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English and Spanish Prekindergarten Program Summary

Section 1. Texas Prekindergarten Guidelines Alignment

- [Proclamation 2021 List of Instructional Materials Adopted by State Board of Education](#)

Domain	Student (English)	Student (Spanish)	Teacher (English)	Teacher (Spanish)
Social & Emotional	100.00%	100.00%	100.00%	100.00%
Language & Development	100.00%	100.00%	100.00%	100.00%
Emergent Literacy Reading	100.00%	100.00%	100.00%	100.00%
Emergent Literacy Writing	100.00%	100.00%	100.00%	100.00%
Math	100.00%	100.00%	100.00%	100.00%
Science	100.00%	100.00%	100.00%	100.00%
Social Studies	100.00%	100.00%	100.00%	100.00%
Fine Arts	100.00%	100.00%	100.00%	100.00%
Physical Development	100.00%	100.00%	100.00%	100.00%
Tech Apps	100.00%	100.00%	100.00%	100.00%

Section 2. Integration of Content and Skills

- English materials include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students’ unified experience throughout the day.
- Spanish materials include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students’ unified experience throughout the day.
- English materials utilize high-quality texts as a core component of content and skill integration and support developmentally appropriate practice across all content domains.
- Spanish materials utilize high-quality, culturally relevant, and diverse texts that are translated and originally written in Spanish as a core component of content and skill integration and support developmentally appropriate practice across all content domains.
- English materials provide support regarding fit within a developmentally appropriate programmatic structure and include guidance to support the teacher’s delivery of instruction.

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3.5 Materials include activities that develop safe and healthy habits in students.

- Materials provide teacher guidance on modeling safe and healthy habits for students.
- Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits.
- Materials communicate for both teachers and students the connection between physical and mental health.

3.5 Materials & Score	3.5 Rationale
3.5 English IM Partially Meets 2/4	Materials offer a variety of opportunities and activities for students to practice and reflect on safe and healthy habits. While there is teacher guidance on how to model healthy and safe habits, the materials do not consistently communicate, for both teachers and students, the connection between physical and mental health.
3.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.5

Evidence includes but is not limited to:

Resources included in the instructional materials support student practice of healthy habits. For example, the poster “Let’s Make a Fruit Salad” encourages healthy eating; the poster “Keep Your Hands Clean” illustrates steps for handwashing. There are also texts included for whole group read-alouds such as *My Body*, *Please Play Safe*, and *Fire Drill*. The materials include songs like “Happy and Healthy” and “Everybody’s Body.” Some of the song lyrics are “I love to run and play and jump/It keeps my body strong” and “Your bones make up your skeleton and they help you get around/Without ‘em you can’t jump or run/You’d just be a puddle flopping on the ground.” Both songs communicate the importance of having healthy habits in a developmentally appropriate way.

The materials include lessons and activities for teachers to present, model, and teach safe and healthy habits. The majority of these lessons are located in Theme 5, titled “Healthy Me.” Following a whole group read-aloud of *How Do Dinosaurs Get Well?*, students share ways to stay healthy, such as drinking juice and taking medicine. Another whole group read-aloud, *Baby Goes to Market*, serves as a reference for a group discussion of healthy foods and foods children would buy if they went to the store. This discussion is extended to small group time, where

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children pretend to make fruit salad using picture cards. In another whole group discussion, the class explores a chart illustrating proper handwashing techniques. Vocabulary cards are shown to review the words *scrub* and *rinse*. The teacher then demonstrates, and students have the opportunity to practice. A small group activity in Theme 5 encourages children to identify personal safety habits, such as nutrition, exercise, and health. During the activity, the teacher discusses playground safety and invites students to identify safe and unsafe playground behavior by holding up a red circle to indicate unsafe behavior and a green circle for safe behavior. After the activity, the teacher leads a group discussion: "You can remind your friends about how to play safely. What are some things you might tell them?" In another small group activity, centered around the text *What a Cold Needs*, students look at pictures of tissues, soup, a chair, books, and a water bottle, as the teacher asks questions related to the story. For example, while reading, the teacher may say, "Look at the picture. What do you do with tissues when you have a cold? Let's act out blowing our noses into a tissue," reinforcing understanding by pantomiming how to exercise safe and healthy habits. In these three examples, teachers either model or interact with students directly so they recognize and practice safe and healthy habits. However, there are unfulfilled opportunities for teachers to communicate the connection between these physical decisions and students' mental health. The materials do not communicate to teachers the mental health benefits of proper eating, exercise, or sickness prevention; in turn, teachers do not communicate these connections to students.

A Theme 5 Circle Time is one activity where students get close to exploring the connection between physical and mental health. In this activity, the teacher points out that each of the students is an individual ("Nobody is YOU"). The teacher helps children understand that everyone is different by introducing and discussing unique fingerprints. Children then share their thoughts about what they think makes them special. To show their appreciation, the group is encouraged to clap after each child shares. The whole group read-aloud of *Happy in Our Skin* then has students explore the idea of being happy with who we are. Students are asked, "How can we move in the skin we're in?" and encouraged to speak, draw, or write about something that makes them special. This activity allows for exploration of identity and positive self-worth, but it doesn't explicitly build the connection between physical and mental health.

That being said, Theme 5 provides students ample opportunities to practice and reflect on safe and healthy physical habits. During large group time, teachers are encouraged: "Have fun with children, leading them to try different ways to jump 5 times. Lead them to try up and down jumps, hops on one leg, and simple jumping jacks." A large group activity titled "Share the Mind Builder: Move Carefully Through Surroundings" involves a teacher-led discussion about students' awareness of their surroundings, including the things and people all around them. Teachers talk about how moving carefully can be important in avoiding getting hurt or hurting the people around you. Teachers help children come up with examples of when they might exercise caution, such as if something is hot or easy to break, and model these movements for students as they discuss as a group.

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In Theme 8, the students engage in a lesson focused on eating healthy foods and exercising. Led by the teacher, the students sort provided pictures into *healthy* and *unhealthy* categories. Then the students are asked to recall healthy foods. The materials include time in the daily schedule for unstructured outdoor play as an opportunity for student-student and teacher-student interactions. Additionally, the “Implementation Guide” includes teacher guidance on “Integrating Play,” “Safe and Supportive Space,” “Outdoor Time,” and physical development through “Music and Movement.” Some references to research supporting the importance of play is also included. The materials include resources for families to support building healthy habits at home, found on the “Teacher Hub” and “Family Exchange” website. These include “Chat Band” bracelets with conversation starters such as “How can we stay healthy?” and “How can we protect ourselves and our bodies?”; “Family Bulletins” with “My Book” story starters including “When I have a cold...” and “On a fire drill...”; “Family Activities” including “Healthy Habits” and “Keep Safe!”; and “Little eReaders” including “A Good Night’s Sleep” and “Bicycle Safety.”

