

 SCHOLASTIC

EDGE



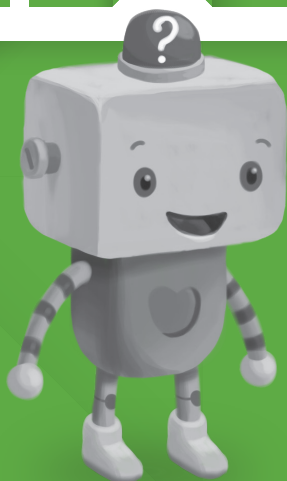
for PreK

Teacher's **Guide**

An Edge Up for Early Readers!

 SCHOLASTIC

EDGE



for PreK

Teacher's **Guide**



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Welcome!



Dear Educators,

Preschools are busy places, and active literacy learning is an important part of each day. Young children typically share and discuss read-aloud books, sing songs, and begin to learn about the alphabet and writing. But teachers often tell me that they wish they had “something more” for the children who are eager and ready for a more intentional introduction to early reading.

Scholastic EDGE for PreK is designed for the kind of small-group guided exploration of texts and related literacy concepts that is exactly that “something more!” Working in small groups is an integral part of preschool classrooms, but there have been limited suggestions for providing support in this part of the preschool day. This innovative program builds on my own experiences in classrooms across the nation and years of research on best practices.

Before children have built a robust set of problem-solving strategies in kindergarten and first grade, many show their eagerness to know more about the pictures and print on a page. Often, being read to or hearing stories told by family, siblings, and caregivers leads to their looking for more guidance as they hear stories and explore books. This program offers easy-to-use, engaging support materials combined with high-interest texts to address the particular needs of preschoolers who are ready to build a deeper understanding of language, letters, and how books work through guided small-group explorations.

Each of the three levels of the program features a unique type of book, provides scaffolds, and builds on the literacy learning that came before.

- Level Pre-A-1: Wordless lap books and student storybooks to help children focus on picture clues and identifying letters of the alphabet and words that begin with each letter, as children build their vocabularies and become storytellers.
- Level Pre-A-2: Label lap books and student books to support print work and help children build oral language.
- Level Pre-A-3: Lap books and student books that feature patterned, repetitive text and simple sentences helping children systematically build their exposure to slightly longer texts and high-frequency words.

With this program and your expert guidance, your children who have been ready and eager to take on new literacy learning challenges will build on their strengths as they EDGE up to take these next important steps on their journey to becoming confident and enthusiastic readers.

Adria Klein

What Is Scholastic EDGE for PreK?

Scholastic EDGE for PreK gives young children at the emergent reading level an opportunity to explore appropriate books with gentle guidance. The program gives teachers developmentally appropriate books and supports to scaffold young children as they learn to read in small groups.

The program includes leveled read-aloud lap books and student readers, oral language puppets, alphabet photo cards, teaching cards, and two additional read-aloud trade books.

Scholastic EDGE for PreK provides an edge up for early readers!

About the Books

Scholastic EDGE for PreK is composed of three levels. Each level includes three lap books and nine student readers. Lap books are used for read-alouds that prepare children to explore the student readers. The lap books offer opportunities for children to interact with the text and supporting illustrations. Student readers are designed for small-group guided exploration with six copies of each title.

In addition to the leveled books, the program includes two read-aloud alphabet trade books. These highly engaging books are integrated into the program as optional extensions to continue exploring sounds and letters with children.

Level Pre-A-1

The books in Level 1 introduce uppercase and lowercase letters of the alphabet, as well as the wordless storybook format. All the books support children's letter and sound recognition skills.

Level Pre-A-2

The books in Level 2 focus on words related to the concepts of counting and color. The books show two- or three-word phrases used as labels.

Level Pre-A-3

The books in Level 3 give children experience with 25 high-frequency sight words. Children explore both fiction and nonfiction storybooks with three- or four-word sentences featuring nouns introduced in Levels 1 and 2. The repetitive text builds children's sight word vocabulary and early reading confidence.

Additional Read-Alouds

In *K Is for Kissing a Cool Kangaroo* by Giles Andreae and illustrated by Guy Parker-Rees, children travel through the alphabet and are introduced to all the letters. There are rhymes, humorous situations, and lots of fun to be had!

In *Alphabet Adventure* by Audrey Wood and Bruce Wood, children accompany the lowercase letters of the alphabet as they solve a mystery. Colorful, engaging illustrations cover every page as children follow the "little" letters on their adventure.

Across all of their book explorations, children build an increased comfort with letters, sounds, print awareness, oral language, phonemic awareness, and word study.

Recommended Pacing

As with all supplemental programs, you will decide how Scholastic EDGE for PreK best fits into your schedule and best matches the needs of the children in your classroom. One recommended pacing model is to use the program in the second half of the year for four days per week, spending two days on each book, as shown below. For a full-year option, use the program two days per week.

Level Pre-A-1

Week	Days of the Week	Book	Title
1	1 + 2	Lap Book 1	<i>Detective Robot in The Farm Mystery</i>
	3 + 4	Lap Book 2	<i>Detective Robot in The City Mystery</i>
2	1 + 2	Lap Book 3	<i>Detective Robot and The Beach Party</i>
	3 + 4	Student Book 1	<i>My Story Time</i>
3	1 + 2	Student Book 2	<i>Silly Stories</i>
	3 + 4	Student Book 3	<i>Super Fun Stories</i>
4	1 + 2	Student Book 4	<i>What's the Story?</i>
	3 + 4	Student Book 5	<i>Three Funny Stories</i>
5	1 + 2	Student Book 6	<i>Story Corner</i>
	3 + 4	Student Book 7	<i>Make Me Giggle Stories</i>
6	1 + 2	Student Book 8	<i>Silly Time Stories</i>
	3 + 4	Student Book 9	<i>Surprise Me Stories</i>

Level Pre-A-2

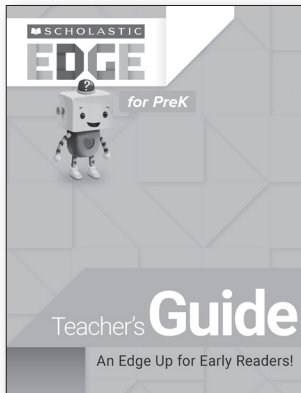
Week	Days of the Week	Book	Title
7	1 + 2	Lap Book 1	<i>Detective Robot at The Art Museum</i>
	3 + 4	Student Book 1	<i>Count on Rabbits</i>
8	1 + 2	Student Book 2	<i>Count on Pictures</i>
	3 + 4	Student Book 3	<i>Count the Animals!</i>
9	1 + 2	Lap Book 2	<i>Detective Robot at The Photo Gallery</i>
	3 + 4	Student Book 4	<i>Colors in Nature</i>
10	1 + 2	Student Book 5	<i>Funny Animal Colors</i>
	3 + 4	Student Book 6	<i>Colorful Things</i>
11	1 + 2	Lap Book 3	<i>Detective Robot at The Gift Shop</i>
	3 + 4	Student Book 7	<i>Insect Colors 1, 2, 3!</i>
12	1 + 2	Student Book 8	<i>Sticker Colors 1, 2, 3!</i>
	3 + 4	Student Book 9	<i>Animal Colors 1, 2, 3!</i>

Level Pre-A-3

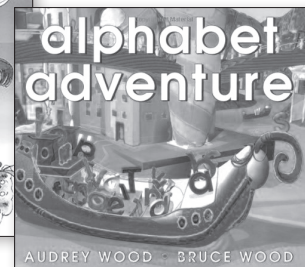
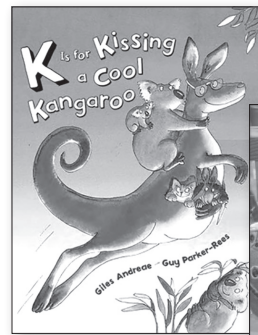
Week	Days of the Week	Book	Title
13	1 + 2	Lap Book 1	<i>The Hat Store</i>
	3 + 4	Student Book 1	<i>Fox</i>
14	1 + 2	Student Book 2	<i>At the Market</i>
	3 + 4	Student Book 3	<i>Ladybug</i>
15	1 + 2	Lap Book 2	<i>Packing Up!</i>
	3 + 4	Student Book 4	<i>Turtle</i>
16	1 + 2	Student Book 5	<i>Cat Plays</i>
	3 + 4	Student Book 6	<i>Under the Umbrella</i>
17	1 + 2	Lap Book 3	<i>Animals and Their Babies</i>
	3 + 4	Student Book 7	<i>Here It Is!</i>
18	1 + 2	Student Book 8	<i>Look!</i>
	3 + 4	Student Book 9	<i>We Like</i>

