

Proclamation 2021— Editorial Changes
 Benchmark Education Company LLC
 Ready to Advance Early Learning Program Texas (ISBN 9781078641463)

[Ready to Advance Early Learning Program Texas](#)

User Name:
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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781078630313 9781078638647	U7_W3_D5: pp. 130-131	p. 131, Teach Concepts and Skills, Prewriting: Complete a Directed Drawing: School Bus	Original Text Being Changed: <ul style="list-style-type: none"> Have children dictate a sentence or story that tells where their school bus is going. Print children’s sentences or stories on their papers. Have children take turns sharing their drawings and sentences, complimenting their own and others’ artwork. 	Additional instruction added per reviewers’ comments. Changed Text: <ul style="list-style-type: none"> Have children write to tell where their school bus is going using marks, letter, or symbols. Ask children to verbally share the meaning of their writing. Have children take turns sharing their drawings and writing with each other.
Editorial Change	Publisher	Teacher	9781078630306 9781078638647	U6_W1_D5: pp. 38-39	p. 39, Teach Concepts and Skills, Prewriting: Begin a Directed Drawing: Whole-Body Shape	Original Text Being Changed: <ul style="list-style-type: none"> Encourage children to add details to the setting that reflect things they like to do. Have children dictate 1–2 sentences about themselves, using sentence frames. My name is ___ (name) and I am ___ (description). I like (to) ___ (activity or preference). Record children’s descriptions on their drawings or a separate sheet of paper. Have children take turns sharing their drawings and descriptions with others, encouraging them to make positive comments about their own and others’ artwork. 	Additional instruction added per reviewers’ comments. Changed Text: <ul style="list-style-type: none"> Encourage children to add details to the setting that reflect things they like to do. Have children write about themselves, using marks, letters, or symbols. Have children verbally share the meaning of their writing. Ask children to take turns sharing their drawings and descriptions with others, verbally sharing meaning of their drawing and writing. Encourage children to make positive comments about their own and others’ artwork.
New Content	Publisher	Teacher	9781078630344 9781078638647	U10_W3_D5: pp. 126-127	p. 127, Teach Concepts and Skills, Shared Writing: Retell and Illustrate a Memory, bullets 1-5	Original Text Being Changed: <ul style="list-style-type: none"> Have children dictate a story about a favorite memory or activity they shared with their friends at school this year. Print children’s words on their papers. Have children draw a picture to illustrate their story. Help children label the characters and objects in the picture. Have children share their drawing and story with a friend. 	Additional instruction added per reviewers’ comments. Changed Text: <ul style="list-style-type: none"> Have children write about a favorite memory or activity they shared with their friends at school this year using marks, letters, and symbols. Have children draw a picture to illustrate their story. Ask children to label the characters and objects in the picture using marks, letters, and symbols. Ask children to verbally share the meaning of their writing. Have children share their drawing and story with a friend, verbally sharing the meaning of their writing.

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Listos y Adelante Early Learning Texas (ISBN 9781078641470)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781078632348 9781078638654	U4_W2_D1: pp. 48-49	p. 48, Lectura en voz alta: Presentar La feria de abuelita	<p>Original Text Being Changed:</p> <ul style="list-style-type: none"> • Muestre la portada del libro y lea el título. Describa la portada haga énfasis en las palabras sombrero y suéter. • Identifique a la autora y a la ilustradora. Recuerde cómo trabajan juntas para hacer un libro. • Muestre la ilustración de la portada. Use la rutina de Escuchar-Ver-Decir-Hacer (LL #1) para explicar el concepto de feria. Escuchen. Feria. Díganlo conmigo, fe-ria. Esta es una feria. (Señale la ambientación en la ilustración de la portada.) Una feria es un pequeño mercado que se hace en un lugar y un momento determinado, y que puede incluir celebraciones. (Señale a la gente bailando en la ilustración). ¿Qué están haciendo? (Están bailando). ¿Por qué bailan? (Están en una fiesta). ¿Quiénes son los que están detrás tocando instrumentos musicales? (mariachis) Los que cantan y tocan instrumentos en esta fiesta se llaman mariachis. La música mariachi es alegre y popular de México. • Ayude a los niños a comprender que la historia y los personajes son inventados, aunque los personajes podrían ser reales. Comente las características de la feria para que entiendan qué tipo de cosas se pueden encontrar en ella. ¿Qué cosas podemos encontrar en una feria? (Muestre las ilustraciones de las páginas 6-14) (cestas con frutas, tejidos, bastones tallados, colchas hechas con retazos de tela, comida). 	<p>Additional instruction added per reviewers' comments. Changed Text:</p> <ul style="list-style-type: none"> • Muestre la portada del libro y lea el título. Describa la portada haga énfasis en las palabras sombrero y suéter. Pida a los niños que identifiquen los detalles en la ilustración y hagan predicciones. ¿Pueden predecir de que se trata el libro? • Identifique a la autora y a la ilustradora. Recuerde cómo trabajan juntas para hacer un libro. • Señale el escenario en la ilustración de la portada. Use la rutina de Escuchar-Ver-Decir-Hacer (LL #1) para guiar a los niños a hacer predicciones sobre el concepto de feria. Escuchen. Feria. Díganlo conmigo, fe-ria. ¿Puedes predecir lo que es una feria? (Señale a la gente bailando en la ilustración). ¿Qué están haciendo? (Están bailando). ¿Puedes predecir por qué bailan los personajes? (Puedo predecir que están celebrando.) Una feria es como un mercado donde la gente se reúne para celebrar. ¿Fue correcta tu predicción sobre qué es una feria? • Ayude a los niños a comprender que la historia y los personajes son inventados, aunque los personajes podrían ser reales. Comente las características de la feria para que hagan predicciones sobre qué tipo de cosas se pueden encontrar en ella. ¿Puedes predecir qué cosas podemos encontrar en una feria? (Muestre las ilustraciones de las páginas 6-14) (Puedo predecir que hay cestas con frutas, tejidos, bastones tallados, comida).

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New Content	Publisher	Student	9781078632348 9781078638654	U4_W3_D4: pp. 116-117	p. 116, Aprendizaje socioemocional: Leer Buscamos a Óliver, bullets 1-6	<p>Original Text Being Changed:</p> <ul style="list-style-type: none"> • Muestre el libro. Lea el título y los nombres del autor e ilustrador. Repase cómo el autor y el ilustrador trabajan juntos para hacer un libro. El título de este libro es Buscamos a Óliver. El autor es J. R. Wilson; él escribió las palabras. El ilustrador es Marcin Piwowarski; él dibujó las imágenes. • Muestre la ilustración de la portada. Con apoyo, pida a los niños que identifiquen detalles y hagan inferencias sobre el tema del libro. <p>¿Qué tiene el niño en su mano? (Un collar de mascota). ¿Qué tipo de mascota creen que llevaba ese collar? (verifique las respuestas). Miren el rostro del niño. ¿Qué está pensando o sintiendo? (verifique las respuestas—preocupación o sorpresa). ¿Sobre qué creen trata la historia? (El niño busca su mascota perdida).</p> <ul style="list-style-type: none"> • Lea la historia, haciendo pausas para señalar detalles que describan el escenario (casa del niño, jardín, vecindario, centro de control de animales) y los personajes (el niño, su hermano, ayudantes de la comunidad y vecinos). • Comente el problema del niño (Por ejemplo: su perro, Óliver, se perdió). Explique que la mayoría 	<p>Additional instruction added per reviewers' comments.</p> <p>Changed Text:</p> <ul style="list-style-type: none"> • Muestre el libro. Lea el título y los nombres del autor e ilustrador. Repase cómo el autor y el ilustrador trabajan juntos para hacer un libro. El título es Buscamos a Óliver. J. R. Wilson escribió las palabras. Marcin Piwowarski hizo las imágenes. • Muestre la ilustración de la portada. Con apoyo, pida a los niños que identifiquen detalles y hagan predicciones sobre el tema del libro. Miren el rostro del niño. ¿Puedes predecir qué está pensando o sintiendo? (verifique las respuestas—preocupación o sorpresa). ¿Puedes predecir de qué trata la historia? (Puedo predecir que el niño busca su mascota perdida). • Lea la historia, haciendo pausas para señalar detalles que describan el escenario (casa del niño, jardín, vecindario, centro de control de animales) y los personajes (el niño, su hermano, ayudantes de la comunidad y vecinos). • Comente el problema del niño (Por ejemplo: su perro, Óliver, se perdió). Explique que la mayoría de las historias de ficción presentan un problema y cómo se resuelve. • Invite a los niños a recordar las predicciones que hicieron sobre el personaje y la historia. ¿Fueron correctas sus predicciones?

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Children's Literacy Initiative
Blueprint for Early Learning (ISBN 9781734567212)

[Blueprint for Early Learning](#)

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Editorial Change	Publisher	Teacher	9781734567212	9	Unit 1 Front Matter, under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 2 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 3 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 4 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 5 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 6 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 7 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 8 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 9 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	9	Unit 10 Front Matter, tip under "Words for Multilingual Learners."	publisher added to expand on learning experience	Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.
Editorial Change	Publisher	Teacher	9781734567212	24	Unit 4 Front Matter, Centers, by Writing Centers under "Teaching Letters."	publisher added to expand on learning experience	It is common practice to teach uppercase letters before lowercase letters. Yet children see more lowercase letters in books and other environment print. Therefore, we teach both at the same time for a more authentic literacy experience. However, based on observations and assessments of your own children, you may choose only to focus on the uppercase form of the letter.
Editorial Change	Publisher	Teacher	9781734567212	33	U3.D1.SG, Small Group, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Incorporate words and phrases in children's home language (places in the community, positional words, etc.) while supporting their proficiency in English.

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Editorial Change	Publisher	Teacher	9781734567212	35	U10.D2.MTP, Message Time Plus, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Feeling good about yourself does not mean making others feel bad. You can use your social emotional puppets to role play a scenario that helps children learn and talk about this important idea.
Editorial Change	Publisher	Teacher	9781734567212	36	U6.D2.IRA, Intentional Read Aloud, sidebar, under "Reading to Children."	publisher added to expand on learning experience	Remember, your Intentional Read Aloud is not the only time of the day you should be reading to your children. Children needs lots of experiences and exposure to books. Encourage children to bring books from home and read those to them. Let children choose books from your classroom library and read those. Of course, reading one-on-one with an individual child or a small group of children is always a powerful practice.
Editorial Change	Publisher	Teacher	9781734567212	40	U4.D3.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Do an equity walk around your classroom and look closely at your walls. Who is pictured? Who is not represented? Do your walls reflect the identities and abilities of the children in your class and in your community? Do your walls open up windows to other groups and cultures?
Editorial Change	Publisher	Teacher	9781734567212	48	U6.D5.IRA, Intentional Read Aloud, sidebar, under "Concepts of Print."	publisher added to expand on learning experience	When reading with children support their growing understanding around concepts of print. Can they find spaces between words? A particular letter? The word "the" in the title of the book? Use the checklist on concepts of print on the Blueprint website to break down these skills into discreet, measurable ones, so that you can scaffold your instruction during read-aloud lessons and other experiences throughout the day.
Editorial Change	Publisher	Teacher	9781734567212	48	U10.D5.IRA, Intentional Read Aloud, sidebar, under "Diagraphs."	publisher added to expand on learning experience	When the letters s and h are next to one another, they lose their individual sounds and become a new sound /sh/. This is a called a diagraph. If your children are ready, teach them about this unique feature of the English language by focusing on the word "She's" in the title of this book. What other objects in your classroom begin with this diagraph? Can your children discriminate between words that begin with /s/ and words that begin with /sh/? Other common diagraphs are /th/ and /ch/.
Editorial Change	Publisher	Teacher	9781734567212	52	U1.D6.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Address children's identities. Invite them to talk about what they know, what they like, and who they are. Give them lots of opportunities to talk about their family and their social identities.
Editorial Change	Publisher	Teacher	9781734567212	55	U10.D6.SG, Small Group, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Listening carefully to children's conversations about their own and others identity helps you to gain perspective on their views. They may ask questions about similarities and differences they notice between themselves and peers. Encourage these types of conversations and invite children to share their thinking. Focus on helping them see how people are both different and the same.

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Editorial Change	Publisher	Teacher	9781734567212	58	U3.D7.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Unconscious biases are stereotypes we are not even aware we have. However, they can guide our expectations and interactions with others. Are your expectations the same for all your children? Do you expect some of your children to behave differently than others? Reflecting on your biases is the first step in changing your interactions.
Editorial Change	Publisher	Teacher	9781734567212	58	U5.D7.MTP, Message Time Plus, sidebar, under "Teaching Letters."	publisher added to expand on learning experience	It is common practice to teach uppercase letters before lowercase letters. Yet children see more lowercase letters in books and other environment print. Therefore, we teach both at the same time for a more authentic literacy experience. However, based on observations and assessments of your own children, you may choose only to focus on the uppercase form of the letter.
Editorial Change	Publisher	Teacher	9781734567212	60	U1.U8.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Children at this age notice similarities and difference among people including what they look like. Be open to talking about what children notice. Once they identify differences, be sure to encourage children to appreciate and respect them. Discussions around race and equity are important for building a positive classroom culture.
Editorial Change	Publisher	Teacher	9781734567212	65	U9.D9.SG, Small Group, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	As you work with children, throughout the day and in small groups, be prepared to offer different levels of differentiation or support. Reflect on children's experience with materials or their background knowledge. Ask your self how you can adapt the lesson so that it is fair for each child and meets their needs.
Editorial Change	Publisher	Teacher	9781734567212	66	U4.D9.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	When selecting other books to share with your children, look closely at the illustrations. Illustrations should be engaging and vibrant, drawing children into the visual world of the book and complementing the text. Look for stereotypes and tokenism. Pay attention to who is visible and who is missing. Is a group rendered invisible because it is not depicted on the pages of the book?
Editorial Change	Publisher	Teacher	9781734567212	68	U1.D10.IRA, Intentional Read Aloud, sidebar, under "Reading to Children."	publisher added to expand on learning experience	Remember, your Intentional Read Aloud is not the only time of the day you should be reading to your children. Children needs lots of experiences and exposure to books. Encourage children to bring books from home and read those to them. Let children choose books from your classroom library and read those. Of course, reading one-on-one with an individual child or a small group of children is always a powerful practice.
Editorial Change	Publisher	Teacher	9781734567212	70	U5.D10.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Celebrate personal and cultural diversity within your classroom community, local community, and beyond. Acknowledge people's similarities and differences. Talk with children about their observations and questions about themselves and others. Model and support them in recognizing value across differences and promoting equity in our society.

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Editorial Change	Publisher	Teacher	9781734567212	70	U8.D10.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Building relationships with children and a caring classroom environment also means explicitly addressing issues of race and equity. Children notice how people are similar and different. Engage in conversations that support children's understanding of identity (gender, race, etc.). Engage in conversations that help children learn to treat everyone kindly and fairly.
Editorial Change	Publisher	Teacher	9781734567212	70	U10.D10.IRA, Intentional Read Aloud, sidebar, under "Reading to Children."	publisher added to expand on learning experience	Remember, your Intentional Read Aloud is not the only time of the day you should be reading to your children. Children needs lots of experiences and exposure to books. Encourage children to bring books from home and read those to them. Let children choose books from your classroom library and read those. Of course, reading one-on-one with an individual child or a small group of children is always a powerful practice.
Editorial Change	Publisher	Teacher	9781734567212	75	U7.D11.MTP, Message Time Plus, sidebar, under "Concepts of Print."	publisher added to expand on learning experience	When reading with children support their growing understanding around concepts of print. Can they find a word? Can the find the word "the?" Can they find a letter? Can the find the first letter of a word? Use the checklist on concepts of print on the Blueprint website to break down these skills into discreet, measurable ones, so that you can scaffold your instruction and interactions.
Editorial Change	Publisher	Teacher	9781734567212	76	U2.D11.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	When selecting other books to share with your children, ask yourself questions such as these to ensure that they promote more equity: Is this book culturally relevant and respectful? How will children feel when they see themselves represented in this book? What is the story, implicit or explicit, that they are hearing about themselves? About others? Are the words respectful of groups and individuals? Are any parts of the text or illustrations negative or offensive?
Editorial Change	Publisher	Teacher	9781734567212	83	U2.D13.MTP, Message Time Plus, sidebar, under "Teaching Letters."	publisher added to expand on learning experience	It is common practice to teach uppercase letters before lowercase letters. Yet children see more lowercase letters in books and other environment print. Therefore, we teach both at the same time for a more authentic literacy experience. However, based on observations and assessments of your own children, you may choose only to focus on the uppercase form of the letter.
Editorial Change	Publisher	Teacher	9781734567212	88	U6.D14.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	When talking about colors, it's natural for children to bring up the color of their skin. Welcome this conversation! How do the children's skin color compare? Whose skin is darker? Lighter? Celebrate the range and diversity of skin tones and help children develop positive identities.
Editorial Change	Publisher	Teacher	9781734567212	92	U5.D15.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Discussions around race and equity are important. Find out what children think and feel. Talk about how important it is to treat each other kindly and fairly.
Editorial Change	Publisher	Teacher	9781734567212	102	U1.D18.GT, Greeting Time, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	There are many variations you can make to this greeting. You can ask children to respond to topics such as the language they speak at home, the color of their skin (creamy, brown), and family structure (with grandparents, with one parent). These kinds of questions support children in developing a positive identity.