Spanish Evidence 3.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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4.1 Materials provide guidance on developing students’ listening skills.

- Materials provide teacher guidance on modeling active listening for understanding.
- Materials support and scaffold daily opportunities for students to listen for understanding.
- Materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts.
- Materials provide opportunities for students to hear conversations that follow conversation norms.

4.1 Materials & Score	4.1 Rationale
4.1 English IM Partially Meets 2/4	The materials provide some guidance on developing students’ listening skills. The materials support and scaffold daily opportunities for students to listen for understanding; they provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts. While the materials provide opportunities for students to hear conversations that follow conversation norms, teacher guidance on modeling active listening for understanding is limited.
4.1 Spanish IM Partially Meets 2/4	The materials provide some guidance to support students’ listening skills. The materials support and scaffold opportunities for students to listen for understanding. There are also opportunities for students to hear sounds, correct sentence structure, and use grammar in various contexts. Students are provided with opportunities to hear conversations that follow conversational norms, but there is limited evidence that the materials provide teacher guidance to model active listening for understanding.

English Evidence 4.1

Evidence includes but is not limited to:

The materials place an explicit focus on the critical importance of language development and the essential need for conversational duets throughout the child's day. Scripted language provides teachers with guidance to support conversations with children and opportunities for students to hear sounds, appropriate sentence structures, and grammar. Under “Instructional Best Practices” in the “Implementation Guide,” the materials summarize the language gap students may face and explain how being flexible with words can benefit. As a best practice, the

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materials explain teachers should “define new words in context as you speak” and “mix familiar words with new ones as you find multiple ways to talk about the same thing.” While this practice somewhat directs teacher modeling to improve student understanding, it does not provide guidance on modeling active listening.

Digital stories (“Little eReaders”) support listening for understanding and are accessible across all themes. Video presentations allow students to watch the story, interact with each page, and follow the text as it is read aloud and highlighted. “Comprehension Strategy” cards are used throughout each theme, providing students with visual aids. For example, the “Listen and Remember” card shows a child with his hand to his ear and states: “When you listen and remember, you pay attention to the important things the author says and try to remember them.” This card provides students a scaffolded opportunity for listening to understand, but it is not an example of explicit teacher modeling. While there is some guidance on teacher modeling, it is inconsistent throughout the year.

Theme 1 includes an activity that begins with a whole group read-aloud of *A Friend Like You* and a group discussion about how friends play together. Following the read-aloud and discussion, students are given the opportunity to practice listening skills by participating in a “Friendship Roll.” While sitting in a circle with students, the teacher calls out individual names, prompting the students to roll a ball to the student whose name has been called out. As they roll, students are encouraged to say, “I have a friend whose name is...” This continues until all the children have had two turns. Here, students are practicing listening for understanding, but there is no associated guidance for teacher modeling to show students prior. Later in the theme, students get a chance to hear conversations that follow conversation norms. During a “Circle Time” activity, the teacher invites students: “Talk with (a classmate) about a time they needed to listen and remember. How did it help them?” Another Circle Time activity suggests: “Start circle time by having children move around the circle greeting each other. Demonstrate first with a child. Make sure you make eye contact, shake that person’s hand, and greet them by name. If you like, you can also have them say one compliment to each of their friends.” This example provides teachers with some modeling guidance for active listening. However, the descriptions imply a teacher model without explicitly making it an objective or focus of the teacher guidance. Similar evidence can be found during other large group Circle Times. Often there is integrated scaffolding that helps students build background understanding, activate prior knowledge, and get to know vocabulary. Some of these scaffolds, like the one above, allude to teacher modeling, but teaching modeling is rarely the lesson focus or primary objective.

During a whole group read-aloud of *Biblioburro* in Theme 2, students listen and respond to questions posed by the teacher, such as “How does Luis help the children?” “What happens when Luis gets to town?” and “What story does Luis share with the children?” After the read-aloud, students “Turn and Talk” to one another, sharing their ideas and responses to the questions asked during the reading. The materials provide teacher guidance on implementation of “Turn and Talk” as a teaching strategy within the Implementation Guide. Appropriate

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sentence structure and correct grammar are explored during a whole group read-aloud of *Busy Builders, Busy Week*; the text supports children in oral language comprehension through its use of rhyming and predictable patterns. Following the read-aloud, the teacher begins a small group activity, saying: “We found rhymes for words in *Busy Builders, Busy Week*. Today we are going to play a listening game. I am going to say two words. If the words rhyme, you’re going to jump up and down until I say, ‘Freeze’. If the words don’t rhyme, you’re going to sit down.” Theme 2 also offers the opportunity for students to play games such as “Simon Says” and “Freeze Dance,” role-play parts of a text to demonstrate their understanding of a story, sing songs, and engage in fingerplays. These activities allow children to demonstrate receptive listening in a multisensory way. Students are listening for understanding and are expected to respond showing their understanding, but these activities do not provide an opportunity to see an exemplar of active listening.

While there are limited examples of direct teacher modeling of active listening, large group and small group activity cards provide grammatically correct scripts supporting teachers in content delivery. Following a whole group read-aloud and discussion of *The Mitten* in Theme 3, students receive “a real mitten and color counters” to experiment with. The activity script provides teachers with step-by-step instructions to be directly communicated to students both during and after the activity. Discussion prompts include “Was it easier to count the animals in the mitten when we read the book or in this activity? Why?” These scripts often provide useful scaffolding and high-quality examples of appropriate sound structure, but rarely do they explain the steps and requirements of active listening.

Theme 3 also includes a whole group read-aloud of *Cold Crunchy Colorful: Using Our Five Senses*, which invites students to listen to and recreate sounds presented in the story. Further exploration of the senses occurs during the read-aloud of *Close Your Eyes*. The brother who cannot see teaches his brother to “see” the world using his other senses. Both of these books present an opportunity for the teacher to model active listening, especially when other senses are limited. The teacher could offer a think-aloud for understanding and comprehension, but no model is offered. Students further explore the ideas presented in the story as they work in independent centers. The “Math” center encourages students to identify colors using their senses of sight; the “Writer’s Corner” invites students to draw something they can smell. These activities provide students practice opportunities to listen, but the materials do not offer teacher modeling of active listening.