Program Components

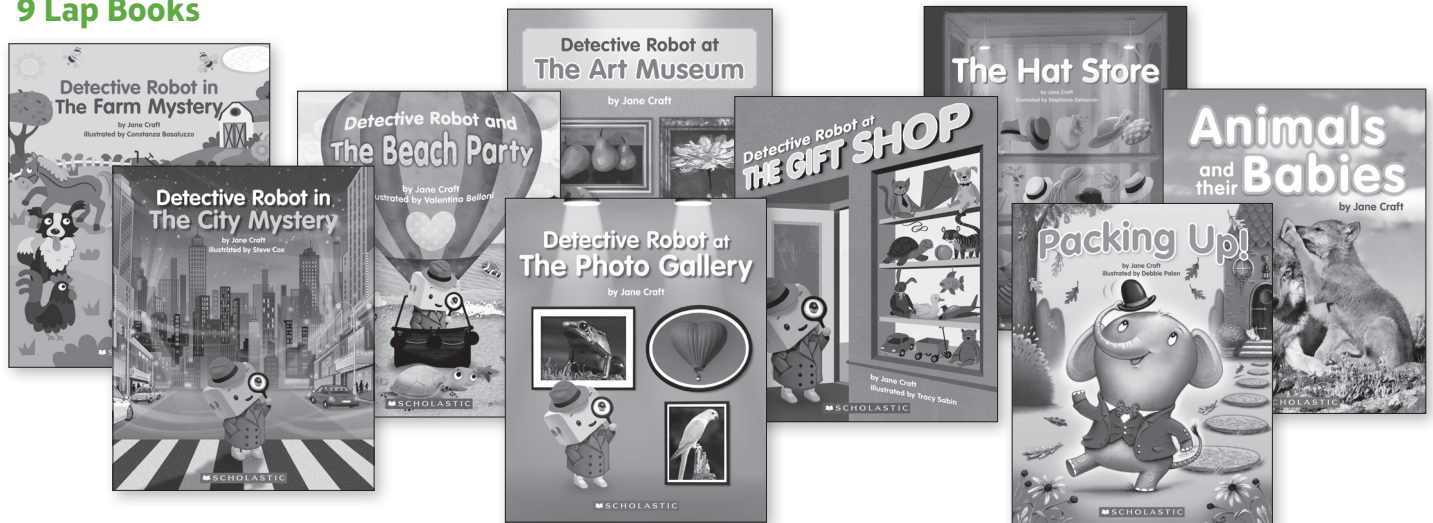
Teacher's Guide



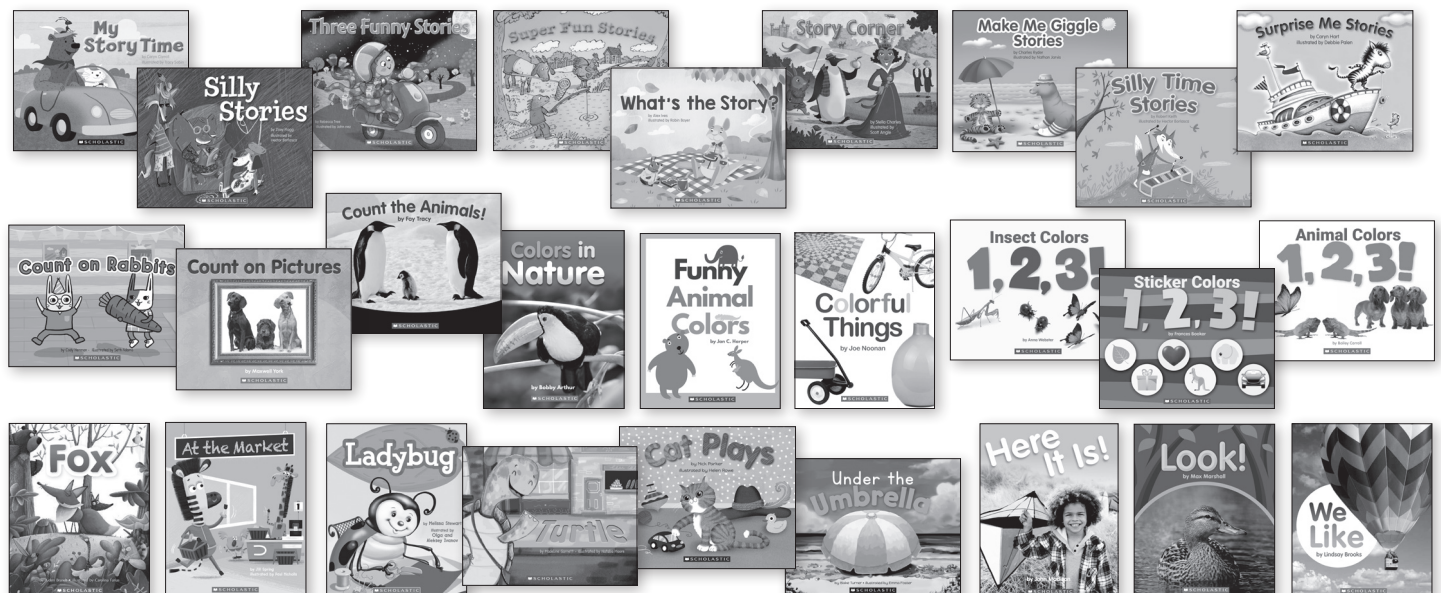
2 Read-Alouds



9 Lap Books

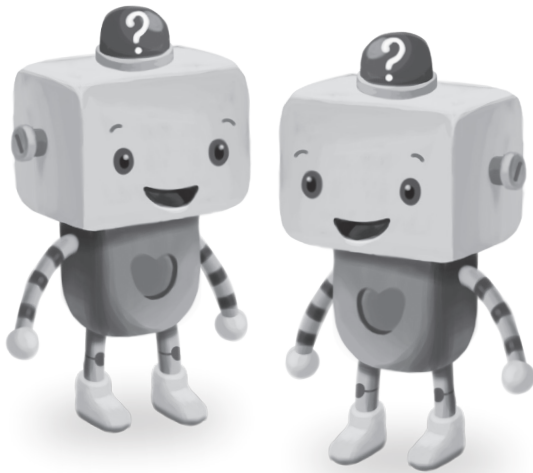


27 Student Books (6 Copies Each)



Program Components, continued

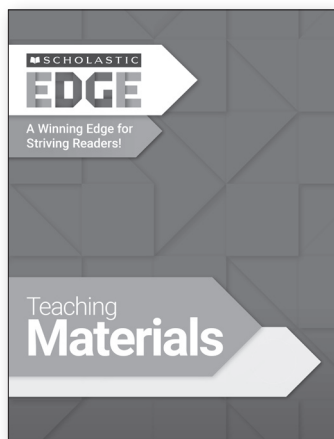
2 Puppets



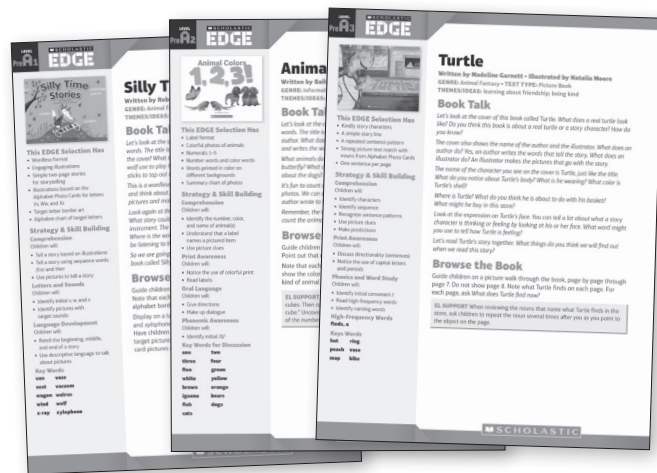
52 Alphabet Photo Cards



Teacher Folder



Teaching Card Packs



Classroom Library Tubs



Teacher Pack Sticker Sheets

Program Levels

Scholastic EDGE for PreK is a unique foundational program that includes repeated exposure to storytelling along with the systematic practice of learning letters and sounds, as well as concepts of print and other foundational skills. There is instruction in phonemic awareness and phonics. There are wordless books, books with labels, and books with simple sentences. In addition, puppets are included to help foster productive, lively discussions. All of these elements are intended as support for reading the emergent-level books.

Level Pre-A-1

Pre-A-1 Lap Books

These lap books are read-alouds for the children to enjoy. Children interact with the text as they locate things in the illustrations. The illustrations support children's understanding of the text.

Lap Book 1: *Detective Robot in The Farm Mystery*

Purpose: Locate and identify uppercase letters of the alphabet.

Ed G. Robot is the narrator of a read-aloud poem that asks readers to locate uppercase letters in farm scenes.

Lap Book 2: *Detective Robot in The City Mystery*

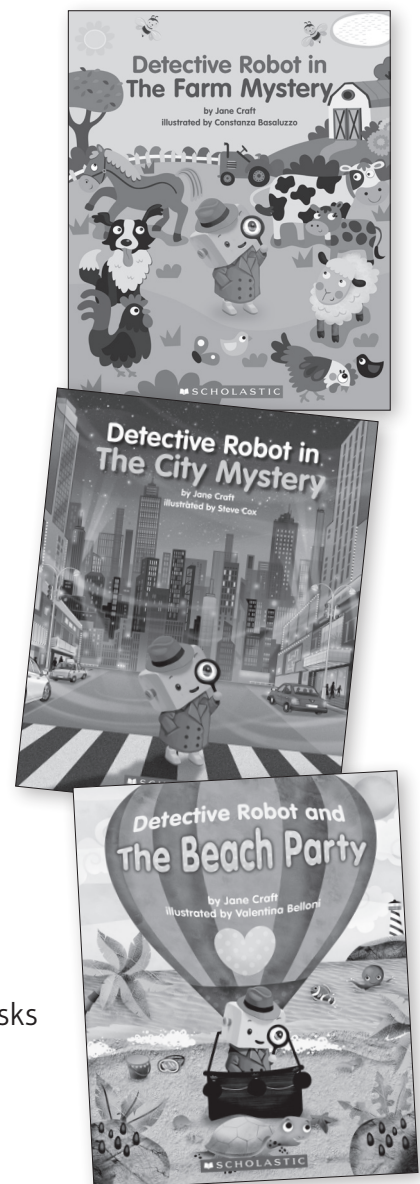
Purpose: Locate and identify lowercase letters of the alphabet.

Ed G. Robot is the narrator of a read-aloud poem that asks readers to locate lowercase letters in city scenes.

Lap Book 3: *Detective Robot and The Beach Party*

Purpose: Use wordless storybooks to develop storytelling skills.

Ed G. Robot is the narrator of a read-aloud poem that asks readers to locate pictures in beach scenes.



Pre-A-1 Student Books: Wordless Picture Books

There are nine wordless storybooks to be read after Lap Book 3. Each two-page story in the wordless book focuses on a single letter of the alphabet. The final page is a recap of the letters and sounds. This cumulative review page is an important support for learning letters.

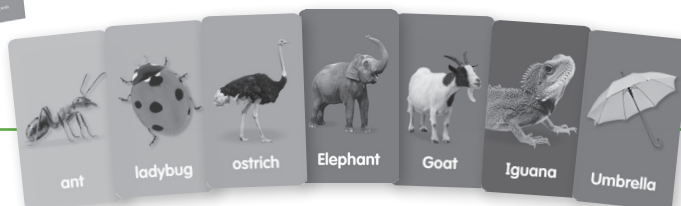
The wordless stories use noun illustrations based on photos from the Alphabet Photo Cards. They are read in order, as shown below, because they are based on the alphabet. Children interpret picture clues and develop storytelling skills.

1. *My Story Time*
2. *Silly Stories*
3. *Super Fun Stories*
4. *What's the Story?*
5. *Three Funny Stories*
6. *Story Corner*
7. *Make Me Giggle Stories*
8. *Silly Time Stories*
9. *Surprise Me Stories*



Alphabet Photo Cards Your set of Alphabet Photo Cards is a fun and motivating way to build a child's ABC knowledge. Use the Alphabet Photo Cards to help children succeed at learning the letters of the alphabet, matching the letters to their sounds, and acquiring new vocabulary.

In the pack of Alphabet Photo Cards, you'll find 26 uppercase alphabet cards and 26 lowercase alphabet cards, all two-sided. On one side of the card is a photo with an easy-to-identify picture for the target letter and the word that names the picture. On the other side is the target letter shown in uppercase or lowercase.



Level Pre-A-2

Pre-A-2 Lap Books

These lap books introduce children to how print works from left to right in reading. Each book has pages with two-word or three-word phrases as labels. These are an early bridge to independence, and they increase vocabulary and picture identification skills as well.

Lap Book 4: *Detective Robot at The Art Museum*

Purpose: Do shared reading of books with labels that tell about numbers.

Ed G. Robot is the narrator and asks readers to locate pictures and labels with number words.

Lap Book 5: *Detective Robot at The Photo Gallery*

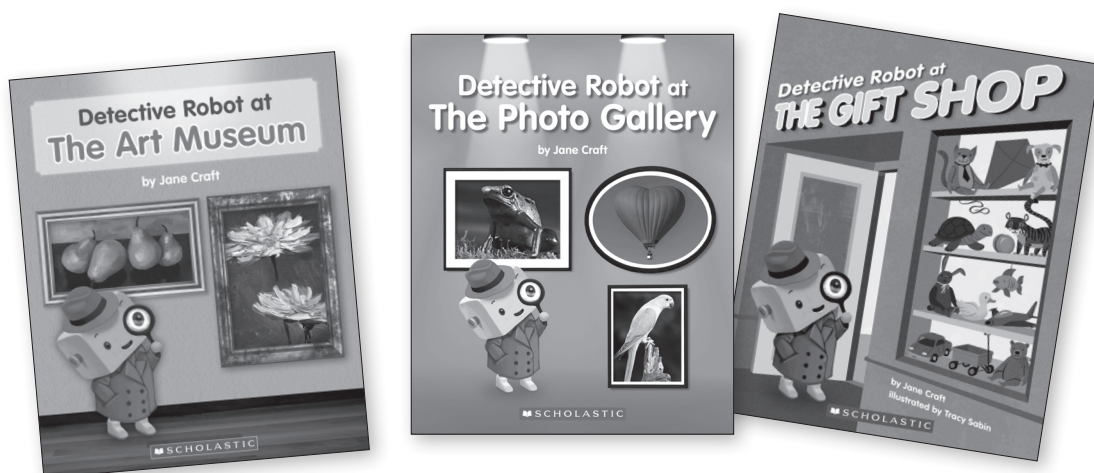
Purpose: Do shared reading of books with labels that tell about colors.