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Editorial Change	Publisher	Teacher	9781734567212	105	U4.D18.MTP, Message Time Plus, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Did a child tell you they feel as if they were treated unfairly? Have you noticed any unfair treatment? Use your social emotional puppets as a tool to work through these and other problems that may arise in your class.
Editorial Change	Publisher	Teacher	9781734567212	106	U8.D18.IRA, Intentional Read Aloud, sidebar, under "Diagraphs."	publisher added to expand on learning experience	When the letters t and h are next to one another, they lose their individual sounds and become a new sound /th/. This is called a diagraph. If your children are ready, teach them about this unique feature of the English language by focusing on the word "Thank" in the title of this book. What other objects in your classroom begin with this diagraph? Can your children discriminate between words that begin with /t/ and words that begin with /th/? Other common diagraphs are /ch/ and /sh/.
Editorial Change	Publisher	Teacher	9781734567212	108	U9.D19.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Children should see themselves, their families, and their cultures reflected in the classroom environment and materials. This representation is important because it sends a powerful message of who and what is valued.
Editorial Change	Publisher	Teacher	9781734567212	110	U6.D19.IRA, Intentional Read Aloud, sidebar, under "Promote More Equity."	publisher added to expand on learning experience	How can you show children that you value the cultural expertise they bring to the class? Co-create responsibilities and procedures that take into account children's home cultures and traditions. And, invite children to share their experiences and include them as you adapt your curriculum
Editorial Change	Publisher	Teacher	9781734567212	110	U7.D19.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	Cultivate a strengths-based attitude by maximizing children's cultural expertise and background knowledge. Incorporate their knowledge into the activities, interactions, and classroom environment. This sends the message that you value the tremendous racial, cultural, and linguistic resources that they bring to the classroom community.
Editorial Change	Publisher	Teacher	9781734567212	110	U8.D19.IRA, Intentional Read Aloud, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	What kind of "world" are you co-creating with your children in your classroom? Cultivate a community in which each child's voice can be heard, and where everyone is respected and valued.
Editorial Change	Publisher	Teacher	9781734567212	115	U2.D20.SG, Small Group, sidebar, under "Promoting More Equity."	publisher added to expand on learning experience	The materials children have available for their use in the classroom are a key part of creating an environment reflective of their identities and cultures. At the art center, for example, include a variety of materials, such as paper and crayons, that represent a range of skin tones to include all children's racial identities.
Editorial Change	Publisher	Teacher	9781734567212	all teaching guides	Headers of Gathering Time, Meeting Time Plus, Intentional Read Aloud, and Small Group (present throughout)	publisher added to expand on learning experience	The teaching guides use several colors to denote different sections of the daily curriculum. Due to visual accessibility, those colors have been changed to different shades teal, red, yellow, and green.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Portal. Getting Started tab	publisher added to expand on learning experience	A comprehensive Foundations Guide has been added in order to introduce educators to the concepts, structures, and practices utilized in Blueprint. The Foundations Guide is a part of our Professional Development implementation training.

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Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 4 Online Resources, under "Songs, Poems, and Chants," "Spanish Versions," named "Este Cerdito."	publisher added to expand on learning experience	The Spanish version of "This Little Piggy" has been added as a teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 6 Online Resources, under "Unit 6 Images and Audio," titled "Words that begin with /m/."	publisher added to expand on learning experience	An image for the word "map" has been added as part of this teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 8 Online Resources, under "Unit 8 Images and Audio," titled "Bird's Homes."	publisher added to expand on learning experience	Images of different bird's nests have been added as a teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 9 Online Resources, under "Songs, Poems, and Chants," audio file titled "Soaring in the Spaceship."	publisher added to expand on learning experience	New audio for the song "Soaring in the Spaceship" has been added as a teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 9 Online Resources, under "Unit 9 Images and Audio," titled "Letter Outline Cards."	publisher added to expand on learning experience	Letter template cards have been added as a teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 10 Online Resources, under "Unit 10 Images."	publisher added to expand on learning experience	"Jabari Jumps" game board has been added as a teacher resource.
Editorial Change	Publisher	Teacher	online resource portal	Online resource portal	Unit 10 Online Resources, under "Family Resources," titled "Holding a Pencil."	publisher added to expand on learning experience	The Spanish version of "Holding a Pencil" has been added as a family resource.
New Content	Publisher	Student	9781734567212	43	U5.D4.MTP, Message Time Plus, sidebar, under "Keep It Going," Beginning with "Gather a small group..."	publisher added to expand on learning experience	added for alignment review

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Children's Literacy Initiative at UT Health Science Center
CIRCLE Pre-K Curriculum (ISBN 9781952259005)

[CIRCLE Pre-K Curriculum](#)

Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	Whisper To Me lesson Scope & Sequence week 9	needs EL TPG: EL II.A.3.	added TPG EL II.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 26Book & Print Reading Step It Up! section	needs TPGs IV.A.1., X.A.1., X.A.3.	added TPGs IV.A.1., X.A.1., X.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 32Science	TPG V.A.3. needed list	Added TPG V.A.3. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 7 Mathematics Target Lessons section	TPG V.A.5. needed in list	Added TPG V.A.5. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 4Mathematics Target Lessons section	TPG V.A.5. needed in list	Added TPG V.A.5. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 6MathematicsAdditional Lessons section	TPG VIII.B.1. needed in list	Added TPG VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 4 Mathematics Target Lessons section	TPG VIII.B.1. was needed in list	Added TPG VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 7 Mathematics Target Lessons section	TPG III.D.2. needed in list	Added TPG III.D.2 to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 5 Social & Emotional Development	needs I.A.3., I.B.1.a., II.B.1., II.B.3. in TPG list	Added TPGs I.A.3., I.B.1.a., II.B.1., II.B.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 8 Mathematics Target Lessons section	needs TPG II.D.1.	Added TPG II.D.1.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 9 Mathematics Target Lessons section	needs TPGs VIII.B.1. and III.D.1.	Added TPGs VIII.B.1. and III.D.1.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 14 Mathematics Step It Up! section	needs TPG I.C.2.	Added TPG I.C.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 14 Mathematics Target Lessons section	needs TPG III.D.1. and V.E.1.	Added TPG III.D.1. and V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 15 Social & Emotional Development section	needs TPG III.D.3., IV.A.2.	Added TPG III.D.3., IV.A.2. to list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 3 Mathematics Target Lessons section	needs TPGs V.A.1. and V.A.5. for the lessons indicated	Added V.A.1. and V.A.5. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 3 Mathematics Step It Up! section	needs TPG VIII.B.1. for the lesson indicated	Added VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 4 Science section	needs TPG I.A.1. for lessons indicated	Added TPG I.A.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scope & Sequence week 4 Social & Emotional Development section	needs TPGs IV.A.1., IV.B.1., IV.B.3. for lessons indicated	Added IV.A.1., IV.B.1., IV.B.3. to T{G list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 5 Social & Emotional Development section	needs TPGs I.A.3., I.B.1.a., II.B.1., II.B.3. for lessons indicated	Added TPGs I.A.3., I.B.1.a., II.B.1., II.B.3. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 6 Mathematics Target Lessons! section	needs TPGs II.D.6., VIII.B.1. for lessons indicated	Added TPGs II.D.6., VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 6 Mathematics Additional Lessons section	needs TPG add V.E.1. for lesson indicated	Added TPG V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 6 Science section	needs TPG V.E.1.	Added V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 6 Social & Emotional Development section	needs TPGs I.C.5., II.B.1., II.B.3. for lessons indicated	Added I.C.5., II.B.1., II.B.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 3 Social & Emotional Development section	needs TPGs I.A.2., I.B.1.a., II.A.1., II.A.3., II.B.1., II.B.2., II.B.4. and EL TPG II.A.3. for lessons indicated	Added TPGs add TPG I.A.2., I.B.1.a., II.A.1., II.A.3., II.B.1., II.B.2., II.B.4. and EL TPG II.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Welcome to Pre-K! week 2 Social & Emotional Development section	needs TPG I.B.2.b., III.D.2., III.D.3. and EL TPG II.A.2. for lessons indicated	Added TPG I.B.2.b., III.D.2., III.D.3. and EL TPG II.A.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Welcome to Pre-K! week 2 Mathematics section	needs EL TPG II.A.2.	Added EL TPG II.A.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Welcome to Pre-K! week 1 Social & Emotional Development section	needs TPG I.B.2.b., III.D.2., III.D.3. for lessons indicated	Added TPG I.B.2.b., III.D.2., III.D.3. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Welcome to Pre-K! week 1 Social & Emotional Development section	Order of TPGs not sequential	Reordered TPGs as : TPG I.A.1., I.B.1.a., I.B.2.b., I.C.1., I.C.6., III.D.2., III.D.3., V.A.7., V.D.4., VII.A.3., VII.B.1., IX.A.1. EL TPG II.D.6.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Welcome to Pre-K! week 1 Social Studies section	Our Flags lesson needs TPG II.B.1.	Added TPG II.B.1. to list

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Editorial Change	Publisher	9781952259029	Teacher	N/A	The Sky Above Me - Topic 1 Theme Extenders Book & Print Reading - Suggested Read Aloud Titles	Suggested Read Aloud title, Bear Feels Scared by Karma Wilson, does not connect as well to the topic as another available title	Deleted Bear Feels Scared by Karma Wilson from Suggested Read Aloud Titles. Added Clouette by Tom Lichtenheld in its place.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 17 Mathematics Target Lessons! section	needs TPG IX.B.1. from the list that is included in a lesson indicated	Changed list of TPGs to: Added TPG IX.B.1. EL TPG II.A.2.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 17 Mathematics Step It Up! section	needs TPG I.C.2. in list	Added TPG I.C.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 15 Social & Emotional Development Target Lessons section	needs TPG VIII.B.1. in list	Added VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 15 Language & Communication Target Lessons section	TPG IX.A.2. needed in list	added IX.A.2. to TPG list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Im me! I'm Special! - Topic 3 Learning Centers Science section, TPG list	needs TPG V.E.1. in list	Added V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Im me! I'm Special! - Topic 3 Whole group and Small Group Lessons Science section, TPG list	needs TPG V.E.1. in list	Added V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 14 Mathematics Additional Lessons section	needs V.A.5. in TPG list	Added V.A.5.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 8 Science Target Lessons section	needs I.C.2. in TPG list	TPG I.C.2. added
Editorial Change	Publisher	9781952259029	Teacher	N/A	All Around My Community - Topic 4 Whole Group and Small Group Lessons Science section, TPG list	needs I.C.2. in TPG list	TPG I.C.2. added
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 8 Mathematics Target Lessons section, TPG list	needs V.E.1. in TPG list	Added V.E.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 7 Social and Emotional Development Target Lessons section, TPG list	needs TPG I.B.1.c. in list	Added TPG I.B.1.c. to list

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 8 Social and Emotional Development Target Lessons section, TPG list	needs TPG I.B.1.c. in list	Added TPG I.B.1.c. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 8 Book & Print Reading Target Lessons section, TPG list	needs TPG II.D.3. in list	Added TPG II.D.3. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 5 Mathematics Target Lessons section, TPG list	needs TPG III.D.2. in list	Added TPG II.D.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 5 Mathematics Additional Lessons section, TPG list	needs TPG V.A.5. in list	Added TPG V.A.5. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	All Around My Community - Topic 3 Whole Group and Small Group Lessons Science section, TPG list	needs TPG I.C.3., in list	Added I.C.3., from list
Editorial Change	Publisher	9781952259029	Teacher	N/A	All Around My Community - Topic 3 Learning Centers Science section, TPG list	needs TPGs I.C.3., VI.A.1. in list	Added TPGs I.C.3., VI.A.1. from list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 9 Science Target Lessons section	needs TPG I.C.3. in list	Added TPG I.C.3. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	All Around My Community - Topic 2 Whole Group and Small Group Lessons Social Studies section, TPG list	needs TPG VIII.C.1. in list	Added TPG VIII.C.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	All Around My Community - Topic 2 Theme Extenders Book & Print Reading section, TPG list	needs VII.B.3. in list	Added VII.B.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 10 Mathematics Target Lessons section, TPG list	needs TPGs III.D.2. and V.E.1. in list	Updated TPG list to show: II.D.1., III.D.2., V.A.1., V.A.2., V.A.3., V.A.9., V.D.1., V.E.1., VI.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 9 Language & Communication Target Lessons section, TPG list	needs TPG IX.A.2. in list	Added IX.A.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Im me! I'm Special! - Topic 2 Whole Group & Small Group Lessons Science section, TPG list	needs TPG IX.C.2. in list	Added IX.C.2. to list

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Im me! I'm Special! - Topic 3 Whole Group & Small Group Lessons Social & Emotional Development section, TPG list	needs TPG I.A.2.	Added TPG I.A.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Im me! I'm Special! - Topic 3 Whole Group & Small Group Lessons Social Studies section, TPG list	Missing TPG II.A.2. and EL TPG II.A.2.	Updated TPG list to show: TPG II.A.2., VII.A.1., VII.D.3. EL TPG II.A.2.
Editorial Change	Publisher	9781952259029	Teacher	N/A	It's harvest Time - Topic 3 Whole Group & Small Group Lessons Writing section, TPG list	needs TPG II.B.1.	Added TPG II.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	The Sky Above Me - Topic 4 Whole Group & Small Group Lessons Writing section, TPG list	needs TPG II.B.1.	Added TPG II.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	It's Harvest Time - Topic 2 Whole Group & Small Group Lessons Science section, TPG list	needs TPG VI.B.1.	Added TPG VI.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	It's Harvest Time - Topic 2 Learning Centers Science section, TPG list	needs TPG VI.B.1.	Added TPG VI.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 13 Science Target Lessons, TPG list	needs TPG VI.B.1.	Added TPG VI.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 12 Science Target Lessons, TPG list	needs TPG VI.B.1. in list	Added TPG VI.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 11 Mathematics Additional Lessons section, TPG list	needs TPG VIII.B.1.	Added TPG VIII.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 11 Language & Communication Additional Lessons section, TPG list	needs TPG IX.A.2.	Added TPG IX.A.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 13 Mathematics Target Lessons, TPG list	needs TPG III.D.2.	Added TPG III.D.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 11 Mathematics Target Lessons section, TPG list	needs TPG III.D.2.	Added TPG III.D.2. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	It's Harvest Time - Topic 3 Theme Extenders Alphabet Knowledge section, TPG list	TPG needed for fine motor = IX.B.1.	Added IX.B.1. to list

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Editorial Change	Publisher	9781952259029	Teacher	N/A	It's Harvest Time - Topic 3 Learning Centers ABC section, TPG list	TPG needed for fine motor = IX.B.1.	Added IX.B.1. to list
Editorial Change	Publisher	9781952259029	Teacher	N/A	It's harvest Time - Topic 3 Whole Group & Small Group Lessons Writing section, TPG list	needs VI.B.1., VI.B.2. in TPG list	Added VI.B.1., VI.B.2. to TPG list
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence week 25 Language & Communication Target Lessons section, TPG list	Pick the Pronoun lesson missing from those listed	Added Pick the Pronoun lesson to top of listed lesson names
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence Week 32 Language & Communication Step It Up! section Star statement	Language needed to address irregular plurals in addition to regular plurals	Added a star statement to include instruction on irregular plurals
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence Week 22 Language & Communication Target Lessons section Star statement	When We Were Little lesson needed for additional skill coverage	Added When We Were Little to the list of lesson names and added the hyperlink
Editorial Change	Publisher	9781952259029	Teacher	N/A	Scope & Sequence Week 22 Language & Communication Target Lessons section Star statement	TPG II.E.2. needed in list	Added TPG II.E.2. to the list
Editorial Change	Publisher	9781952259029	Teacher	N/A	One Two, Buckle my My Shoe Gray box at right, between Learning Areas and Texas Prekindergarten Guidelines	Head Start Early Learning Outcome missing from alignments	Added Goal P-MATH 1. Child knows number names and the count sequence.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can you Find My Picture-Phoneme Blending Practice 1 Gray box at right, under Learning Areas	Pre-K Primary Domain listed as Physical Development	Changed Pre-K Primary Domain to Phonological Awareness
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can you Find My Picture-Phoneme Blending Practice 1 Under Scaffolding, fifth sentence	Teacher talk should be bold: "Yes, /sss/ /o/ /p/ makes the word soap."	Bolded teacher talk: "Yes, /sss/ /o/ /p/ makes the word soap."
Editorial Change	Publisher	9781952259029	Teacher	N/A	Examples and Nonexamples Gray box at right, Texas Prekindergarten Guidelines	EL TPG II.D.3. needed	Added II.D.3. Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.). (ELL)
Editorial Change	Publisher	9781952259029	Teacher	N/A	Number Songs and Chants Gray box at right, Texas Prekindergarten Guidelines	EI TPG II.A.2. needed	Added II.A.2. Child shows understanding by following one to two-step oral directions in English. (ELL)

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Teaching Vocabulary before a Read Aloud Gray box at right, Texas Prekindergarten Guidelines	TPG II.D.3. needed	Added II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sorting and Comparing Numbers Using Body Parts Gray box at right, under Texas Prekindergarten Guidelines	TPG IX.C.2. needed	Added IX.C.2. Child practices good health habits of personal hygiene.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, Texas Prekindergarten Guidelines	TPG III.D.2. needed	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, Texas Prekindergarten Guidelines	TPG III.D.3. needed	Added III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, Texas Prekindergarten Guidelines	TPG IV.A.2. needed	Added IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, under Texas Prekindergarten Guidelines	needs TEKS for alignment	Added §110.2(b)(5)(C) make and confirm predictions using text features and structures with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, under Texas Prekindergarten Guidelines	needs TEKS for alignment	Added §110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Feeling Safe Gray box at right, under Texas Prekindergarten Guidelines	needs TEKS for alignment	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	Feeling Safe Gray box at right, Head Start Early Learning Outcomes	needs a Head Start outcome for alignment	Added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Deleting Compound Word Parts SCAFFOLDING section	Text not filling section	Fixed formatting
Editorial Change	Publisher	9781952259029	Teacher	N/A	Owen Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(5)(F) make inferences and use evidence to support understanding with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Owen Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Owen Gray box at right, Texas Prekindergarten Guidelines	TPG III.D.3. needed	Added III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Owen Gray box at right, Texas Prekindergarten Guidelines	TPG III.D.4. needed	Added III.D.4. Child will make inferences and predictions about text.
Editorial Change	Publisher	9781952259029	Teacher	N/A	MATERIALS, 2nd bullet	Included in bullet 1, does not need separate line item	Removed bulleted item
Editorial Change	Publisher	9781952259029	Teacher	N/A	MATERIALS, 4th bullet	renaming of material needed to make it more clear: Response to Text paper copies for students	drawing sheet for each child
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG I.B.2.b. missing	Added I.B.2.b. Child can communicate basic emotions/feelings.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG IV.A.2. missing	Added IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome missing from alignments	Added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(2)(A)(vii) demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(2)(A)(vi) demonstrate phonological awareness by segmenting multisyllabic words into syllables
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG III.D.2 missing	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG V.A.5. missing	Added V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	TPG II.A.2. for EL missing	Added II.A.2. Child shows understanding by following one to two-step oral directions in English. (ELL)
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(5)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(6)(D) create mental images to deepen understanding with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	TPG I.C.2 missing	Added I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(2)(A)(viii) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(7)(F) respond using newly acquired vocabulary as appropriate
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, First Grade TEKS Alignment	needs TEKS for alignment	Added §110.3(b)(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome missing from alignments	Added Goal P-SE 6 Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome missing from alignments	Added Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Texas Prekindergarten Guidelines	TPG V.E.1. missing	Added V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Texas Prekindergarten Guidelines	TPG III.D.2 missing	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome missing from alignments	Added Goal P-MATH 1. Child knows number names and the count sequence.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- MODEL AND EXPLAIN	Gap between header and body text	Removed space