The materials in Theme 5 provide students with opportunities to hear sounds, appropriate sentence structure, and grammar. The teacher guides students through a small group activity supporting an overarching health theme. Students practice following directions to wash their hands and consider questions posed by the teacher, such as “Why do you think you should wash your hands when you have a cold?” and “Should you wash your hands when you do not have a cold? Why or why not?” This activity connects to the overall theme and allows students repeated opportunities to hear language in a relevant context. The lesson follows a large group

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experience in which the teacher reviews the “Keep Your Hands Clean” poster from the “Big Chart of Big Ideas,” sings a handwashing song while following the steps to wash hands, provides extended play options for washing hands, introduces vocabulary photo cards for the words *scrub* and *rinse*, and includes guided writing related to proper handwashing and practice counting to model the amount of time needed for proper handwashing. In this activity, the teacher is modeling how to wash hands and integrating student actions into the display, but it is not exactly listening for understanding. Proper eye contact, posture, follow-up questions, and wait time would better align to a model for active listening. There are some examples of this found in Theme 8.

Theme 8 provides teacher strategies that support students with nonverbal communication. For example, teachers are instructed: “Model classroom etiquette and discuss the concept of interrupting.” Teachers guide the children in role-play scenarios, encouraging them to use the phrase “excuse me” if they would like to say something when someone else is speaking. Teachers lead group discussions about nonverbal ways of communicating a desire to speak without interrupting. This guidance and prompting provide one end-of-the-year example where teachers intentionally model active listening for understanding. Then after a whole group read-aloud of *Hiking Day*, the students are paired with a peer using “equity sticks.” Partners “Turn and Share” answers to the question “How does the girl get ready for the hike up Hickory Hill?” The gradual release of these two activities provides an opportunity for the students to see a model of conversation norms before practicing with another student at the conclusion of the second activity.

Spanish Evidence 4.1

Evidence includes but is not limited to:

Various themes provide repeated opportunities for students to develop listening skills through digital resources and e-books. For example, the ebooks *¿Cómo van a la Escuela los Dinosaurios?* and *Seguridad para el Regreso a Clases* support the theme of going to school and riding the bus. There are also “Song and Stories,” which allow the students to sing a song related to each lesson. These materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts.

In each theme, the “Tarjetas para grupo grande” have a section titled “Hora del cuento” with questions to ask during read-alouds, a sequence to develop vocabulary, and shared writing opportunities to support listening skills. For example, in Theme 1, the teacher reads the book *Primera risa: ¡Bienvenido bebé!* and uses a puppet as a visual while setting the purpose for the lesson. The teacher states, “A Clifford le gusta leer cuentos como este para poder usar su imaginación. Volvamos a leer el libro y conversemos sobre la habilidad de usar la imaginación para pensar en las familias.” During the read aloud, the teacher asks several questions, such as

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“¿Qué hace el bebé mientras la madre teje la alfombra?” y “¿Qué hace el abuelo para que el bebé se ría?” The teacher also reviews the vocabulary word “miramos” using the “Tarjeta de Vocabulario” provided. The teacher says the word *miramos*, then she defines the word and describes the word. Finally, the teacher models the action by saying, “Vamos a acercarnos un libro a la cara y hacemos los que miramos un video, como los niños de la imagen.” After the read aloud, the teacher engages the students in a shared writing activity. The teacher transcribes what the students say while they imagine out loud. This lesson sequence, for every read aloud, supports the teachers’ instruction, provides opportunities for students to listen for understanding, and allows students to hear appropriate sentence structure and grammar. However, there is limited evidence that the materials guide the teacher to model active listening behaviors for understanding such as thinking aloud while reading.

In Theme 2, the students listen actively and participate in discussions. During the Hora del cuento, the teacher asks questions from the book *Oye, Pared*. The teacher uses the puppet Clifford as a visual to engage the students in the lesson. The teacher asks, “¿Cómo volvemos a narrar un cuento? ¿Quién recuerda lo que significa volver a narrar?” After the reading, the teacher invites the students to turn and talk to a partner about the guiding question: “¿Cómo es la vida en una gran ciudad?”

In Theme 3, during the “El hora del círculo,” the students engage in the activity “Simón dice.” During the activity, the teacher supports and scaffolds receptive listening skills. The teacher calls random orders such as, “Simón dice: toca tu nariz, abre tu boca, señala tus ojos, toca tus oídos, levanta tus manos,” for students to perform. This activity provides a way for the students to demonstrate receptive listening skills. In another activity, during the “Hora del cuento,” the teacher revisits the story *Frío, Crujiente y Colorido: El uso de Nuestros Sentidos*, by Jane Brocket. The teacher states, “Mientras leemos el libro una vez más, quiero que piensen en esta pregunta guía: ¿Qué tipos de sonidos podemos oír?” This guiding question sets the purpose for listening to support understanding.

In Theme 8, the students practice conversational norms. During whole group, the teacher reads *La excursión* by Anne Rockwell. During the read aloud the teacher asks questions that build upon the students responses, such as, “¿De qué está cubierto el suelo, según cuenta la niña? ¿Dónde están la niña y sus padres en esta ilustración?, ¿Cómo lo saben?” After the read aloud, the teacher provides students the opportunity to turn and talk to answer the guiding question: ¿Qué pasa cuando llegan a la cima de la colina del Nogal? The teacher then uses name sticks to call on a few students to share, which supports conversation norms as students have to listen to others and take turns speaking. Although the students have plenty of opportunities to engage in discussion with one another, there is limited evidence throughout the themes that the teacher models appropriate conversation norms to support listening skills. In addition, during a small group activity, the teacher and students discuss healthy and unhealthy food choices. The students choose a food and discuss if it is unhealthy or healthy. This activity gives the students

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the opportunity to practice taking turns conversing while the teacher supports conversational norms.

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4.2 Materials provide guidance on developing students’ speaking skills.

- Materials provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.
- Materials provide teacher guidance on corrective feedback of students’ speech production, sentence structure, and grammar.
- Materials provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar.
- Materials provide support and guidance for students to work collaboratively to engage in discussion using conversation norms.

