



Scholastic Big Day for PreK Instructional Guide

<p>RL.PK: Reading Standards for Literature</p> <p>RI.PK: Reading Standards for Informational Text</p> <p>RF.PK: Reading Standards: Foundational Skills</p> <p>W.PK: Writing Standards</p> <p>SL.PK: Speaking and Listening Standards</p> <p>L.PK: Language Standards</p>	<p>Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.</p>
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THEME 1 READY FOR SCHOOL

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature		
9/21-10/16	<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>	<p>READING FOUNDATIONS <i>Print Concepts</i></p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>g. Identifies front cover and back cover</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators:</i></p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>READING <i>Participates in discussions about a text</i></p>	<p><u>Synchronous/Asynchronous Modifications for Virtual Learning</u></p> <p>Focus Book: <i>Owen</i> <i>A Splendid Friend Indeed</i> <i>Mouses First Day of School</i> <i>The Little Red Hen</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language: Introduce 8-10 theme vocabulary words each week.</p> <p>Assist students in making the hand gestures for the fingerplay “Ready for School.” Allow them to perform the hand gestures as you both say the words to the fingerplay. Repeat with other theme fingerplays</p> <p>Phonological Awareness: Listening to Sounds: Ask children to close their eyes and identify familiar sounds, such as a timer, a bell, and</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;"><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 style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • favorite • promise • gently • secret • grinned • terrific • letters • write



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<ul style="list-style-type: none"> ○ Print as meaning ○ Labels pictures ○ Dictates sentences ○ 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>Hot Skills</p> <p>Week One: Encourage students to speak in complete sentences by restating the question. Ex: What is your favorite color, food, animal, or toy? My favorite color is... Pg. 25</p> <p>Week Two: Encourage students to speak in complete sentences by</p>	<p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p><u>WRITING</u> <i>Text Types and Purposes</i></p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p> <p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p> <p><u>Research to Build and Present Knowledge</u></p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p><u>SPEAKING AND LISTENING</u> <i>Language</i></p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.</p> <p>*Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>	<p>so on. After several sounds have been correctly identified, play a game in which you make a sound, such as a series of claps or a tap on the floor, and ask children to repeat what they heard— with their eyes closed!</p> <p>Concept of Print: Display the Big Book each week. Ask student to use their fingers to frame a word. (Demonstrate how to do this for children.)</p> <p>Introduce Letters Open a favorite book and display a page. Ask student to frame a word with his or her fingers. Say the word aloud. Then point to the letters in the word. Remind students that words are made up of groups of letters.</p> <p>Alphabet knowledge: Introduce students' names written in print. Highlight the first letter in the student's name. Reinforce that this is their letter.</p>	<ul style="list-style-type: none"> • lid • note • scoop • splendid • wonderful • cuddly • flag • floppy • hide • nap • wiggly • dough • study • mixed • swing • read <p style="text-align: center;"><u>ADDITIONAL THEME LITERATURE</u></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 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 SCHOOL</u></p>
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	<p>restating the question using positional words. Under, Over, Next to. Ex: Who is sitting next to you? <i>John is sitting next to me. What is under you? The carpet is under me.</i> Pg 65</p> <p>Week Three: Provide students an action word and ask them to name an animal that displays that action. Ex: What animals fly, jump, swim? <i>Birds fly, kangaroos jump.</i> Pg 117</p> <p>Week Four: Ask students to retell a known story. What happened first, next, discuss what happens last. Allow students to provide an alternate ending. Pg 157</p>	<p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p> <p><u>SPEAKING AND LISTENING</u> <i>Comprehension and Collaboration</i></p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p><i>Indicators:</i></p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p>			
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Theme 2 My Family