Ed G. Robot is the narrator and asks readers to locate pictures and labels with color words.

Lap Book 6: *Detective Robot at The Gift Shop*

Purpose: Do shared reading of books with labels that tell about numbers and colors.

Ed G. Robot is the narrator and asks readers to locate pictures and labels with number words and color words.



Pre-A-2 Student Books

There are nine label books. Each label book introduces reading phrase labels (adjective and noun) that expand oral language. Children focus on phrase labels to reinforce picture-word match. The three label books can be read after each lap book in the group.

Numbers

After reading Lap Book 4:

Detective Robot at The Art Museum, children read these:

Count on Rabbits
Count on Pictures
Count the Animals!



Colors

After reading Lap Book 5:

Detective Robot at The Photo Gallery, children read these:

Colors in Nature
Funny Animal Colors
Colorful Things



Numbers and Colors

After reading Lap Book 6:

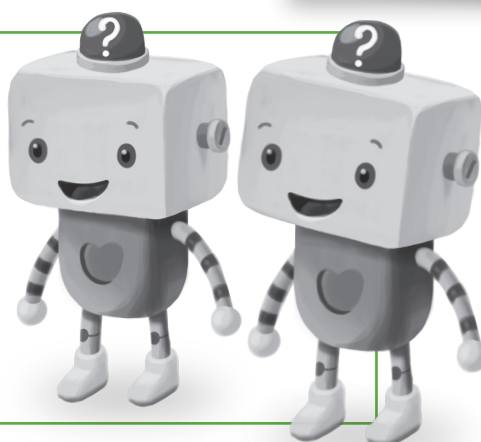
Detective Robot at The Gift Shop, children read these:

Insect Colors 1, 2, 3!
Sticker Colors 1, 2, 3!
Animal Colors 1, 2, 3!



Puppets

Meet Mr. Ed G. Robot and his friend. These puppet friends boost children's speaking and listening skills and help to develop their social-emotional skills, as one puppet speaks for the teacher and the other for the children.



Level Pre-A-3

This set of books introduces children to fiction and informational texts with simple sentences. Lap books introduce reading patterned text. The sentence stems stay consistent from page to page, with the only word change being the noun. Children begin to accumulate a high-frequency word vocabulary.

Pre-A-3 Lap Books

Lap Book 7: *The Hat Store* (Fiction)

Purpose:

Do a shared reading of fiction with simple sentences.

- One-word noun change from page to page.
- Includes many familiar nouns.

Lap Book 8: *Packing Up!* (Fiction)

Purpose:

Do a shared reading of fiction with simple sentences.

- One-word noun change from page to page.
- Includes many familiar nouns.

Lap Book 9: *Animals and Their Babies* (Informational Text)

Purpose:

Do a shared reading of informational text with simple sentences.

- One-word noun change from page to page.
- Includes many familiar nouns.



Pre-A-3 Student Books

There are nine books in the group. Six fiction books can be read in any order after reading the fiction lap books. Children focus on reading one patterned sentence per line with one noun change per page. There are unique sentence stems based on high-frequency words. Children continue using picture clues to help them tell stories and expand language.

Fiction

After reading Lap Book 7:

The Hat Store, children read these:

Fox
At the Market
Ladybug

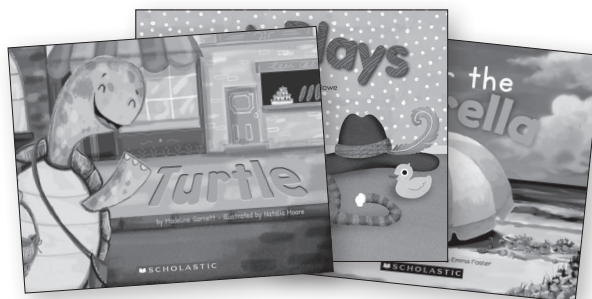


Fiction

After reading Lap Book 8:

Packing Up!, children read these:

Turtle
Cat Plays
Under the Umbrella



Informational Text

After reading Lap Book 9:

Animals and Their Babies, children read these:

Here It Is!
Look!
We Like



How to Use the Teaching Cards

Scholastic EDGE for PreK lessons are designed to offer a variety of targeted supports so children can begin to learn the fundamentals of reading. Also included are a few extra challenges, identified by an EDGE UP! icon.

The Scholastic EDGE for PreK program guides children to explore reading strategies and skills that emergent readers will need to become confident readers.

Guided Exploration

The Scholastic EDGE for PreK Teaching Cards offer support for guided exploration of the emergent-level books, as well as suggestions for extending children's learning.

Book Talk and Browse the Book

Each lesson begins with a book talk to engage children, focus their attention, and introduce concepts. The book talks help excite their interest and give them a chance to think about what they will be reading. Browsing the book together helps build children's interest and set expectations.

Exploring the Story

Teachers may guide a focused discussion with questions that prompt children to explore the wordless story (Level Pre-A-1), story with labels (Level Pre-A-2), or repetitive text story (Level Pre-A-3). The open-ended prompts are supported by follow-up questions related to specific story pages. The Think Aloud feature helps teachers model thinking about reading. The EDGE UP! feature offers an extra challenge for children who are ready for even more.

Focus on Strategies and Skills

Book-specific lesson options support print awareness, phonological awareness, phonemic awareness, early phonics, oral language, and word study. Phonemic awareness activities build children's awareness and knowledge of sounds separate from printed letters or words. Early phonics activities focus on letters and letter sounds. Both phonemic awareness and phonics activities make frequent use of the popular Alphabet Photo Cards. Images pictured on the Alphabet Photo Cards are also used in many of the word study activities.

Comprehension: Use Pictures to Tell a Story

In Level Pre-A-1, teachers may guide children through wordless storybooks with suggested storytelling for the beginning, middle, and end of each story.

Extend Literacy

Activities designed to support other essential literacy skills include Discussion, Children's Book Chats, and Writing in Response to Reading. The first discussion prompt links to Building Social and Emotional Skills to help children make connections between the book and their own lives. The second discussion prompt encourages the transfer of learning, helping children make connections to new texts. Prompts are offered to help spark children's book chats and support the development of children's vocabulary and language skills. Writing options include shared writing, independent writing, and drawing suggestions.

In addition, each Teaching Card offers suggestions for connecting to other read-alouds and to websites with related content that can extend children's learning.

LEVEL
Pre K 1

EDGE

This EDGE Selection Has

- Wordless format
- Engaging illustrations
- Simple two-page stories for storytelling
- Illustrations based on Alphabet Photo Cards for letters Aa, Bb, and Cc
- Target letter border art
- Alphabet chart of target letters

Strategy & Skill Building

Comprehension

Children will:

- Tell a story based on illustrations
- Tell a story using sequence words *first* and *then*
- Use pictures to tell a story

Letters and Sounds

Children will:

- Identify initial a, b, and c
- Identify pictures with target sounds

Language Development

Children will:

- Retell the beginning, middle, and end of a story
- Use descriptive language to talk about pictures

Key Words for Discussion

ant	books
apple	bear
arrow	cat
bike	car
basket	cups
banjo	cake
bats	cow
birds	

My Story Time

Written by Caryn Carroll • Illustrated by Tracy Sabin

GENRE: Animal Fantasy • **TEXT TYPE:** Picture Book

THEMES/IDEAS: learning to tell stories; learning the alphabet

Book Talk

Let's look at the cover of this book. I will read the title, and you point to the words. The title is My Story Time. Which story characters do you see on the cover? What is the cat doing? What is the bear doing? Where do you think they are going?

This is a special kind of book. Let's look at the first page together. Do you see a picture? Yes! Do you see any words? No! There aren't any words. I know that you are used to seeing lots of books with pictures and words. But this is a wordless book. There are no words, just pictures.

You might ask, "How can we read a book that has no words?" Well, the answer is that we can read a book with no words because we can look at the pictures and make up our own story.

So the title of this book is My Story Time, and we are going to be the ones to tell the story.

Are you ready to be storytellers? Let's be storytellers together!

Browse the Book

Guide children to take a picture walk through the book, spread by spread. Note that each spread shows a different short story. Point out the alphabet border on each spread.

Display on a table the Alphabet Photo Cards for ant, apple, bike, bear, car, and cat. Have children locate the two alphabet card pictures that match the two target pictures in the first story. Have children locate the two alphabet card pictures that match the two target pictures for the other two stories.

Selection descriptions include the reasons that make this book a perfect choice for Scholastic EDGE for PreK readers, including content, appealing formats, and supportive graphics.

The Strategy & Skill Building list identifies the comprehension and other skills covered on the teacher's card.

The key word list identifies a select number of words essential for understanding the text.

This section provides children with a meaningful introduction to the book in the form of a "picture walk." The introduction is reinforced with prompts.

Each lesson begins with a book talk to engage children, introduce concepts, and focus children's attention on genre, illustrations, and content.

My Story Time

Explore Wordless Stories

These prompts concentrate on key things to explore in each wordless story. You may want to spend more time, or focus on additional points, as you work with children.

Story A—Let's tell a story about an ant and an apple.

- (p. 2) Let's look at the first picture. The setting tells where the story takes place. Where does this story take place?
What is the ant carrying in her arms?
What do you see coming out of the ant's bag? What do you think the ant might do with paintbrushes?
What clues on her bag let you know that she has been painting?
Oh no! The ant has a big problem. What is her problem?
The ant scratches her head and thinks. What will she do?
- (p. 3) Now let's look at the second picture. How does the ant solve her problem?
Who is clapping to show they appreciate the picture the ant is painting?
Why was this a good way for the ant to solve her problem?
What else could she have done?

Story B—Let's tell a story about bears and a bike.

- (p. 4) Let's look at the first picture. Where does this story take place?
What are the big bear and little bear riding on?
What does the bear have in his basket? (a box, a book, and a banjo)
Where do you think they are going?
- (p. 5) Now let's look at the second picture. Where are the bears now?
What is the big bear doing? What is the little bear doing?
What other animals have come to listen and watch? (birds, bats, and a bee)
How do you know the bears are doing a good job?

Story C—Let's tell a story about a cat and a car.

- (p. 6) Let's look at the first picture. Where does this story take place?
The cat has just gotten out of her car. What is the cat carrying in her arms?
Why do you think she is going into the barn with all those things?
- (p. 7) Now let's look at the second picture. The cat is inside the barn. Who is with the cat?
What is the cat doing with the carrot cake?
What clue in the picture lets you know they are celebrating something?

(p. 8) Alphabet Chart

Review the chart that shows the letters, pictures, and words featured in the stories.

Letter/Sound Review

Return to each story. Have children point to the upper- and lowercase target letter in the frame. Help children locate the pictures in each story that begin with the target letter and sound.

Story A: ant, apple, arrow

Story B: bear, bike, basket, book, box, banjo, bird, bat, bee, banana

Story C: cat, car, cap, carrot, cow, cake, cup

Prompts are structured to allow for a discussion, so that children can be guided to fully appreciate the content.

Count on Rabbits

Explore a Story With Labels

Have children whisper-read the text on their own as you listen to one child at a time. Together with children, discuss the illustrations and read the labels for this story. Note: Book pages are not numbered. The title page is page one.

(p. 2) Look at the rabbit on this page. Where have you seen this rabbit before? The rabbit still has on his party hat. What do you think he's waiting for? Let's read the label, "1 rabbit." What does the label tell us?