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added 110.2(b)(2)(A)(vii) demonstrate phonological awareness by blending spoken onsets and rimes to form simple words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	Missing TPG II.A.3.	Added II.A.3. Child shows understanding of the language being spoken by teachers and peers.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	Missing TPG II.A.3. EL	Added II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers. (ELL)
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §116.2(b)(1)(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of
Editorial Change	Publisher	9781952259029	Teacher	N/A	MODEL AND EXPLAIN	Opening quotation marks missing bold formatting	Bolded quotation marks
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §116.2(b)(6)(A) respond appropriately to starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	Missing TPG	Added II.A.2. Child shows understanding by following one to two-step oral directions in English. (ELL)
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	Missing TPG	Added IX.A.2. Child coordinates sequence of movements to perform tasks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	DIRECTIONS, second set of bullets	Missing bold formatting	Bolded second set of bullets
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(5)(F) make inferences and use evidence to support understanding with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG III.D.2 missing from alignments	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG II.D.1 missing from alignments	Added II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	TEKS 116.2(b)(1)(F) missing from alignments	Added §116.2(b)(1)(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG II.D.2 missing from alignments	Added II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at Right under Learning Area(s)	K-2 Secondary Domain missing	Added Language, Reading, and Writing
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at Right under Learning Area(s)	K-2 Secondary Sub Domain missing	Added Vocabulary
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	TEKS 116.(b)(1)(F) missing from alignments	Added §116.2(b)(1)(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG VI.A.1 missing from alignments	Added VI.A.1 Child observes, investigates describes, and discusses properties and characteristics of common objects.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome (Goal P-SCI 2) missing from alignments	Added Goal P-SCI 2. Child engages in scientific talk.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG VI.A.1 missing from alignments	Added VI.A.1 Child observes, investigates describes, and discusses properties and characteristics of common objects.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome (Goal P-SCI 2) missing from alignments	Added Goal P-SCI 2. Child engages in scientific talk.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG III.D.2 missing from alignments	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, under Texas Prekindergarten Guidelines	TPG III.D.2 needed	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	TEKS §110.2(b)(6)(F) missing from alignments	Added §110.2(b)(6)(F) respond using newly acquired vocabulary as appropriate
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.C.1. needed	Added VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §117.104(b)(2)(B) assume roles through imitation and recreation
Editorial Change	Publisher	9781952259029	Teacher	N/A	Gray box at right, Texas Prekindergarten Guidelines	TPG I.A.2. needed	Added I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.A.1. needed	Added VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §117.102(b)(2)(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Materials	pictures of landforms is repetitive	Removed 3rd bullet: "pictures of landforms"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Materials, 1st bullet	"picture cards" is too vague	landform picture cards
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Head Start Early Learning Outcome missing from alignments	Added Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG II.B.1.. Needed	Added II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	needs TEKS for alignment	Added §110.2(b)(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Introduce	All four teacher talk sentences of Introduce section are missing bold formatting.	Bolded all sentences of the Introduce section.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Guide Practice, 2nd sentence	The second sentence: (Pass out the bingo cards). is the the wrong font size.	Changed the font to the correct size.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Guide Practice, 4th sentence	The fourth sentence: (Continue to play and help children if needed.) is the the wrong font size.	Changed the font to the correct size.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Summarize	Both sentences of Summarize section which are teacher talk, are missing bold formatting.	Bolded all sentences of the Summarize section.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG I.C.4. needed	Added I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Preparation	Printable ballots not provided - Need to revise sentence, "Print out the ballots and cut them out."	Create and cut out the ballots.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Guide practice, 2nd paragraph	Poor wording for, "Once all the children have voted, shake the voter container..."	Once all the children have voted, shake the ballot box...
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Listening TPG needed from alignments	Added II.A.2. Child shows understanding by following two-step oral directions and usually follows threestep directions.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Listening TPG needed from alignments	Added II.A.2. Child shows understanding by following one to twostep oral directions in English. (ELL)

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Listening TEKS needed from alignments	Added §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Writing Head Start Early Learning Outcome needed for alignments	Added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Writing TPG needed	Added IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Writing TPG needed	Added IV.B.3. Child shares and celebrates classmate and individual written products.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Writing TEKS needed for alignments	Added §110.2(b)(10)(A) plan by generating ideas for writing through class discussions and drawings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Writing TEKS needed for alignments	Added §110.2(b)(10)(E) share writing
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Speaking TPG needed	Added II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Speaking TPG needed	Added II.B.3. Child provides appropriate information for various situations.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Speaking TEKS needed for alignments	Added §110.2(b)(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Feelings TPG missing from alignments	Added I.B.2.b. Child can communicate basic emotions/feelings.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Model and Explain	Table could not be reformatted	Replaced table
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Materials	2nd and 3rd bullets were not indented	Added indent
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.B.1 needed	Added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scaffolding	Upward and downward scaffolds were bulleted	Removed bullets, added underline
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG needed for alignments	Added I.B.2.b. Child can communicate basic emotions/feelings.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Teacher Tips, last bullet	Partner Talk activity not hyperlinked	Added hyperlink to activity

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Literacy Head Start Early Learning Outcome needed foralignments	Added Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Comprehension TPG missing	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Comprehension TPG missing	Added III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Comprehension TEKS needed foralignments	Added §110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Comprehension TEKS needed foralignments	Added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Gross Motor Head Start Early Learning Outcome needed foralignments	Added Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Physical TEKS needed foralignments	Added §116.2(b)(7)(B) work in a group setting in cooperation with others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s)	No PreK Secondary domain selected	Added PreK Secondary Domain: Fine Arts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s)	No PreK Secondary sub domain selected	Added PreK Secondary sub domain: Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.B.1 needed	Added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s)	No PreK Secondary domain selected	Added PreK Secondary Domain: Mathematics
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s)	No PreK Secondary sub domain selected	Added PreK Secondary sub domain: Classification and Patterns
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG V.E.1 needed	Added V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Materials, 2nd bullet	Missing "book" label before book title for Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst	Chnaged to: book: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Writing Head Start Early Learning Outcom needed for alignment	Added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Writing TPG needed	Added IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Writing TPG needed	Added IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Writing TEKS needed for alignment	Added §110.2(b)(11)(A) dictate or compose literary texts, including personal narratives
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Writing TEKS needed for alignments	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.B.1. needed	Added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	TPG VIII.B.1 . needed	Added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Guide practice, 2nd paragraph	Child response not indented	Fixed formatting
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Language TPG needed	Added II.B.3. Child provides appropriate information for various situations.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- DIRECTIONS, 4th paragraph, last sentence	...with my hands!'and then I wrote my name...	...with my hands!' and then I wrote my name...
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Additional writing TPG needed	Added IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Art TEKS needed for alignments	Added §117.102(b)(2)(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Music TPG needed	Added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Music TEKS needed for alignments	Added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	Comprehension Head Start Early Learning Outcome missing from alignments	Added Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Social and emotional TPG needed	Added I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Comprehension TPG needed	Added III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Comprehension TPG needed	Added III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Comprehension TEKS needed	Added §110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Comprehension TEKS needed	Added §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Model and Explain: 2nd paragraph	Missing space between sentences: I will say, 'Show me the number.'Then, you will...	Added space: I will say, 'Show me the number.' Then, you will.,
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Kindergarten TEKS Alignment	Social and emotional TEKS needed for alignment	Added §115.2(b)(2)(D) identify ways to avoid harming oneself or another person
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Self-concept TPG needed	Added I.A.2. Child shows self awareness and can express pride in age appropriate abilities and skills.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Birthday Notes: Gray box at right, under Texas Prekindergarten Guidelines	Fine Arts TPG needed	Added: VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s)	No secondary domain/sub domain selected	Added: Mathematics/Number and Operation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at Right under Learning Area(s) below Primary Domain	No secondary domain-subdomain selected	Added: Social and Emotional Development - Self-Regulation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Texas Prekindergarten Guidelines	Self-regulation TPG needed	Added I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Kindergarten TEKS Alignment	TEKS §110.2(b)(3)(C) needed for alignments	Added: §110.2(b)(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Head Start Early Learning Outcomes	HSELO Goal P-LIT 5. needed for alignment	Added: Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, Head Start Early Learning Outcomes	HSELO Goal P-LIT 5. needed for alignment	Added: Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under First Grade TEKS Alignment	Missing 1st Grade TEKS §110.3(b)(3)(D)	Added §110.3(b)(3)(D) identify and use words that name actions, directions, positions, sequences, categories, and locations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Head Start Early Learning Outcomes	HSELO Goal P-LIT 5. needed for alignment	Added: Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Head Start Early Learning Outcomes	HSELO Goal P-LIT 5. needed for alignment	Added: Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Gray box at right, under Head Start Early Learning Outcomes	HSELO Goal P-LIT 5. needed for alignment	Added: Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Scaffolding: 3rd sentence	"Have the child repeat the cardinality of the set after you." needs clarification	Replaced with: Have the child repeat the total number of items in the set (cardinality) after you.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Rock-Soil-and-Sand Investigation; Teacher Tips:under suggested read aloud books; 6th bullet	Book title: Dirt or Soil: What's the Difference? (Down & Dirty: The Secrets of Soil) missing author name	Added: by Ellen Lawrence
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Tube Town: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(1)(B) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Tube Town: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Fine Arts TEKS alignment	Added:§117.105(b)(2)(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Water, Water Everywhere: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(1)(B) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What's in the Sky? Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(B)observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Architects and Engineers: Gray box at right, Texas Prekindergarten Guidelines	Social & Emotional TPG needed	Added: I.C.2. Child assumes various roles and responsibilities as part of a classroom community.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Build a Bridge: Gray box at right, Texas Prekindergarten Guidelines	Social & Emotional TPG needed	Added: I.C.3. Child shows competence in initiating social interactions.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Body Outlines: Gray box at right, Texas Prekindergarten Guidelines	Social & Emotional TPG needed	Added: I.A.1. Child is aware of where own body is in space and respects personal boundaries.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Bug Homes: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(B) plan and conduct simple descriptive investigations
Editorial Change	Publisher	9781952259029	Teacher	N/A	Bug Homes: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(D) record and organize data using pictures, numbers, and words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build a Bridge: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(3)(A) identify and explain a problem and propose a solution
Editorial Change	Publisher	9781952259029	Teacher	N/A	Home, Sweet Home—Act Like an Animal: Gray box at right, Texas Prekindergarten Guidelines	Fine Arts TPG needed	Added: VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Leaf and Bark Sort: Gray box at right, under Kindergarten TEKS Alignment	needs Kindergarten Math TEKS alignment	Added: §111.2(b)(8)(A) collect, sort, and organize data into two or three categories
Editorial Change	Publisher	9781952259029	Teacher	N/A	Me and My Amazing Body: Gray box at right, Texas Prekindergarten Guidelines	Physical Development TPG needed	Added: IX.C.2. Child practices good habits of personal health and hygiene.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Parts of a Plant Sing-Along: Gray box at right, Texas Prekindergarten Guidelines	Fine Arts TPG needed	Added: VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	What Is a Living Thing?: Gray box at right, Texas Prekindergarten Guidelines	Math TPG needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	What Is a Living Thing?: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(9)(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Move It with Air?: Gray box at right, under First Grade TEKS Alignment	Needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(D) record and organize data using pictures, numbers, and words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Comparing Crackers: Gray box at right, under First Grade TEKS Alignment	needs 1st Grade Health TEKS alignment	Added: §115.3(b)(4)(A) identify and demonstrate use of the five senses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Corn Chip Chat: Gray box at right, under First Grade TEKS Alignment	needs 1st Grade Health TEKS alignment	Added: §115.3(b)(4)(A) identify and demonstrate use of the five senses

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Corn Chip Chat: Gray box at right, under Learning Area(s).	K-2 domain and sub domain needed	Added :K-2 Primary Domain: Science - Matter, Force, Motion, and Energy
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Corn Chip Chat: Gray box at right, under Activity Grade Level(s)	Kindergarten needed for Activity Grade Level(s)	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Does It Need Electricity?: Gray box at right, under Texas Prekindergarten Guidelines	Math TPG needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Does It Need Electricity?: Gray box at right, under First Grade TEKS Alignment	needs 1st Grade Math TEKS alignment	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Give 'Em Pumpkins to Talk About—Inside: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(4)(A) needed for alignments	Added: §112.11(b)(4)(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Give 'Em Pumpkins to Talk About—Inside: Gray box at right, under Texas Prekindergarten Guidelines	Science TPG VI.B.1 needed	Added: VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Give 'Em Pumpkins to Talk About—Outside: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(4)(A) needed for alignments	Added: §112.11(b)(4)(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Give 'Em Pumpkins to Talk About—Outside: Gray box at right, under Texas Prekindergarten Guidelines	needs Science TPG VI.B.1	Added: VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Does It Feel?: Gray box at right, under Texas Prekindergarten Guidelines	Math TPG needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Let It Roll: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(3)(B) needed for alignments	Added:§112.11(b)(3)(B) make predictions based on observable patterns in nature

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Let It Roll: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(4)(A) needed for alignments	Added: §112.11(b)(4)(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let It Roll: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(6)(D) needed for alignments	Added: §112.11(b)(6)(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let It Roll: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS 112.12(b)(3)(B) needed for alignments	Added: §112.12(b)(3)(B) make predictions based on observable patterns
Editorial Change	Publisher	9781952259029	Teacher	N/A	Magnetic or Not: Gray box at right, under Texas Prekindergarten Guidelines	Math TPG needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Magnetic or Not: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	Magnetic or Not: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
Editorial Change	Publisher	9781952259029	Teacher	N/A	Moving Through Liquid: Gray box at right, under Kindergarten TEKS Alignment	Kindergarten TEKS §112.11(b)(3)(B) needed for alignments	Added: §112.11(b)(3)(B) make predictions based on observable patterns in nature
Editorial Change	Publisher	9781952259029	Teacher	N/A	Moving Through Liquid: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §112.12(b)(2)(C) collect data and make observations using simple tools
Editorial Change	Publisher	9781952259029	Teacher	N/A	Moving Through Liquid: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §112.12(b)(3)(B) make predictions based on observable patterns
Editorial Change	Publisher	9781952259029	Teacher	N/A	Moving Through Liquid: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
Editorial Change	Publisher	9781952259029	Teacher	N/A	Moving Through Liquid: Gray box at right, under First Grade TEKS Alignment	First Grade TEKS needed for alignment	Added: §112.12(b)(6)(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Push or Pull: Gray box at right, under Texas Prekindergarten Guidelines.	Social and Emotional Development TPG needed	Added: I.C.3. Child shows competence in initiating social interactions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Crackers: Gray box at right, under Activity Grade Level(s).	needs first grade for Activity Grade Levels	Added: First Grade
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Crackers: Gray box at right, under Learning Areas.	K-2 Secondary Domains needed	Added: K-2 Secondary Domain: Physical and Health Education - Health and Personal Safety
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Crackers: Gray box at right, under First Grade TEKS Alignment.	First grade Science TEKS needed for alignments	Added: §112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: Gray box at right, under Kindergarten TEKS Alignment.	Kindergarten English Language Arts and Reading TEKS needed for alignments	Added: §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Healthy Choices: Gray box at right, under Texas Prekindergarten Guidelines.	Math TPG needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Healthy Choices: Gray box at right, under Kindergarten TEKS Alignment.	Math Kindergarten TEKS needed for alignments	Added: §111.2(b)(8)(A) collect, sort, and organize data into two or three categories
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Creating a Web: Gray box at right, under Texas Prekindergarten Guidelines.	Speaking TPG needed	Added: II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under Activity Grade Level(s).	Kindergarten grade level needed	Added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under Learning Areas.	needs K-2 Primary Domains	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under Learning Areas.	needs K-2 Secondary Domains	Added: K-2 Secondary Domain: Language, Reading, and Writing - Listening and Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under Texas Prekindergarten Guidelines.	needs TPG II.B.1	Added: II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under Kindergarten TEKS Alignment.	needs Kindergarten TEKS §110.2(b)(1)(C)	Added: §110.2(b)(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language
Editorial Change	Publisher	9781952259029	Teacher	N/A	- K-W-L Chart: Gray box at right, under First Grade TEKS Alignment.	needs First Grade alignment	Added: §110.3(b)(7)(C) use text evidence to support an appropriate respons

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Author's Chair: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: MATERIALS	3rd bullet was repetitive	removed 3rd bullet
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: PREPARATION	step needed in PREPARATION for clarification	inserted missing directions as 2nd bullet
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Caring for Others: PREPARATION, 2nd bullet	"Act It Out" cards are unclear. Needs to better describe cards.	changed to "picture cards"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: MATERIALS, 1st bullet	"picture cards and other downloadable resources" is a vague description of what is needed	defined "other downloadable resources": picture cards and drawing sheets
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: MATERIALS, 1st bullet	"picture cards and student sheets" can be better described	changed to "picture cards and drawing sheets" for continuity
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Drawing with Details: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Drawing with Details: Gray box at right, under Learning Areas	needs Kindergarten Primary Domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Drawing with Details: Gray box at right, under Texas Prekindergarten Guidelines	needs Art TPG	Added: VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Drawing with Details: Gray box at right, under Kindergarten TEKS Alignment	needs Kindergarten TEK S§110.2(b)(10)(B)	Added: §110.2(b)(10)(B) develop drafts in oral, pictorial, or written form by organizing ideas
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heart Map: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heart Map: Gray box at right, under Learning Areas	needs Kindergarten Primary Domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heart Map: Gray box at right, under Texas Prekindergarten Guidelines	needs Art TPG	Added: VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say It, Move It: MATERIALS, 1st bullet, 2nd bullet	hyperlinked PDF is picture cards AND game board (bullet 2)	combined bullets for clarity
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Is an Insect?—Body Parts: MATERIALS, 1st bullet	hyperlinked PDF is picture cards AND diagrams (bullet 2)	combined bullets for clarity

