • dusk • lawn • machine • zooms • celebrations • delicious • greens • plump • ripe • tuck • curly • shade • straight • tune • world
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THEME 3 OUR COMMUNITY

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Combines syllables into words • Delete a word from a compound word • Matches initial sounds • Segments syllables from words • Segments words into their component syllables/words • Deletes syllables from words • Blends and segments compound words <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Letter focus: Ff, Gg, Hh, Ii <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Story sequence • Makes predictions • Uses book information • Retells a story • Story characters • Asks and answers questions • Uses picture clues • Extends a story • Engages in pre-reading activities • Environmental print • Distinguishes real from make-believe • Book handling • Types of text • Parts of a book • Directionality 	<p><u>RF.PK.2a</u> Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p><u>RF.PK.2d</u> With support and prompting, isolate and pronounce the initial sounds in words.</p> <p><u>RL.PK.4/RI.PK.4</u> Exhibit curiosity and interest in learning new vocabulary.</p> <p><u>RF.PK.1d</u> Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p><u>RF.PK.1e</u> Recognize that letters are grouped to form words.</p> <p><u>RF.PK.1f</u> Differentiate letters from numbers.</p> <p><u>RF.PK.2c</u> Demonstrate awareness of relationship between sounds and letters.</p> <p><u>RL.PK.1/RI.PK.1</u> With prompting and support, ask and answer about detail(s) in a text.</p> <p><u>RL.PK.2/RI.PK.2</u> With prompting and support, retell familiar stories.</p> <p><u>RL.PK.3/RI.PK.3</u> With prompting and support, ask and answer questions about characters and major events in a story.</p> <p><u>RL.PK.7</u> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p><u>RL.PK.10/RI.PK.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>RI.PK.5</u> Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p><u>RI.PK.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p style="text-align: right;"><u>WEEK 1</u></p> <p><u>A GOOD NIGHT WALK</u> (Big Book)</p> <p><u>LOLA AT THE LIBRARY</u> <u>KNUFFLE BUNNY</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 2</u></p> <p><u>A GOOD NIGHT WALK</u> (Big Book)</p> <p><u>JOBS</u> <u>DOT THE FIRE DOG</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 3</u></p> <p><u>CARLO LIKES COUNTING</u> (Big Book)</p> <p><u>I'M YOUR BUS</u> <u>DIG, DIG, DIGGING</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;"><u>WEEK 4</u></p> <p><u>CARLO LIKES COUNTING</u> (Big Book)</p> <p><u>THE CLEAN-UP SURPRISE</u> <u>BIG EARTH, LITTLE ME</u> (Teacher's Book Read-Alouds)</p>	<p style="text-align: center;"><u>THEME WORDS</u></p> <ul style="list-style-type: none"> • apartments • block • building • community • firehouse • hospital • library • neighborhood • doctor • firefighter • librarian • mail carrier • police officer • work • workers • driver • passenger • safety • traffic • transportation • travel • vehicle • Earth • environment • protect • recycle • reduce • reuse