(p. 3) Look at this next page. Which rabbit just arrived? What is she carrying? What word would you use to describe the size of the carrot? What word would you use to describe the color of the carrot? So this rabbit has a big orange carrot.

How many rabbits do you see? Let's read the label, "2 rabbits." What does the label tell us?

The rabbit with the party hat on the first page is just standing. What is that rabbit doing on this page? Why do you think he's jumping and looks excited?

Point out the -s ending that is added to the word rabbit to make the word rabbits.

(p. 4) Point to rabbits that have party hats. How many rabbits have party hats? Which rabbit just arrived? What is she carrying? What word would you use to describe the size of the celery? What color is the celery? So this rabbit has a big green celery stalk.

How many rabbits do you see now? Let's read the label, "3 rabbits."

What does the label tell us?

(p. 5) Look at the rabbits on this page. Which rabbit just arrived? What word would you use to describe the size of the piece of broccoli he has? What is the color of the broccoli? So this rabbit has a piece of big green broccoli. So far, what have the rabbits brought to the party? Why is a carrot, a celery stalk, and a piece of broccoli good food for a rabbit's party?

How many rabbits do you see now? Let's read the label, "4 rabbits." What does the label tell us?

(p. 6) Which rabbit just arrived at the party? How many radishes does he bring to the party? What color are the radishes?

How many rabbits are there in all at the party now? Let's read the label, "5 rabbits."

(p. 7) Point to rabbits that have party hats. Which rabbit just came in? What word would you use to describe the size of the spinach leaves he has? What word would you use to name the color of the spinach leaves? So this rabbit has big green spinach leaves. Why are spinach leaves a good treat to bring to a rabbit's party?

How many rabbits do you see in all? Let's read the label, "6 rabbits."

What does the label tell us?

(p. 8) What a surprise! Who came to the party now? What is she carrying? What words could you use to describe the balloons? (big, colorful, pretty) Look at the faces on the rabbits. How do the rabbits feel when they see the balloons?

How many rabbits do you see now? Let's read the label, "7 rabbits." What do you think the 7 rabbits will do with all the foods that they brought to the party?

Pre-A-1

Pre-A-2

Ladybug

Explore the Story Together

Have children whisper-read the text on their own as you listen to one child at a time.

Together with children, discuss the illustrations and read the sentences.

Note: Book pages are not numbered. The title page is page 1.

(p. 2) Let's look at Ladybug. What does Ladybug make on this page? What color is the heart Ladybug makes? Make a heart shape with your hands. What letter do you think the word heart begins with? Yes, heart begins with the letter h. Frame the word heart in the sentence. Point to each word and let's read the sentence: "Ladybug makes a heart."

(p. 3) What does Ladybug make on this page? What color is the sun Ladybug makes? Make a sun shape with your hands. What letter do you think the word sun begins with? Yes, sun begins with the letter s. Find the word sun in the sentence. Point to each word and let's read the sentence: "Ladybug makes a sun."

EDGE UP! Let's compare the sentences on these two pages. Which words are the same in both sentences? Which words are different? Why are they different?

THINK ALOUD The first sentence says, "Ladybug makes a heart." The next sentence says, "Ladybug makes a sun." The words that are the same in the sentences are Ladybug makes a. The words that are different are heart and sun. They are different because they tell what Ladybug makes on each page.

(p. 4) Ladybug is still very busy. So far, what has she made? What color is the leaf Ladybug makes? Make a leaf shape with your hands. What letter do you think the word leaf begins with? Yes, leaf begins with the letter l. Frame the word leaf in the sentence. Point to each word and let's read the sentence: "Ladybug makes a leaf."

(p. 5) What does Ladybug make that is blue? Make a kite shape with your hands. What letter do you think the word kite begins with? Yes, kite begins with the letter k. Find the word kite in the sentence. Now look at the sentence. Point to each word and let's read the sentence: "Ladybug makes a kite."

(p. 6) Let's name all the things that Ladybug has made so far. (heart, sun, leaf, kite) What do you think Ladybug will do with all those things? What yellow thing does Ladybug make now? Trace a duck shape with your fingers. What letter does duck begin with? Yes, duck begins with the letter d. Frame the word duck in the sentence. Let's read the sentence: "Ladybug makes a duck."

EDGE UP! (p. 7) Now you find out why Ladybug has made all those shapes. Where does Ladybug put all the shapes? Yes! On the quilt she makes. Find the word quilt in the sentence. Which two letters begin the word quilt? (qu) Now let's read the sentence: "Ladybug makes a quilt." What do you think Ladybug will do with the quilt she made?

THINK ALOUD I think Ladybug might put the quilt on her bed. Or she might sit on a cozy chair and wrap herself up in it. Or maybe Ladybug will give the quilt to someone.

(p. 8) What does Ladybug make on this page? What do you think is in the gift box? Whom do you think Ladybug will give the quilt in the gift box to?

Sum It Up

What is Ladybug so busy doing?

What does Ladybug make with all the shapes?

Think Alouds model strategic thinking about reading and answering prompts.

An EDGE UP! icon identifies challenges for children who are ready for even more.

Pre-A-3

After reading, these options help the teacher further address important strategies and skills and informally assess what children have retained from their reading.

Focus on Strategies and Skills

Phonics: Letters and Sounds

Use the Alphabet Photo Cards and review the pictures, initial sounds, and letters.

Apple What color is the apple? What sound does the word apple begin with? (/a/) Let's say the sound together, /a/, /a/, /a/. Now look at the back of this card. What uppercase letter do you see? (A) The letter A makes the /a/ sound. A is for apple. A is for (children respond).

ant What sound does the word ant begin with? (/a/) Let's say the sound together, /a/, /a/, /a/. Now look at the back of this card. What lowercase letter do you see? (a) The letter a makes the /a/ sound. A is for ant. A is for (children respond).

Bike What sound does the word bike begin with? (/b/) Let's say the sound together, /b/, /b/, /b/. Now look at the back of this card. What uppercase letter do you see? (B) The letter B makes the /b/ sound. B is for bike. B is for (children respond).

bear What sound does the word bear begin with? (/b/) Let's say the sound together, /b/, /b/, /b/. Now look at the back of this card. What lowercase letter do you see? (b) The letter b makes the /b/ sound. B is for bear. B is for (children respond).

Car What sound does the word car begin with? (/k/) Let's say the sound together, /k/, /k/, /k/. Now look at the back of this card. What uppercase letter do you see? (C) The letter C makes the /k/ sound. C is for car. C is for (children respond).

cat What sound does the word cat begin with? (/k/) Let's say the sound together, /k/, /k/, /k/. Now look at the back of this card. What lowercase letter do you see? (c) The letter c makes the /k/ sound. C is for cat. C is for (children respond).

Comprehension: Use Pictures to Tell a Story

Use the following synopses to help you and the children tell the story.

Story A (pp. 2-3)

Beginning: A little ant is walking along carrying a pad of paper and a big paint-splattered bag filled with paintbrushes.

Middle: The ant has a problem. A huge red apple is blocking her path. The ant scratches her head. She's not sure about what to do.

End: Since she can't go past the huge red apple, the ant decides to sit down and paint the apple that is blocking her way. Other ants clap because they love her artwork.

Story B (pp. 4-5)

Beginning: A big bear and a little bear ride a bike built for two in a city park. Peeking out of the bike's basket are a box, a book, and a banjo.

Middle: The bears ride on, but what will they do with all those things?

End: Wow! The big bear plays a banjo and sings. The little bear sings too. Birds, bears eating bananas, bats, and a bee are listening to the music and having a wonderful time.

Story C (pp. 6-7)

Beginning: A cat has just parked her cute convertible sports car in front of a barn. She carries a stack of cups and bunches of carrots in a large box to the barn.

Book-specific lessons enhance comprehension development.

Phonemic Awareness and Phonics supports help children develop decoding skills.

Focus on Strategies and Skills

Use any of these lessons after reading the text.

Print Awareness: Directionality (Labels)

Remind children that we read from left to right. Have children track with their finger the number and word in each label.

(p. 2) Track the print as I read the label: "1 rabbit." Point to the space between the number and the word. What number do you see? What word do you see? What does the label say?

(p. 3) Track the print as I read the label: "2 rabbits." Point to the space between the number and the word. What number do you see? What word do you see? What does the label say?

(p. 4) Track the print as I read the label: "3 rabbits." Point to the space between the number and the word. What number do you see? What word do you see? What does the label say?

Oral Language

Find the Rabbit Ask children to describe one of the rabbits for the other children to find. Model what they might say with this example: "This rabbit has a great big piece of broccoli. Can you find the rabbit?"

Add Your Idea Have children pretend they going to the rabbit's party. Ask children to tell what they would bring. Encourage the children to think about bringing other food or toys to play with. Have children take turns telling what they plan to bring.

Phonemic Awareness: Identify Initial /r/

Use the Alphabet Photo Cards and show children the picture of the rabbit on the alphabet cards and the letter *r* that begins the word rabbit. What sound does the word rabbit begin with? (/r/) Let's say the sound together, /r/, /r/, /r/.

Read the title of the book, *Count on Rabbits*. Then say the word *rabbit* slowly, emphasizing the beginning sound, /r/. Have children repeat the beginning sound /r/ several times.

Ask children to listen as you say a word and clap if the word you say begins with the /r/ sound. Use the following words: *run, rabbit, ring, bear, fish, red, and read*.

You may continue using pairs of words. Ask children to listen as you say pairs of words and clap if the two words you say both begin with the /r/ sound. Use the following word pairs: *rabbit/red; rabbit/ride; rabbit/look; rabbit/little; rabbit/run; rabbit/ring and rabbit/read*.

Then have children listen as you say the following words: *red, run, ride, rain, ring, roll and right*. Have children repeat each word after you.

Invite children to name other words that begin with the /r/ sound.

EDGE

Pre-A-2

Pre-A-1

Focus on Strategies and Skills

Use any of these lessons after reading the text.

Print Awareness: Directionality (Sentences)

Remind children that we read from left to right. Have children track with their finger under the print as you read aloud each sentence on the pages below.

(p. 2) Track the print as I read the sentence. Which word begins the sentence? What do you notice about the first word in the sentence? The first word begins with a capital letter. Every sentence begins with a capital letter.

(p. 3) Track the print as I read the sentence. Find the capital letter that begins the sentence. What is the letter? (L)

(p. 4) Track the print as I read the sentence. What end mark do you see? This end mark is a period. A period lets us know that we have come to the end of the sentence.

(p. 5) Track the print as I read the sentence. Which word begins the sentence? What end mark do you see?

Phonics: Initial Consonant /l/

Have children find the word *Ladybug* on the cover. What sound do you hear at the beginning of the word *Ladybug*? (/l/) What letter makes the /l/ sound? (l) Let's say the sound together, /l/, /l/, /l/.

Invite children to name other words that begin with the /l/ sound and write them on the board or on chart paper. Then, have children say the words along with you as you point to the letter *l* that begins each word. If children need help thinking of words, use the following: *little, lemon, leg, look, like, lollipop, lemonade, long, and lovely*.

Word Study: High-Frequency Words

Write the following high-frequency words on word cards:

makes a

Explain to children that these words are words that they will see often when they read. Give each child a turn at matching the cards to the words in the book. Add any new words to your high-frequency word card collection.

Word Study: Naming Words

Display the following Alphabet Photo Cards to review naming words:

heart sun leaf kite duck quilt gift

Have children take turns choosing a card. For each card, ask:

What do you see? What color is the (name of object)?