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Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under Learning Areas	Needs K-2 Primary Domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under Kindergarten TEKS Alignment	Needs Kindergarten TEKS §110.2(b)(10)(A)	Added: §110.2(b)(10)(A) plan by generating ideas for writing through class discussions and drawing
Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under Kindergarten TEKS Alignment	Missing Kindergarten TEKS §110.2(b)(10)(B)	Added: §110.2(b)(10)(B) develop drafts in oral, pictorial, or written form by organizing ideas
Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under First Grade TEKS Alignment	needs First Grade TEKS §110.3(b)(11)(A)	Added: §110.3(b)(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming
Editorial Change	Publisher	9781952259029	Teacher	N/A	I Remember When: Gray box at right, under First Grade TEKS Alignment	needs First Grade TEKS §110.3(b)(11)(B)(ii)	Added: §110.3(b)(11)(B)(ii) develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details
Editorial Change	Publisher	9781952259029	Teacher	N/A	Interactive Daily News: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Interactive Daily News: Gray box at right, under Learning Areas	needs K-2 Primary Domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	Message Board: Gray box at right, under Texas Prekindergarten Guidelines	needs Writing Process TPG IV.B.1	Added: IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Multi-Sensory Name Writing: Gray box at right, under Texas Prekindergarten Guidelines	needs Physical Development TPG I.B.1	Added: IX.B.1. Child shows control of tasks that require small muscle strength and control.
Editorial Change	Publisher	9781952259029	Teacher	N/A	My Very Own Words: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	My Very Own Words: Gray box at right, under Learning Areas	needs K-2 Primary Domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	Modeled Daily News: Gray box at right, under Texas Prekindergarten Guidelines	needs Writing Process TPG IV.B.1	Added: IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Name My Emotion: Gray box at right, under Learning Areas	needs Pre-K Secondary Domains	Added: Language and Communication - Listening Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Name My Emotion: Gray box at right, under Learning Areas	needs K-2 Secondary Domains	Added: Language, Reading, and Writing - Listening and Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Name My Emotion: Gray box at right, under Kindergarten TEKS Alignment	needs Kindergarten TEKS alignment §110.2(b)(1)(B)	Added: §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Name My Emotion: 3. GUIDE PRACTICE first 3 lines	First two sentences of text missing instructions regarding restating directions: "Watch and Listen as I act out these emotions." Place emotion cards on the table.	Removed and replaced with: Place emotion cards on the table. "I will act out emotions from these cards. You will point to and name the emotion." Have children restate their directions: "Point to and name the emotion."
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Predictable Class Book: Gray box at right, under Texas Prekindergarten Guidelines	needs TPG IV.B.1	Added: IV.B.3. Child shares and celebrates classmate and individual written products
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Read and Write the Room: Gray box at right, under Texas Prekindergarten Guidelines	needs Print Concepts TPG	Added: III.E.1. Child can distinguish between elements of print including letters, words, and pictures
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Read and Write the Room: Gray box at right, under Kindergarten TEKS Alignment	needs Print Awareness Kindergarten TEKS	Added: §110.2(b)(2)(D)(iv) demonstrate print awareness by recognizing the difference between a letter and a printed word
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bug Homes: MATERIALS	PDF includes a bug reference sheet	added "bug reference sheet" to material listed
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Word without the Beginning Sound: gray box at right, Kindergarten TEKS alignment	phonological awareness TEKS needed	added §110.2(b)(2)(A)(vii) demonstrate phonological awareness by blending spoken onsets and rimes to form simple words
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(i) demonstrate phonological awareness by identifying and producing rhyming words
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(v) demonstrate phonological awareness by blending syllables to form multisyllabic words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(vi) demonstrate phonological awareness by segmenting multisyllabic words into syllables
Editorial Change	Publisher	9781952259029	Teacher	N/A	Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(vii) demonstrate phonological awareness by blending spoken onsets and rimes to form simple words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Phonological Awareness Transitions: KINDERGARTEN TEKS ALIGNMENT	phonological awareness TEKS needed	added §110.2(b)(2)(A)(viii) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words
Editorial Change	Publisher	9781952259029	Teacher	N/A	Chopping Up Words: FIRST GRADE TEKS ALIGNMENT	Activity needs 1st grade TEKS	added §110.3(b)(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings
Editorial Change	Publisher	9781952259029	Teacher	N/A	Tricky Sounds: KINDERGARTEN TEKS ALIGNMENT	phonetic knowledge TEKS needed	added §110.2(b)(2)(B)(i) demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent
Editorial Change	Publisher	9781952259029	Teacher	N/A	Alphabet Hokey Pokey: LEARNING AREA(S), Pre-K Secondary Domain	activity needs pre-K secondary domain	added secondary domain/subdomain: Fine Arts-Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	Alphabet Hokey Pokey: LEARNING AREA(S), K-2 Secondary Domain	activity needs K-2 secondary domain	added secondary domain/subdomain: Fine Arts-Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	Alphabet Hokey Pokey: KINDERGARTEN TEKS ALIGNMENT	activity needs TEKS to support music	added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	Find Your Partner: KINDERGARTEN TEKS ALIGNMENT	activity needs listening comprehension TEKS	added §116.2(b)(6)(A) respond appropriately to starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	Our Favorite Cereal Graph: LEARNING AREA(S)	secondary subdomain should be Environmental Print	changed secondary subdomain
Editorial Change	Publisher	9781952259029	Teacher	N/A	Our Favorite Cereal Graph: objective (under the title)	Text can be better worded for clarification: "Child will identify cereal names and beginning letters/sounds from cereal box labels."	Changed to: Children will create a graph by putting their name under their favorite cereal.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: Gray box at right, under Activity Grade Level(s)	Kindergarten grade level needed	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: Gray box at right, under Learning Areas	needs K-2 Primary Domains	Added: Language, Reading, and Writing - Writing Conventions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: Gray box at right, under Texas Prekindergarten Guidelines	activity needs Letter Recognition TPG: III.C.1	Added: III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: Gray box at right, under Texas Prekindergarten Guidelines	activity needs Writing Conventions TPG: IV.C.4	Added: IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: under 2. Model and Explain, 2nd sentence	Second sentence can be clearer to ensure teacher shows the letter card: Introduce the letter and stroke description.	revised as: Show and name the lower case m letter card as you introduce the letter and stroke description.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting: under 3. Guide Practice	A sentence is needed to have the teacher show the letter card to children.	sentence added to the end: Show the letter card.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting- Curves and Circles: Gray box at right, under Texas Prekindergarten Guidelines	activity needs Letter Recognition TPG: II.A.1	II.A.1. Child shows understanding by responding appropriately.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting- Curves and Circles: Gray box at right, under Texas Prekindergarten Guidelines	activity needs Writing Conventions TPG: IV.C.4	Added: IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Strip Name Book: LEARNING AREA(S)	activity needs pre-K secondary domain	added Fine Arts-Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Strip Name Book: TEXAS PREKINDERGARTEN GUIDELINES	activity needs TPG to support music	added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Strip Name Book: KINDERGARTEN TEKS ALIGNMENT	activity needs TEKS to support music	added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting- Lines: Gray box at right, under Texas Prekindergarten Guidelines	Activity needs Listening Comprehension TPG	II.A.1. Child shows understanding by responding appropriately.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting- Lines: Gray box at right, under Texas Prekindergarten Guidelines	Activity needs Writing Conventions TPG	Added: IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Skywriting-Lines : under KINDERGARTEN TEKS ALIGNMENT	Activity does not support Kindergarten TEKS selected: §110.2(b)(2)(D)(v)	Removed: §110.2(b)(2)(D)(v) demonstrate print awareness by identifying all uppercase and lowercase letters

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Spelling with Letter Choices: Gray box at right, under Texas Prekindergarten Guidelines	Activity needs Alphabet Knowledge- Letter Sounds TPG	Added: III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Spelling with Letter Choices: under KINDERGARTEN TEKS ALIGNMENT	Activity needs Kindergarten TEKS to support Phonetic Knowledge	Added: §110.2(b)(2)(B)(i) demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Little Red Box: LEARNING AREA(S)	activity needs pre-K secondary domain	Added Fine Arts-Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Tell It Again: MATERIALS, first bullet	picture cards downloadable PDF missing from materials	added PDF icon and hyperlink to picture cards
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Creating a List: Gray box at right, under Texas Prekindergarten Guidelines	activity needs TPG to support Alphabet Knowledge	Added: III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Creating a List: Gray box at right, under Texas Prekindergarten Guidelines	activity needs TPG: IV.A.1	Added: IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Can We Write About?: Gray box at right, under LEARNING AREA(S)	activity needs K-2 primary domains	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Can We Write About?: Gray box at right, under FIRST GRADE TEKS ALIGNMENT	activity needs First grade TEKS alignment	Added: §110.3(b)(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorm
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Story Quilt: Gray box at right, under Texas Prekindergarten Guidelines	Activity needs TPG to support Social and Emotional Development	Added: I.C.6. Child demonstrates empathy and caring for others.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Writing in Centers: Gray box at right, under Texas Prekindergarten Guidelines	Activity needs TPG to support Conventions in Writing	Added: IV.C.3. Child independently uses letters to make words or parts of words.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Asking for What You Need and Want: HEAD START EARLY LEARNING OUTCOMES	needs Head Start Early Learning Outcome for language	added Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Greetings: TEXAS PREKINDERGARTEN GUIDELINES	activity needs music TPG	added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Greetings: KINDERGARTEN TEKS ALIGNMENT	activity needs music TEKS	added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pretend Restaurant: TEXAS PREKINDERGARTEN GUIDELINES	activity needs additional language/communication TPG for to theme-related discussions	added II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Question of the Day: HEAD START EARLY LEARNING OUTCOMES	needs Head Start Early Learning Outcome for math	added Goal P-MATH 3. Child understands the relationship between numbers and quantities.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Question of the Day: TEXAS PREKINDERGARTEN GUIDELINES	needs TPG for math	added V.A.3. Child counts 1–10 items, with one count per item.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Question of the Day: KINDERGARTEN TEKS ALIGNMENT	needs TEKS for math	added §111.2(b)(2)(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Quick Draw: HEAD START EARLY LEARNING OUTCOMES	needs Head Start Early Learning Outcome for writing	added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Quick Draw: TEXAS PREKINDERGARTEN GUIDELINES	needs TPG for writing	added IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Read Aloud Vocabulary Routine: KINDERGARTEN TEKS ALIGNMENT	needs vocabulary TEKS	added §110.2(b)(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Read Aloud Vocabulary Routine: FIRST GRADE TEKS ALIGNMENT	needs vocabulary TEKS	added §110.3(b)(7)(F) respond using newly acquired vocabulary as appropriate
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Red Rover: LEARNING AREA(S), Pre-K Secondary Domain	activity needs secondary domain for gross motor	added Physical Development-Gross Motor
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Red Rover: TEXAS PREKINDERGARTEN GUIDELINES	needs II.A.2 in addition to EL II.A.2	added II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Red Rover: HEAD START EARLY LEARNING OUTCOMES	needs Head Start Early Learning Outcome for gross motor	added Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Show Me the Shape: TEXAS PREKINDERGARTEN GUIDELINES	listening comprehension TEKS needed	added §110.2(b)(1)(B) restate and follow oral directions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Riddles: KINDERGARTEN TEKS ALIGNMENT	needs vocabulary TEKS	added §110.2(b)(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Riddles: HEAD START EARLY LEARNING OUTCOMES	needs vocabulary Head Start alignment	added Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Row Your Boat: LEARNING AREA(S)	activity needs pre-K secondary domain	added Fine Arts-Music

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Row Your Boat: TEXAS PREKINDERGARTEN GUIDELINES	activity needs TPG to support music	added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Row Your Boat: KINDERGARTEN TEKS ALIGNMENT	activity needs TEKS to support music	added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Charades: TEXAS PREKINDERGARTEN GUIDELINES	needs listening comprehension TPG	added II.A.1. Child shows understanding by responding appropriately.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Show and Tell: TEXAS PREKINDERGARTEN GUIDELINES	additional speaking TPG needed	added II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Simon Says Feelings: TEXAS PREKINDERGARTEN GUIDELINES	needs listening comprehension TPG	added II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Simon Says Feelings: HEAD START EARLY LEARNING OUTCOMES	needs listening comprehension Head Start alignment	added Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Song Box: LEARNING AREA(S)	activity needs pre-K secondary domain	added Fine Arts-Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Song Box: TEXAS PREKINDERGARTEN GUIDELINES	activity needs TPG to support music	added VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Song Box: KINDERGARTEN TEKS ALIGNMENT	activity needs TEKS to support music	added §117.103(b)(2)(A) sing or play classroom instruments independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sort by Color: TEXAS PREKINDERGARTEN GUIDELINES	activity needs sorting TPG	added V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sort by Color: KINDERGARTEN TEKS ALIGNMENT	activity needs sorting TEKS	added §111.2(b)(8)(A) collect, sort, and organize data into two or three categories
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sort by Color: KINDERGARTEN TEKS ALIGNMENT	activity needs sorting Head Start alignment	added Goal P-SCI 3. Child compares and categorizes observable phenomena.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Teddy Bear, Teddy Bear: LEARNING AREA(S)	activity needs pre-K secondary domain	added Physical Development-Gross Motor
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Listening Walk: HEAD START EARLY LEARNING OUTCOMES	activity needs writing Head Start alignment	added Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Listening Walk: TEXAS PREKINDERGARTEN GUIDELINES	activity needs writing TPG	added IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Listening Walk: KINDERGARTEN TEKS ALIGNMENT	activity needs writing TEKS	added §110.2(b)(10)(A) plan by generating ideas for writing through class discussions and drawings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Shape Doesn't Change: KINDERGARTEN TEKS ALIGNMENT	additional TEKS needed	added §110.2(b)(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Do You Think?: TEXAS PREKINDERGARTEN GUIDELINES	additional speaking TPG needed	added II.B.2. Child engages in conversations in appropriate ways.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What's in the Bag?: TEXAS PREKINDERGARTEN GUIDELINES	speaking TPG needed	added II.B.2. Child engages in conversations in appropriate ways.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Where Am I?: KINDERGARTEN TEKS ALIGNMENT	position words TEKS needed	added §113.11(b)(4)(A) use terms, including over, under, near, far, left, and right, to describe relative location
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Is Fun: Gray box at right, under TEXAS PREKINDERGARTEN GUIDELINES	additional social and emotional TPG needed	Added: I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Is Fun: Gray box at right, under FIRST GRADE TEKS ALIGNMENT	activity needs First grade TEKS alignment	Added: §116.3(b)(7)(B) interact, cooperate, and respect others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: under TEXAS PREKINDERGARTEN GUIDELINES	additional social and emotional TPG needed	Added: I.A.1. Child is aware of where own body is in space and respects personal boundaries.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: under TEXAS PREKINDERGARTEN GUIDELINES	activity needs comprehension TPG	Added: III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: under KINDERGARTEN TEKS ALIGNMENT	needs Kindergarten comprehension TEKS	Added: §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Space: under FIRST GRADE TEKS ALIGNMENT	needs first grade comprehension TEKS alignments	Added: §110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Whisper to Me: SECOND GRADE TEKS ALIGNMENT	activity needs 2nd grade vertical alignment	added §110.4(b)(1)(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Whisper to Me: SECOND GRADE TEKS ALIGNMENT	activity needs 2nd grade vertical alignment	added §110.4(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Whisper to Me: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade listening TEKS	added §110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Whisper to Me: KINDERGARTEN TEKS ALIGNMENT	activity needs K listening TEKS	added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	Whisper to Me: LEARNING AREA(S)	activity needs Pre-K secondary domain	added Language and Communication-Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	Beginning Sound Switch-A-Roo: HEAD START EARLY LEARNING GUIDELINES	activity needs letter sounds Head Start alignment	added Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Simon Says Feelings: under TEXAS PREKINDERGARTEN GUIDELINES	Needs Self Regulation TPG	Added: I.B.1.c. I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Simon Says Feelings: under FIRST GRADE TEKS ALIGNMENT	Needs First Grade Alignment	Added: §110.3(b)(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Onset-Rime Blending Practice 1: PREPARATION	last sentence: The picture of a robot and the pairs of pictures can be found in Download Resources.	last sentence: The picture of a robot and the pairs of pictures can be found in Materials.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Onset-Rime Blending Practice 2: PREPARATION	last sentence: The picture of a robot and the pairs of pictures can be found in Download Resources.	last sentence: The picture of a robot and the pairs of pictures can be found in Materials.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Introduction to Phoneme Blending: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Phoneme Blending Practice 1: PREPARATION	last sentence: ...print them through the Download Resources button.	last sentence: print them through the link in Materials.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Phoneme Blending Practice 1: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Phoneme Blending Practice 2: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	Mystery Bag: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added Kindergarten grade level

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Mystery Bag: LEARNING AREA(S)	activity needs K domain/subdomain	added Phonological Awareness-Phonemes
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Mystery Bag: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	- When I Grow Up: underTEXAS PREKINDERGARTEN GUIDELINES	Needs Social Studies TPG VII.A.3	Added: VII.A.3. Child connects their life to events, time, and routines.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say It, Move It: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say It, Move It: LEARNING AREA(S)	activity needs K domain/subdomain	added Phonological Awareness-Phonemes
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say It, Move It: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Word - Phonemic Awareness: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Word - Phonemic Awareness: LEARNING AREA(S)	activity needs K domain/subdomain	added Phonological Awareness-Phonemes
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Word - Phonemic Awareness: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Secret Word Game: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Secret Word Game: LEARNING AREA(S)	activity needs K domain/subdomain	added Phonological Awareness-Phonemes
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Secret Word Game: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added added §110.3(b)(2)(A)(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Hopscotch: LEARNING AREA(S)	activity needs secondary domain for gross motor	added Physical Development-Gross Motor
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Hopscotch: HEAD START EARLY LEARNING OUTCOMES	activity needs Head Start outcome for gross motor	added Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sentence Hopscotch: KINDERGARTEN TEKS ALIGNMENT	activity needs gross motor TEKS	added §116.2(b)(1)(D) maintain balance while bearing weight on a variety of body parts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Taking Apart and Putting Together Compound Words: TEXAS PREKINDERGARTEN GUIDELINES	activity needs compound word blending TPG	added III.B.2. Child combines words to make a compound word.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Hungry Thing Read Aloud: LEARNING AREA(S)	needs secondary domain for read aloud	added Book and Print Reading-Comprehension and Retelling
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Hungry Thing Read Aloud: HEAD START EARLY LEARNING OUTCOMES	activity needs reading Head Start alignment	added Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Hungry Thing Read Aloud: TEXAS PREKINDERGARTEN GUIDELINES	activity needs reading TPG	added III.D.3. Child asks and responds to questions relevant to the text read aloud.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- The Hungry Thing Read Aloud: KINDERGARTEN TEKS	activity needs reading TEKS	110.2(b)(6)(C)use text evidence to support an appropriate response
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes Henry Hippo Happy?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade vertical alignment	added §110.3(b)(2)(A)(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Same Sound Introduction: INTRODUCE, 1st sentence	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Same Sound Match: INTRODUCE, 1st sentence	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say a Word That Sounds Like the Others: INTRODUCE, 1st sentence	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Which Sound Is Not Like the Others?: INTRODUCE, 1st sentence	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Word Toss: INTRODUCE, 1st sentence	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Word Toss: SUMMARIZE	unnecessary gendering	removed "guys"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Informational Read Aloud—Using Before, During, and After Reading Strategies: Summary	unnecessary gendering	removed "Boys and girls"