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<p>Emergent Writing</p> <ul style="list-style-type: none"> • Contributes ideas for writing • Develops a personal response • Forms letters • Demonstrates awareness of writing conventions • Writes name • Writes symbols or letters • Labels pictures • Experiments with writing tools • Writes a list • Develops personal response • Completes a sentence • Uses writing conventions • Copies letters • Dictates a sentence <p>Oral Language</p> <ul style="list-style-type: none"> • Uses longer sentences • Speaks politely • Positive listening habits • Speaks in complete sentences • Speaks clearly • Follows oral directions • Shares a personal experience • Uses subject, verb and object order • Uses greetings and introductions • Builds oral fluency • Makes relevant comments • Responds appropriately • Demonstrates attentive listening • Uses naming words • Used describing words • Responds to questions • Understands words with similar meanings • Uses action words • Understand words with opposite meanings • Uses theme words • Classifies words into groups • Understands meaning of new words 	<p>W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p>W.PK.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p>W.PK.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.PK.8 With guidance and support recall information from experiences or gather information from provided sources to answer a question.</p> <p>RF.PK.3b Recognizes own name and common signs and labels in the environment.</p> <p>L.PK.1a Prints some upper and lower case letters.</p> <p>L.PK.1b Use frequently occurring nouns and verbs (orally).</p> <p>L.PK.1d Understand and use question words (interrogatives) (e.g. who, what, when, where, why, how).</p> <p>L.PK.1f With guidance and support, produce and expand complete sentences in shared language activities.</p> <p>L.PK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-kindergarten reading and content.</p> <p>L.PK.6 With prompting and support, use words and phrases acquired through conversations, reading and being to read to, and responding to text.</p> <p>SL.PK.1a Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.PK.1c Communicate with individuals from different cultural backgrounds.</p> <p>SL.PK.2 With guidance and support, confirm understanding of a text read aloud where information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.PK.3 With guidance and support, ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>SL.PK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.PK.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;">ADDITIONAL THEME LITERATURE</p> <p style="text-align: center;">ALPHABET BOOKS</p> <p><u>ABCDrive!</u></p> <p style="text-align: center;">BOOK FLIX</p> <p><u>ROSIE'S WALK</u></p> <p style="text-align: center;">CLIFFORDS CORNER</p> <p><u>CLIFFORD'S SPRING CLEAN-UP</u></p>	<ul style="list-style-type: none"> • trash <p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • bawl • borrow • buzzes • calm • chattering • errand • fussy • hum • laundromat • settle • alarm • curb • discover • echoing • explore • gear • heal • mow • factory • linger • ribbons • scoops • squelch • sweepers • swoosh • whirl • junk • lunchbox • patches • spied • splashing • stream • sulked • yard
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THEME 4 ALL KINDS OF ANIMALS

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> Deletes syllables from words Blends onset and rime to form words Segments words into their onsets and rimes Identifies rhyming words Deletes the onset from a spoken word Blends/segments/deletes syllables Segments words into their component syllables Identifies sounds <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> Letter focus: Jj, Kk, Ll <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> Uses book information Makes predictions Distinguishes real from make-believe Book handling Uses picture clues Retells a story Role of author and illustrator Extends a story Story characters Asks and answers questions Parts of a book Directionality 	<p>RF.PK.2a Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p>RF.PK.2b Recognize and match words that rhyme.</p> <p>RF.PK.2d With support and prompting, isolate and pronounce the initial sounds in words.</p> <p>RF.PK.1d Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p>RF.PK.1e Recognize that letters are grouped to form words.</p> <p>RF.PK.1f Differentiate letters from numbers.</p> <p>RF.PK.2c Demonstrate awareness of relationship between sounds and letters.</p> <p>RL.PK.1/RI.PK.1 With prompting and support, ask and answer about detail(s) in a text.</p> <p>RL.PK.2/RI.PK.2 With prompting and support, retell familiar stories.</p> <p>RL.PK.3/RI.PK.3 With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RL.PK.7 With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p>RL.PK.10/RI.PK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p style="text-align: right;">WEEK 1</p> <p>IS YOUR MAMA A LLAMA (Big Book)</p> <p>BIGGEST, STRONGEST, FASTEST ROAR! A NOISY COUNTING BOOK (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>IS YOUR MAMA A LLAMA (Big Book)</p> <p>ANIMAL HOMES BEAR SNORES ON (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>OVER IN THE MEADOW (Big Book)</p> <p>BUGS! BUGS! BUGS! WHAT DO INSECTS DO? (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>OVER IN THE MEADOW (Big Book)</p> <p>BUTTERFLIES DORA'S EGGS (Teacher's Book Read-Alouds)</p>	<p><u>THEME WORDS</u></p> <ul style="list-style-type: none"> animal climb feathers fly fur scales shell slither swim burrow habitat hibernate hive nest tunnel web woods crawl insect pinch stinger stings swarm wings adult baby change develop grow