4.2 Materials & Score	4.2 Rationale
4.2 English IM Meets 4/4	The materials reviewed provide opportunities for students to practice producing sounds and using appropriate sentence structure and grammar in a variety of contexts. Materials provide teacher guidance on corrective feedback of students’ speech production, sentence structure, and grammar. Materials also provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar. Lastly, there is support and guidance for students to work collaboratively to engage in discussion using conversation norms.
4.2 Spanish IM Meets 4/4	The materials provide guidance on developing students’ speaking skills and gives them opportunities to practice producing sounds. There are also opportunities for students to use appropriate sentence structure in a variety of contexts. The materials provide teacher guidance on corrective feedback of students’ speech production. Additionally, the materials provide teacher guidance on setting up and facilitating activities that allow the students to practice various sounds, appropriate sentence structure, and grammar. There are opportunities that support and guide the students to work collaboratively to engage in discussion using conversation norms.

English Evidence 4.2

Evidence includes but is not limited to:

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The instructional materials include a list of items relating to each theme for teachers to place in independent centers. The materials include, but are not limited to, song recordings, mirrors, animal masks, paper, markers, glue, modeling clay, and audio and print books. The “Conversation Prompts for Purposeful Play,” are designed to support conversation and children’s language development during centers. They are available in each “Teaching Guide,” and they are also available to print from the resource titled “Center Signs,” found in the “Resources” area of the “Teacher Hub.” These resources support questioning to prompt language development across centers, and the center signs include specific scaffolded language development questions for student use. Additionally, there are some recommendations and scripts for teachers to facilitate oral language during mealtimes, outdoor play, or arrival.

Teacher guidance supporting oral language facilitation can also be found in the “Implementation Guide.” This document includes recommendations for encouraging conversation during meals, outdoor time, and morning meetings, including pictures and ideas for teachers to engage students in conversations. Additionally, the provided “Chat Mats” can serve as placements during meal times. To extend speaking skills into the household, students can wear weekly chat bands with prompts and questions that facilitate conversation amongst family members.

Theme 2 provides an activity card with teacher guidance on appropriate ways to support developmentally appropriate speech production, sentence structure, and grammar: “Children often learn the sounds for *p*, *m*, and *w* earlier than sounds for *z*, *v*, or *th*. By the age of four, most children can pronounce all of the speech sounds, although some four-year-old children will still have problems with the sounds *s*, *sh*, *ch*, *j*, *ng*, *th*, *z*, *l*, and *r*. By age three, familiar people should understand what children are saying, and by age four most people should understand a child’s speech. Provide safe opportunities for children to practice sounds in different words and longer sentences.” Theme 2 also provides corrective feedback suggestions, such as: “To help children with auditory discrimination challenges, exaggerate the movements of your mouth as you form each letter sound, being mindful of your lip positions. Do this while saying the sound in isolation and again as you say the sound within the picture word. Invite children to move their mouths in the same way as they make the letter sound.” In a small group activity in this theme, the teacher displays pictures of varying locations, inviting students to guess where the pictures were taken. Materials provide guidance for corrective feedback: “Humans learn the grammar of language through oral language models. Subject-verb agreement is an abstract concept even for older children. It helps to lay a good foundation for children to learn the grammar of academic language during these early years. If a child says something incorrectly, such as ‘They was singing,’ respond by repeating the statement correctly, such as ‘Yes. They were singing.’”

The simple songs included in the materials use repetition and predictable patterns; some are familiar nursery rhymes. In Theme 3, the teacher guides a whole group discussion about clouds and weather, followed by a group sing-along to “Rain, Rain, Go Away.” This experience provides an opportunity for students to practice producing sounds, as the song repeats, using a different

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child's name each time. In a Theme 3 small group activity, students look at several photos and answer a question using one of their five senses. The back of the activity card provides the following teacher guidance: "Speaking Support: Help children adjust the volume and intonation of their voice for different situations. Explain when it's okay to speak loudly and when they need to speak quietly. Ask children to speak in an 'outdoor' voice (loud) and an 'indoor' voice (quiet). Ask them which type of voice they should use if they're outside playing, at a learning center, at mealtime, and asking the teacher a question. Help them to adjust the volume of their voice as needed." While this does provide clear guidance to support speech production, it does not reinforce the teacher's understanding of language development. The materials include open-ended questions to pose during read-alouds and activities, which supports students' practice of critical thinking and expressive language. During a whole group read-aloud of *Push and Pull*, a story about how things move, the teacher asks guiding questions to check for comprehension and extend learning. Following the reading, the teacher asks the open-ended question "What things can move with a push?" Materials also include prompts to adapt to different levels of oral language. For example, instead of the open-ended question, the teacher can ask if a rocket moves with a *push* or a *pull*.

The materials utilize small and large group settings to facilitate oral language activities. Activities include shared reading and writing, songs and nursery rhymes, and playful games. Teacher strategies include "Call and Response," "Turn and Talk," choral response, repetition in read-alouds, and movement to support sound recall and production. A "Circle Time" in Theme 7 suggests a whole group sing-along: "What Are the Seasons of the Year" to the tune of "If You're Happy and You Know It." During a whole group read-aloud, the teacher engages the students with open-ended questions about what she is reading. For example: "Look at the fall colors on these pages. What is happening on some trees and bushes? What has the spider done?" Following the read-aloud, the teacher asks, "What happens to plants and animals in each season?" After allowing time for Turn and Talk, providing students the opportunity to work collaboratively and engage in discussion using conversation norms, the teacher closes out the activity by picking two or three children to share. Another opportunity for collaboration is offered in Theme 7 after a whole group read-aloud of *Sometimes Rain*. This example includes teacher guidance, suggesting different ways to ask guiding questions based on varying student responses. Students Turn and Talk about the guiding question "What do the children wear in different seasons?" and follow with a group discussion.

Spanish Evidence 4.2

Evidence includes but is not limited to:

In Theme 1, the materials provide theme-related "Letreros" for each center with sample questions and statements for the teacher to facilitate conversations during centers. Most questions in the Letreros revolve around the guiding question for the week. For example, one of

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the guiding questions for Theme 1 is “¿Cómo manejamos y hablamos de nuestros sentimientos?” Therefore, as a student reads a book in the library center, the teacher asks, “¿Cómo se siente el niño?” During the Pretend and Learn center, the teacher asks, “Con un amigo, ¿puedes representar cómo se ayudarían para hacer que el otro se sienta mejor?” The Letreros exemplify how the materials provide teacher guidance on facilitating activities that develop students’ speaking skills.