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Read Aloud: A Baby Rabbit Story: Summary	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Penny Drop: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Pairs of Pictures: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Nursery Rhyme Time-Practice: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Nursery Rhyme Time-Introduction: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	When I Grow Up: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Rhyming Word Detective: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Give Me a Rhyme: INTRODUCE	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Author's Chair: GUIDE PRACTICE, 2nd paragraph	unnecessary gendering	removed "Boys and girls"
Editorial Change	Publisher	9781952259029	Teacher	N/A	Phonological Awareness Transitions: Robot Talk	<p>Confusing explanation: Using a robotic voice, say words that are segmented by their syllables and ask children to say the word. Begin with compound words, and as students become more proficient, you can move to words with 2-3 syllables. Finish by repeating the correct word. As they successfully blend the sounds, they can transition to the next activity.</p> <p>Consider saying students' names like a robot when calling them to line up.</p>	<p>Using a robotic voice, say words that are segmented by their syllables and ask children to say the word. Finish by repeating the correct word. As they successfully blend the sounds, they can transition to the next activity.</p> <p>Begin with two-syllable compound words (e.g., doghouse), and as students become more proficient, you can move to non-compound words with two to three syllables (e.g., glasses, kangaroo). As a variation, use students' names like a robot when calling them to line up.</p>
Editorial Change	Publisher	9781952259029	Teacher	N/A	Multi-Sensory Name Writing: PREPARATION, first sentence	chalk should be added to sentence for teacher gathering materials	added chalk to read: Gather a paintbrush and cup for each child and teacher, and a piece of sidewalk chalk for teacher use.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Vocabulary Reinforcement Activity: Act Out the Word: GUIDE PRACTICE, #3, sub-bullets	bulleted numbering used	changed to regular bullets
Editorial Change	Publisher	9781952259029	Teacher	N/A	Whisper to Me: TEXAS PREKINDERGARTEN GUIDELINES	activity needs EL TPG II.A.3.	added EL II.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Guiding Questions for Comprehension: TEXAS PREKINDERGARTEN GUIDELINES	activity needs EL TPG II.A.3.	added EL II.A.3.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Multi-Step Simon Says: TEXAS PREKINDERGARTEN GUIDELINES	activity also needs TPG II.A.2. (not EL)	added TPG II.A.2.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Using the School Map: Teacher Tips	Strengthen lesson by adding a teacher directive that prompts teacher to help children use the school map to visit a location on the map.	text added as first bullet : Invite children to help you choose a place to go on the school map, plan a route, and then follow the map to that location. Refer to the map along the way.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: under TEXAS PREKINDERGARTEN GUIDELINES	Activity needs Emotional Control TPG	Added: I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: under TEXAS PREKINDERGARTEN GUIDELINES	Activity needs Speaking TPG	Added: II.B.1. Child is able to use language for different purposes
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: under KINDERGARTEN TEKS ALIGNMENT	Activity needs Listening and Speaking Kindergarten TEKS	Added: §110.2(b)(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: under FIRST GRADE TEKS ALIGNMENT	Activity needs Oral Language 1st Grade TEKS	Added: §110.3(b)(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: under SECOND GRADE TEKS ALIGNMENT	Activity needs Interpersonal skills 2nd grade TEKS	Added: §115.4(b)(10)(B) express needs, wants, and emotions in healthy ways
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Career Day: MATERIALS, 1st bullet	downloadable picture cards would better support instruction	created picture cards and reworded bullet to indicate the availability of cards by clicking PDF hyperlink: picture cards showing community places and corresponding community workers
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Career Day: PREPARATION, 1st sentence	"icon cards" material can be described more clearly	changed to "picture cards"
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Career Day: PREPARATION, 2nd paragraph	Sentences need rewording for better clarity: Label the left column "Places" and attach the picture card labeled "places" next to the word. Label the right column "Workers" and attach the picture card labeled "workers" to the word. Using a marker, write each child's name on an individual sticky note.	Label the left column "Places" and the right column "Workers." Using a marker, write each child's name on an individual sticky note.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: under TEXAS PREKINDERGARTEN GUIDELINES	Activity needs Speaking TPG	Added: II.B.1. Child is able to use language for different purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: under KINDERGARTEN TEKS ALIGNMENT	Activity needs Listening and Speaking Kindergarten TEKS	Added: §110.2(b)(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: under FIRST GRADE TEKS ALIGNMENT	Activity needs Oral Language 1st Grade TEKS	Added: §110.3(b)(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: under SECOND GRADE TEKS ALIGNMENT	Activity needs Interpersonal skills 2nd grade TEKS	Added: §115.4(b)(10)(B) express needs, wants, and emotions in healthy ways
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Fill a Row: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Fill a Row: LEARNING AREA(S)	activity needs K-2 domain/subdomain	added Language, Reading, and Writing-Print Concepts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Blending Syllables into Words-- Names: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Blending Syllables into Words-- Names: LEARNING AREA(S)	activity needs K-2 domain/subdomain	added Phonological Awareness-Syllables
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Act Like an Animal: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Act Like an Animal: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Science-Organisms and Environments
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Act Like an Animal: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Fine Arts-Dramatic Expression
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Act Like an Animal: KINDERGARTEN TEKS ALIGNMENT	activity needs dramatic expression TEKS	added §117.104(b)(2)(B) assume roles through imitation and recreation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Cold-Blooded Animals: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Cold-Blooded Animals: LEARNING AREA(S)	activity needs K-2 domain/subdomain	added Science-Organisms and Environments
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Calming Our Brains and Bodies: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Calming Our Brains and Bodies: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Self-Regulation

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Calming Our Brains and Bodies: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Getting Along with Friends: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Getting Along with Friends: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Getting Along with Friends: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added: Social Studies - History and Culture
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under HEAD START EARLY LEARNING OUTCOMES	activity needs science Head Start alignment	added: Goal P-SCI 3. Child compares and categorizes observable phenomena.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under TEXAS PREKINDERGARTEN GUIDELINES	activity needs self concept TPG	added: I.A.2. Child shows self awareness and can express pride in age appropriate abilities and skills.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under TEXAS PREKINDERGARTEN GUIDELINES	activity needs classification TPG	added: V.E.2. Child collects data and organizes it in a graphic representation.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Our Favorite Things: under KINDERGARTEN TEKS ALIGNMENT	activity needs data analysis Kindergarten TEKS	added: §111.2(b)(8)(A) collect, sort, and organize data into two or three categories
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Playing Together: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Playing Together: LEARNING AREA(S)	activity needs K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different People Have Different Feelings: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	added Kindergarten grade level

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different People Have Different Feelings: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different People Have Different Feelings: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Don't Let Go: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Don't Let Go: LEARNING AREA(S)	activity needs K-2 domain/subdomain	added Physical and Health Education - Physical Activity and Movement
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Don't Let Go: KINDERGARTEN TEKS ALIGNMENT	activity needs physical development TEKS	added §116.2(b)(2)(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Is Fun: under KINDERGARTEN TEKS ALIGNMENT	activity needs interpersonal skills Kindergarten TEKS	Added: §115.2(b)(8)(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Jobs at School: under TEXAS PREKINDERGARTEN GUIDELINES	activity needs a writing TPG	Added: IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	Added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social Studies - Economics
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Writing Composition
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sharing Is Fun: under KINDERGARTEN TEKS ALIGNMENT	activity needs interpersonal skills Kindergarten TEKS	Added: §115.2(b)(8)(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Jobs at School: under TEXAS PREKINDERGARTEN GUIDELINES	activity needs a writing TPG	Added: IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	Added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social Studies - Economics
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Writing Composition

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: KINDERGARTEN TEKS ALIGNMENT	activity needs Kindergarten writing TEKS	Added: §110.2(b)(6)(B) provide an oral, pictorial, or written response to a text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Draw and Write about a Career: FIRST GRADE TEKS ALIGNMENT	activity needs writing first grade writing TEKS	Added: §110.3(b)(7)(B) write brief comments on literary or informational texts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bar Graph: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	Added Kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bar Graph: under LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bar Graph: FIRST GRADE TEKS ALIGNMENT	activity needs first grade data analysis TEKS	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bar Graph: FIRST GRADE TEKS ALIGNMENT	activity needs first grade data analysis TEKS	Added: §111.3(b)(8)(B) use data to create picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Bar Graph: FIRST GRADE TEKS ALIGNMENT	activity needs first grade data analysis TEKS	Added: §111.3(b)(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	- My Very Own Words: FIRST GRADE TEKS ALIGNMENT	activity needs first grade writing conventions TEKS	Added: §110.3(b)(2)(C)(iii) demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns
Editorial Change	Publisher	9781952259029	Teacher	N/A	- My Very Own Words: FIRST GRADE TEKS ALIGNMENT	activity needs first grade word meaning TEKS	Added: §110.3(b)(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- KINDERGARTEN TEKS ALIGNMENT	Social Studies TEKS updated to reflect newly adopted SS TEKS as of August 1, 2020 per TEA	Updated all activities (19) with new TEKS
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Use the Clues: TEXAS PREKINDERGARTEN GUIDELINES	activity needs vocabulary TPG	Added: II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Use the Clues: bottom of the page under TEACHER TIPS	Teacher Tip bullet about practicing inferring and predicting feelings with books will offer an additional extension for lesson	Added: For more practice making inferences and predictions using stories about emotions, consider reading books like:

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Use the Clues: bottom of the page under TEACHER TIPS	include bulleted book suggestions for teachers	Added: Wemberly Worried/ Prudencia se preocupa by Kevin Henkes The Grouchy Ladybug/La mariquita malhumorada by Eric Carle Bear Feels Scared by Karma Wilson Llama Llama Mad at Mama by Anna Dewdney The Way I Feel by Janan Cain
Editorial Change	Publisher	9781952259029	Teacher	N/A	- My Family: KINDERGARTEN TEKS ALIGNMENT	activity needed Kindergarten Social Studies TEKS	Added: §113.11(b)(11)(A) describe and explain the importance of family traditions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pretend Construction: KINDERGARTEN TEKS ALIGNMENT	activity needs K social studies TEKS	added §113.11(b)(6)(A) identify jobs in the home, school, and community
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pretend First Responders: KINDERGARTEN TEKS ALIGNMENT	activity needs K social studies TEKS	added §113.11(b)(6)(A) identify jobs in the home, school, and community
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pretend First Responders: KINDERGARTEN TEKS ALIGNMENT	activity needs K social studies TEKS	added §113.11(b)(8)(A) identify authority figures in the home, school, and community
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pretend Hospital: KINDERGARTEN TEKS ALIGNMENT	activity needs K social studies TEKS	added §113.11(b)(6)(A) identify jobs in the home, school, and community
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: KINDERGARTEN TEKS ALIGNMENT	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(15) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade social studies TEKS	Added: §113.12(b)(18) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 1: SECOND GRADE TEKS ALIGNMENT	activity needs Second Grade social studies TEKS	Added: §113.13(b)(17) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: KINDERGARTEN TEKS ALIGNMENT	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(15) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade social studies TEKS	Added: §113.12(b)(18) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Problem Solving Part 2: SECOND GRADE TEKS ALIGNMENT	activity needs Second Grade social studies TEKS	Added: §113.13(b)(17) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Does Your Family Celebrate?: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Does Your Family Celebrate?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social Studies - History and Culture
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Does Your Family Celebrate?: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Self-Concept
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Does Your Family Celebrate?: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade social studies TEKS	Added: §113.12(b)(14)(A) describe and explain the importance of beliefs, language, and traditions of families and communities
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Can You Find My Picture? Introduction to Onset-Rime Blending: MATERIALS	redundant text - picture cards linked in 1st bullet are the picture cards referenced in bullets 2 and 3	merged 1st, 2nd, and 3rd bullets
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Using the School Map: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Using the School Map: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social Studies - Geography
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Using the School Map: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade social studies TEKS	Added: §113.12(b)(4)(A) create and use simple maps such as maps of the home, classroom, school, and community

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	Voting to Make a Choice: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Voting to Make a Choice: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social Studies - Government and Citizenship
Editorial Change	Publisher	9781952259029	Teacher	N/A	Voting to Make a Choice: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Listening and Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	Voting to Make a Choice: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade listening and speaking TEKS	Added: §110.3(b)(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Introduction to Phoneme Blending: MATERIALS	redundant text - picture cards linked in 1st bullet are the picture cards referenced in bullets 2 and 3	merged 1st, 2nd, and 3rd bullets
Editorial Change	Publisher	9781952259029	Teacher	N/A	Can You Find My Picture? Introduction to Phoneme Blending: PREPARATION	Moved description of picture cards to preparation section	Use pairs of pictures that begin with the same sound, have only one syllable, and begin with a consonant that has a continuous sound (for example, sun/sock, rug/rake, mat/mop, feet/fox, rock/rat, soap/seal, lock/leg). The picture of a robot and the pairs of pictures can be found in Materials.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Painting Pies: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Painting Pies: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Fine Arts - Art
Editorial Change	Publisher	9781952259029	Teacher	N/A	Painting Pies: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Social Studies - History and Culture
Editorial Change	Publisher	9781952259029	Teacher	N/A	Painting Pies: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade fine arts TEKS	Added: §117.105(b)(2)(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled form
Editorial Change	Publisher	9781952259029	Teacher	N/A	We Love the Earth!: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	We Love the Earth!: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Fine Arts - Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	We Love the Earth!: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade music TEKS	Added: §117.106(b)(3)(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups
Editorial Change	Publisher	9781952259029	Teacher	N/A	Asking for Help to Solve Problems: under ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Asking for Help to Solve Problems: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Self-Concept
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Asking for Help to Solve Problems: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Asking for Help to Solve Problems: KINDERGARTEN TEKS ALIGNMENT	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(15) The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Science-Organisms and Environments
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(2)(A) ask questions about organisms, objects, and events observed in the natural world
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: KINDERGARTEN TEKS ALIGNMENT	needs science TEKS	added §112.11(b)(4)(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: KINDERGARTEN TEKS ALIGNMENT	needs science teks	added §112.11(b)(2)(A) ask questions about organisms, objects, and events observed in the natural world
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Reptile Pile--Body Coverings: DIRECTIONS, 6th paragraph	additional directions needed for clarity	added "Encourage children to ask questions about each animal pictured."
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Exploring Habitats: ACTIVITY GRADE LEVEL(s)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Home, Sweet Home--Exploring Habitats: LEARNING AREA(s)	activity needs primary K-2 domain/subdomain	added Science-Organisms and Environments

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Home, Sweet Home--Exploring Habitats: KINDERGARTEN TEKS ALIGNMENT	K TEKS needed	added §112.11(b)(3)(B) make predictions based on observable patterns in nature
Editorial Change	Publisher	9781952259029	Teacher	N/A	Home, Sweet Home--Predict and Prove: ACTIVITY GRADE LEVEL(S)	activity appropriate for K	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	Home, Sweet Home--Predict and Prove: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Science-Organisms and Environments
Editorial Change	Publisher	9781952259029	Teacher	N/A	Caring for Others: HEAD START EARLY LEARNING OUTCOMES	needs additional Head Start outcome	Added: Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Caring for Others: KINDERGARTEN TEKS ALIGNMENT	activity needs additional K TEKS	Added: §115.2(b)(8)(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals
Editorial Change	Publisher	9781952259029	Teacher	N/A	Caring for Others: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	What Is an Insect?--Body Parts: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats
Editorial Change	Publisher	9781952259029	Teacher	N/A	What Is an Insect?--Define: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(4)(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums
Editorial Change	Publisher	9781952259029	Teacher	N/A	What Is an Insect?--Define: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats
Editorial Change	Publisher	9781952259029	Teacher	N/A	Yarn Web: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats
Editorial Change	Publisher	9781952259029	Teacher	N/A	Classroom Rules: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Classroom Rules: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Self-Regulation

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Classroom Rules: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Classroom Rules: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §116.3(b)(7)(A) follow directions and apply safe movement practices
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different Hands: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different Hands: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different Hands: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Social Studies - History and Culture
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Different Hands: KINDERGARTEN TEKS ALIGNMENT	needs additional Kindergarten TEKS	Added: §115.2(b)(8)(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Equity Sticks: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Equity Sticks: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Self-Regulation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Equity Sticks: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Listening and Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Equity Sticks: FIRST GRADE TEKS ALIGNMENT	activity needs First Grade TEKS	Added: §110.3(b)(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Architects and Engineers: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(2)(B) plan and conduct simple descriptive investigations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Architects and Engineers: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(4)(B) measure and compare organisms and objects using non-standard units
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Mx. Motion Says, "Move It!": FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(6)(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Egg Carton Counting: KINDERGARTEN TEKS ALIGNMENT	activity needs motor skill TEKS	added §116.2(b)(2)(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Duck, Duck, Goose: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	added K grade level

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Duck, Duck, Goose: LEARNING AREA(S)	activity needs K-2 primary domain	added Physical and Health Education - Physical Activity and Movement
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Duck, Duck, Goose: LEARNING AREA(S)	activity needs K-2 secondary domain	added Social, Emotional, and Self-Regulation Skills - Self-Regulation
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Duck, Duck, Goose: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(6)(B) explain boundaries and rules for simple games
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Duck, Duck, Goose: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(7)(A) follow directions and apply safe movement practices
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Hand-Off: Hot Potato: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(6)(A) demonstrate starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Hand-Off: Hot Potato: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(7)(A) follow directions and apply safe movement practices
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §110.3(b)(7)(B) write brief comments on literary or informational texts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §110.3(b)(8)(A) discuss topics and determine theme using text evidence with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Having a Terrible, Horrible, No Good, Very Bad Day: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §110.3(b)(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Far Does a Germ Travel?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(2)(B) plan and conduct simple descriptive investigations