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<p>Emergent Writing</p> <ul style="list-style-type: none"> · Contributes ideas for writing · Forms letters · Demonstrates awareness of writing conventions · Writes name · Writes symbols or letters · Labels pictures · Completes a sentence · Experiments with writing tools · Uses writing conventions · Dictates a story · Makes books · Print as meaning <p>Oral Language</p> <ul style="list-style-type: none"> · Makes eye contact · Uses appropriate tone of voice · Makes relevant comments · Uses rules of conversation · Follows oral directions · Responds appropriately · Positive listening habits · Speaks in complete sentences · Shares a personal experience · Understands instructional language · Uses words for comparisons · Uses naming words · Uses verb tenses · Uses action words · Uses and increases spoken vocabulary · Uses theme words 	<p>RI.PK.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p>RI.PK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>L.PK.2a Capitalize the first letter in their name.</p> <p>RF.PK.1a Follows words from left to right, top to bottom and page by page.</p> <p>RF.PK.1c Understands that words are separated by spaces in print.</p> <p>RF.PK.3b Recognizes own name and common signs and labels in the environment.</p> <p>W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p>W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p>W.PK.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing as needed.</p> <p>W.PK.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>RL.PK.4/RI.PK.4 Exhibit curiosity and interest in learning new vocabulary.</p> <p>L.PK.1b Use frequently occurring nouns and verbs (orally).</p> <p>L.PK.1c With guidance and support, form regular plural nouns by adding /s/ /es/</p> <p>L.PK.1f With guidance and support, produce and expand complete sentences in shared language activities.</p> <p>L.PK.6 With prompting and support, use words and phrases acquired through conversations, reading and being to read to, and responding to text.</p> <p>SL.PK.1a Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.PK.1b Engage in extended conversations.</p> <p>SL.PK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.PK.5a Sort common objects into categories for understanding of the concepts the categories represent.</p> <p>SL.PK.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;">ADDITIONAL THEME LITERATURE</p> <p style="text-align: center;">ALPHABET BOOKS</p> <p style="text-align: center;"><u>CLICK, CLACK, QUACKITY- QUACK</u></p> <p style="text-align: center;">BOOK FLIX</p> <p style="text-align: center;"><u>THE CATERPILLAR AND THE POLLIWOG</u></p> <p style="text-align: center;">CLIFFORDS CORNER</p> <p style="text-align: center;"><u>CLIFFORD AND THE GROUCHY NEIGHBOR</u></p>	<ul style="list-style-type: none"> · growth · stage <p style="text-align: center;">STORY WORDS</p> <ul style="list-style-type: none"> · flexible · grazes · herd · hind · plods · poisonous · puzzled · quiver · blustery · lair · replied · responded · swamp · twitters · carry · creeping · flutter · fuzzy · gnaw · hunt · meadow · mossy · survive · chrysalis · cozy · frolicking · glum · hatch · sip · snug · wiggly
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Scholastic Big Day for PreK Instructional Guide

New York State Prekindergarten Foundation for the Common Core: English Language Arts and Literacy