In Theme 2, in the “Estación de Creatividad,” the students participate in a drawing activity. The teacher asks, “¿Puedes dibujar algo que haces todos los días en la escuela?” The teacher asks the students to share their drawings with a classmate. This activity allows students to engage in discussion and practice conversational etiquette.

In Theme 3, the students discuss the weather every day and what the sky looks like. The materials state, “Pida a los niños que describan el tiempo todos los días y anímalos a incluir cómo luce el cielo cada vez.” The materials suggest that teachers do this in the morning when the children arrive or during recess, facilitating conversation during outdoor play. This activity allows the children to engage in conversation with their peers using conversation norms.

In Theme 4, the teacher uses the “Tarjeta del maestro” to model and encourage the use of prepositions such as *dentro*, *sobre*, *debajo*, *detrás* y *por*. The teacher explains the importance of using prepositions to explain the location of something. During the lesson, the teacher holds up a card with an owl and says, “Miren este árbol. ¿Dónde está escondida la lechuza? ¿Dónde está el hueco? ¿Cómo creen que es la casa de la lechuza por dentro?” As the activity continues, the materials guide the teacher to facilitate an activity for students to practice using prepositions. The materials state, “Elija diferentes objetos en el salón de clases y pida a los niños que se turnen para explicar dónde está el objeto usando una preposición. Demuestre cómo hacerlo.” This activity supports the development of speaking skills and provides the teacher the opportunity to provide corrective feedback as needed.

Additionally, in Theme 4, the Tarjeta del maestro guides the teacher to review the word *enfocarnos*. The teacher leads the students in using a magnifying glass to focus on things they saw in the book and other things they can find outside. During the activity, the teacher places the students in pairs and encourages them to discuss their observations of the objects. Afterward, the students and teacher discuss what they have learned about the word “enfocarnos” and ask questions regarding an object they are curious about. This lesson script supports the teacher to facilitate an activity where students can work collaboratively and engage in discussion using conversation norms.

During Theme 5, the students practice producing sounds and sentence structure as they sing “A Comer! Canción Salta! Salta!” After the first verse, the students follow the movements of the song while chorally repeating the verses. During another activity, the teacher provides a sentence stem to support children in using appropriate sentence structure. The teacher says,

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“Miren la imagen, ¿Qué está haciendo la persona del tractor?” The students respond with the help of the sentence stem, “La persona esta...” This activity allows students to practice producing complete sentences and grammar.

In Theme 6, the teacher reads the book *¡El gallo que no se callaba!* The teacher engages the students in conversation by asking, “¿Cómo creen que se sentía la gente a causa del ruido?” y “¿Qué hizo la gente para resolver el problema del ruido?” The students share their responses in a whole group. After the read aloud, the teacher engages the students in a movement activity to practice action words. The material states, “Dé a los grupos diferentes tarjetas con verbos de acción. Pida a los niños que representen primero la palabra y luego una oración que incluya esa palabra. Por ejemplo, podrían representar la palabra reírse y luego la oración: Nos reímos mientras jugamos.” This activity encourages speech production, appropriate sentence structure, and grammar.

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4.3 Materials support expanding student vocabulary.

- Materials follow a progression of vocabulary development that is age and sequentially appropriate.
- Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.
- Materials guide the teacher to access one language to build vocabulary in the other language (e.g. cognates, translanguaging, etc.) (Spanish only).

4.3 Materials & Score	4.3 Rationale
4.3 English IM Meets 4/4	The materials support expanding student vocabulary by following a progression of vocabulary development that is age and sequentially appropriate. Materials include a variety of strategies for strategically supporting vocabulary development; these strategies are integrated and authentically embedded in content-based learning.
4.3 Spanish IM Meets 4/4	The materials help expand student vocabulary by following a progression of development that is age and sequentially appropriate. The suggested strategies support vocabulary development and are authentically embedded in content-based learning. Furthermore, the materials guide the teacher to access one language to build vocabulary in the students' other language.

English Evidence 4.3

Evidence includes but is not limited to:

In Theme 1, students are introduced to new vocabulary words and provided opportunities to meaningfully interact with them. A large group activity introducing the word *relationship* and the phrase *tell a story* begins with a whole group read-aloud of *Alma and How She Got Her Name*. Students respond to age-appropriate guiding questions such as “Alma’s daddy tells her a story about Sofia. Alma’s daddy had a good relationship with Sofia. What did Sofia teach Alma’s daddy to do?” Following the read-aloud, a small group activity reinforces new vocabulary words by inviting students to view pictures of people and discuss whether they have a good or bad relationship. Extension questions are included to provide students additional opportunities to explore vocabulary. The materials include 802 vocabulary photo cards, accessible in print and digital format, listed in the “Resources” area of the “Teacher Hub,” for teachers to integrate into large and small group settings. Teaching strategies supporting vocabulary development and

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instruction are authentically embedded throughout all themes. For example, the vocabulary word *together* is introduced in Theme 1 and then taught again in Themes 2, 6, and 8.

The materials include integrative content-based teaching strategies supporting age-appropriate vocabulary instruction throughout the day. For example, the word *first* is introduced during a Theme 2 whole group read-aloud of *Dad's First Day* and reinforced through the small group activity "Build a Tower." The activity engages teachers and students in discussion about *first*, *second*, and *third* as they build together. The "Writing" center includes the prompt "Write about your school day. What do you do first?" The "Library" center suggests the teacher ask, "In that book, what happens first? Then what happens?" The "Pretend and Learn" center invites students: "Pretend you are getting ready for school. What do you do first? Then what do you do next?"

A Theme 3 activity introduces measurement by inviting students to use their hands, arms, and bodies to demonstrate words associated with the concept (*size, long, short, big, small, tall, short, wide, thin*). The activity includes pictures and authentic objects to support instruction. Vocabulary cards provided in the instructional materials include child-friendly definitions for teachers to use when introducing new words. For example, a card in Theme 3 reads "Empty: When something is empty, there is nothing in or on it."

Vocabulary cards also provide visuals and guiding questions to further scaffold comprehension. A large group activity in Theme 4 utilizes vocabulary cards to introduce the words *busy* and *nibbled*. Pictures on one side of the card show the words in action, while the back of the card provides an instructional guide. "Introduce: 'nibbled'; Repeat: 'Say this word after me, nibbled'; Define: 'Something nibbled has been eaten in small bites'; Describe: 'Here is a strawberry that has been nibbled by a hamster'; Act it Out: 'Let's pretend we are hamsters nibbling strawberries'; Repeat: 'Say this word after me, nibbled'; Define: 'Something nibbled has been eaten in small bites'; Discuss: 'Look at this picture of a hamster. Why is it nibbling instead of taking big bites? Have you ever nibbled food? Why?' Repeat, rephrase, or expand." Vocabulary words are related to sequential themes, which supports content-based language development. Students are given regular opportunities to hear and practice language throughout all themes and daily activities.