What sound does the word _____ begin with? Let's say the sound together. (repeat three times)

Let's turn the card over. What letter do you see? What sound does the letter _____ make?

Word Study supports children's understanding of high-frequency words and how words work.

EDGE

Pre-A-3

Extend Literacy provides options to use this text to support other essential literacy skills.

Because writing in response to reading so closely aligns with comprehension, three options are provided.

My Story Time

Extend Literacy

Discussion

Problem Solving In the first story we told, the ant had a big problem. Her problem was that the huge apple was in her way. What did the ant do to solve her problem? Do you think it was a good solution? Share a time you had a problem and tell how you solved it.

Reading Wordless Books The book we read was wordless. It had three stories in it. How did you use the pictures to tell each story? Which was your favorite story, and why? What will you remember to do the next time you read a wordless story?

Children's Book Chat

Provide time for children to have a book chat.

Have children meet in pairs to talk about *My Story Time*. Ask children for ideas about what they want to discuss in their book chat.

Or you might wish to prompt the discussion with the following questions:

- Which story had the best illustrations?
- Which story character did you like best?

Write in Response to Reading

Shared Writing: Retell a Story Revisit the book with children. Have them choose one story to retell. As children retell the story, write their sentences on the board or on a chart. After they finish, read aloud the story and track the print. (Narrative)

Share Your Opinion Have children draw a picture to show the story they liked best. Then help children label the characters or objects from the story. (Opinion)

EL SUPPORT You may wish to provide Alphabet Photo Cards for children to use to help them label their pictures. Also, for each character or object, have children name it in their first language.

EDGE UP!

Write a Funny Story Have children draw a picture of an ant, a bear, and a cat. Then help children write a story about these three story characters. (Narrative)

Read Aloud: *K is for Kissing a Cool Kangaroo*

Share this engaging alphabet book to reinforce letter and sound recognition. Focus on the rhyming text. Have children name the words and sounds for the target letters *Aa*, *Bb*, and *Cc*. Help children distinguish between uppercase and lowercase letters.

Connect to Other Read-Alouds

To enhance children's language development, you may wish to read aloud any of the following titles:

- *Alligators All Around* by Maurice Sendak
- *Bear Snores On* by Karma Wilson and Jane Chapman

Connect to the Internet

More Pictures to Share Visit the following website to find images of animal artists:
<http://kids.nationalgeographic.com/explore/wacky-weekend/animal-artists>.

The first writing suggestion is for a Shared Writing Activity.

EL supports are offered at point of use and are strategically placed throughout the lesson.

The EDGE UP! icon identifies the most challenging writing option.

Suggestions for connecting to additional read-alouds within and beyond the program help further transfer new skills.

Topics for discussion offer practice with speaking and listening. The first option addresses a social-emotional skill. The second option always encourages a transfer to the reading of new texts.

Children's Book Chat allows children time to engage with the book and each other in a relaxed way. It encourages the growth and development of vocabulary and language skills.

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Developing Oral Language

Scholastic EDGE for PreK is a highly interactive and social program. At every level, children strengthen oral language skills through speaking and listening. They engage in conversations that support their vocabulary development and their comprehension of text that allow them to make meaningful and personal connections to the books they read and to others' reactions to the same books.

Scholastic EDGE for PreK Discussions

Prepare children for discussions by offering them a preview of the way you will talk about texts. For example, vary the way in which you have children respond to the questions you ask. Sometimes you will want to have whole-group discussions, and at other times you will want to have children turn and talk with just one other child. Encourage children to ask for clarification if they are not sure what a question means. For children who need clarification, reframe the question and, if needed, model a sample answer. Remind children that their ideas are important, but so are the ideas of others. Help children build more powerful and enjoyable discussions by keeping these tips in mind:

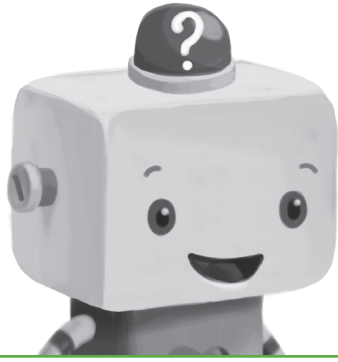
- **Take Turns** *Make sure your partner or the others in your group get a chance to speak—before or after you share your own ideas.*
- **Build on What You Read** *Use details and words from the book to explain your thinking.*
- **Listen** *What new ideas have you learned from what others have said? How can you build on their thinking?*
- **Ask Questions** *If there is something you do not understand from the book or from the discussion, ask your partner or others in your group to help explain it.*
- **Evaluate** *Do you agree or disagree with what others in your group have said or with what the author has to say? If you disagree, do so kindly and respectfully.*
- **Reflect** *What do you want to remember from this discussion? Are there any ideas that you might want to write or draw about?*

Children's Book Chats

In Scholastic EDGE for PreK, children are invited to participate in book chats. The purpose of the book chat is to encourage children to engage in conversations about the books they read. Children may choose their own topics or use the prompts that are offered. A book chat gives children the chance to express their thoughts and ideas in a warm, responsive setting.

Oral Language Games and Activities

The program is designed with a strong focus on the oral language skills that prepare children to become good readers. Teachers will find games and activities designed to build a variety of oral language skills. These lessons also lay a foundation for the kinds of book-based speaking and listening activities that children will encounter in kindergarten and beyond.



EDGE Puppets for Listening and Speaking Skills

Using puppets in the classroom is a great way to engage children and spark their imagination. Most children are delighted to interact and play with puppets. Many educators agree that playing with puppets boosts a child's speaking and listening skills and helps to develop their social-emotional skills.

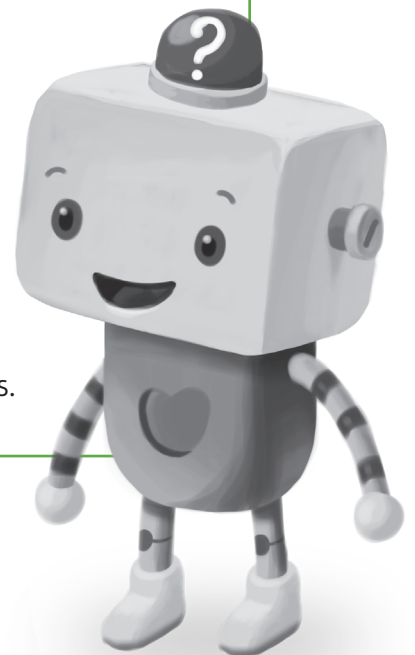
Using puppets with young children helps to encourage and build confidence. EL learners, as well as children who are shy or reluctant to speak, often feel much freer to express themselves when they use puppets. And of course, the puppets are a signal to children that it's not only time to learn but also that learning is fun.

Teachers use the Ed G. Robot puppet to

- read aloud all the teacher text in the lap books.
- demonstrate good speaking and listening behavior—how to interact with others and how to listen while others are speaking.
- demonstrate how to follow your directions.
- guide children and encourage them as they read aloud in the small group.
- lead small-group questions and discussions.

Children use the children's puppet to

- answer your questions.
- predict and retell what will happen next in the story.
- read aloud text on their own.
- demonstrate good behavior, including good listening habits.



Developing Emergent Reading Skills

Comprehension

As young children begin to develop their emergent reading abilities, they add early reading comprehension skills to their listening comprehension skills. These first reading comprehension skills include:

- Using Picture Clues
- Recognizing Patterned Text

Print Awareness

Even very young children begin to develop print awareness, understanding that text carries meaning and noticing environmental print. Later, as children begin to develop their reading skills, they learn to decipher print features that support comprehension, such as:

- Directionality in Reading a Book From Front to Back
- Directionality in Understanding Charts
- Directionality in Reading Labels
- Use of Color
- Following a Sequence
- Capital Letters and End Marks
- Directionality in Word Order
- Directionality in Sentences
- Tracking Print

Phonological Awareness, Phonemic Awareness, and Phonics

The two best predictors of early reading success are alphabet recognition and phonemic awareness (Adams, 1990; Beck & Juel, 1995; Chall, 1996; Stanovich, 1992). These skills open the gate for reading. Without a deep knowledge of the English letters and an awareness that words are made up of sounds, children cannot learn to read. Phonological and phonemic awareness (PA) deal with sounds in spoken words, whereas phonics (P) involves the relationship between sounds and written letters or spellings. Phonological awareness is a broad term that includes rhyme, alliteration, syllables, onsets and rimes, and phonemic awareness. Phonemic awareness involves the smallest individual sounds in spoken language.

In Scholastic EDGE for PreK, letters and sounds are introduced and reintroduced to form a spiraled curriculum path with systematic exploration of:

- Rhymes (PA)
- Alliteration (PA)
- Letters and Sounds (P)
- Initial Consonants (P)
- Same Beginning Sounds (PA)
- Same Ending Sounds (PA)
- Short Vowel (P)

High-Frequency Words

High-frequency words are the words we see most often in printed English. Many of these words do not follow common sound-spelling generalizations and may be irregular in some way. They are often the words most used to create early reading texts, but they are not yet decodable based on the phonics skills children have learned at that point in their instructional sequence. In Level Pre-A-3 of Scholastic EDGE for PreK, children begin to learn high-frequency words through guided exploration of the leveled books and through related Word Study activities.

Writing

Writing is a wonderful way to reinforce the undeniable connection between reading and writing—we read what we write and we write what we read. It is also a valuable way to solidify and check children’s understanding of text. “Writing makes reading comprehension visible” (Hattie, 2008). Regular writing experiences are a powerful way to strengthen children’s emergent reading.

Scholastic EDGE for PreK integrates both shared writing and independent writing into every lesson. In shared writing, the teacher works on chart paper to write the text as children offer suggested words and phrases. You may want to start out with sentence frames and then have children supply words or phrases. As children become more comfortable, encourage them to add whole sentences. For young children, independent writing can include drawing, dictation, letter-like marks, letters, and invented spelling. All are valuable expressions for young children.

Building Social and Emotional Skills

Different researchers, educators, and policy makers may use varying systems of classification to refer to the skills that relate to how children develop socially, emotionally, and intellectually. However, experts agree that having such skills improves children's ability to succeed in school and out in the world. Researchers have reported that children who participate in social and emotional learning programs perform about 13 percentage points higher in their grades and standardized test scores (Taylor et al., 2017).

Further, these skills affect the ways in which children are able to comprehend texts and use the information they find within them. When children can connect texts to their own lives, they come to value reading as an enriching experience.

Fostering SEL Skills With Scholastic EDGE for PreK Instruction

The routines and rhythm of every Scholastic EDGE for PreK book experience help support social and emotional (SEL) development because before, during, and after reading, children are given the tools to help them engage with the text, focus their attention, and take responsibility as they read. Because Scholastic EDGE for PreK emphasizes skill-building strategies, children become more flexible, resilient, and confident.

By participating in small-group and partner work, with teacher support, children can develop stronger skills related to friendship, kindness, cooperation, and collaborative problem-solving.

Using the Scholastic EDGE for PreK SEL Discussion Prompts

In addition, every Scholastic EDGE for PreK teaching card extends literacy with an SEL discussion prompt that focuses on one specific aspect of social and emotional learning. Students are asked to reflect on a social and emotional skill related to both the book they just read and to real-life applications of that skill.