RL.PK: Reading Standards for Literature

RI.PK: Reading Standards for Informational Text

RF.PK: Reading Standards: Foundational Skills

W.PK: Writing Standards

SL.PK: Speaking and Listening Standards

L.PK: Language Standards

THEME 5 IMAGINE IT, MAKE IT

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Deletes syllables from words • Blends onset and rime to form words • Segments words into their onsets and rimes • Identifies rhyming words • Deletes the onset from a spoken word • Blends/segments/deletes syllables • Segments words into their component syllables • Identifies sounds <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Letter focus: Mm, Nn, Oo, Pp <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Uses book information • Makes predictions • Distinguishes real from make-believe • Book handling • Uses picture clues • Retells a story • Role of author and illustrator • Extends a story • Story characters • Asks and answers questions • Parts of a book • Directionality 	<p>RF.PK.2a Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p>RF.PK.2b Recognize and match words that rhyme.</p> <p>RF.PK.2d With support and prompting, isolate and pronounce the initial sounds in words.</p> <p>RF.PK.1d Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p>RF.PK.1e Recognize that letters are grouped to form words.</p> <p>RF.PK.1f Differentiate letters from numbers.</p> <p>RF.PK.2c Demonstrate awareness of relationship between sounds and letters.</p> <p>RL.PK.1/RI.PK.1 With prompting and support, ask and answer about detail(s) in a text.</p> <p>RL.PK.2/RI.PK.2 With prompting and support, retell familiar stories.</p> <p>RL.PK.3/RI.PK.3 With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RL.PK.7 With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p>RL.PK.10/RI.PK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p style="text-align: right;">WEEK 1</p> <p>THE SHAPE OF THINGS (Big Book)</p> <p>NOT A BOX TEN BLACK DOTS (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>THE SHAPE OF THINGS (Big Book)</p> <p>SCIENCE TOOLS HAROLD AND THE PURPLE CRAYON (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>WHITE RABBIT'S COLOR BOOK (Big Book)</p> <p>THE THREE LITTLE PIGS BUILDINGS (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>WHITE RABBIT'S COLOR BOOK (Big Book)</p> <p>TOO LOUD LILY DOTS! DOTS! DOTS! AT THE MUSEUM (Teacher's Book Read-Alouds)</p>	<p style="text-align: center;"><u>THEME WORDS</u></p> <ul style="list-style-type: none"> • create • imagination • imagine • pretend • visualize • bridge • build • ramp • structure • tools • construct • invention • materials • plan • appreciate • art • artist • art work • dance • design • music • sculpture



Scholastic Big Day for PreK Instructional Guide

<p>Emergent Writing</p> <ul style="list-style-type: none"> • Contributes ideas for writing • Forms letters • Demonstrates awareness of writing conventions • Writes name • Writes symbols or letters • Labels pictures • Completes a sentence • Experiments with writing tools • Uses writing conventions • Dictates a story • Makes books • Print as meaning <p>Oral Language</p> <ul style="list-style-type: none"> • Makes eye contact • Uses appropriate tone of voice • Makes relevant comments • Uses rules of conversation • Follows oral directions • Responds appropriately • Follows oral directions • Positive listening habits • Speaks in complete sentences • Shares a personal experience • Understands instructional language • Uses verb tenses • Uses naming words • Uses words for comparisons • Uses action words • Uses and increases spoken vocabulary • Uses theme words 	<p>RI.PK.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p>RI.PK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p> <p>L.PK.2a Capitalize the first letter in their name.</p> <p>RF.PK.1a Follows words from left to right, top to bottom and page by page.</p> <p>RF.PK.1c Understands that words are separated by spaces in print.</p> <p>RF.PK.3b Recognizes own name and common signs and labels in the environment.</p> <p>W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p>W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p>W.PK.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing as needed.</p> <p>W.PK.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>RL.PK.4/RI.PK.4 Exhibit curiosity and interest in learning new vocabulary.</p> <p>L.PK.1a Prints some upper and lower case letters.</p> <p>L.PK.1b Use frequently occurring nouns and verbs (orally).</p> <p>L.PK.1c With guidance and support, form regular plural nouns by adding /s/ /es/</p> <p>L.PK.1f With guidance and support, produce and expand complete sentences in shared language activities.</p> <p>L.PK.6 With prompting and support, use words and phrases acquired through conversations, reading and being to read to, and responding to text.</p> <p>SL.PK.1a Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.PK.1b Engage in extended conversations.</p> <p>SL.PK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.PK.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;">ADDITIONAL THEME LITERATURE</p> <p style="text-align: center;">ALPHABET BOOKS</p> <p>ALPHABET UNDER CONSTRUCTION</p> <p style="text-align: center;">BOOK FLIX</p> <p>ZIN! ZIN!ZIN! A VIOLIN</p> <p style="text-align: center;">CLIFFORDS CORNER</p> <p>CLIFFORD TO THE RESCUE</p>	<p style="text-align: center;">STORY WORDS</p> <ul style="list-style-type: none"> • caboose • freight • lace • patient • peak • portholes • squirting • dragon • eyedropper • funnel • sail • scale • seagull • tasty • wits • bricks • chum • dip • fortune • logs • metal • sizzling • straw • tub • cheering • fierce • giraffe • magnificent • museum • rehearsal • screeching • stomping
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Scholastic Big Day for PreK Instructional Guide