In Theme 7, the teacher introduces the word *fit* during a whole group read-aloud and uses photos of items that *fit* or *do not fit* during a small group activity as reinforcement. This theme encourages students to care for plants by introducing related words (*living, non-living, bud, tiny, seeds, stem, beanstalk, climbed*) through song.

Spanish Evidence 4.3

Evidence includes but is not limited to:

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Throughout the curriculum, there are various strategies that support vocabulary development and are integrated into content-based learning. For example, in the “additional resources,” the teacher can find a detailed list of vocabulary 30 pages long. The materials guide the teacher to locate flashcards that support reading-aloud, comprehension, concept exploration, and conversations.

The materials also follow a progression of vocabulary development that is age and sequentially appropriate. For example, vocabulary cards follow the same guidelines for introducing a word. To introduce each word, the teacher says the word (students repeat), defines the word, describes the word, and finally has the students represent the word in some way.

The materials also guide the teacher to review vocabulary during read alouds. For example, as the teacher reads the book, “*Alma y cómo obtuvo su nombre*,” the teacher asks a question using the vocabulary word. The teacher asks, “El papá de Alma le pide que escuche la historia de su nombre y después decida si le queda bien. ¿Qué creen que ella va a decidir?” The teacher reviews the “tarjeta de vocabulario” for the word “decidir.” The next word introduced is “abuela.” The materials guide the teacher to continue reading and ask, “¿Qué cosas adoraba la abuela de Alma?” The word is reinforced by using the vocabulary card to review the word “abuela.” Introducing and reviewing vocabulary during read alouds allows the students to learn and hear the words in context.

In Theme 3, the students are engaged in vocabulary activities that are developmentally appropriate. During the “Hora Del Cuento,” the teacher reads a book about push and pull. During the reading, the teacher uses the vocabulary picture cards of push and pull to review the word meanings and support the discussion. At the end of the read aloud, the teacher reinforces the concepts of push and pull by writing sentences about how things move. Later in the week, the teacher supports students to draw how they use their strength to push and pull a large object and share their drawing/writing. These opportunities allow students to develop vocabulary during content-based learning activities.

The materials also help the teacher connect new vocabulary terms throughout multiple subjects as children practice their vocabulary. For example, in Theme 4, the teacher reads the book *Clifford el gran perro colorado*. During the read aloud, the materials guide the teacher to ask students to identify words that connect to size, such as “alto, pequeño, corto, o grande.” The materials go even further to suggest that the teacher take advantage of daily situations to teach additional and more specific vocabulary related to size. These types of strategic guidance for teachers support students in developing vocabulary in authentic ways across various parts of school day.

The materials also have a list of vocabulary word cognates for those words targeted in all of the themes. The guidance at the top of the list encourages teachers to point out cognates so that

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students can use knowledge of their first language to understand the second language. The “Guía de implementación” also encourages teachers to use the “Cognados” strategy card to teach the students what cognates are, as well as point out cognates when the opportunity arises throughout all the themes.

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4.4 (English) Materials include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.

- Materials include a variety of strategies for supporting English Learners.
- Strategies include how to use the child’s first language as a foundation for learning English.
- Materials develop students’ vocabulary in both English and the home language.

4.4 (Spanish) Materials include appropriate strategies for supporting students’ biliteracy development.

- Materials include a variety of strategies for supporting students in developing Spanish and English language proficiency.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials guide the teacher to leverage student’s prior knowledge in each language as an asset.

4.4 Materials & Score	4.4 Rationale
4.4 English IM Meets 4/4	The materials reviewed include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge. Strategies including how to use the child’s first language as a foundation for learning English are limited throughout themes. Materials provide guidance to develop students’ vocabulary in both English and the home language.
4.4 Spanish IM Meets 4/4	The materials include strategies to support biliteracy development by including various strategies that support Spanish and English language proficiency. Furthermore, the materials give students the opportunity to make cross-linguistic connections and help guide the teacher to implement the student’s prior knowledge in their language as an asset.

English Evidence 4.4

Evidence includes but is not limited to:

Each “Large Group Card” and “Small Group Teacher Card” includes multilingual learner supports, such as this example from Unit 2 following the read-aloud of *Ofrenda*: “For children

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who don't speak English at home, school may be their first regular experience outside their community and culture. Ofrenda offers the opportunity to foster confidence and peer-acceptance. Invite Spanish speakers to explain words like *chocolatito* (page 20) and *mijita* (page 25). They can also talk about the illustrations." The program also includes a large number of embedded supports that are based on best practices for English language development. The "Implementation Guide" includes information on this embedded scaffolding throughout the program, including pre-teaching vocabulary, illustrative photographs, total physical response (TPR), gestures, definitions in context, vocabulary repetition, skill repetition, open-ended questions, and concept questions.

Theme 1 includes a small group activity in which the teacher shows students an assortment of realistic photos of children engaging with peers. The teacher asks the students to state what is happening in the photo. The card has teacher guidance on the back: "It's possible that certain actions we think are important to friendship have variations in different cultures. Be sensitive to cultural differences during this activity. Invite children to share other actions that they think are an important part of friendship. They may want to share words from their home language that describe such actions." This guidance helps to develop students' vocabulary in both English and their home language, but it is not consistently provided throughout the materials. An activity card in this theme uses cognates to support students transferring a familiar Spanish word to English, such as *familia/family*, *reunión/reunion*, *momento/moment*, *bebé/baby*, *nombre/name*. A Theme 1 Large Group Card promotes inclusion: "Diverse classrooms work to create a safe, nurturing environment. Sharing books like this week's read-aloud will demonstrate how all children benefit from being exposed to other languages and cultures. Talk about the Navajo words in the story and ask children to share some corresponding words from their home language."