Examples of SEL discussion prompts:

Sharing *We saw each animal in the story bring something to the beach. What do you think the animals will do with the things they bring to the beach? They probably will share the things. Think of a time you shared things. Tell about that time.*

Kindness *Turtle goes to a store and finds some nice things for his friend. He finds his map in his pocket and reads it. Then he takes his bike and rides off to see his friend. Turtle was kind to his friend. Share a time when you were kind to a friend or a friend was kind to you. Tell what happened.*

Imagination *In the story, Cat played alone with different toys. On the last page, Cat's friend, who has been watching Cat play by herself, joins Cat and says, "Cat plays with me." Share a time when you played alone and a friend who was watching joined you.*

Persistence *In this story, a wind blew away Detective Robot's alphabet cards. He needs to find the cards and goes looking for them all over the farm. First he looks by the barn. Then he looks near the stables. He keeps looking and looking. He doesn't give up until he finds all of his alphabet cards. Share with us a time when you had to look for something in several places and then finally found it.*

Social and Emotional Skills

- Persistence
- Setting a Goal
- Friendship
- Problem-Solving
- Seeing Things in a New Way
- Helping Others
- Understanding Feelings
- Organizing Ideas
- Taking Responsibility
- Making Connections
- Making Comparisons
- Imagination
- Making Choices
- Sharing
- Curiosity

Supporting English Learners

English Learners (ELs) and Dual Language Learners (DLLs) can have a range of experience with the English language. Each Scholastic EDGE for PreK teaching card includes several EL support tips related to the specific content of the book. However, not all tips will be relevant to all children and should be used as appropriate. In addition, you can enhance and customize learning by keeping in mind these best practices for helping ELs succeed in a classroom setting.

Creating a Comfortable Environment

By setting up an environment in which everyone is a learner, you help ELs feel welcome in the classroom and the greater school community. Here are a few suggestions for creating a supportive classroom environment:

- Help ELs make connections between the language they know and the one they are learning.
- Model how ELs can use their knowledge of their home language to help them with connecting sounds and letters, expressing ideas, pronouncing words, and constructing sentences in English.
- Pre-teach, repeat, and review material. This goes a long way toward giving ELs the confidence to participate and helps them be able to “connect the dots” while learning a language.
- Invite their contributions to classroom events and discussions, and emphasize that these add to the richness of the learning environment.
- Promote oral language development in ELs by conversing with them frequently and promoting opportunities for them to talk with their classmates.
- Simplify instructions and repeat as needed. Be sure that ELs understand what is expected of them. Paraphrase instructions using short sentences, gestures, and objects to aid in communicating.
- Model using the language of a text to answer questions. Encourage ELs to ask questions as they read. Emphasize the value of becoming immersed in the language they are learning and using it purposefully to express ideas.

Family Engagement

Children are more likely to become engaged and motivated readers with the support of their families. Families can play a key role in helping children see the value of reading and taking pride in themselves as readers. “Development of early-literacy skills has benefits beyond academics, assert researchers at the University of Washington. They studied children for five years and found that students whose parents read to them at home improved both their progress in school and in life skills such as self-regulation and goal-setting” (Klass, 2017). If families show they value time spent reading, their children will too.

Share some of the ways in which you are using Scholastic EDGE for PreK to help children develop a love of reading. Help families know the kinds of support that will most benefit their children on their journey to reading:

- Playing with letters and sounds
- Discovering signs and labels
- Counting
- Talking about colors
- Noticing sight words

Reading at Home

Suggest that families regularly ask children about favorite Scholastic EDGE for PreK books and discover what children like about these books. Then families and their children can search out books related to favorite topics.

Remind families to make time each day for reading and exploring books at home. Encourage family members to preview books with children and talk about what the children expect to find when they read the book, based on the book’s illustrations and other features. Reinforce that children should not be limited to exploring books labeled as being at a certain level. Reading at home should be driven by interest.

Whatever books they choose to explore, young children need time to interact with texts and to develop their oral language and writing skills. Families support their children’s growing skills when they make time each day to read together, tell stories, and talk about books. They should offer praise when they notice that children are developing greater stamina as they explore books, draw, and write. By helping children see themselves as developing readers with their own strengths and tastes, families will inspire children to connect with what is pleasurable and meaningful about reading.

Tips for Families With Young Children

- Talking, storytelling, and singing along with music in your home language are activities that help your child fall in love with words. Do these things together.
- Choice and variety matter. Visit the library with your child, if you can, to let your child choose books on topics he or she loves.
- Take books home and explore them together by talking about the pictures as well as reading the words.
- Make time for stories and sharing books each day. Read aloud to your child or explore picture books together, pausing to invite your child to share thinking about what might happen next in a story or to point out details in the pictures.
- Invite your child to read aloud to you from a favorite book or use the pictures to tell the story.
- As you walk through your neighborhood, help your child notice signs, menus, maps, and other ways that people use reading every day.
- Take books wherever you go—to read on the bus, in a waiting room, or in Grandma's house. Help your child see that reading is valued everywhere!

Consejos Para Familias Con Lectores Principiantes

- Hablar, contar cuentos y cantar al ritmo de la música en su primer idioma son actividades que ayudarán a su niño o niña a apreciar las palabras. Diviértanse haciendo juntos estas actividades.
- Es importante dejar que el niño elija entre una variedad de libros. Si puede, visite la biblioteca con su niño y deje que él elija los libros de los temas que más le interesen.
- Lleven libros a casa y explórenlos juntos. Comenten los dibujos y lean el texto.
- Intente leer cuentos y compartir libros con su niño todos los días. Léale libros o miren juntos los dibujos. Cuando le esté leyendo un cuento, deténgase y pregúntele qué piensa que va a pasar a continuación. Dele tiempo para observar y comentar los dibujos.
- Pídale a su niño que le lea su libro favorito o le cuente el cuento mirando los dibujos.
- Cuando esté en la calle con su niño, señale los letreros, las señales, los nombres de los restaurantes y las palabras que la gente lee todos los días.
- ¡Lleven libros con ustedes a todas partes! Pueden leerlos en el autobús, en la sala de espera o en casa de los abuelos. ¡Ayude a su niño a entender que la lectura es importante en cualquier lugar!

Reading Tracker

Child's Name					
EDGE for PreK Books from Pre-A-1					
Detective Robot in The Farm Mystery (Lap Book)					
Detective Robot in The City Mystery (Lap Book)					
Detective Robot and The Beach Party (Lap Book)					
My Story Time					
Silly Stories					
Super Fun Stories					
What's the Story?					
Three Funny Stories					
Story Corner					
Make Me Giggle Stories					
Silly Time Stories					
Surprise Me Stories					

EDGE for PreK Books from Pre-A-2

Detective Robot at The Art Museum (Lap Book)					
Count on Rabbits					
Count on Pictures					
Count the Animals!					
Detective Robot at The Photo Gallery (Lap Book)					
Colors in Nature					
Funny Animal Colors					
Colorful Things					
Detective Robot at The Gift Shop (Lap Book)					
Insect Colors 1, 2, 3!					
Sticker Colors 1, 2, 3!					
Animal Colors 1, 2, 3!					

Child's Name

EDGE for PreK Books from Pre-A-3

The Hat Store (Lap Book)					
Fox					
At the Market					
Ladybug					
Packing Up! (Lap Book)					
Turtle					
Cat Plays					
Under the Umbrella					
Animals and Their Babies (Lap Book)					
Here It Is!					
Look!					
We Like					

Lessons at a Glance

PRE-A-1 to PRE-A-3

Level	Title	Author	Illustrator	Genre/Text Type	Content Area	Comprehension	Print Awareness	Phonemic Awareness / Phonics	Word Study	SEL Discussion	Themes / Ideas	Technology	Writing Options
Pre-A-1 (LAP)	<i>Detective Robot in The Farm Mystery</i>	Jane Craft	Constanza Basaluzzo	Mystery Picture Book		Follow Directions		Phonemic Awareness: Rhymes		Persistence Reading Mystery Stories	learning the alphabet; exploring a farm	http://myamericanfarm.org/classroom/games	Shared Writing (Narrative) Write a Story (Inf/Exp) Write Your Opinion (Opinion)
Pre-A-1 (LAP)	<i>Detective Robot in The City Mystery</i>	Jane Craft	Steve Cox	Mystery Picture Book		Follow Directions		Phonemic Awareness: Rhymes		Setting a Goal Reading Mystery Stories	learning the alphabet; exploring a city	https://learnenglishkids.britishcouncil.org/en	Shared Writing (Narrative) Write Letters (Narrative) Draw a Scene (Opinion)
Pre-A-1 (LAP)	<i>Detective Robot and The Beach Party</i>	Jane Craft	Valentina Beloni	Mystery Picture Book		Retelling a Story in Sequence		Phonemic Awareness: Alliteration		Friendship Reading Mystery Stories	making plans; locating friends in different habitats	http://explorebeaches.msl.uscb.edu/sandy-beach-life	Shared Writing (Narrative) Make a Card (Narrative) Draw and Write (Opinion)
Pre-A-1	<i>My Story Time</i>	Caryn Carroll	Tracy Sabin	Animal Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Problem-Solving Reading Wordless Books	learning to tell stories; learning the alphabet	http://kids.nationalgeographic.com/explore/wacky-weekend/animal-artists	Shared Writing: Retell a Story (Narrative) Share Your Opinion (Opinion) Write a Story (Narrative)
Pre-A-1	<i>Silly Stories</i>	Zoei Flagg	Hector Bortasca	Animal Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Seeing Things in a New Way Reading Wordless Books	learning to tell stories; learning the alphabet	http://eeekwi.org	Retell a Story (Narrative) What Happens Next (Narrative) Draw and Describe (Narrative)
Pre-A-1	<i>Super Fun Stories</i>	Max Snow	Peter Lubach	Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Friendship Reading Wordless Books	learning to tell stories; learning the alphabet	animals.sandiegozoo.org/guanas	Shared Writing (Inf/Exp) Draw and Label (Narrative) Write About a Character (Opinion)
Pre-A1	<i>What's the Story?</i>	Alex Ives	Robin Boyer	Animal Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Problem-Solving Looking at Thought Bubbles	learning to tell stories; learning the alphabet	www.pbs.org/parents/kitchenexplorers/ "how to make jam"	Retell the Story (Narrative) Write About Characters (Narrator) Draw and Label (Opinion)
Pre-A-1	<i>Three Funny Stories</i>	Rebecca Tree	John Nez	Animal Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Problem-Solving Reading Charts	learning to tell stories; learning the alphabet	www.kids.nationalgeographic.com	Write Another Story (Narrative) Draw What Happened (Narrative) Share Your Opinion (Opinion)
Pre-A-1	<i>Story Corner</i>	Stella Charles	Scott Angle	Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Helping Others Reading Wordless Books	learning to tell stories; learning the alphabet	http://pbskids.org/games	Retell the Stories (Narrative) Tell a Story (Narrative) Draw and Label (Opinion)
Pre-A-1	<i>Make Me Giggle Stories</i>	Charles Ryder	Nathan Jarvis	Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Understanding Feelings Reading Wordless Books	learning to tell stories; learning the alphabet	http://animals.sandiegozoo.org/animals	Make a List (Narrative) Give Your Opinion (Opinion) Write a Story (Narrative)
Pre-A-1	<i>Silly Time Stories</i>	Robert Keith	Hector Bortasca	Animal Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story				Helping Others Reading Wordless Books	learning to tell stories; learning the alphabet	https://kidshealth.org	Tell a Story (Narrative) Extend the Story (Narrative) Write About a Character (Opinion)
Pre-A-1	<i>Surprise Me Stories</i>	Caryn Hart	Debbie Palen	Fantasy Picture Book	Early Learning Concepts Alphabet Recognition	Use Pictures to Tell a Story		Phonics: Letters and Sounds		Understanding Feelings Reading Wordless Books	learning to tell stories; learning the alphabet	www.nationalgeographic.com/yaks-zabras	Retell the Stories (Narrative) Write a Story (Narrative) Tell My Opinion (Opinion)
Pre-A-2 (LAP)	<i>Detective Robot at The Art Museum</i>	Jane Craft		Mystery Picture Book			Directionality	Phonemic Awareness: Alliteration	Number Words	Organizing Ideas Reading Books With Labels	counting groups; recognizing numerals and number words	www.metmuseum.org	Shared Writing (Inf/Exp) Draw and Label (Inf/Exp) Make Labels (Inf/Exp)
Pre-A-2 (LAP)	<i>Detective Robot at The Photo Gallery</i>	Jane Craft		Mystery Picture Book			Spaces Between Words	Phonemic Awareness: Alliteration	Color Words	Taking Responsibility Reading Books With Labels	identifying colors; learning color names	www.scholastic.com/parents/resources/article/parent-child-photography-games-kids	Shared Writing (Inf/Exp) Make Labels (Narrative) Draw and Write (Opinion)
Pre-A-2 (LAP)	<i>Detective Robot at The Gift Shop</i>	Jane Craft	Tracy Sabin	Mystery Picture Book			Directionality	Phonemic Awareness: Rhyming Words	Number Words and Color Words	Organizing Ideas Reading Books With Labels	recognizing colors and numbers; identifying groups	http://pbskids.org/callout/games/	Shared Writing (Inf/Exp) Make Labels (Inf/Exp) Draw and Label (Inf/Exp)
Pre-A-1	<i>Count on Rabbits</i>	Cody Herman	Seth Adams	Animal Fantasy Picture Book	Early Learning Concepts Counting		Directionality (Labels)	Phonemic Awareness: Identify Initial /r/		Friendship Reading Books With Labels	counting groups; recognizing numerals and number words	http://pbskids.org/peg/games/pegs-parade	Write a Story (Narrative) Draw and Write (Narrative) Write Your Opinion (Opinion)