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
10/19-11/13		<p>READING FOUNDATIONS <i>Print Concepts</i> PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators:</i></p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>READING <i>Participates in discussions about a text</i></p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>Herman the Helper</i> <i>Too Many Tamales</i> <i>What Mommies Do Best/What Daddies to Best</i> <i>You and Me Together</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language: Introduce 8-10 theme vocabulary words each week. Ask very specific and concrete questions about their family. Ask them to share photos, to help them tell about their families. Who is this woman? Who is the person sitting under the tree?</p>	<p style="text-align: right;">WEEK 1</p> <p>HERMAN THE HELPER (Big Book)</p> <p>BEARS BUSY FAMILY DADDY CALLS ME MAN (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>HERMAN THE HELPER (Big Book)</p> <p>MAMA ZOOMS TOO MANY TAMALES (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>WHAT MOMMIES DO BEST/WHAT DADDIES DO BEST (Big Book)</p> <p>CELEBRATIONS FEAST FOR TEN (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>WHAT MOMMIES DO BEST.WHAT DADDIES DO BEST (Big Book)</p>	<p style="text-align: center;">THEME WORDS</p> <ul style="list-style-type: none"> • brotherr • 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>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p><u>WRITING</u> <i>Text Types and Purposes</i> PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p> <p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p> <p><i>Research to Build and Present Knowledge</i> PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p><u>SPEAKING AND LISTENING</u> <i>Comprehension and Collaboration</i> PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play <i>Indicators:</i></p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p><i>Presentation of Knowledge and Ideas</i></p>	<p>Family Rhyme Use this rhyme to review theme words as children go to their next activity in pairs. Mother, father, sister, brother. Family members are kind to each other. Grandmother and grandfather, too— They are people who love you</p> <p>Phonological Awareness: Listening to Sounds: Ask children to close their eyes and identify familiar sounds, such as the timer, a bell, and so on. After several sounds have been correctly identified, play a game in which you make a sound, such as a series of claps or a tap on the floor, and ask children to repeat what they heard— with their eyes closed!</p> <p>Working Together. Use the Clifford puppet to review blending words to make compound words. Holding Clifford up, make him say the first word in a compound word and you say the second. Move Clifford & another puppet closer as you repeat your word until the puppet noses touch and you have blended the words. Have students try this at home with a caregiver. Use words from theme stories, such as sidewalk, airplane, and boardwalk.</p> <p>Concept of Print:</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>ADDITIONAL THEME 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: right;">STORY WORDS</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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		<p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p> <p>Knowledge of Language PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>Language PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>	<p>Ask student to use their fingers to frame a word. (Demonstrate how to do this for children.)</p> <p>Introduce the Letters • Have children open a book or magazine they have at home. Ask student to frame a word with his or her fingers. Then point to the letters in the word. Remind students that words are made up of groups of letters.</p> <p>Going to the Market. Have students continue with the shopping list theme by telling a cumulative story with you. Use the story starter We're going to the market. We're going to buy _____. We're going to buy _____ and _____. Write the story on chart paper, inviting students who are interested to try and write a letter or word to show their addition to the story at home.</p> <p>Alphabet knowledge: Ff is for . . . Line up children. Call out words, some of which start with Ff, one at a time. Have each child in turn say whether the word you have called out begins with Ff. As each child responds, he or she proceeds to the next activity. Repeat with Gg,Hh,and li</p>		
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Theme 3 Our Community

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
11/16-1/8	<p>Phonological Awareness</p> <ul style="list-style-type: none"> o Combines syllables into words o Delete a word from a compound word o Matches initial sounds o Segments syllables from words o Segments words into their component syllables/words o Deletes syllables from words o Blends and segments compound words <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> o Letter focus: Ff, Gg, Hh, Ii <p>Concepts of Print and Comprehension</p> <ul style="list-style-type: none"> o Story sequence o Makes predictions o Uses book information o Retells a story o Story characters o Asks and answers questions o Uses picture clues o Extends a story o Engages in pre-reading activities o Environmental print o Distinguishes real from make-believe o Book handling 	<p>READING FOUNDATIONS</p> <p><i>Print Concepts</i></p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p> <p>f. Differentiates letters from numerals</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators:</i></p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>A Goodnight Walk</i> <i>Jobs</i> <i>I'm Your Bus</i> <i>The Clean Up Surprise</i></p> <p>Response to literature: discuss story and engage in rich conversations about the book. Refer to Hot Skills</p> <p>Oral Language: Things to Do Have. Have students complete this sentence. "I'm going on an errand to ____." Then have them quickly act out what they will do. For example, "I'm going on an errand to buy some milk."</p> <p>We All Work Together</p>	<p style="text-align: right;">WEEK 1</p> <p>A GOOD NIGHT WALK (Big Book)</p> <p>LOLA AT THE LIBRARY KNUFFLE BUNNY (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>A GOOD NIGHT WALK (Big Book)</p> <p>JOBS DOT THE FIRE DOG (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>CARLO LIKES COUNTING (Big Book)</p> <p>I'M YOUR BUS DIG, DIG, DIGGING (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>CARLO LIKES COUNTING (Big Book)</p> <p>THE CLEAN-UP SURPRISE BIG EARTH, LITTLE ME (Teacher's Book Read-Alouds)</p>	<p><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



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<ul style="list-style-type: none"> ○ Types of text ○ Parts of a book ○ Directionality <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>READING</p> <p><i>Participates in discussions about a text</i></p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>Craft and Structure</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>WRITING</p> <p>Text Types and Purposes</p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p> <p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p> <p>Research to Build and Present Knowledge</p>	<p>Have children add new action words to their chants as they go to their next activity. For example: I write, you write, we all write together! I sing, you sing, we all sing together! I clean, you clean, we all clean together! USES ACTION WORDS</p> <p>Phonological Awareness: Syllable Clap Ask children to find the market on the Big Wall Chart. Introduce and model the concept of syllables using the word market. Clap as you say each syllable in the word market (mar-ket). Bring your hands together and clap again as you say the full word, market. Repeat the process each week with the additional vocabulary words.</p> <p>Take Words Apart Let's make words by putting syllables together. Listen to this word: distance. How many syllables do you hear? Say the two syllables with me: dis-tance. As you say the word, hold your hands together; then clap as you name each syllable. Repeat each week with additional theme vocabulary words farther, closer, doctor, and worker.</p> <p>Concept of Print: Real or Make-Believe? Ask children if the book Jobs is real or make-believe. How can you tell? Show children the fiction book A Good Night Walk and ask the same question. Help them see the</p>	<p><u>ADDITIONAL THEME LITERATURE</u></p> <p><u>ALPHABET BOOKS</u></p> <p><u>ABCDrive!</u></p> <p><u>BOOK FLIX</u></p> <p><u>ROSIE'S WALK</u></p> <p><u>CLIFFORDS CORNER</u></p> <p><u>CLIFFORD'S SPRING CLEAN-UP</u></p>	<ul style="list-style-type: none"> • environment • protect • recycle • reduce • reuse • trash <p><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 • whir • junk • lunchbox • patches • spied • splashing • stream
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Scholastic Big Day for PreK Instructional Guide