A Theme 2 math activity card provides a support strategy: "Multilingual Learners: For children who need language support, limit the body parts and motions to a distinct set. Review these terms before beginning to play." Another activity card states "Multilingual learners will often need help with culturally-specific concepts. In this book, children may be unfamiliar with concepts such as living in an apartment building, a hot dog vendor, and a cab driver. Introduce children to the setting using pages 2–5. Discuss what they see in each block and what the illustrations are made of." Themes provided in the materials support ELs in making connections to new words. In Theme 2, students learn about things that are *pretend* and *real* by categorizing pictures of objects, which reinforces the concept as they gain new vocabulary. Materials provide some support for teachers in building connections between students' home language and emerging literacy skills in the second language. A small group activity suggests teachers encourage children to use their home language to describe pictures from the activity or objects in the room. A Large Group Card in this theme provides an example of how to use the child's first language as a foundation for learning English: "What children learn in one language will transfer to other languages naturally. For example, once children learn about community in their home language, they don't need to relearn the same concepts in English. They simply

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need to learn the corresponding vocabulary in English.” Another example from this theme explains: “For children who don’t speak English at home, school may be their first regular experience outside their community and culture.” A shared reading of *Ofrenda* offers the opportunity to foster confidence and peer-acceptance by inviting Spanish speakers to explain words like *chocolatito* and *mijita*. ELs are further supported in Theme 2 through an invitation to talk about a drawing and tell a story using their home language as needed. A small group activity uses students’ first language as the foundation for new English vocabulary. The teacher invites students to look at realistic photos of various community vehicles and then answer questions about the vehicles. The teacher guidance states: “Children whose first language is Spanish will recognize the Spanish cognate ‘vehículo’ for the English word ‘vehicle’. Help children make this connection as well as the connection between ‘ambulancia’ and ‘ambulance.’”

Materials provide pictorial representation to reinforce learning of new vocabulary and concepts. In a Theme 5 small group activity, the teacher shares pictures of various foods, and students identify and answer related questions, such as “Is the food a fruit or not?” Students learning English are encouraged to answer in their home language. Following a whole group read-aloud of *Seed to Plant*, Spanish-speaking students are encouraged to share Spanish words for cognates related to plants (*planta/plant*, *vegetales/vegetables*, *flores/flowers*, *fruta/fruit*), supporting the development of vocabulary in both English and Spanish.

In Theme 7, students are encouraged to “guess the cognate,” supporting childrens’ use of their home language. During the activity, the teacher asks questions such as “Look at the picture. What do you see?” and “In English, the word is elephant. What do you think the word would be in Spanish?” While this guidance does support students using their home language, there is no guidance for teachers who speak the student’s home language.

A Theme 8 activity offers the following scaffolding suggestion: “Multilingual Learners may have difficulty due to the kinesthetic nature of this activity and might have trouble quickly recalling letters from the English alphabet instead of ones from their home language. Before the activity, take the time to review each letter with the alphabet cards, allowing children the opportunity to see and visualize each letter.” A large group activity in Theme 8 invites students to study various pictures and identify the jobs being performed. Teachers are encouraged to accept responses in students’ home language while connecting it to English. An example of such guidance states: “Help native Spanish speakers make the connection between the words ‘police officer’ and ‘oficial de policia’. You may wish to talk about the close connection between English and Spanish terms.” Examples of differentiation are directly tied to a specific teacher action during large group time or specific instruction delivered during small group time.

Spanish Evidence 4.4

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Evidence includes but is not limited to:

The materials include strategies that support the students in developing their Spanish and English language proficiency. For example, in Theme 1, the materials guide the teachers to ensure that the students understand the difference between feeling better physically and feeling better mentally when using the terms *bien*, *good*, and *well*. The guidance states, “En inglés, sentirse bien (well) es estar físicamente saludable y sentirse bien (good) es estar contento o cómodo. ¡Incluso los hablantes nativos de inglés pueden confundirse! En español se usa la misma palabra (bien) en ambos casos.” Another example in Theme 1, the teacher states, “Para alumnos multilingües, repase con los niños el vocabulario relacionado con las familias.” The teacher reviews the vocabulary for multilingual learners and relates it to their families. This strategy supports the students’ Spanish language development. During a small group activity in Theme 1, the materials use the poster and song, *Si estas feliz y lo sabes*. The children listen, sing, and act out feelings from the song in both English and Spanish. This activity gives the students the opportunity to develop Spanish and English proficiency.

During the small group activity in Theme 5, tarjeta de actividad 5.2.4, the students identify different characteristics of fruits and play a guessing game based on the characteristics of the fruit. The teacher says, “En esta actividad, hablaremos de diferentes alimentos. Como sabemos las características de las frutas, podemos hacer inferencias sobre si el alimento que vemos en la imagen es una fruta.” The teacher encourages those students whose native language is English to think of words such as *fruta*, *planta*, *papaya*, y *brócoli* in English to recognize the words are cognates. This part of the activity encourages the students to make cross-linguistic connections and use prior knowledge in their native language to support their understanding.

All themes provide songs in both English and Spanish. The students are encouraged to sing in both languages. For example, in “Theme 6,” the students sing the song “La clave,” which provides repetitive phrases to support listening, speaking, and learning new words in both English and Spanish. As the students participate in singing and the movements of the songs, they are enhancing their vocabulary skills in both languages.

In Theme 7, the teacher reads the book *De semilla a planta* during large group. The teacher activates the students’ prior knowledge during the small group lesson by reviewing what a plant needs in order to grow, using the vocab cards as visual support. The back of the card has a modification section that provides strategies for multilingual students. The strategies prompt the teacher to help students recognize the following words as cognates: “planta/plant, vegetales/vegetables, flores/flowers, and fruta/fruit.” Discussing cognates provides opportunities for students to make cross-linguistic connections.

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5.1 Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.

- Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts.
- Materials provide support and guidance for students to work collaboratively to engage in discussion.

5.1 Materials & Score	5.1 Rationale
5.1 English IM Meets 4/4	The materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts. Materials provide consistent opportunities for students to engage in discussions that require them to share information and ideas about the texts. Support and guidance are provided for students to work collaboratively to engage in discussion.
5.1 Spanish IM Meets 4/4	The materials provide opportunities for the students to listen actively and ask questions to understand informational texts. The lessons support discussion and provide opportunities for students to share information and ideas about the text. Furthermore, the materials support the students in working collaboratively to engage in discussion.