New York State Prekindergarten Foundation for the Common Core: English Language Arts and Literacy

RL.PK: Reading Standards for Literature

RI.PK: Reading Standards for Informational Text

RF.PK: Reading Standards: Foundational Skills

W.PK: Writing Standards

SL.PK: Speaking and Listening Standards

L.PK: Language Standards

THEME 6 Growing Up Healthy

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Produces a rhyming word • Identifies rhyming words • Identify and match initial sounds <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Letter focus: Qq, Rr, Ss <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Uses book information • Creates a new story ending • Story sequence • Book handling • Uses picture clues • Retells a story • Role of author and illustrator • Extends a story • Story characters • Asks and answers questions • Parts of a book 	<p>RF.PK.2a Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p>RF.PK.2b Recognize and match words that rhyme.</p> <p>RF.PK.2d With support and prompting, isolate and pronounce the initial sounds in words</p> <p>RF.PK.1d Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p>RF.PK.1e Recognize that letters are grouped to form words.</p> <p>RF.PK.1f Differentiate letters from numbers.</p> <p>RF.PK.2c Demonstrate awareness of relationship between sounds and letters.</p> <p>RL.PK.1/RI.PK.1 With prompting and support, ask and answer about detail(s) in a text.</p> <p>RL.PK.2/RI.PK.2 With prompting and support, retell familiar stories.</p> <p>RL.PK.3/RI.PK.3 With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RL.PK.7 With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p>RL.PK.6/RI.PK.6 With prompting and support can describe the role of an author and illustrator</p> <p>RI.PK.5 Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p>RI.PK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p style="text-align: right;">WEEK 1</p> <p>GOOD FOOD (Big Book)</p> <p>LOOK, LISTEN, AND LEARN MY FIVE SENSES (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>HOW DO DINOSAURS GET WELL SOON? (Big Book)</p> <p>FIRST AID I AM SICK (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>GOOD FOOD (Big Book)</p> <p>THE BEASTLY FEAST HOW DOES YOUR SALAD GROW? (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>HOW DO DINOSAURS GET WELL SOON? (Big Book)</p> <p>ALWAYS BE SAFE PLEASE PLAY SAFE (Teacher's Book Read-Alouds)</p>	<p>THEME WORDS</p> <ul style="list-style-type: none"> • hear • see • senses • sight • smell • sound • taste • touch • exercise • fitness • healthy • hurt • medicine • nutrition • rest • fruit • grains • health • nutritious • protein • vegetables • accident • caution • danger • emergency • harm • injury • safety



Scholastic Big Day for PreK Instructional Guide

<p>Emergent Writing</p> <ul style="list-style-type: none"> • Contributes ideas for writing • Copies letters • Demonstrates awareness of writing conventions • Writes name • Writes symbols or letters • Labels pictures • Completes a sentence • Uses writing conventions • Dictates a sentence/story • Makes books • Writes a list • Forms letters • Print as meaning <p>Oral Language</p> <ul style="list-style-type: none"> • Builds oral fluency • Combines ideas in complex sentences • Uses rules of conversation • Demonstrates attentive listening • Follows oral directions • Positive listening habits • Speaks in complete sentences • Speaks clearly • Shares a personal experience • Shares appropriate information • Understands instructional language • Uses describing words • Uses and increases spoken vocabulary • Uses theme words 	<p>L.PK.2a Capitalize the first letter in their name.</p> <p>RF.PK.1a Follows words from left to right, top to bottom and page by page.</p> <p>RF.PK.1c Understands that words are separated by spaces in print.</p> <p>RF.PK.3b Recognizes own name and common signs and labels in the environment.</p> <p>W.PK.1 With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p>W.PK.3 With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p>W.PK.7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.PK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>RL.PK.4/RI.PK.4 Exhibit curiosity and interest in learning new vocabulary.</p> <p>L.PK.1b Use frequently occurring nouns and verbs (orally).</p> <p>L.PK.1f With guidance and support, produce and expand complete sentences in shared language activities.</p> <p>L.PK.6 With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>SL.PK.1a Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.PK.1b Engage in extended conversations.</p> <p>SL.PK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.PK.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;"><u>ADDITIONAL THEME</u> <u>LITERATURE</u></p> <p style="text-align: center;"><u>ALPHABET BOOKS</u></p> <p style="text-align: center;"><u>EATING THE ALPHABET</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p style="text-align: center;"><u>HARRY THE DIRTY DOG</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p style="text-align: center;"><u>CLIFFORD'S PALS</u></p>	<p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • answers • aware • leafy • pine • questions • tongue • fever • fling • scrape • sneeze • snuggles • whimper • armadillo • buy • cantaloupe • chop • garden • greens • puffins • salad • drag • lump • nipped • tag • thud • wail • zip
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Scholastic Big Day for PreK Instructional Guide