<p>Hot Skills</p> <p>Week One: Encourage students to use describing words. <i>Have students describe the outside of the school building. My school building is ...pg 50</i></p> <p>Week Two: Encourage students to speak politely. <i>Can you please help me zip my jacket? pg 60</i></p> <p>Week Three: Encourage students to distinguish fiction from nonfiction. <i>After reading I'm Your Bus, ask students to tell if the story was real or make believe. (This question could be asked with any book) pg 108</i></p> <p>Week Four: Ask students to retell a known story. <i>What happened first, next, discuss what happens last. Allow students to provide an alternate ending. pg. 162</i></p>	<p>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p><u>SPEAKING AND LISTENING</u></p> <p>Language</p> <p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p> <p>Comprehension and Collaboration</p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>Indicators:</p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p>b. Participates in conversations through multiple exchanges</p> <p>c. Considers individual differences when communicating with others</p> <p>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)</p> <p>PK.ELAL.21. [PKSL.3] Identifies the speaker Presentation of Knowledge and Ideas</p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p>	<p>differences (photos vs. illustrations, information vs. story). Then use the Thumbs Up/ Thumbs Down routine to have children sort familiar books into Story Books and Information Books.</p> <p>USES WRITING CONVENTIONS</p> <p>Point out that sentences in the book start with capital letters and end with periods. As you read the book again and track the print with your finger, ask children to stand up tall like a capital letter when you come to the beginning of a new sentence, and to sit down low like a period when you come to a period at the end.</p> <p>Alphabet knowledge:</p> <p>Ff is for . . . Line up children. Call out words, some of which start with Ff, one at a time. Have each child in turn say whether the word you have called out begins with Ff. As each child responds, he or she proceeds to the next activity. Repeat with Gg,Hh,and li</p> <p>IDENTIFIES LETTER SOUNDS</p> <p>Organize children into groups. Tell each group a word, including some that begin with letter Ff (fish, fork, fit, etc.). Have children wiggle their bodies as you call out the words. If the word begins with the letter Ff, flap your arms. If not ...be still. Suggestions: gyrate for Gg words, hop for Hh words and Make icky faces for li words</p>	<ul style="list-style-type: none"> • sulked • yard
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Scholastic Big Day for PreK Instructional Guide

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

Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.

Theme 4 Awesome Animals

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
1/11 - 2/5	<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 	<p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators:</i></p> <p>a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)</p> <p>b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball)</p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>READING FOUNDATIONS</p> <p>Print Concepts</p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>Is Your Mama a Llama</i> <i>Bear Snores On</i> <i>Bugs, Bugs, Bugs</i> <i>Over in the Meadow</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language: As children go to the next activity, ask them comparison questions about animals, such as: Which is bigger, an elephant or a bear? Which is faster, a dog or a cheetah? Have children use a comparison word to answer: biggest, strongest, or fastest</p>	<p style="text-align: right;">WEEK 1</p> <p><u>IS YOUR MAMA A LLAMA</u> (Big Book)</p> <p><u>BIGGEST, STRONGEST, FASTEST</u> <u>ROAR! A NOISY COUNTING BOOK</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p><u>IS YOUR MAMA A LLAMA</u> (Big Book)</p> <p><u>ANIMAL HOMES</u> <u>BEAR SNORES ON</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p><u>OVER IN THE MEADOW</u> (Big Book)</p> <p><u>BUGS! BUGS! BUGS!</u> <u>WHAT DO INSECTS DO?</u> (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p><u>OVER IN THE MEADOW</u> (Big Book)</p> <p><u>BUTTERFLIES</u> <u>DORA'S EGGS</u></p>	<p style="text-align: center;">THEME WORDS</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