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Editorial Change	Publisher	9781952259029	Teacher	N/A	How Far Does a Germ Travel?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §115.3(b)(7)(C) explain common practices that control the way germs are spread
Editorial Change	Publisher	9781952259029	Teacher	N/A	Red Light, Green Light: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §110.3(b)(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
Editorial Change	Publisher	9781952259029	Teacher	N/A	Red Light, Green Light: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(6)(A) demonstrate starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	Red Light, Green Light: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §116.3(b)(7)(A) follow directions and apply safe movement practices
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: HEAD START EARLY LEARNING OUTCOMES	activity needs language Head Start alignment	added Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: HEAD START EARLY LEARNING OUTCOMES	activity needs language Head Start alignment	added Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: TEXAS PREKINDERGARTEN GUIDELINES	activity needs Language TPG	added II.B.2. Child engages in conversations in appropriate ways.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: TEXAS PREKINDERGARTEN GUIDELINES	activity needs Language TPG	added II.B.3. Child provides appropriate information for various situations.
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: KINDERGARTEN TEKS ALIGNMENT	activity needs Language TEKS	added §110.2(b)(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language
Editorial Change	Publisher	9781952259029	Teacher	N/A	Build It!: KINDERGARTEN TEKS ALIGNMENT	activity needs Language TEKS	added §110.2(b)(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Freeze: PREPARATION	asterisks make the message unclear and does not follow internal consistency	replaced asterisks with bullets
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Freeze: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	added K grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Freeze: LEARNING AREA(S)	activity needs K-2 primary domain	added Mathematics-Geometry and Measurement
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Freeze: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §111.3(b)(6)(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: LEARNING AREA(S)	activity needs secondary Pre-K domain/subdomain	added Physical Development-Gross Motor
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Physical and Health Education - Physical Activity and Movement
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: HEAD START EARLY LEARNING OUTCOMES	activity needs self-regulation Head Start alignment	added Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: HEAD START EARLY LEARNING OUTCOMES	activity needs gross motor Head Start alignment	added Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: TEXAS PREKINDERGARTEN GUIDELINES	activity needs self-regulation TPG	added I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: TEXAS PREKINDERGARTEN GUIDELINES	activity needs gross motor TPG	added IX.A.2. Child coordinates sequence of movements to perform tasks.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: KINDERGARTEN TEKS ALIGNMENT	activity needs physical TEKS	added §116.2(b)(1)(A) travel in different ways in a large group without bumping into others or falling
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: KINDERGARTEN TEKS ALIGNMENT	activity needs physical TEKS	added §116.2(b)(6)(A) respond appropriately to starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: FIRST GRADE TEKS ALIGNMENT	activity needs physical TEKS	added §116.3(b)(1)(C) demonstrate control in balancing and traveling activities
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Shape Freeze: FIRST GRADE TEKS ALIGNMENT	activity needs physical TEKS	added §116.3(b)(6)(A) demonstrate starting and stopping signals
Editorial Change	Publisher	9781952259029	Teacher	N/A	- I Can Make New Friends!: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- I Can Make New Friends!: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- I Can Make New Friends!: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Listening and Speaking
Editorial Change	Publisher	9781952259029	Teacher	N/A	- I Can Make New Friends!: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §110.3(b)(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Name My Emotion: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §115.3(b)(9)(C) express needs, wants, and emotions in appropriate ways

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Okay and Not Okay Choices: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §115.3(b)(9)(F) practice refusal skills and replacement behaviors to avoid and resolve conflicts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Owen: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Owen: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Owen: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Emotional Understanding
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What Makes You Feel Safe?: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Learning to Donate Like the Rainbow Fish: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: 10.3(b)(6)(F) make inferences and use evidence to support understanding with adult assistance

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Counting Transitions: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Counting Transitions: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Counting Transitions: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added:\$111.3(b)(5)(A) recite numbers forward and backward from any given number between 1 and 120
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Adding Using Counters: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added:\$111.3(b)(5)(G) apply properties of operations to add and subtract two or three numbers
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Counting Throughout the Day: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Counting Throughout the Day: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Many Do You Have? ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- How Many Do You Have?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- I Spy an Animal: TEXAS PREKINDERGARTEN GUIDELINES	needs EL TPG	added EL II.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Extending Patterns: TEXAS PREKINDERGARTEN GUIDELINES	needs EL TPG	added EL II.A.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- We Love the Earth!: TEXAS PREKINDERGARTEN GUIDELINES	needs EL TPG	added EL II.C.3.
Editorial Change	Publisher	9781952259029	Teacher	N/A	- More or Less: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- More or Less: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Number Songs and Chants: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Number Songs and Chants: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Number Songs and Chants: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Fine Arts - Music
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Number Songs and Chants: KINDERGARTEN TEKS ALIGNMENT	activity needs Kindergarten Music grade TEKS	Added:§117.103(b)(3)(A) sing songs and play musical games, including rhymes, folk music, and seasonal music;
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Pom-Pom Math: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added:§111.3(b)(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Number: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Say the Number: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Solve a Math Story: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added:§111.3(b)(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Take Away from a Set: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Take Away from a Set: LEARNING AREA(S)	activity needs Pre K secondary domain/subdomain	Added: Book and Print Reading - Comprehension and Retelling
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Take Away from a Set: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Take Away from a Set: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Language, Reading, and Writing - Comprehension
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Take Away from a Set: FIRST GRADE TEKS ALIGNMENT	activity needs additional Pre-K Guideline	Added: III.D.1. Child retells or re-enacts a story after it is read aloud.

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Take Away from a Set: TEXAS PREKINDERGARTEN GUIDELINES	activity needs 1st grade TEKS	Added: §111.3(b)(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$
Editorial Change	Publisher	9781952259029	Teacher	N/A	Take Away from a Set: HEAD START EARLY LEARNING OUTCOMES	activity needs additional Head Start Outcome	Added: Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added: Science - Matter, Force, Motion, and Energy
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: KINDERGARTEN TEKS ALIGNMENT	activity needs additional K TEKS	added §112.11(b)(4)(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	How Can I Sort?: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let's Sort: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let's Sort: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let's Sort: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	added Science - Matter, Force, Motion, and Energy
Editorial Change	Publisher	9781952259029	Teacher	N/A	Let's Sort: KINDERGARTEN TEKS ALIGNMENT	activity needs additional K TEKS	added §112.11(b)(4)(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment
Editorial Change	Publisher	9781952259029	Teacher	N/A	Our Favorite Cereal Graph: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Our Favorite Cereal Graph: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Our Favorite Cereal Graph: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(A) collect, sort, and organize data into two or three categories
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Our Favorite Cereal Graph: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heavy or Light: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heavy or Light: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	added Science - Matter, Force, Motion, and Energy
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heavy or Light: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(4)(B) measure and compare organisms and objects using non-standard units
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Heavy or Light: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	added §112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Tall or Short: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added kindergarten grade level
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Weigh the Beach: TEACHER TIPS	describing other related activities will better support teacher	added Teacher Tips that suggest the use of other activities
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Comparing Towers: FIRST GRADE TEKS ALIGNMENT	activity needs K-2 secondary domain	added Science - Matter, Force, Motion, and Energy
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Recording the Weather: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Recording the Weather: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Recording the Weather: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Recording the Weather: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(2)(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order

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Editorial Change	Publisher	9781952259029	Teacher	N/A	Recording the Weather: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §111.3(b)(8)(B) use data to create picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	Recording the Weather: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Mathematics - Geometry and Measurement
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(6)(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(B) use data to create real-object and picture graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(C) draw conclusions from real-object and picture graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	Shape Graphing: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	Sorting and Comparing Numbers Using Body Parts: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	Sorting and Comparing Numbers Using Body Parts: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	Sorting and Comparing Numbers Using Body Parts: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Physical and Health Education - Health and Personal Safety

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Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sorting and Comparing Numbers Using Body Parts: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(B) use data to create real-object and picture graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sorting and Comparing Numbers Using Body Parts: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §115.2(b)(4)(B) name major body parts and their functions
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sorting and Comparing Numbers Using Body Parts: FIRST GRADE TEKS ALIGNMENT	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Sorting and Comparing Numbers Using Body Parts: FIRST GRADE TEKS ALIGNMENT	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What's the Same?: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- What's the Same?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Would You Rather?: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Would You Rather?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Yes or No Graphs?: ACTIVITY GRADE LEVEL(S)	activity appropriate for Kindergarten	Added: Kindergarten
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Yes or No Graphs?: LEARNING AREA(S)	activity needs primary K-2 domain/subdomain	Added: Mathematics - Data Analysis
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Yes or No Graphs?: LEARNING AREA(S)	activity needs secondary K-2 domain/subdomain	Added: Mathematics - Number and Operations
Editorial Change	Publisher	9781952259029	Teacher	N/A	- Yes or No Graphs?: under KINDERGARTEN TEKS ALIGNMENT	activity needs additional Kindergarten TEKS	Added: §111.2(b)(2)(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order

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New Content	Publisher	9781952259029	Student	N/A	- Using Our Classroom Library lesson, entire page -	SRP rejection note: "Child self-selects other written materials to engage in pre-reading behaviors: would it be safe to assume that other written materials are menus, sentence strips, labels, etc. and not just books? The narrative only mentions books and no other narrative location provided."	Activity revised to include a follow-up activity specifically practicing with other written materials suggested as magazines, brochures, class made books, rhyme and song charts, menus, class drafts on chart paper, and e-books. The word "books" was replaced in most instances with "reading materials."
New Content	Publisher	9781952259029	Teacher	N/A	- Writing header (click) Step it Up! section See star icon content	Original text: After completing Letter to a Friend, return to the letter later in the day or week to revise and edit. Think aloud changes such as punctuation, capitalization, grammar, and sentence structure. Encourage children to share their ideas for revisions and edits.	Revised text: After completing Letter to a Friend, return to it later in the day or week to revise and edit. Think aloud as you consider possible changes to punctuation, capitalization, grammar, and sentence structure. Focus on 1 or 2 types of revisions in a given lesson. Explain the purpose for making the identified change(s). Have children share their ideas for revisions and edits. Explicitly teach how to revise and edit by modeling and thinking aloud for children. Allow children to share the marker as appropriate.
New Content	Publisher	9781952259029	Teacher	N/A	- Writing header (click) Step it Up! section See star icon content	Original text: Return to the Interactive Daily News and Morning Message at a later time. Allow children to reread the writing, then work together to select a sentence to revise by changing the order of words. If needed, scaffold by offering choices and allowing children to select the one they like best.	Revised text: Using a completed class draft of the Interactive Daily News, write each sentence on a separate sentence strip. Place the strips in a pocket chart in the order the sentences appear in the class draft. Read the piece together as a class. Explicitly teach some reasons sentences would need to be reordered in a piece of writing and show some examples. Think aloud as you consider changes to the class draft. For example, say: "Since Mr. Rogers visited us to talk about his produce stand before we measured our pumpkins, we should change the order of those sentences to match." Model moving the order of the sentence strips as you provide a detailed think-aloud. Revisit this process later in the week using a different class draft. Have children share their thinking for revising the order and participate in moving sentence strips to reflect the identified changes.
New Content	Publisher	9781952259029	Teacher	N/A	- Topic 1—My Home and Family (click) Whole Group and Small Group Theme Lessons tab Social Studies header See "Have children bring..." (bullet 2) content	Original text: Have children bring in pictures of family and pets. Use the pictures to guide observation and discussion of ways in which children's families share similarities and differences. Support children to compare ages, genders, relationships to each other, and roles played by different family members. Emphasize that each child's family is special and important.	Revised text: Have children bring in pictures of family and pets. Using the pictures, lead students in a discussion of ways in which the families are alike and different. Emphasize that each child's family is special and important. Guide children to compare ages, genders, and relationships among the families. Show a picture of a family (not a student's family) and explain that members of each family have different responsibilities or roles. To support children's understanding of the word responsibilities, provide examples for each family member in the picture.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	9781952259029	Teacher	N/A	- Topic 2 Moving on Land Whole Group Small Group Theme Lessons Fine Arts content	SRP rejection note:" This lesson has everyone participating in music activities but does not provide children an opportunity to respond to music. Ex: opportunities for free movement to music or playing instruments."	New activity description: Music Moves Us: Prepare a playlist of different music types (e.g. fast, slow, soft, loud, happy, sad). Play a portion of each, encouraging children to describe and show ways our bodies can respond to the rhythm and style of the music. You may choose to provide props, such as scarves or instruments, to enhance the experience. Variations of this activity: -Freeze Dance: Children dance to music, freezing in place when it stops. Change the music type after each stop. Remind children to reflect the music's style and rhythm in their movements. -Modified Hot Potato: Adapt the game so that children pass a ball/potato at a speed that matches the beat of the music and use motions that reflect the musical style. Include a mix of music with very slow, very fast, and moderate rhythms. Have children stand while passing the ball/potato to allow more motion.
New Content	Publisher	9781952259029	Teacher	N/A	- Topic 2 Moving on Land Whole Group Small Group Theme Lessons Fine Arts	SRP rejection note: "Having everyone singing the same song or chant does not provide children the opportunity to "respond" to musical styles. Provide opportunities for movement and play. Ex: use props to create/explore movements."	New activity description: Music Moves Us: Prepare a playlist of different music types (e.g. fast, slow, soft, loud, happy, sad). Play a portion of each, encouraging children to describe and show ways our bodies can respond to the rhythm and style of the music. You may choose to provide props, such as scarves or instruments, to enhance the experience. Variations of this activity: -Freeze Dance: Children dance to music, freezing in place when it stops. Change the music type after each stop. Remind children to reflect the music's style and rhythm in their movements. -Modified Hot Potato: Adapt the game so that children pass a ball/potato at a speed that matches the beat of the music and use motions that reflect the musical style. Include a mix of music with very slow, very fast, and moderate rhythms. Have children stand while passing the ball/potato to allow more motion.

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CIRCLE Pre-K Curriculum: Spanish Edition (ISBN 9781952259012)