New York State Prekindergarten Foundation for the Common Core: English Language Arts and Literacy

RL.PK: Reading Standards for Literature

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RF.PK: Reading Standards: Foundational Skills

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SL.PK: Speaking and Listening Standards

L.PK: Language Standards

THEME 7 NATURE ALL AROUND US

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Produces a rhyming word • Identifies rhyming words • Identify and match initial sounds • Identify and match ending sounds • Blends, segments, and deletes onsets and rimes • Segments compound words <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Letter focus: Tt, Uu, Vv, Ww <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Uses book information • Story sequence • Types of text • Uses picture clues • Makes predictions • Directionality • Role of author and illustrator • Meaning of print • Story characters • Asks and answers questions • Parts of a book 	<p><u>RF.PK.2a</u> Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p><u>RF.PK.2b</u> Recognize and match words that rhyme.</p> <p><u>RF.PK.2d</u> With support and prompting, isolate and pronounce the initial sounds in words</p> <p><u>RF.PK.1d</u> Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p><u>RF.PK.1e</u> Recognize that letters are grouped to form words.</p> <p><u>RF.PK.1f</u> Differentiate letters from numbers.</p> <p><u>RF.PK.2c</u> Demonstrate awareness of relationship between sounds and letters.</p> <p><u>RL.PK.1/RI.PK.1</u> With prompting and support, ask and answer about detail(s) in a text.</p> <p><u>RL.PK.2/RI.PK.2</u> With prompting and support, retell familiar stories.</p> <p><u>RL.PK.3/RI.PK.3</u> With prompting and support, ask and answer questions about characters and major events in a story.</p> <p><u>RL.PK.7</u> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p><u>RL.PK.6/RI.PK.6</u> With prompting and support can describe the role of an author and illustrator</p> <p><u>RI.PK.5</u> Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p> <p><u>RI.PK.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p style="text-align: right;">WEEK 1</p> <p><u>WHAT THE SUN SEES/WHAT THE MOON SEES</u> (Big Book)</p> <p><u>GROWING VEGETABLE SOUP GROWING IN THE GARDEN</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p><u>WHAT THE SUN SEES/WHAT THE MOON SEES</u> (Big Book)</p> <p><u>LITTLE CLOUD MOMMY'S LITTLE STAR</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p><u>THE SNOWY DAY</u> (Big Book)</p> <p><u>WHAT WILL THE WEATHER BE LIKE TODAY? WEATHER</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p><u>THE SNOWY DAY</u> (Big Book)</p> <p><u>THE APPLE PIE TREE WHAT MAKES THE SEASONS?</u> (Teacher's Book Read-Alouds)</p>	<p style="text-align: center;"><u>THEME WORDS</u></p> <ul style="list-style-type: none"> • flower • petals • plant • roots • seeds • tree • vine • lightning • moon • sky • stars • sun • thunderstorm • clouds • cloudy • rainy • sunny • weather • windy • branches • fall • leaf • season • spring • summer • twigs