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<ul style="list-style-type: none"> ○ Asks and answers questions ○ Parts of a book ○ Directionality <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>Hot Skills</p>	<p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p> <p>f. Differentiates letters from numerals</p> <p>g. Identifies front cover and back cover</p> <p>WRITING Text Types and Purposes</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p> <p>Language</p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>Knowledge of Language</p> <p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>Vocabulary Acquisition and Use</p> <p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p> <p>READING Key Ideas and Details</p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</p> <p>Note: The word, "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital</p>	<p>Give children practice with using regular and irregular past tense correctly by asking them questions as they role-play with a pretend pet. Model by saying, Yesterday, I took my dog to the park. He ran and played. Then ask children to tell what they did with their pets yesterday. Encourage them to use complete sentences and appropriate past-tense verbs.</p> <p>Animal Homes Rhyme Use this rhyme to review animal homes as children move to their next activity. Encourage children to chime in on the animal home as you say the rhyme. Bird's in the forest, building her ... nest. Rabbit's in her ... burrow, taking a rest. Bee's in her ... hive, buzzing around. Snake's in the desert in a ... hole in the ground.</p> <p>Phonological Awareness: Recall with children how to blend onset and rime to make a word. Explain that you will say two word parts, and they must put them together to discover the name of an animal home. Begin with the sounds /n/ and /est/ and have children blend the sounds to form the word nest. Continue with onsets and rimes of den, log, and shell.</p> <p>Repeat the fingerplay, this time segmenting the beginning sound from the rest of the word for the last word of that phrase. ("Ladybug, ladybug, where will you</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><u>CLICK, CLACK, QUACKITY-QUACK</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p><u>THE CATERPILLAR AND THE POLLIWOG</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p><u>CLIFFORD AND THE GROUCHY NEIGHBOR</u></p>	<ul style="list-style-type: none"> • wings • adult • baby • change • develop • grow • growth • stage <p style="text-align: center;"><u>STORY WORDS</u></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
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<p>Week One: Encourage students to speak in complete sentences by restating the question. Ex: What is your favorite animal? My favorite animal is... pg.14</p> <p>Week Two: Encourage students to use vocabulary theme words in complete sentences. Animal habitats. <i>What animal lives in a nest? An owl is an animal that lives in a nest.</i> Pg.60</p> <p>Week Three: Encourage students to respond appropriately to varied types of questions about a story or picture. After reading <u>Bugs, Bugs, Bugs</u> ask students which of the bugs they are seen and where they have seen them. I have seen a grasshopper in a meadow. pg.118</p> <p>Week Four: Week One: Encourage students to use describing words. Have students describe an animal. <i>Can you describe a dog? A dog has fur.</i> pg.152</p>	<p>representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text Craft and Structure</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs) PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p>	<p>// /and/.”) Invite children to repeat after you.</p> <p>Concept of Print: Identify parts of a book. Have students repeat after you. Front cover, back cover, spine, title, author, illustrator, etc.</p> <p>Nature Talk How do scientists observe animals? They make notes about what they see: when animals eat and sleep, how they behave, and what noises they make. During the nature walk, stop to ask children what they see. After returning to the classroom, have children draw a picture or write letters or symbols to create their own field journals, just like scientists do! Have volunteers describe their observations to the class.</p> <p>Alphabet knowledge: Hop Like Frogs Put magnetic letters Aa–Ll into a bag. Invite a child to choose a letter from the bag and name the letter and its sound. Then have him/her say a word that starts with the letter sound before hopping like a frog to the next activity.</p> <p>Scatter objects around the rug, including some whose names begin with ///. Ask children if they have ever seen a lightning bug. Ask children to identify the beginning sound in lightning. Give a child a small flashlight and dim the lights. Invite the child to pretend to be a lightning bug that</p>		<p>• wiggly</p>
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			<p>lights up when he/ she sees the letter LI or something that begins with //I. Have children take turns being the bug.</p> <p>Jj is for . . . Call out words, some of which start with Jj, one at a time. Have each child in turn say whether the word you have called out begins with Jj. As each child responds, he or she proceeds to the next activity. Repeat with Kk and Ll.</p>		
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Scholastic Big Day for PreK Instructional Guide

<p>RL.PK: Reading Standards for Literature</p> <p>RI.PK: Reading Standards for Informational Text</p> <p>RF.PK: Reading Standards: Foundational Skills</p> <p>W.PK: Writing Standards</p> <p>SL.PK: Speaking and Listening Standards</p> <p>L.PK: Language Standards</p>		<p>Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.</p>
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Theme 5 Imagine It, Make It

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
2/8 - 3/12	<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 	<p>READING FOUNDATIONS</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators</i></p> <p>a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)</p> <p>b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball)</p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) Phonics and Word Recognition</p> <p>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills</p> <p><i>Indicators:</i></p> <p>a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.</p> <p>Print Concepts</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>Not a Box</i> <i>Harold and the Purple Crayon</i> <i>The Three Little Pigs</i> <i>Too Loud Lilly</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language: Nice to Meet You Have children review good manners for talking on the telephone, meeting new people, and thanking others. Imagine that you are meeting your classmate for the first time. What would you say?</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</p>	<p>THEME WORDS</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