English Evidence 5.1

Evidence includes but is not limited to:

In Theme 3, the text *Push and Pull* is revisited and reinforced throughout the course of a week. Following the read-aloud on Day 1, students “Turn and Talk” with a partner, exploring the question “What things can move with a push?” Another whole group read-aloud of the text on Day 2 includes a teacher-guided group discussion of the concepts introduced, such as “Your muscles push and pull your body when you run, swim, and jump” and “How can a push make a ball go slower or make it stop? Show me how you can stop a ball with a push.” A collaborative extension activity concludes this text exploration, suggesting students work in teams to push and pull objects of varied weight across the floor and discuss whether objects were easy or hard to push and/or pull. Theme 3 provides additional opportunities for students to engage in discussions requiring them to listen actively, ask questions, and engage in discussion to

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understand information in texts. For example, in a whole group read-aloud of *Cold, Crunchy, Colorful*, the teacher asks recommended guiding questions, such as “Are the pebbles grainy or smooth?” “Scout the Squirrel loves this book because he enjoys making connections to foods he likes to eat. What connections can you make?” “We can taste many flavors. Have you ever eaten cherries?” “What other fruits are juicy?” “Have you ever eaten chili peppers?” “What foods are spicy?” “Raise your hand if you know what something minty tastes like. Often, foods that have a mint taste or flavor are colored green. Have you ever eaten mint ice cream?” A Theme 3 large group activity following a read-aloud of *Weather* recommends the guiding question “We were curious and asked questions to find out more about weather. What is one thing about weather that you’re curious about? We can use our curiosity everywhere!”

Before reading *The Busy Tree* in Theme 4, the teacher says, “This week we read about all the animals that live in and around one tree. As we read the book one more time, I want you to think about this guiding question: ‘If you could live in any animal home, which would you choose?’” During the read-aloud, students respond to questions such as “Look at the animal in this picture. What animal is this? Where is the animal?” The teacher also prompts students: “Look at the children. The girl is pushing a boy on a swing that is on a tree. Do they look like they are having fun? Show me a thumbs up or thumbs down if you think they are.” Students then “Turn and Talk” with a peer, working collaboratively to share thoughts on the guiding questions explored in the large group discussion. Students are offered additional opportunities to engage in active listening during a whole group read-aloud of *I Am a Cat*. The teacher guidance prompts: “‘How are some cats different from others?’ Give a moment for ‘turn and talk’. Have back-and-forth conversations with children to extend language.” The materials provide an introduction to prepositions and the opportunity for students to explore the concept with their classmates: “Choose different objects in the classroom and have children take turns explaining where the object is by using a preposition.”

In Theme 7, following a whole group read-aloud of *Rainy, Sunny, Blowy, Snowy*, a small group activity invites students to sort pictures of outdoor scenes into categories: summer and winter. The teacher is encouraged to ask questions, such as “Look at the family in the pool. Is it summer or winter?” To extend the conversation, the teacher asks, “What else do you see in the picture that shows it is summer?” Students are encouraged to work collaboratively and engage in discussion throughout all themes, as evidenced in each read-aloud. For example, a Theme 7 activity card accompanying the text *Sometimes Rain* encourages the teacher to prompt: “There is a question I want you to think about as we read. We will talk about it after we read. Ready? What things do the children do in each season?” The teacher refers to the “Talk About It” section to engage students in further group discussion during and after the reading: “Let’s turn and talk about the guiding question: ‘What things do the children do in each season?’”

Theme 8 provides an opportunity for students to share information and ideas about texts following a whole group read-aloud of *I Want to Grow Up*. After the initial read-aloud, students continue to connect with the text through large and small group activities over the course of a

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week. In a small group, the teacher transcribes students' speech as they tell stories explaining their likes and dislikes. In another small group, students look at several pictures, determine whether the pictured item is *tall* or *short*, and share a personal experience related to the item. The materials include opportunities for students to practice listening and speaking skills through authentic peer conversation.

Spanish Evidence 5.1

Evidence includes but is not limited to:

The materials provide support and guidance for students to work while engaging in discussion collaboratively. For example, during a whole group lesson in Theme 2, the teacher reads *Ming va a la escuela*. The lesson script provides the teacher with several questions to ask during the read-aloud that allow the students to make connections to their own school routines. The script prompts the teacher to ask the guiding question: “¿Qué actividades creen que hace Ming todos los días en la escuela?” to set the listening purpose. The teacher asks questions regarding the story that create opportunities for students to practice their listening and speaking skills. During the read-aloud, the teacher continues to ask questions about Ming's day at school. After the read aloud, the script prompts the teacher to provide a turn and talk opportunity around the guiding question, allowing the students to discuss with their peers. To further extend the discussion, the teacher calls on two or three students to share their thoughts. As a whole, the materials provide several opportunities for students to practice their speaking and listening skills and engage in meaningful discussions during whole group activities.

The materials include opportunities that support children's collaborative interactions and use of oral language. During a whole group lesson in Theme 3, the teacher reads the book *Este zapato necesita un pie*. The teacher asks the students to turn and talk to discuss the guiding question about why we measure things. The teacher asks, “¿Por qué medimos cosas?” The students discuss the question with a partner. Then, in the “Centro de construcción,” the materials prompt the teacher to engage students in a collaborative activity about measurement. The teacher states, “Con un compañero, túrnense para medirse los pies con bloques.” The students work together while taking turns using blocks to measure their feet. This activity provides an opportunity for the students to share information as they engage in discussion.

The materials include many opportunities for students to listen actively and engage in discussions through vocabulary development and questioning. During a whole group lesson in Theme 4, the teacher introduces new vocabulary words for the book *Un día en la vida de un pingüino*. The script prompts the teacher to share that this is an informational book about the lives of penguins and introduce the words “recorre” and “viaje.” Before reading, the teacher sets the listening purpose and asks, “¿Por qué mamá pingüino hace un viaje al mar?” During the read aloud, the teacher asks open-ended questions such as, “¿Por qué creen que van a

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hacer un viaje todas juntas?” and “¿Por qué crees que papá pingüino asusta al pájaro?” The guiding questions for every read aloud, the inclusion of open-ended questions, and vocabulary development provide opportunities for children to listen actively and engage in discussions daily.

The materials support children in contributing to class discussions about the texts read aloud and in sharing their independent ideas. For example, in Theme 4, the teacher reads *Lola quiere un gato*, a book about a little girl that wants a cat. As the week progresses, the teacher continues to build students’ knowledge about pets. The teacher shares a poster that shows images of children caring for animals and engages the children in a discussion about pets’ needs. Then during “Centros independientes,” the materials prompt the teacher to encourage the children to build a place for a pet. The teacher asks, “¿Cómo construirías un lugar para que tu mascota juegue? ¿Qué le gustaría a tu mascota?” These types of extension activities allow the students to apply information learned from text throughout the week and continue to discuss their ideas.