Scholastic Big Day for PreK Instructional Guide

<p>Emergent Writing</p> <ul style="list-style-type: none"> • Contributes ideas for writing • Writes name • Develops personal response • Writes symbols or letters • Labels pictures • Completes a sentence • Uses writing conventions • Dictates a sentence/story • Participates in research • Writes a list • Forms letters <p>Oral Language</p> <ul style="list-style-type: none"> • Builds oral fluency • Combines ideas in complex sentences • Uses rules of conversation • Responds appropriately • Responds to questions • Follows oral directions • Engages in conversation • Makes relevant comments • Positive listening habits • Speaks in complete sentences • Takes turns speaking • Shares a personal experience • Uses describing words • Uses theme words 	<p><u>L.PK.2a</u> Capitalize the first letter in their name.</p> <p><u>RF.PK.1c</u> Understands that words are separated by spaces in print.</p> <p><u>RF.PK.3b</u> Recognizes own name and common signs and labels in the environment.</p> <p><u>W.PK.3</u> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p><u>W.PK.7</u> With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>W.PK.11</u> Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class with prompting and support as needed.</p> <p><u>SL.PK.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>RL.PK.4/RI.PK.4</u> Exhibit curiosity and interest in learning new vocabulary.</p> <p><u>L.PK.1f</u> With guidance and support, produce and expand complete sentences in shared language activities.</p> <p><u>L.PK.6</u> With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p><u>SL.PK.1a</u> Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>SL.PK.1b</u> Engage in extended conversations.</p> <p><u>SL.PK.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>SL.PK.5c</u> Identify real-life connections between words and their use.</p> <p><u>SL.PK.6</u> Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p style="text-align: center;"><u>ADDITIONAL THEME LITERATURE</u></p> <p style="text-align: center;"><u>ALPHABET BOOKS</u></p> <p style="text-align: center;"><u>ABC I LIKE ME!</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p style="text-align: center;"><u>HAPPY BIRTHDAY MOON</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p style="text-align: center;"><u>CLIFFORD GROWS UP</u></p>	<ul style="list-style-type: none"> • winter <p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • bustling • crowded • darting • fitting • frolicking • rolling • sprouts • weed • dash • drifted • hooting • huddled • noisy • nosy • rainbow • silent • trailed • twinkling • beach • bog • crunch • frost • plop • smacking • splash • steamy • autumn • bare • blossoms • buds • flurries • heaping • melted • sprinkling •
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Scholastic Big Day for PreK Instructional Guide

New York State Prekindergarten Foundation for the Common Core: English Language Arts and Literacy

RL.PK: Reading Standards for Literature

RI.PK: Reading Standards for Informational Text

RF.PK: Reading Standards: Foundational Skills

W.PK: Writing Standards

SL.PK: Speaking and Listening Standards

L.PK: Language Standards

THEME 8 Moving On

Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Produces a rhyming word • Identifies rhyming words • Identify and match initial and ending sounds • Identifies and matches ending sounds • Blends two or three phonemes to make syllables or words <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Letter focus: Xx, Yy, Zz <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> • Uses book information • Creates a new story ending • Directionality • Uses book information • Makes predictions • Story sequence • Uses picture clues • Distinguishes real from make believe • Retells a story • Role of author and illustrator • Extends a story • Story characters • Asks and answers questions 	<p><u>RF.PK.2a</u> Engage in language play (e.g., alliterative language, rhyming, sound, patterns).</p> <p><u>RF.PK.2b</u> Recognize and match words that rhyme.</p> <p><u>RF.PK.2d</u> With support and prompting, isolate and pronounce the initial sounds in words</p> <p><u>RF.PK.1d</u> Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p><u>RF.PK.1e</u> Recognize that letters are grouped to form words.</p> <p><u>RF.PK.1f</u> Differentiate letters from numbers.</p> <p><u>RF.PK.2c</u> Demonstrate awareness of relationship between sounds and letters.</p> <p><u>RF.PK.4</u> Displays emergent reading behaviors with purpose and understanding (eg. pretend reading)</p> <p><u>RL. PK.1/RI.PK.1</u> With prompting and support, ask and answer about detail(s) in a text.</p> <p><u>RL. PK.2/RI.PK.2</u> With prompting and support, retell familiar stories.</p> <p><u>RL. PK.3/RI.PK.3</u> With prompting and support, ask and answer questions about characters and major events in a story.</p> <p><u>RL. PK.7</u> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p> <p><u>RL.PK.6/RI.PK.6</u> With prompting and support can describe the role of an author and illustrator</p> <p><u>RI.PK.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p style="text-align: right;">WEEK 1</p> <p><u>WE'RE GOING ON A LION HUNT</u> (Big Book)</p> <p><u>IN OUR COUNTRY CAN YOU SAY PEACE?</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p><u>WE'RE GOING ON A LION HUNT</u> (Big Book)</p> <p><u>GIRAFFES CAN'T DANCE</u> <u>LITTLE BAT</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p><u>THE LITTLE ENGINE THAT COULD</u> (Big Book)</p> <p><u>LEO THE LATE BLOOMER</u> <u>RISE AND SHINE</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p><u>THE LITTLE ENGINE THAT COULD</u> (Big Book)</p> <p><u>MISS BINDERGARTEN GETS READY FOR KINDERGARTEN</u> <u>IF YOU TAKE A MOUDSE TO SCHOOL</u></p>	<p style="color: #0070c0;"><u>THEME WORDS</u></p> <ul style="list-style-type: none"> • travel • trip • visit • challenge • encourage • try • finish • goal • quit • kindergarten • practice • proud • succeed • success <p style="color: #0070c0;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • cannons • mane • marshes • peace • prairies • shaggy • slam • world