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<ul style="list-style-type: none"> ○ Extends a story ○ Story characters ○ Asks and answers questions ○ Parts of a book ○ Directionality <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>Hot Skills</p> <p>Week One: Encourage students to speak in complete sentences by restating the question. <i>Ex: How do you like to pretend? I like to pretend by... pg14</i></p> <p>Week Two: Ask students to retell a known story. What happened first,</p>	<p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print.</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p> <p>f. Differentiates letters from numerals</p> <p>g. Identifies front cover and back cover</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize the organization and basic features of print in English and/or their home language, even if it does not follow a left to right, top to bottom format.</p> <p>Fluency</p> <p>PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding</p> <p>READING Key Ideas and Details</p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>Note: The word, "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text Craft and Structure</p>	<p>Have partner volunteers come up and enact their conversations for the class. Remind children of appropriate phrases to use in each situation.</p> <p>Describing Objects Spread common classroom objects on the table and invite children to spend some time touching and holding the materials. Then, create a chart with the name of each object and a word to describe it, such as heavy or light. Encourage children to describe the color and texture of the objects, using words such as bumpy and smooth.</p> <p>Phonological Awareness: Tell children that one thing they may take with them on their space rocket trip is a box of toys. If we take the /b/ away from box, we're left with ox. Continue with coat, hat, and cup. Tell children each word and take away the beginning sound. Ask children to tell you what is left.</p> <p>Rhyming Pairs Have children engage in a call-and-response game as groups go to their next activity. Demonstrate and call out a word that names something you can do with a tool. Then, provide a pair of words and ask a group to identify the word that rhymes with the tool action word. Use words such as cut/hut; mix/fix; pound/round; dip/tip.</p> <p>Concept of Print: Have children create a picture showing what they see on their</p>	<p><u>DOTS! DOTS! DOTS! AT THE MUSEUM</u> (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><u>ALPHABET UNDER CONSTRUCTION</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p><u>ZIN! ZIN!ZIN! A VIOLIN</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p><u>CLIFFORD TO THE RESCUE</u></p> <ul style="list-style-type: none"> • sculpture <p style="text-align: center;"><u>STORY WORDS</u></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
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<p>next, discuss what happens last. Allow students to provide an alternate ending. Read <i>Harold and the Purple Crayon</i>. Ask students to turn and talk to a friend about what Harold might draw next. pg.78</p> <p>Week Three: Encourage students to use vocabulary theme words in complete sentences. Materials. Ask student to name things that are built. What does a construction worker build? Construction workers build churches. The materials they use are bricks and glass. Pg.106</p> <p>Week Four: Encourage students to describe a piece of art work they created. Can you describe your picture? My picture is a house that is blue and red. pg. 180</p>	<p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>WRITING Text Types and Purposes</p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p> <p>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)</p> <p>Research to Build and Present Knowledge</p> <p>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p>SPEAKING AND LISTENING Comprehension and Collaboration</p>	<p>trip, using materials such as cotton balls, gold stars, and moon and sun circles. Write “On my trip in a rocket ship, I see _____” for children to complete and use to label their picture.</p> <p>Adventure Story Help children make their own class adventure story. Have one child begin by dictating one sentence about an imaginary experience as you write it on chart paper. Encourage the next child to add a sentence about another imaginary adventure. Continue until everyone has added to the story. Have children draw illustrations for the story and display them near the story in the classroom.</p> <p>Alphabet knowledge:</p> <p>Say the sentence Milly likes milkshakes, emphasizing the beginning sound in each word. Ask children to tell you the letter that makes this sound and have them repeat the sentence. Then, encourage each child to complete the sentence by using another word that starts with /m/ in place of the word milkshakes, such as mud, money, moons, and monsters.</p> <p>Mm is for . . . Call out words, some of which start with Mm, one at a time. Have each child in turn say whether the word you have called out begins with Mm. As each child responds, he or she proceeds to</p>	<p>• stomping</p>
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		<p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others <p>PK.ELAL.21. [PKSL.3] Identifies the speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p> <p>Language</p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>Knowledge of Language</p> <p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>	<p>the next activity. Repeat with Nn, Oo, and Pp.</p>		
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<p>RL.PK: Reading Standards for Literature</p> <p>RI.PK: Reading Standards for Informational Text</p> <p>RF.PK: Reading Standards: Foundational Skills</p> <p>W.PK: Writing Standards</p> <p>SL.PK: Speaking and Listening Standards</p> <p>L.PK: Language Standards</p>	<p>Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.</p>
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Theme 6 Growing Up Healthy

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
3/15 - 4/16	<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>Emergent Writing</p> <ul style="list-style-type: none"> ○ Contributes ideas for writing ○ Copies letters 	<p>READING FOUNDATIONS</p> <p>Print Concepts</p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p> <p>f. Differentiates letters from numerals</p> <p>g. Identifies front cover and back cover</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>Look, Listen and Learn</i> <i>How Do Dinosaurs Get Well Soon?</i> <i>The Beastly Feast</i> <i>Always Be Safe</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language:</p> <p>Things to Do Have. Have students complete this sentence. "Healthy foods to eat are ____." Create a chart that can be filled in to show what eat student said. Discuss why that is a healthy food.</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>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