Level	Title	Author	Illustrator	Genre/Text Type	Content Area	Comprehension	Print Awareness	Phonemic Awareness / Phonics	Word Study	SEL Discussion	Themes / Ideas	Technology	Writing Options
Pre-A-2	<i>Count on Pictures</i>	Maxwell York		Informational Text Picture Book	Early Learning Concepts Counting		Directionality (Turning the Page)	Phonemic Awareness: Identify Initial /k/ Spelled c	Number Words	Making Connections Reading Numbers and Number Words	counting groups; recognizing numerals and number words	www.preschoolrainbow.org/index.htm	Shared Writing (Narrative) Draw and Label (Inf/Exp) Describe a Photo (Inf/Exp)
Pre-A-2	<i>Count the Animals!</i>	Fay Tracy		Informational Text Picture Book	Early Learning Concepts Counting		Directionality (Chart)	Phonemic Awareness: Identify Initial /t/		Making Comparisons Reading Label Books	counting groups; recognizing numerals and number words	www.montereybayaquarium.org	Shared Writing (Narrative) Write a Story (Inf/Exp) Write Your Opinion (Opinion)
Pre-A-2	<i>Colors in Nature</i>	Bobby Arthur		Informational Text Picture Book	Early Learning Concepts Colors		Directionality (Labels)	Phonemic Awareness: Identify Initial /s/		Organize Ideas Reading Books With Photographs	identifying colors; learning color names	pbskids.org/games/coloring/	Shared Writing (Inf/Exp) Draw and Label (Inf/Exp) Create More Pages (Inf/Exp)
Pre-A-2	<i>Funny Animal Colors</i>	Jan C. Harper		Informational Text Picture Book	Early Learning Concepts Colors		Use of Color	Phonemic Awareness: Identify Initial /p/		Imagination Reading Label Books	identifying colors; learning color names	http://animals.sandiegazoo.org/animals/birds	Shared Writing (Narrative) Draw and Label (Opinion) Draw and Write (Narrative)
Pre-A-2	<i>Colorful Things</i>	Joe Noonan		Informational Text Picture Book	Early Learning Concepts Colors		Use of Color	Phonemic Awareness: Identify Initial /w/		Making Connections Reading Label Books	identifying colors; learning color names	www.sesamestreet.org/art-maker	Write a Story (Narrative) Create a Label (Inf/Exp) Write a Story (Narrative)
Pre-A-2	<i>Inset Colors 1, 2, 3!</i>	Anna Webster		Informational Text Picture Book	Early Learning Concepts Colors and Counting		Directionality (Chart)	Phonemic Awareness: Identify Initial /y/		Making Connections Reading a Chart	recognizing colors and numbers; identifying groups of insects	kids.nationalgeographic.com/insects	Shared Writing (Narrative) Draw and Write (Narrative) Share Your Opinion (Opinion)
Pre-A-2	<i>Sticker Colors 1, 2, 3!</i>	Frances Booker		Informational Text Picture Book	Early Learning Concepts Colors and Counting		Follow a Sequence	Phonemic Awareness: Identify Initial /g/		Making Comparisons Reading Sticker Books	recognizing colors and numbers; identifying groups	pbskids.org/artur/print-hats/hats.html#pg-qwhat	Write a Story (Narrative) Draw and Label (Opinion) Write Greetings (Narrative)
Pre-A-2	<i>Animal Colors 1, 2, 3!</i>	Bailey Carroll		Informational Text Picture Book	Early Learning Concepts Colors and Counting		Colorful Print	Phonemic Awareness: Identify Initial /d/		Organize Ideas Reading Label Books	recognizing colors and numbers; identifying groups	www.nationalgeographic.com/unlikely/animal-friends	Write Questions (Inf/Exp) Make a Book (Inf/Exp) Draw and Write (Narrative)
Pre-A-3 (LAP)	<i>Hat Store, The</i>	Jane Craft	Stephanie Dehemin	Animal Fantasy Picture Book			Capital Letters and End Marks	Phonemic Awareness: Same Beginning Sounds	Names of Animals	Making Choices Reading Books With Sentences	identifying animals; making good choices	http://pbskids.org/artur/print-hats/hats.html#pg-qwhat	Write a Sentence (Narrative) Draw and Label (Narrative) Draw and Describe (Inf/Exp)
Pre-A-3 (LAP)	<i>Packing Up!</i>	Jane Craft	Debbie Palen	Animal Fantasy Picture Book		Recognize Patterned Text		Phonemic Awareness: Same Beginning Sounds	Naming Words	Making Choices Reading a Story Told By a Character		http://kids.nationalgeographic.com/videos/are-we-there-yet-world-adventure/#canada_polar_bears...ep_11.mp4	Shared Writing (Narrative) Draw and Label (Narrative) Draw and Label (Narrative)
Pre-A-3 (LAP)	<i>Animals and Their Babies</i>	Jane Craft		Informational Text Picture Book	Science Life Science Animal Babies	Use Picture Clues		Phonemic Awareness: Same Ending Sound	Naming Words (Animals)	Making Connections Reading Books With Sentences	seeing animals and their babies; identifying animals	www.nationalgeographic.com/animals/baby-animals	Shared Writing (Inf/Exp) Draw and Label (Inf/Exp) Make a Chart (Opinion)
Pre-A-3	<i>Fox</i>	Aiden Brandt	Caroline Farias	Animal Fantasy Picture Book			Directionality (Word Order)	Phonics: Initial Consonant /	High-Frequency Words	Friendship Reading Animal Fantasy Stories	playing hide-and-seek; seeing forest animals at play	kids.nationalgeographic.com/fennec-fox	Shared Writing (Inf/Exp) Draw and Write (Narrative) Share Your Opinion (Opinion)
Pre-A-3	<i>At the Market</i>	Jill Spring	Paul Nicholls	Animal Fantasy Picture Book		Use Picture Clues		Phonics: Initial Consonant z	High-Frequency Words	Making Choices Reading Animal Fantasy Stories	naming different food items; making new friends	https://sesamestreet.com/unites.org/eating-well	Shared Writing (Narrative) Draw and Write (Narrative) Share Your Opinion (Opinion)
Pre-A-3	<i>Ladybug</i>	Melissa Stewart	Olga and Aleksey Ivanov	Animal Fantasy Picture Book			Directionality (Sentences)	Phonics: Initial Consonant /	High-Frequency Words Naming Words	Imagination Reading Animal Fantasy Stories	observing a creative process; being generous with friends	www.scholastic.com/teachers/articles/teaching-content/craft-geometric-quills/	Shared Writing (Narrative) Draw and Write (Narrative) Share Your Opinion (Opinion)
Pre-A-3	<i>Turtle</i>	Madeline Garnett	Natalia Moore	Animal Fantasy Picture Book			Directionality (Sentences)	Phonics: Initial Consonant t	High-Frequency Words	Friendship Reading Animal Fantasy Stories	learning about friendship; making someone else happy	http://animals.sandiegazoo.org/turtle-and-tortoise	Shared Writing (Narrative) Draw and Write (Narrative) Draw and Label (Opinion)
Pre-A-3	<i>Cat Plays</i>	Nick Parker	Helen Rowe	Animal Fantasy Picture Book			Directionality (Word Order)	Phonemic Awareness: Rhyming Words	High-Frequency Words Naming Words (Things)	Imagination Reading Animal Fantasy Stories	distinguishing reality from fantasy; observing cats at play	www.cats.org.uk/cat-care/cats-for-kids/about-cats	Point of View (Narrative) Draw and Write (Narrative) Share Your Opinion (Opinion)

Lessons at a Glance

PRE-A-1 to PRE-A-3

Level	Title	Author	Illustrator	Genre/Text Type	Content Area	Comprehension	Print Awareness	Phonemic Awareness / Phonics	Word Study	SEL Discussion	Themes / Ideas	Technology	Writing Options
Pre-A-3	<i>Under the Umbrella</i>	Blake Turner	Emma Foster	Fable Picture Book		Use Picture Clues		Phonics: Short o / o/	High-Frequency Words Naming Words (Animals)	Sharing Reading Animal Fantasy Stories	naming different animals; identifying items for the beach	http://pbskids.org/curiousgeorge	Shared Writing (Narrative) Draw and Write (Narrative) Share Your Opinion (Opinion)
Pre-A-3	<i>Here I Is!</i>	John Madison		Informational Text Picture Book	Social Studies Clothing		Directionality (Word Order)	Phonics: Initial Consonant <i>h</i>	High-Frequency Words Naming Words	Making Connections Reading Books With Photos	naming different items people own; understanding differences between people	pbslearningmedia.org "Ben Franklin" Explore: Make a Kite-	Shared Writing (Narrative) Draw and Label (Inf/Exp) Draw and Describe (Inf/Exp)
Pre-A-3	<i>Look!</i>	Max Marshall		Informational Text Picture Book	Science Life Science Animals		Tracking the Print	Phonics: Initial Consonant <i>d</i>	High-Frequency Words Naming Words (Animals)	Curiosity Reading Books With Photos	naming different kinds of animals; comparing differences	discoverykids.com	Shared Writing (Narrative) Draw and Label (Opinion) Draw and Label (Inf/Exp)
Pre-A-3	<i>We Like</i>	Lindsay Brooks		Informational Text Picture Book	Social Studies Transportation Vehicles		Ending Marks	Phonics: Initial Consonant <i>b</i>	High-Frequency Words Naming Words	Making Connections Reading Informational Text	naming vehicles; observing ways to travel on land, sea, and air	www.dfindout.com	Shared Writing (Narrative) Draw and Label (Opinion) Draw and Write (Opinion)