Scholastic Big Day for PreK Instructional Guide

<p>Emergent Writing</p> <ul style="list-style-type: none"> • Contributes ideas for writing • Copies letters • Writes name • Writes symbols or letters • Labels pictures • Completes a sentence • Uses writing conventions • Dictates a sentence/story • Develops personal response • Participates in research • Makes books • Writes a list • Forms letters • Print as meaning <p>Oral Language</p> <ul style="list-style-type: none"> • Builds oral fluency • Combines ideas in complex sentences • Uses rules of conversation • Follows oral directions • Uses greetings and introductions • Demonstrates growing understanding of English • Shares a personal experience • Uses language for different purposes • Makes relevant comments • Uses longer sentences • Uses subject, verb and object order • Uses word for comparisons • Uses details in sentences • Understands opposites • Shares appropriate information • Understands words with similar meanings • Uses describing words • Uses and increases spoken vocabulary • Uses theme words • Uses naming words 	<p><u>L.PK.2a</u> Capitalize the first letter in their name.</p> <p><u>RF.PK.1c</u> Understands that words are separated by spaces in print.</p> <p><u>RF.PK.3b</u> Recognizes own name and common signs and labels in the environment.</p> <p><u>W.PK.1</u> With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</p> <p><u>W.PK.3</u> With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p><u>W.PK.7</u> With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>SL.PK.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>RL.PK.4/RI.PK.4</u> Exhibit curiosity and interest in learning new vocabulary.</p> <p><u>L.PK.1b</u> Use frequently occurring nouns and verbs (orally).</p> <p><u>L.PK.1e</u> In speech use the most frequently occurring prepositions.</p> <p><u>L.PK.1f</u> With guidance and support, produce and expand complete sentences in shared language activities.</p> <p><u>L.PK.6</u> With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p><u>SL.PK.1a</u> Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>SL.PK.1b</u> Engage in extended conversations.</p> <p><u>SL.PK.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>SL.PK.5b</u> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites</p> <p><u>SL.PK.6</u> Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p>(Teacher's Book Read-Alouds)</p> <p style="text-align: center;"><u>ADDITIONAL THEME LITERATURE</u></p> <p style="text-align: center;"><u>ALPHABET BOOKS</u></p> <p style="text-align: center;"><u>CHICKA CHICKA BOOM BOOM</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p style="text-align: center;"><u>THE DAY JIMMY'S BOA ATE THE WASH</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p style="text-align: center;"><u>CLIFFORD GETS A JOB</u></p>	<ul style="list-style-type: none"> • clumsy • crooked • hissed • munching • nervous • prance • shuffling • squawked • swaying • bloom • golden • jolly • rumbled • sloppy • soaring • spying • clay • locker • merrily • notebook • pedals • rushes • sneaks • treats
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