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<ul style="list-style-type: none"> ○ 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>Hot Skills</p> <p>Week One: Encourage students to speak in complete sentences by restating the question. <i>Ex: What is a healthy food you like to eat? A healthy food I like to eat is... Pg. 14</i></p> <p>Week Two: Encourage students to use pictures and book information to answer questions. Read the book <i>First Aid, Ask the children why the girl had to have her cut cleaned. The girl had to have her cut cleaned because...</i> pg.62</p>	<p><i>Indicators</i></p> <p>a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)</p> <p>b. Begins to recognize individual syllables within spoken words (e.g., cupcake, base-ball)</p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>Phonics and Word Recognition</p> <p>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills</p> <p><i>Indicators</i></p> <p>a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.</p> <p>Fluency</p> <p>PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding READING Key Ideas and Details</p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>Note: The word, "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>Craft and Structure</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p>	<p>Everyone Needs As children transition to the next activity, invite each child to say one thing that everyone needs in order to stay healthy. For example, food, clean air, water, clothing, and a place to live.</p> <p>Phonological Awareness: Tasty Sounds Group children into threes. Point to each child as you say a word. When two words begin with the same sound, have pairs "High 5!" and move to the next activity. Regroup and continue. • pear, lemon, peach • banana, mouth, melon • jelly, nut, jam • corn, cake, beans</p> <p>Rhyming Words Tell children to use the Thumbs Up/Thumbs Down routine when they hear two words that rhyme. hat/cat (Thumbs Up!) dog/run (Thumbs Down!) eat/food (Thumbs Down!) egg/leg (Thumbs Up!)</p> <p>Concept of Print: Signs That Help Explain that signs found at doctors' offices and hospitals help teach people how to stay healthy. Ask children what such signs might say to remind people of ways to stay healthy. Encourage children to write and draw their ideas. Hang finished posters up in the Dramatic Play Center for role playing.</p>	<p>ALWAYS BE SAFE PLEASE PLAY SAFE (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>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>	<ul style="list-style-type: none"> • accident • caution • danger • emergency • harm • injury • safety <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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<p>Week Three: Encourage students to use vocabulary theme words in complete sentences. <i>Ask students what foods they like to eat. I like to eat... fruits, bananas. Pg.106</i></p> <p>Week Four: Ask students to retell a known story. What happened first, next, discuss what happens last. Allow students to provide an alternate ending. Read How Do Dinosaurs Get Well Soon. Ask student to describe or act out and alternate ending. Pg. 162</p>	<p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p><u>WRITING</u> Text Types and Purposes</p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>Research to Build and Present Knowledge</p> <p>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p><u>SPEAKING AND LISTENING</u> Comprehension and Collaboration</p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>Indicators</p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p>	<p>My Favorite Fruit Ask children to draw pictures of themselves eating their favorite fruits. Help each child label his or her drawing with a sentence such as “Julia likes peaches.” Support children in using uppercase letters to begin their names and periods to end the sentences.</p> <p>Alphabet knowledge:</p> <p>S-a-f-e Write the word safe on an index card, and hand it to a child. Tell the child to point to and name each letter. Then, have the child name another word that begins with /s/. As the child answers correctly, allow a group of children to move to the next activity. Hand the card to another child and repeat the routine.</p> <p>Qq is for . . . Call out words, some of which start with Qq, one at a time. Have each child in turn say whether the word you have called out begins with Qq. As each child responds, he or she proceeds to the next activity. Repeat with Rr, Ss, and Tt.</p>
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		<p>b. Participates in conversations through multiple exchanges</p> <p>c. Considers individual differences when communicating with others</p> <p>PK.ELAL.21. [PKSL.3] Identifies the speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p> <p>Language</p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>Knowledge of Language</p> <p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>Vocabulary Acquisition and Use</p> <p>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings</p> <p><i>Indicators</i></p> <p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p>			
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		<p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p> <p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>			
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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

Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.

Theme 7 Nature All Around Us

Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary	
4/ 19 – 5/14	<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>Emergent Writing</p> <ul style="list-style-type: none"> ○ Contributes ideas for writing ○ Writes name 	<p>READING FOUNDATIONS</p> <p>Print Concepts</p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p> <p>f. Differentiates letters from numerals</p> <p>g. Identifies front cover and back cover</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>Growing Vegetable Soup</i> <i>What the Sun Sees, What the Moon Sees</i> <i>What Will The Weather Be Like Today</i> <i>What Makes the Seasons</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language: Describing Objects Spread common classroom objects on the table and invite children to spend some time touching and holding the materials. Then, create a chart with the name of each object and a word to describe it, such as</p>	<p style="text-align: right;">WEEK 1</p> <p>WHAT THE SUN SEES/WHAT THE MOON SEES (Big Book)</p> <p>GROWING VEGETABLE SOUP GROWING IN THE GARDEN (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 2</p> <p>WHAT THE SUN SEES/WHAT THE MOON SEES (Big Book)</p> <p>LITTLE CLOUD MOMMY'S LITTLE STAR (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 3</p> <p>THE SNOWY DAY (Big Book)</p> <p>WHAT WILL THE WEATHER BE LIKE TODAY? WEATHER (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>THE SNOWY DAY (Big Book)</p> <p>THE APPLE PIE TREE WHAT MAKES THE SEASONS?</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