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Bienvenidos a PreKinder! - Semana 1 Matemáticas, TPG list	EL TPG II.A.2. not appropriate for the lesson	Removed EL II.A.2. from TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Bienvenidos a PreKinder! - Semana 1 Matemáticas, TPG list	needs TPGs V.A.3., V.B.2., from the list	Added V.A.3., V.B.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 3 Matemáticas, TPG list	V.A.5. needs in TPG list	Added V.A.5. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Bienvenidos a PreKinder! - Semana 1 Matemáticas, TPG list	needs TPG II.B.1. in the list	Added TPG II.B.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 4 Matemáticas, TPG list	needs TPG VIII.B.1. and IX.C.2. in list	Added TPG VIII.B.1. and IX.C.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 3 Matemáticas, TPG list	Missing VIII.B.1. from TPG list	Added TPG VIII.B.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 4 Desarrollo social y emocional Lección esencial, TPG list	Missing TPGs IV.B.1. and IV.B.3. from list	Added TPGs IV.B.1. and IV.B.3. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 4 Ciencias Lección esencial, TPG list	Missing TPG I.A.1. from list	Added TPG I.A.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 5 Matemáticas Lección esencial, TPG list	Missing TPG III.D.2. from list	Added TPG III.D.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 5 Matemáticas Lecciones adicionales, TPG list	V.A.5. missing from TPG list	Added V.A.5. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 5 Lenguaje y comunicación Lección esencial, TPG list	IX.A.2. missing from TPG list IX.A.2.	Added IX.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 6 Matemáticas Lección esencial, TPG list	Missing V.E.1. and VIII.B.1. from TPG list	Added V.E.1. and VIII.B.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 6 Matemáticas Lección esencial, TPG list	Missing EL TP II.D.6. from list	Added EL TP II.D.6.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 6 Matematicas Lecciones adicionales, TPG list	Missing VIII.B.1. from TPG list	Added TPG VIII.B.1.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 6 Matematicas Lecciones adicionales, TPG list	Missing EL TPG II.D.3. from list	Added TPG II.D.3. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 6 Desarrollo social y emocional Lección esencial, TPG list	Missing TPGs I.C.5., II.B.1., and II.B.3. from list	Added TPGs I.C.5., II.B.1., and II.B.3. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 7 Matematicas Lección esencial, TPG list	Missing III.D.2. and V.A.5. from TPG list	Added III.D.2. and V.A.5. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 7 Matematicas Lecciones adicionales, TPG list	Missing III.D.2. from TPG list	Added III.D.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 7 Matematicas Lecciones adicionales, TPG list	TPG V.C.4. and ELTPG II.A.2. should not be included in the list	Deleted TPG V.C.4. and EL TPG II.A.2. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 7 Lenguaje y comunicación Lecciones adicionales, TPG list	TPG IX.A.2. missing from list	Added TPG IX.A.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 7 Matematicas Lección avanzada, TPG list	TPG V.C.2. should not be included in list	Deleted TPG V.C.2. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 8 Matematicas Lección esencial, TPG list	Missing TPGs II.D.1. and V.E.1. from list	Added TPGs II.D.1. and V.E.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 8 Desarrollo social y emocional Lección esencial, TPG list	Missing TPGs B.1.c., II.D.5., and IX.A.2. and EL TPG II.A.2. from TPG list	Added TPGs B.1.c., II.D.5., and IX.A.2. and EL TPG II.A.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 8 Desarrollo social y emocional Lección esencial, TPG list	TPG I.C.6. and EL TPG II.D.5. should not be included in list	Deleted I.C.6. should not be included. Updated list to: TPG I.A.1., I.A.2., I.B.1.a., I.B.1.c., I.B.3.b., I.D.1., II.A.2., II.B.4., II.D.4., II.D.5., VII.A.1., IX.A.2. EL TPG II.A.2.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 8 Ciencias Lección esencial, TPG list	TPG I.C.2. missing from list	Added TPG I.C.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 8 Ciencias Lección esencial, TPG list	TPG VI.A.1. should be VI.A.2. in TPG list	Changed VI.A.1. to VI.A.2. in TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Tema 4 Lecciones por tema para el grupo entero y grupos pequeños Desarrollo social y emocional section, TPG list	Missing TPGs III.D.3., III.D.4. from list	Added TPGs III.D.3., III.D.4. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Tema 3 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales section, TPG list	Missing III.A.2. from TPG list	Added III.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Tema 2 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	Missing IX.C.2. from TPG list	Added IX.C.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad- subtema 4 Lecciones por tema para el grupo entero y grupos pequeños Matemáticas section, TPG list	Missing I.C.2. from TPG list	Added I.C.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad- subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales section, TPG list	Missing VIII.C.1. from TPG list	Added VIII.C.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad- subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales section, TPG list	TPG I.A.2., II.E.5. and EL TPG II.D.6. should not be included in list	Deleted TPGs I.A.2., II.E.5. and EL TPG II.D.6. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad- subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales section, TPG list	Missing I.C.4. from the TPG list	Added I.C.4. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad- subtema 4 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	TPG VI.A.1. should be VI.A.2.	Chnaged VI.A.1. to VI.A.2. in TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- En mi comunidad- subtema 4 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	Missing TPG I.C.2. in TPG list	Added I.C.2. in TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- En mi comunidad- subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	Missing TPG I.C.3. from list	Added TPG I.C.3. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Es tiempo de la cosecha! - subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	Missing VI.B.1., VI.B.2. from TPG list	Added VI.B.1., VI.B.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Es tiempo de la cosecha! - subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Ciencias section, TPG list	IV.B.2.should not be included in TPG list	Deleted TPG IV.B.2. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 10 Matematicas Lección esencial, TPG list	TPGs III.D.2. and V.E.1. were missing from list	Added III.D.2. and V.E.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 11 Matematicas Lección esencial, TPG list	Missing TPG III.D.1. from list	Added TPG III.D.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 11 Matematicas Lecciones adicionales, TPG list	Missing III.B.1. from TPG list	Added VIII.B.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 11 Lenguaje y comunicación Lecciones adicionales, TPG list	Missing IX.A.2.from TPG list	Added IX.A.2..1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Lenguaje y comunicación Lección esencial, TPG list	EL TPG II.A.3. should not be included in the list	Deleted EL TPG II.A.3. from list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Lenguaje y comunicación Lección esencial, TPG list	Missing IX.A.2. from TPG list	Added IX.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Desarrollo social y emocional Lección esencial, TPG list	TPG II.B.4. should not be included in the list	Deleted TPG II.B.4. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Desarrollo social y emocional Lección esencial, TPG list	Missing I.C.4. from TPG list	Added I.C.4. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Ciencias Lección esencial, TPG list	Missing I.C.3. from TPG list	Added I.C.3. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 9 Matemáticas Lección esencial, TPG list	Missing III.D.2. and VIII.B.1. from TPG list	Added III.D.2. and VIII.B.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 13 Desarrollo social y emocional Lección esencial, TPG list	TPG I.B.2.a. and II.B.2. should not be included in the list	Deleted TPG I.B.2.a. and II.B.2. from list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 13 Desarrollo social y emocional Lección esencial, TPG list	Missing I.C.1. from TPG list	Added I.C.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 13 Matemáticas Lección esencial, TPG list	TPG III.D.2. missing from list and V.A.2. should not be included	Added III.D.2. to list and deleted V.A.2.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 14 Matemáticas Lecciones adicionales, TPG list	Missing TPG V.A.5. from list	Added TPG V.A.5. to list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 14 Matemáticas ¡Lección avanzada! , TPG list	Missing TPG I.C.2. from list	Added TPG I.C.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 14 Matemáticas ¡Lección avanzada! , TPG list	Missing TPG III.D.2. and V.E.1. from list	Added TPG III.D.2. and V.E.1. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 14 Desarrollo social y emocional Lección esencial , TPG list	Missing TPG III.D.2. and IV.A.2. from list	Added TPGs III.D.2. and IV.A.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 14 Lenguaje y comunicación Lección esencial , TPG list	TPG IX.A.2. missing from list and II.D.6. should not be included in list	Added IX.A.2. to TPG list and deleted II.D.6. from TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 15 Desarrollo social y emocional Lección esencial , TPG list	Missing III.D.3., IV.A.2., VIII.B.1. from TPG list	Added III.D.3., IV.A.2., VIII.B.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 15 Desarrollo social y emocional Lección esencial , TPG list	I.C.1. should not be included in TPG list	Removed I.C.1. from TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 17 Matemáticas ¡Lección avanzada! , TPG list	TPG I.C.2. missing from list	Added TPG I.C.2. missing to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 17 Lenguaje y comunicación Lección esencial , TPG list	Missing I.B.2. and IX.A.2. from TPG list	Added I.B.2. and IX.A.2. from TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Es tiempo de la cosecha! - Subtema 1 Centros de aprendizaje Science section , TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Es tiempo de la cosecha! - Subtema 2 Centros de aprendizaje Science section , TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Es tiempo de la cosecha! - Subtema 3 Centros de aprendizaje Science section, TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 18 Matemáticas Lección adicionales, TPG list	Missing II.D.1., II.D.2. from TPG list	Added II.D.1., II.D.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 18 Desarrollo social y emocional Lección esencial, TPG list	Missing II.B.1. in list	Added II.B.1. to list to show: TPG I.A.2., I.B.1.a., I.B.2.a., I.B.2.b., I.B.2.c., I.D.1., II.B.1., II.B.4., II.D.4.
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Subtema 1 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales, TPG list	Missing I.A.2. in TPG list	Added I.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Ciencias, TPG list	Missing V.E.1. in TPG list	Added V.E.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	¡Soy yo! ¡Soy especial! - Subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales, TPG list	Missing II.A.2. from TPG list	Added II.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	En mi comunidad-Subtema 1 Lecciones por tema para el grupo entero y grupos pequeños Escritura, TPG list	missing II.B.1. and III.E.1. from TPG list	added II.B. and III.E.1.1 to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 33 Matemáticas ¡Lección avanzada!, TPG list	Missing I.C.2. from TPG list	Added I.C.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	Alcance y secuencia semana 33 Desarrollo social y emocional Lección esencial, TPG list	Missing IV.A.2. from TPG list	Added IV.A.2. to TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Animales en todas partes- Subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Desarrollo físico, TPG list	Missing TPG I.B.1.c., II.A.3. and EL TPG II.A.3.	Added TPG I.B.1.c., II.A.3. and EL TPG II.A.3.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Animales en todas partes- Subtema 1 Centros de aprendizaje Ciencias, TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	Animales en todas partes- Subtema 2 Centros de aprendizaje Ciencias, TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Animales en todas partes- Subtema 3 Centros de aprendizaje Ciencias, TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Animales en todas partes- Subtema 4 Centros de aprendizaje Ciencias, TPG list	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Animales en todas partes- Subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Ciencias, TPG list	Missing VIII.C.1. from TPG list	Added VIII.C.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Soy saludable! ¡Estoy seguro!- 2 Lecciones por tema para el grupo entero y grupos pequeños Ciencias, TPG list	Missing V.E.1 from TPG list	Added V.E.1 to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 20 Desarrollo social y emocional Lección esencial, TPG list	Missing II.D.1. and, III.D.3.from TPG list	Added II.D.1. and, III.D.3.to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 20 Ciencias Lección esencial, TPG list	Missing VIII.C.1. from TPG list	Added VIII.C.1..to TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 20 Matemáticas Lección esencial, TPG list	Missing III.D.2. from TPG list	Added III.D.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 19 Lenguaje y comunicación Lecciones adicionales, TPG list	Missing II.D.5., IX.A.2. from T PG list	Added II.D.5., IX.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 19 Lenguaje y comunicación ¡Lección avanzada!, TPG list	Missing II.B.2. from TPG list	Added II.B.2. tp TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 19 Lenguaje y comunicación Lección esencial, TPG list	V.A.3. missing from TPG list	Added V.A.3 to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 21 Matemáticas Lecciones adicionales, TPG list	Missing III.D.2. from TPG list	Added III.D.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 21 Matemáticas Lección esencial, TPG list	TPG VI.A.1. and EL TPG s II.A.2., II.D.6. should not be listed	Deleted TPG VI.A.1 and EL TPG II.A.2., II.D.6
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 21 Matemáticas Lección esencial, TPG list	Missing II.A.2.and V.E.2. from TPG list	Added II.A.2.and V.E.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Estamos en movimiento!- Subtema 2 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales, TPG list	Missing I.C.4. from TPG list	Added I.C.4. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 27 Matemáticas Lección esencial, TPG list	Missing VI.A.1. from TPG list	Added VI.A.1. to TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 27 Matemáticas Lección avanzada!, TPG list	TPG list missing from this section	Added list of TPGs to show: TPG V.D.1, V.D.3.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Estamos en movimiento!- Subtema 1 Centros de aprendizaje	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Estamos en movimiento!- Subtema 2 Centros de aprendizaje	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Estamos en movimiento!- Subtema 1 Centros de aprendizaje	Learning Centers incorrectly organized, should be listed alphabetically	Put all Learning Centers in ABC order
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 31 Lenguaje y comunicación Lecciones adicionales, TPG list	Missing VIII.A.1 . and IX.A.2. from TPG list	Added VIII.A.1 . and IX.A.2. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 31 Escritura Lección esencial, TPG list	Missing VIII.A.1. from TPG list	Added VIII.A.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 31 Matemáticas Lección esencial, TPG list	TPG V.A.7. should not be included in TPG list	Removed V.A.7. from TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 24 Desarrollo social y emocional Lección esencial, TPG list	Missing I.B.2.a. in TPG list	Added I.B.2.a. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 31 Lenguaje y comunicación Lecciones esencial, TPG list	Missing VIII.A.1., IX.A.2. from TPG list	Added VIII.A.1., IX.A.2.to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 31 Desarrollo social y emocional Lecciones esencial, TPG list	Missing I.B.2.a. from TPG list	Added I.B.2.a. to TPG list

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 32 Desarrollo social y emocional Lecciones esencial, TPG list	Missing .I.B.2.b., III.D.2., III.D.3., IV.B.1., IV.B.3. from TPG list	Added .I.B.2.b., III.D.2., III.D.3., IV.B.1., IV.B.3. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 32 Desarrollo social y emocional Lecciones esencial, TPG list	I.C.3., I.C.4. should not be included in TPG list	Removed I.C.3., I.C.4. to show: TPG I.A.2., I.A.3., I.B.2.b., III.D.2., III.D.3., IV.A.2., IV.B.1., IV.B.3.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 32 Ciencias Lecciones esencial, TPG list	Missing V.A.3. from TPG list	Added V.A.3. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La Tierra a mi alrededor – Subtema 1 Lecciones por tema para el grupo entero y grupos pequeños Estudios sociales, TPG list	EL TPG II.D.6 should not be listed and TPG VIII.A.1. missing from list	Removed EL TPG II.D.6 and added VIII.A.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 34 Ciencias Lecciones esencial, TPG list	Missing VI.B.1. and VIII.A.1. from TPG list	Added VI.B.1. and VIII.A.1. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 35 Matemáticas Lección esencial, TPG list	Missing V.C.3. from TPG list	Added V.C.3. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 35 Escritura ¡Lección avanzada!, TPG list	Missing TPG III.C.2. from list	Added TPG III.C.2. to list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 35 Lenguaje y comunicación Lección esencial, TPG list	Missing TPG V.A.3. from list	Added V.A.3. to TPG list
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Bichitos a nuestro alrededor – Subtema 3 Lecciones por tema para el grupo entero y grupos pequeños Ciencias, TPG list	Missing VIII.A.1. from TPG list	Added VIII.A.1. to TPG list

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under Actividad para niveles and before Áreas de aprendizaje	Activity grade level addition	Added Pre-K
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under Áreas de aprendizaje and before Metas de aprendizaje temprano de Head Start	Pre-K domain and subdomain addition	Added Pre-K domain - subdomain: Conciencia Fonológica - Fonemas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Under Recomendaciones para el maestro, first sentence	Hyperlink was blue, does not match our formatting choice for hyperlinks	Changed hyperlink font color from blue to navy blue
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Under title: the objective	Unnecessary word "repetirá"	Deleted unnecessary word "repetirá"
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG IX.C.2. missing from alignments	Added IX.C.2. El niño practica buenos hábitos de salud e higiene personal
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2 missing from alignments	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.a.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.A.5. missing from alignments	Added V.A.5. El niño cuenta hasta 10 objetos y demuestra que lo último que contó indica la cantidad de objetos que se contaron.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG I.C.2 missing from alignments	Added I.C.2. El niño asume varios roles y responsabilidades como parte de la comunidad del salón de clases.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.E.1. missing from alignments	Added V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2. missing from alignments	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2. missing from alignments	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.1 missing from alignments	Added II.D.1. El niño usa una gran variedad de palabras para nombrar y describir personas, lugares, cosas y acciones.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	TEKS 116.2(b)(1)(F) missing from alignments	Added §116.2(b)(1)(F) demostrar una variedad de relaciones como sería debajo, encima, detrás, al lado, a través, derecha, izquierda, al frente, hacia atrás y en frente de
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.1 missing missing from alignments	Added II.D.2. El niño demuestra que comprende los términos usados en el lenguaje de la instrucción del salón de clases.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under ÁREA(S) DE APRENDIZAJE	K-2 Secondary Domain missing	Added Lenguaje, Lectura y Escritura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under ÁREA(S) DE APRENDIZAJE	K-2 Secondary Sub Domain missing	Added Vocabulario
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER ÁREA(S) DE APRENDIZAJE	needs TEKS for alignment	Added §116.2(b)(1)(F) demostrar una variedad de relaciones como sería debajo, encima, detrás, al lado, a través, derecha, izquierda, al frente, hacia atrás y en frente de
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG VI.A.1 missing from alignments	Added VI.A.1. El niño observa, investiga, describe y discute propiedades y características de objetos comunes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray bo at Right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome (Meta P-SCI 2) missing from alignments	Added Meta P-SCI 2. El niño utiliza el lenguaje científico.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Materiales, 3rd bullet	(opcional: Descargar recursos) should not be included	Removed (opcional: Descargar recursos) because no download exists
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG VI.A.1 missing from alignments	Added VI.A.1 Child observes, investigates describes, and discusses properties and characteristics of common objects.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray bo at Right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome (Meta P-SCI 2) missing from alignments	Added Meta P-SCI 2. El niño utiliza el lenguaje científico.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2. missing from alignments	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2 missing from alignments	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(6)(F) responda usando el vocabulario recién adquirido según sea apropiado
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.2. missing	Added III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.3. missing	Added III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG IV.A.2. missing	Added IV.A.2. El niño escribe en forma independiente para comunicar sus ideas con varios fines.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(5)(C) haga y confirme predicciones utilizando los rasgos y las estructuras del texto con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(5)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under Metas de aprendizaje temprano de Head Start	Missing a Head Start outcome	Added Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TEKS for alignment	Added §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TEKS for alignment	Added §128.2(b)(5)(F) haga inferencias y use evidencia para apoyar la comprensión con la asistencia de un adulto

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TEKS for alignment	Added §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.3. missing	Added III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG III.D.4. missing	Added III.D.4. El niño hará inferencias y predicciones acerca del texto.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG VIII.B.1 missing	Added VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at Right under ÁREA(S) DE APRENDIZAJE	No PreK Secondary domain selected	Added PreK Secondary Domain: Bellas Artes
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at Right under ÁREA(S) DE APRENDIZAJE	No PreK Secondary sub domain selected	Added PreK Secondary sub domain: Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG VIII.B.1 missing	Added VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at Right under ÁREA(S) DE APRENDIZAJE	No PreK Secondary domain selected	Added PreK Secondary Domain: Matemáticas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at Right under ÁREA(S) DE APRENDIZAJE	No PreK Secondary sub domain selected	Added PreK Secondary sub domain: Clasificación y patrones
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.E.1 missing	Added V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.III.B.1 missing	Added VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.III.B.1 missing	Added VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(5)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(7)(C) describa los elementos del desarrollo de la trama, incluyendo los eventos principales, el problema y la resolución, de textos leídos en voz alta con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG I.B.2.b. missing	Added I.B.2.b. El niño puede comunicar emociones/sentimientos básicos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG IV.A.2. missing	Added IV.A.2. El niño escribe en forma independiente para comunicar sus ideas con varios fines.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(1)(C) comparta información e ideas hablando de forma audible y clara usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(5)(B) formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener información con la asistencia de un adulto

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs kindergarten TEKS alignments	Added §128.3(b)(1)(A) escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs kindergarten TEKS alignments	Added §128.3(b)(6)(B) formule preguntas sobre el texto antes, durante y después de la lectura para profundizar la comprensión y obtener información con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs kindergarten TEKS alignments	Added §128.3(b)(1)(B) siga, replantee y dé instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(5)(I) revise la comprensión y haga ajustes, tales como releer, usar conocimiento previo, observar pistas visuales y formular preguntas cuando la comprensión se pierde, con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs kindergarten TEKS alignments	Added §128.3(b)(6)(D) cree imágenes mentales para profundizar la comprensión con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs kindergarten TEKS alignments	Added §128.3(b)(1)(C) comparta información e ideas que se enfoquen en el tópico que está en discusión, hablando claramente a una velocidad apropiada y usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added §128.2(b)(2)(A)(viii) demuestre conciencia fonológica al mezclar fonemas hablados para formar sílabas

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under ÁREA(S) DE APRENDIZAJE	No secondary domain/sub domain selected	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG V.A.9. missing from alignments	Added: V.A.9. El niño reconoce numerales de una cifra, 0–9.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under ÁREA(S) DE APRENDIZAJE: below Dominio primario	No secondary domain-subdomain selected	Added: Desarrollo Social y Emocional - Autorregulación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at Right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS: §128.2(b)(3)(C)	Added: §128.2(b)(3)(C) identifique y use palabras que nombren acciones; direcciones; posiciones; secuencias; categorías, tales como colores, formas y texturas; y ubicaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added: §128.2(b)(3)(B) use ilustraciones y textos que el estudiante pueda leer o escuchar para aprender o clarificar el significado de las palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs TEKS for alignment	Added: §128.3(b)(3)(B) use ilustraciones y textos que el estudiante pueda leer o escuchar para aprender o clarificar el significado de las palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs TEKS for alignment	Added: §128.3(b)(7)(F) responda usando el vocabulario recién adquirido según sea apropiado
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.3. for ELL missing	Added: II.D.3. ELL Los niños que aprenden inglés como segundo idioma comprenden hasta 1000 palabras (el niño ELL comprenderá más palabras de las que usa).