Scholastic EDGE for PreK Research Base

Program Feature	Supporting Research
<p>Engaging and Supporting the Earliest Readers</p> <p>Scholastic EDGE for PreK provides a wide range of engaging literacy experiences to support children as they begin to join the community of readers. The program</p> <ul style="list-style-type: none"> • offers a selection of appealing lap books and student readers that gradually release children from wordless books to books with text that children can read. • provides focused foundational learning including letter-sound correspondence, phonemic awareness, and print concepts. • develops oral language and early childhood concepts with meaningful conversations, vocabulary instruction, and other supports and routines throughout. 	<p>“Given the importance identified in the research literature of starting school motivated to read and with the prerequisite language and early literacy skills, the committee recommends that all children, especially those at risk for reading difficulties, should have access to early childhood environments that promote language and literacy growth and that address a variety of skills that have been identified as predictors of later reading achievement.” (Snow, Burns, & Griffin, 1998)</p> <p>“Classrooms filled with print, language and literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print that research has shown are strong predictors of achievement.” (National Institute for Literacy, 2008)</p> <p>“Children who are particularly likely to have difficulty learning to read in the primary grades are those who begin school with less prior knowledge and skill in certain domains, most notably letter knowledge, phonological sensitivity, familiarity with the basic purposes and mechanisms of reading, and language ability.” (Snow, Burns, & Griffin, 1998)</p>
<p>Focus on Alphabet Knowledge</p> <p>Alphabet instruction is a central element of Scholastic EDGE for PreK. The program offers a unique and systematic approach, including</p> <ul style="list-style-type: none"> • engaging instruction focusing on Alphabet Photo Cards for uppercase and lowercase letters that are used in multiple ways throughout the program. • alphabet rhymes, games, and songs. • repeated exposure to alphabet exemplar words found in multiple stories and other experiences. • developmentally appropriate and connected phonics and phonemic awareness instruction and games throughout. 	<p>“The two best predictors of early reading success are alphabet recognition and phonemic awareness.” (Adams, 1990; Beck & Juel, 1995; Chall, 1996; Stanovich, 1992)</p> <p>“Alphabet knowledge (AK) is consistently recognized as the strongest, most durable predictor of later achievement in literacy including decoding, comprehension, and spelling.” (National Institute for Literacy, 2008)</p> <p>“AK lessons that teach both the uppercase and lowercase forms help teachers to build on students’ prior experiences with uppercase letters to expand their knowledge of letters.” (Jones, Clark, & Reutzel, 2012)</p> <p>“The one-third of entering kindergartners who don’t know all their letter names are likely to become the one-third of 4th graders reading below the basic level.” (Allington, 2011)</p>

Program Feature	Supporting Research
<p>Building Print and Early Sight Word Awareness</p> <p>Scholastic EDGE for PreK provides carefully sequenced supports as children build foundational skills important for emergent readers. Supports include</p> <ul style="list-style-type: none"> • multiple experiences with book handling and book awareness with a focus on book features and directionality. • focused and sequenced lessons on a wide range of print concepts with lap books and student readers. • interaction with books with labels to reinforce the concept that print carries meaning. • exposure to 25 high-frequency words to support children as they explore the student readers. 	<p>“Conventional reading and writing skills that are developed in the years from birth to age 5 have a clear and consistently strong relationship with later conventional literacy skills.” (National Institute for Literacy, 2008)</p> <p>“Beginning readers need explicit instruction and practice in... ‘sight’ recognition of frequent words, and independent reading, including reading aloud.” (Snow, Burns, & Griffin, 1998)</p> <p>“Preschool programs, even those designed specifically as interventions for children at risk of reading difficulties, should be designed to provide optimal support for cognitive, language, and social development, within this broad focus. However, ample attention should be paid to skills that are known to predict future reading achievement, especially those for which a causal role has been demonstrated.” (Snow, Burns, & Griffin, 1998)</p> <p>“Given the centrality of excellent instruction to the prevention of reading difficulties, the committee strongly recommends attention (in every primary-grade classroom) to the full array of early reading accomplishments: the alphabetic principle, reading sight words....” (Snow, Burns, & Griffin, 1998)</p>
<p>Gradual Release From Wordless Books to Text</p> <p>Scholastic Edge for PreK features a gradual release from wordless storybooks to text-based books with full support and scaffolding. This includes</p> <ul style="list-style-type: none"> • modeled reading of lap books that directly connect to student readers. • reading of wordless books, focusing on following a narrative, telling stories, sequencing (beginning, middle, and end), and other important language development and comprehension skills. • supported reading of books with labels, encouraging children to attend to print and connect words with pictures. • release into reading patterned text with high-frequency words. 	<p>“... Curriculum should be aimed at what Lev Vygotsky called students’ zone of proximal development. Vygotsky wrote (1979), ‘The only good kind of instruction is that which marches ahead of development and leads it.’ Classroom texts should pose intellectual challenges for readers and invite them to stretch and grow. . . . Reading a broad range of books makes students stronger readers and, over time, stronger people.” (Jago, 2011)</p> <p>Wordless picture books support learners who are not yet reading on their own and build their confidence as readers and writers. As they invent narratives, children develop a sense of story and demonstrate an understanding of sequence, cause and effect, and other narrative features they will encounter in books with words. (Nelson, Aksu-Koc, & Johnson, 2001)</p> <p>“Wordless books are particularly useful in teaching children how a book works because most children recognize, interpret, and express themselves through pictures long before they master print.” (Jalongo, Dragich, Conrad et al., 2002)</p> <p>“One effective approach to motivate students to read is to provide them with texts that are interesting, meaningful, and accessible to them—for instance, texts that are neither too difficult nor too easy.” (Baumann & Kame’enui, 2004)</p>

Program Feature	Supporting Research
<p>Building Oral Language</p> <p>Scholastic EDGE for PreK features a wide range of Oral Language experiences designed to expand children's language and comprehension. This includes</p> <ul style="list-style-type: none"> • Book Talk that helps children become familiar with concepts and key words relevant to the book before reading. • language and vocabulary support during reading. • engaging puppets that model speaking and listening skills as the teacher and children use the puppets to ask and answer questions. • purposeful prompts to guide children's Book Chats after reading. 	<p>"Most obviously, groups present situations in which social learning occurs as children watch, listen, play, solve problems, and share their observations with peers. Group times also provide many rich opportunities for language development. Children hear new words introduced by teachers or used by peers, and refine their own ways of speaking to more effectively communicate their needs and intentions to others." (Epstein, 2008)</p> <p>"If we wish to help children and adolescents become thoughtfully literate, classroom talk around texts is critical." (Allington, 2012)</p> <p>"Children's oral language competence is strongly predictive of their facility in learning to read and write: Listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode." (CCSS, 2010)</p> <p>"Young children who demonstrate oral language proficiency and early abilities in processing print do better in learning to read in first, second, and third grades." (National Institute for Literacy, 2008)</p> <p>"Developing oral language comprehension and engaging children in meaningful oral discourse is crucial because it gives meaning to what they are learning." (International Literacy Association, 2018)</p> <p>"Children's oral language skills serve as the foundation for both aspects of reading ability—word reading and language comprehension.... Although various approaches have been found to improve young children's language, the approach of shared book reading has gained the greatest research support thus far, particularly when such reading is carried out dialogically, that is, with much language interaction between the reader and the child." (Timothy Shanahan and Christopher Lonigan, <i>The Role of Early Oral Language in Literacy Development</i>, <i>Language Magazine</i>, 2017 https://www.languagemagazine.com/5100-2/)</p>
<p>Developing a Positive Attitude Toward Reading</p> <p>In Scholastic EDGE for PreK, children are introduced to supported reading explorations in a way that is designed to delight and promote success. These include</p> <ul style="list-style-type: none"> • engaging fiction and nonfiction stories. • characters children will connect with and get to know over time. • supported book experiences that guarantee success. • book interactions that include puppets and games. • connection with learning the alphabet to characters found in stories. 	<p>"The conversational duets that occur around shared book reading can affect children's vocabulary growth and comprehension of stories. Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple readings, which will enhance their understanding. These exchanges help children to bridge what is in the story and their own lives. Providing children with a rich array of information books is likely to enhance their conversations as they try to learn and understand more about their world." (International Literacy Association, 2018)</p> <p>"The key to building dialogic conversations around texts and text sets is in the ways we as teachers talk with children. The teachers help children understand what they are doing (not merely reading), who they are, and what to value The foundation this instruction provides for children includes building a tolerance for ambiguity and uncertainty, a foundation that will allow them not only to keep a conversation open and treat each other with respect, but to keep their minds open." (Johnston, 2009)</p>

Program Feature	Supporting Research
<p>Social and Emotional Learning</p> <p>Scholastic EDGE for PreK recognizes the importance of social and emotional development on early learning and literacy. The program offers many supports for building social and emotional learning, including</p> <ul style="list-style-type: none"> ● routines that build security as children enter new learning territory. ● scaffolds to learning that build positive self-image and promote learning. ● specific social-emotional learning associated with each book and discussion that helps children relate this learning to their own lives. ● Teaching Card activities focusing on social and emotional topics. ● teaching routines that develop executive function as children attend to stories and learn new skills. 	<p>“An important component of early school readiness and healthy child development is meeting a child’s social-emotional needs in preschool. Preschool social-emotional skills include being able to get along and cooperate with others, manage strong feelings, focus attention, and persist at challenging tasks. These skills deserve focused attention during the preschool years because they are critical for long-term school and life success.” (Bierman, Greenberg, & Avenevoli, 2017)</p> <p>“Cognitive research demonstrates that students learn in ways that last when they are able to connect and integrate ideas and wrestle with authentic, real-world questions and challenges.” (Bransford, Brown, & Cocking, 2000; diSessa, 2000; Linn & Hsi, 2000)</p>
<p>Support for English Learners (ELs)</p> <p>In Scholastic EDGE for PreK, ELs have multiple supports and routines that get them talking. These children</p> <ul style="list-style-type: none"> ● have a unique opportunity to use their home language as well as their new English language through guided explorations of wordless books. ● are immersed in rich, meaningful talk about books, which provides additional language-learning support. ● benefit from scaffolds and suggestions that help teachers ensure they participate successfully in the classroom community. 	<p>“Through wordless books ... children with limited English proficiency ... can draw on their interpretive skills.” (Jalongo, Dragich, Conrad et al., 2002)</p> <p>Klein, A., et al. (2017) report research studies that affirm that supporting English learners in the classroom requires seeing children as both literacy and language learners.</p> <p>“[English learners] will almost certainly benefit from classroom settings where oral language use is emphasized and student-to-student interaction is promoted.” (Echevarria & Goldberg, 2017)</p> <p>“[A] focus on oral language is of greatest importance for the children most at risk—children for whom English is a second language and children who have not been exposed at home to the kind of language found in written texts.” (Dickinson & Smith, 1994)</p>

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Notes



for PreK

About the Program Author

Adria Klein, Ph.D., is renowned for her work with school districts across the United States to support emergent literacy, English language learning, small-group differentiated instruction, and early intervention with our youngest learners. Dr. Klein works with children and teachers in early childhood programs and across the elementary grades, and has taught reading on five continents. She has authored or coauthored many professional books and articles about oral language, phonological awareness and phonics, early writing development, and other literacy topics.

Dr. Klein is a professor emerita of reading education at CSU San Bernardino, where she was the chair of the Department of Elementary and Bilingual Education. A former president of the California Reading Association, she also served on the International Literacy Association Board of Directors. Currently, she is the director of a center focused on early literacy intervention at Saint Mary's College of California. She also serves as a reviewer for the professional journal *The Reading Teacher*.



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