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<ul style="list-style-type: none"> ○ 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 ○ Oral Language <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>Hot Skills</p> <p>Week One: Encourage students to express the roll of the author and the illustrator. What is the job of the author/illustrator? The job of the author is to write the words. pg. 30</p> <p>Week Two: Encourage students to use picture and book information to answer questions. Prior to reading the book <i>Mommy's Little Star</i> Take a picture walk and ask students to make predictions based on the illustrations. pg.76</p> <p>Week Three: Encourage students to use vocabulary theme words in complete sentences.</p>	<p><i>Indicators</i></p> <p>a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)</p> <p>b. Begins to recognize individual syllables within spoken words (e.g., cupcake, base-ball)</p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>Phonics and Word Recognition</p> <p>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills</p> <p><i>Indicators</i></p> <p>a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.</p> <p>Fluency</p> <p>PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding READING Key Ideas and Details</p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>Note: The word, "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text Note: Non-verbal learners can retell using sign language or a storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>Craft and Structure</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p>	<p>heavy or light. Encourage children to describe the color and texture of the objects, using words such as bumpy and smooth.</p> <p>Give children practice with using regular and irregular past tense correctly by asking them questions as they role-play with a pretend pet. Model by saying, Yesterday, I took my dog to the park. He ran and played. Then ask children to tell what they did with their pets yesterday. Encourage them to use complete sentences and appropriate past-tense verbs.</p> <p>Phonological Awareness: Rhyming Words Tell children to use the Thumbs Up/Thumbs Down routine when they hear two words that rhyme. hat/cat (Thumbs Up!) dog/run (Thumbs Down!) eat/food (Thumbs Down!) egg/leg (Thumbs Up!)</p> <p>Concept of Print: Sort items by whether it is a picture, letter or word</p> <p>My Favorite Season: Ask children to draw/write about their favorite season. Help each child label his or her drawing with 1-2 sentences such as "Julia likes winter. I can play in the snow." Support children in using uppercase letters to begin their names and periods to end the sentences.</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><u>ABC I LIKE ME!</u></p> <p style="text-align: center;"><u>BOOK FLIX</u></p> <p><u>HAPPY BIRTHDAY MOON</u></p> <p style="text-align: center;"><u>CLIFFORDS CORNER</u></p> <p><u>CLIFFORD GROWS UP</u></p> <ul style="list-style-type: none"> • spring • summer • twigs • winter <p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • bustling • crowded • darting • flitting • frolicking • rolling • sprouts • weed • dash • drifted • hooting • huddled • noisy • nosy • rainbow • silent • trailed • twinkling • beach • bog • crunch • frost • pop • smacking • splash • steamy • autumn • bare • blossoms • buds • flurries • heaping • melted
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	<p><i>Ask students to describe what the weather is like today. The weather is sunny today. pg.106</i></p> <p>Week Four: Encourage students to speak in complete sentences by restating the question. <i>What is the season that the leaves change color? The season that the leaves change color is the Fall. Pg. 103</i></p>	<p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>WRITING Text Types and Purposes</p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>Research to Build and Present Knowledge</p> <p>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p>SPEAKING AND LISTENING Comprehension and Collaboration</p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>Indicators</p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p>b. Participates in conversations through multiple exchanges</p>	<p>Alphabet knowledge:</p> <p>Uu is for . . . Call out words, some of which start with Uu, one at a time. Have each child in turn say whether the word you have called out begins with Uu. As each child responds, he or she proceeds to the next activity. Repeat with Vv, Ww, and Xx.</p> <p>Alphabet Bingo: review letters and sounds by playing bingo.</p> <p>Sort alphabet letters by attributes: Uppercase/lower, in my name/not in my name, straight/curvy/both</p>		<p>• sprinkling</p>
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		<p>c. Considers individual differences when communicating with others</p> <p>PK.ELAL.21. [PKSL.3] Identifies the speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p> <p>Language</p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>Knowledge of Language</p> <p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>Vocabulary Acquisition and Use</p> <p>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings</p> <p><i>Indicators</i></p> <p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p> <p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p>			
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		PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experience		
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Theme 8 Moving On	
<p>RL.PK: Reading Standards for Literature</p> <p>RI.PK: Reading Standards for Informational Text</p> <p>RF.PK: Reading Standards: Foundational Skills</p> <p>W.PK: Writing Standards</p> <p>SL.PK: Speaking and Listening Standards</p> <p>L.PK: Language Standards</p>	<p>Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date, weather and the letter introduced that week. The daily schedule will also be reviewed with students.</p>

Theme 8 Moving On				
Dates	Theme Skills	NYS Prekindergarten Foundations for the Common Core	Theme Literature	Vocabulary
5/17 – 6/11	<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 	<p>READING FOUNDATIONS</p> <p>Print Concepts</p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p><i>Indicators:</i></p> <p>a. Recognizes that words are read from left to right, top to bottom, and page to page</p> <p>b. Recognizes that spoken words are represented in written language</p> <p>c. Understands that words are separated by spaces in print</p> <p>d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name</p> <p>e. Recognizes that letters are grouped to form words</p>	<p>Synchronous/Asynchronous Modifications for Virtual Learning</p> <p>Focus Book: <i>We're Going on a Lion Hunt</i> <i>Giraffes Can't Dance</i> <i>Chicka, Chicka Boom, Boom</i> <i>If You Take a Mouse to School</i></p> <p>Response to literature: discuss story and engage in rich conversation about the book. Refer to Hot Skills</p> <p>Oral Language:</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 style="text-align: center;">THEME WORDS</p> <ul style="list-style-type: none"> • travel • trip • visit • challenge • encourage • try • finish • goal • quit • kindergarten • practice • proud • succeed



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<ul style="list-style-type: none"> ○ 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>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 	<p>f. Differentiates letters from numerals</p> <p>g. Identifies front cover and back cover</p> <p>Phonological Awareness</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p><i>Indicators</i></p> <p>a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)</p> <p>b. Begins to recognize individual syllables within spoken words (e.g., cupcake, base-ball)</p> <p>c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)</p> <p>Phonics and Word Recognition</p> <p>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills</p> <p><i>Indicators</i></p> <p>a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants</p> <p>Note: Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.</p> <p>Fluency</p> <p>PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding READING Key Ideas and Details</p> <p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>Note: The word, "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text Note: Non-verbal learners can retell using sign language or a</p>	<p>Have students act out or retell a favorite story.</p> <p>Ask children to think of all the things they can do now that they are big. Before each child moves to the next activity, encourage them to complete and extend the sentence "I know I am big because _____."</p> <p>Ask children to identify the opposite of heavy (light). Then ask a few children to name something that is heavy before lining up or moving to the next activity. Repeat with the next group, asking them to name something light. Continue alternating until all children have transitioned to the next activity.</p> <p>UNDERSTANDS WORDS WITH OPPOSITE MEANINGS</p> <p>Phonological Awareness: Display three pictures, identify the pictures, ask students to identify which two pictures rhyme</p> <p>Have students short manipulatives or pictures based on the beginning sounds.</p> <p>Concept of Print: Class Bingo Game Play "Friends Bingo." Give each child a different bingo board with classmates' names written on it. Have children write their names on cards and put the cards in a bag. As you draw a card, read it aloud. Have children find the name on</p>	<p>LEO THE LATE BLOOMER RISE AND SHINE (Teacher's Book Read-Alouds)</p> <p style="text-align: right;">WEEK 4</p> <p>THE LITTLE ENGINE THAT COULD (Big Book)</p> <p>MISS BINDERGARTEN GETS READY FOR KINDERGARTEN IF YOU TAKE A MOUSE TO SCHOOL (Teacher's Book Read-Alouds)</p> <p style="text-align: center;">ADDITIONAL THEME LITERATURE</p> <p style="text-align: center;">ALPHABET BOOKS</p> <p style="text-align: center;">CHICKA CHICKA BOOM BOOM</p> <p style="text-align: center;">BOOK FLIX</p> <p style="text-align: center;">THE DAY JIMMY'S BOA ATE THE WASH</p> <p style="text-align: center;">CLIFFORDS CORNER</p> <p style="text-align: center;">CLIFFORD GETS A JOB</p>	<ul style="list-style-type: none"> • success <p style="text-align: center;"><u>STORY WORDS</u></p> <ul style="list-style-type: none"> • cannons • mane • marshes • peace • prairies • shaggy • slam • world • 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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<ul style="list-style-type: none"> o Uses describing words o Uses and increases spoken vocabulary o Uses theme words o Uses naming words <p style="text-align: center;">Hot Skills</p> <p>Week One: Encourage students to speak in complete sentences by restating the question. <i>Ask students to describe their favorite field trip was this year. My favorite field trip was...</i> Pg.14</p> <p>Week Two: Encourage students to use vocabulary theme words in complete sentences. Read the book <i>Giraffes Can't Dance</i> Ask students to describe the words clumsy, crooked and prance. What does the word clumsy mean? The word clumsy means.... Pg.62</p> <p>Week Three: Ask students to retell a known story. Read the book <i>The Little Engine that Could</i>. Ask students to recall a problem that occurred. What was hard for the little blue engine to do? Something that was hard for the little blue engine to do was... Pg.118</p> <p>Week Four: Encourage students to respond appropriately to varied types of questions about a story or picture. After reading <i>If You Take a Mouse to School</i> ask students to describe different activities the mouse did at school. What is one activity the mouse did at school? An activity the mouse did at school was.... did in school pg. 178</p>	<p>storyboard. Emergent Multilingual learners can also use a storyboard or retell in English, their home language(s) or both.</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>Craft and Structure</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>Integration of Knowledge and Ideas</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>WRITING</p> <p>Text Types and Purposes</p> <p>PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning</p> <p>Research to Build and Present Knowledge</p> <p>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</p> <p>PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)</p> <p>SPEAKING AND LISTENING</p>	<p>their boards and cover it with a counter. Play until all boards are covered.</p> <p>Have students draw and “write” what they want to be when they grow up. As needed dictate a sentence and label picture for student.</p> <p>Alphabet knowledge: Yy is for . . . Call out words, some of which start with Yy, one at a time. Have each child in turn say whether the word you have called out begins with Yy. As each child responds, he or she proceeds to the next activity. Repeat with Zz.</p> <p>Alphabet Bingo: review letters and sounds by playing bingo.</p> <p>Sort alphabet letters by attributes: Uppercase/lower, in my name/not in my name, straight/curvy/both</p>	<p>Pg. 14</p> <p>Pg. 62</p> <p>Pg. 118</p> <p>Pg 178</p>
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		<p>Comprehension and Collaboration</p> <p>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>Indicators</p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p>b. Participates in conversations through multiple exchanges</p> <p>c. Considers individual differences when communicating with others</p> <p>PK.ELAL.21. [PKSL.3] Identifies the speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p> <p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p> <p>Language</p> <p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p> <p>Knowledge of Language</p> <p>PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p>			



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		<p>Vocabulary Acquisition and Use</p> <p>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings</p> <p><i>Indicators</i></p> <p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p> <p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p> <p>PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experience</p>			
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