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added: Meta P-SE 6. El niño expresa una amplia serie de emociones y las reconoce en sí mismo y en los demás.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added: Meta P-LC 3. El niño varía la cantidad de información que provee conforme a la situación.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added: Meta P-MATH 1. El niño conoce el nombre de los números y su secuencia.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Missing kindergarten TEKS alignments	Added: §128.2(b)(2)(A)(viii) demuestre conciencia fonológica al mezclar fonemas hablados para formar sílabas
Editorial Change	Publisher	9781952259036	Teacher	N/A	MODELE Y EXPLIQUE, 3rd sentence	Confusing sentence: Si el jugador dice ganso, el niño cuya cabeza tocó cuando el jugador dijo ganso debe perseguir al jugador alrededor del círculo.	Si el jugador dice "ganso", el niño cuya cabeza tocó debe perseguir al jugador alrededor del círculo.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.A.3.	Added: II.A.3. El niño muestra comprensión del idioma que hablan los maestros y sus compañeros.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.A.3. ELL	Added: II.A.3. ELL El niño muestra comprensión del idioma nuevo que hablan los maestros y sus compañeros.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	Missing 1st Grade TEKS §128.3(b)(3)(D)	Added: §128.3(b)(3)(D) identifique y use palabras que nombren acciones, direcciones, posiciones, secuencias, categorías y ubicaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Inappropriate TEKS selected: §111.2(b)(1)(A)	Replaced with: §111.2(b)(1)(E) genere y utilice representaciones para organizar, anotar y comunicar ideas matemáticas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	HSELO Meta P-LIT 5. missing from alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added: Translation of §116.2(b)(6)(A) responder adecuadamente a las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.A.2	Added: II.A.2. El niño muestra comprensión al seguir instrucciones orales de dos pasos y usualmente sigue instrucciones de tres pasos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG IX.A.2	Added: IX.A.2. El niño coordina secuencias de movimientos para realizar tareas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added: §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added: §128.2(b)(5)(F) haga inferencias y use evidencia para apoyar la comprensión con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added: §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG VIII.C.1.	Added: VIII.C.1. El niño crea o recrea historias, estados de ánimo o experiencias a través de las representaciones teatrales.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Missing kindergarten TEKS alignments	Added: Translation of §117.104(b)(2)(B) asumir roles a través de la imitación y la recreación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG I.A.2.	Added: I.A.2. El niño demuestra tener autoconciencia y puede expresar orgullo en las capacidades y habilidades adecuadas a su edad.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG VIII.A.1.	Added: VIII.A.1. El niño usa una variedad de materiales de arte y actividades para la experiencia sensorial y la exploración.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs kindergarten TEKS alignments	Added: Translation of §117.102(b)(2)(C) usar varios materiales para desarrollar habilidades de manipulación mientras participa en oportunidades de exploración a través del dibujo, la pintura, el grabado, la construcción de obras de arte y esculturas, incluyendo formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- PREPARACIÓN	Imprima y recorte fotografías de accidentes geográficos.	Imprima y recorte las tarjetas ilustradas de accidentes geográficos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- PREPARACIÓN	Added "de Estados Unidos y Texas" for clarity	Junte banderas pequeñas de Estados Unidos y Texas suficientes para cada pareja de estudiantes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added: Meta P-LC 5. El niño se expresa de forma cada vez más extensa, detallada y sofisticada.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.B.1.	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Missing kindergarten TEKS alignments	Added: §128.2(b)(1)(C) comparta información e ideas hablando de forma audible y clara usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG I.C.4	Added: I.C.4. El niño interactúa y se comunica cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan un plan y una meta común.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Investigación de rocas, arena y tierra: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(7)(A) observe, compare, describa y clasifique los componentes del suelo por tamaño, textura y color

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificación de reciclaje: Gray box at right, under GCONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added:§112.12(b)(1)(B) identifique y aprenda cómo usar los recursos naturales y los materiales, incluyendo la conservación y la reutilización o reciclaje de papel, plástico y metal
Editorial Change	Publisher	9781952259036	Teacher	N/A	- PREPARACIÓN	Imprima las papeletas para votar y recórtelas.	Prepare las papeletas para votar y recórtelas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG II.A.2.	Added: II.A.2. El niño muestra comprensión al seguir instrucciones orales de dos pasos y usualmente sigue instrucciones de tres pasos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added: §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start Early Learning Outcome missing from alignments	Added: Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG IV.B.1.	Added: IV.B.1. El niño discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG IV.B.3	Added: IV.B.3. El niño comparte y celebra los productos escritos individuales y los hechos por la clase.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added: §128.2(b)(10)(A) planifique generando ideas para escribir por medio de discusiones en la clase y de dibujos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for alignment	Added: §128.2(b)(10)(E) comparta la escritura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.B.1.	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG II.B.3.	Added: II.B.3. El niño ofrece información adecuada para varias situaciones.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Missing TEKS	Added: §128.2(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo con los demás, usar saludos comunes y expresar necesidades y deseos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG I.B.2.b.	Added: I.B.2.b. El niño puede comunicar emociones/sentimientos básicos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- MATERIALES	2nd and 3rd bullets were not indented	Added indent
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing TPG I.B.2.b.	Added: I.B.2.b. El niño puede comunicar emociones/sentimientos básicos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- RECOMENDACIONES PARA EL MAESTRO, last bullet	Hablar en pareja activity not hyperlinked	Added hyperlink to activity
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Prohibido tirar basura: Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Math TEKS alignments	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Prohibido tirar basura: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignments	Added: §112.12(b)(1)(B) identifique y aprenda cómo usar los recursos naturales y los materiales, incluyendo la conservación y la reutilización o reciclaje de papel, plástico y metal
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Imágenes en las estrellas: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(B) observe y anote los cambios en la apariencia de objetos que observa en el cielo, tales como la Luna y las estrellas, incluyendo al Sol
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Salvemos el agua!: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(1)(B) identifique y aprenda cómo usar los recursos naturales y los materiales, incluyendo la conservación y la reutilización o reciclaje de papel, plástico y metal

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Día o noche: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(B) observe y anote los cambios en la apariencia de objetos que observa en el cielo, tales como la Luna y las estrellas, incluyendo al Sol
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Seguimiento de las sombras en el Sol: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(B) observe y anote los cambios en la apariencia de objetos que observa en el cielo, tales como la Luna y las estrellas, incluyendo al Sol
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Los árboles cambian con las estaciones: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(C) identifique las características de las estaciones del año, y del día y la noche
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Los árboles cambian con las estaciones: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Fine Arts TEKS alignment	Added: Translation of §117.105(b)(2)(C) aumentar las habilidades de manipulación necesarias para usar una variedad de materiales para producir dibujos, pinturas, grabados, construcciones y esculturas, incluidas formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El pueblo hecho de tubos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(1)(B) identifique y aprenda cómo usar los recursos naturales y los materiales, incluyendo la conservación y la reutilización o reciclaje de papel, plástico y metal
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El pueblo hecho de tubos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Fine Arts TEKS alignment	Added: Translation of §117.105(b)(2)(C) aumentar las habilidades de manipulación necesarias para usar una variedad de materiales para producir dibujos, pinturas, grabados, construcciones y esculturas, incluidas formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Agua, agua por todas partes: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(1)(B) identifique y aprenda cómo usar los recursos naturales y los materiales, incluyendo la conservación y la reutilización o reciclaje de papel, plástico y metal

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué hay en el cielo? :Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(8)(B) observe y anote los cambios en la apariencia de objetos que observa en el cielo, tales como la Luna y las estrellas, incluyendo al Sol
Editorial Change	Publisher	9781952259036	Teacher	N/A	Arquitectos e ingenieros: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Social & Emotional TPG missing from alignments	Added: I.C.2. El niño asume varios roles y responsabilidades como parte de la comunidad del salón de clases.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Construir un puentes: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Social & Emotional TPG missing from alignments	Added: I.C.3. El niño muestra que puede iniciar interacciones sociales.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Siluetas del cuerpo: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Social & Emotional TPG missing from alignments	Added: I.A.1. El niño es consciente de dónde está su cuerpo en el espacio y respeta los límites personales de otros.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogares de los insectos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(B) planifique y lleve a cabo investigaciones descriptivas simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogares de los insectos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(D) anote y organice datos usando dibujos, números y palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	Construir un puentes: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(3)(A) identifique y explique un problema y proponga una solución
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogar, dulce hogar—Actuar como un animal: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Fine Arts TPG needed for alignment	Added: VIII.C.1. El niño crea o recrea historias, estados de ánimo o experiencias a través de las representaciones teatrales.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Clasificación de hojas y cortezas: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs Kindergarten Math TEKS alignment	Added: §111.2(b)(8)(A) reúna, ordene y organice datos en dos o tres categorías

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificación de hojas y cortezas: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Déjalo crecer: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(A) haga preguntas acerca de organismos, objetos y eventos observados en la naturaleza
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El ciclo de vida de una mariposa: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Fine Arts TPG missing from alignments	Added: VIII.A.1. El niño usa una variedad de materiales de arte y actividades para la experiencia sensorial y la exploración.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El ciclo de vida de una mariposa: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.11(b)(4)(B) use los sentidos como un instrumento de observación para identificar propiedades y patrones de organismos, objetos y eventos en el medio ambiente
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El ciclo de vida de una mariposa: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Art TEKS alignment	Added: Translation of §117.102(b)(2)(C) usar varios materiales para desarrollar habilidades de manipulación mientras participa en oportunidades de exploración a través del dibujo, la pintura, el grabado, la construcción de obras de arte y esculturas, incluyendo formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Yo y mi maravilloso cuerpo: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Physical Development TPG missing from alignments	Added: IX.C.2. El niño practica buenos hábitos de salud e higiene personal.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Canción sobre las partes de una planta: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Fine Arts TPG missing from alignments	Added: VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un ser viviente?: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Math TPG missing from alignments	Added: V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un ser viviente?: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(9)(A) ordene y clasifique los seres vivos y los objetos inertes basándose en si tienen necesidades básicas y si pueden tener descendencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Se puede mover con aire? Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Science TEKS alignment	Added: §112.12(b)(2)(D) anote y organice datos usando dibujos, números y palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando galletas: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Health TEKS alignment	Added: Translation of §115.3(b)(4)(A) identificar y demostrar el uso de los cinco sentidos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Plática sobre palomitas de maíz: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Health TEKS alignment	Added: Translation of §115.3(b)(4)(A) identificar y demostrar el uso de los cinco sentidos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Plática sobre palomitas de maíz: Gray box at right under, ÁREA(S) DE APRENDIZAJE	K-2 domain and sub domain not selected	Added: Dominio primario de K-2º: Ciencia - Materia, fuerza, movimiento y energía
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Plática sobre palomitas de maíz: Gray box at right under, ACTIVIDAD PARA NIVEL(ES)	needs Kinder grade level in Actividad para nivel(es)	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Necesita electricidad?: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Math TPG missing from alignments	Added: V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Necesita electricidad?: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs 1st Grade Math TEKS alignment	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Explorando el interior de las calabazas: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Missing Science TPG VI.B.1	Added: VI.B.1. El niño observa, investiga, describe y discute las características de los organismos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Explorando el exterior de las calabazas: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Science TPG VI.B.1	Added: VI.B.1. El niño observa, investiga, describe y discute las características de los organismos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo se siente?: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG V.E.1.	Added: V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Déjalo rodar: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §112.11(b)(3)(B) missing from alignments	Added: §112.11(b)(3)(B) haga predicciones basadas en patrones observables en la naturaleza
Editorial Change	Publisher	9781952259036	Teacher	N/A	Déjalo rodar: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §112.11(b)(4)(A) missing from alignments	Added: §112.11(b)(4)(A) reúna información usando instrumentos, incluyendo instrumentos de cómputo, lupas, balanzas, tazas, tazones, imanes, redes y cuadernos; medidores de tiempo; objetos no usuales para medir; instrumentos meteorológicos, tales como termómetros para demostración; y materiales que apoyen las observaciones del hábitat de organismos, tales como terrarios y acuarios
Editorial Change	Publisher	9781952259036	Teacher	N/A	Déjalo rodar: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §112.11(b)(6)(D) missing from alignments	Added: §112.11(b)(6)(D) observe y describa las maneras en que los objetos se pueden mover, tales como en línea recta, en zigzag, hacia arriba y hacia abajo, hacia atrás y hacia adelante, en círculo, y rápida y lentamente
Editorial Change	Publisher	9781952259036	Teacher	N/A	Déjalo rodar:: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS 112.12(b)(3)(B) missing from alignments	Added: §112.12(b)(3)(B) haga predicciones basadas en patrones observables
Editorial Change	Publisher	9781952259036	Teacher	N/A	Déjalo rodar:: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS 112.12(b)(4)(A) missing from alignments	Added: §112.12(b)(4)(A) eúna, anote y compare información usando instrumentos, incluyendo computadoras, lupas, balanzas, tazas, tazones, imanes, redes, cuadernos y lentes de seguridad o lentes protectores contra salpicaduras, lo que sea mejor; medidores de tiempo; instrumentos de medición no usuales; instrumentos meteorológicos, tales como termómetros para demostración y mangas de viento; y materiales que apoyen las observaciones del hábitat de los organismos, tales como terrarios y acuarios

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, PAUTAS DE PREKÍNDER DE TEXAS	Math TPG needed	Added: V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignment	Removed: §112.11(b)(2)(B) planifique y realice investigaciones descriptivas simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignment	Removed: §112.11(b)(2)(C) reúna datos y haga observaciones con instrumentos simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignment	Removed: §112.11(b)(2)(E) comunique sus observaciones acerca de investigaciones descriptivas simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS missing from Alignments	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Magnético o no: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS missing from Alignments	Added: §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Moviendo a través de los líquidos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §112.11(b)(3)(B) missing from alignments	§112.11(b)(3)(B) haga predicciones basadas en patrones observables en la naturaleza
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Moviendo a través de los líquidos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	First Grade Science TEKS missing from Alignments	Added: §112.12(b)(2)(C) reúna datos y haga observaciones con instrumentos simples

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Moviendo a través de los líquidos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	First Grade Science TEKS missing from Alignments	Added: §112.12(b)(3)(B) §112.12(b)(3)(B) haga predicciones basadas en patrones observables
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Moviendo a través de los líquidos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade Science TEKS missing from Alignments	Added: §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Moviendo a través de los líquidos: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade Science TEKS missing from Alignments	Added: §112.12(b)(6)(C) demuestre y anote las maneras en que los objetos se pueden mover, tales como en línea recta, en zigzag, hacia arriba y hacia abajo, hacia atrás y hacia adelante, en círculo, rápida y lentamente
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Experimento con alimentos y bolsas de papel: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignments	Removed: §112.11(b)(2)(B) planifique y realice investigaciones descriptivas simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Experimento con alimentos y bolsas de papel: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignments	Removed: §112.11(b)(2)(C) reúna datos y haga observaciones con instrumentos simple
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Experimento con alimentos y bolsas de papel: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten TEKS in alignments	Removed: §112.11(b)(2)(D) anote y organice datos y observaciones usando dibujos, números y palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Empujar o jalar: Gray box at right under, PAUTAS DE PREKÍNDER DE TEXAS	Social and Emotional Development TPG needed	Added: I.C.3. El niño muestra que puede iniciar interacciones sociales
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando galletas: Gray box at right under, ACTIVIDAD PARA NIVEL(ES)	First Grade missing from Actividad para nivel(es)	Added: primer grado
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando galletas: Gray box at right under, ÁREA(S) DE APRENDIZAJE	K-2 Secondary Domains missing	Added: Dominio secundario de K-2º: Educación Física y de Salud - Salud y seguridad personal

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Comparando galletas: Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	Science First grade TEKS missing from alignments	Added: §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	Adivinanzas: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.3. needed	Added: II.D.3.El niño demuestra que comprende de varias maneras o que conoce el significado de 3000 a 4000 palabras*, muchas más de las que usa.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Opciones saludables: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Math TPG V.E.1. needed	Added: V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Opciones saludables: Gray box at right under,CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Math Kindergarten TEKS needed for alignment	Added: §111.2(b)(8)(A) reúna, ordene y organice datos en dos o tres categorías
Editorial Change	Publisher	9781952259036	Teacher	N/A	Tarjetas de cumpleaños: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Fine Arts TPG needed	Added: VIII.A.1. El niño usa una variedad de materiales de arte y actividades para la experiencia sensorial y la exploración
Editorial Change	Publisher	9781952259036	Teacher	N/A	Creando un mapa de datos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Speaking TPG needed	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos
Editorial Change	Publisher	9781952259036	Teacher	N/A	Ir a la escuela: Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Literacy Head Start Early Learning Outcome missing	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Ir a la escuela: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Comprehension TPG needed	Added: III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Ir a la escuela: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Comprehension TPG needed	Added: III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Ir a la escuela: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Comprehension TEKS needed	Added: §128.2(b)(5)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Ir a la escuela: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Comprehension TEKS needed	Added: §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	Pásalo rápido: Patata caliente: Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Gross Motor Head Start Early Learning Outcome needed for alignment	Added: Meta P-PMP 2. El niño utiliza la información perceptual para guiar las mociones e interacciones con los objetos y otras personas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Pásalo rápido: Patata caliente: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Physical Development TEKS needed for alignment	Added: Translation of §116.2(b)(7)(B) trabajar en un entorno grupal en cooperación con otros
Editorial Change	Publisher	9781952259036	Teacher	N/A	Días terribles, horribles, espantosos y horrosos: Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Writing Head Start Early Learning Outcome needed for alignment	Added: Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Días terribles, horribles, espantosos y horrosos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Writing TPG needed	Added: IV.A.1. El niño usa de manera intencional marcas, letras o símbolos para registrar el lenguaje y comparte significados oralmente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Días terribles, horribles, espantosos y horrosos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Writing TPG needed	Added: IV.B.1. El niño discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Días terribles, horribles, espantosos y horrosos: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Writing TEKS needed for alignment	Added: §128.2(b)(10)(A) planifique generando ideas para escribir por medio de discusiones en la clase y de dibujos
Editorial Change	Publisher	9781952259036	Teacher	N/A	Días terribles, horribles, espantosos y horrosos: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Writing TEKS needed for alignment	Added: §128.2(b)(11)(A) dicte o redacte textos literarios, incluyendo narraciones personales

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Writing TEKS needed for alignment	Added: §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escenarios de ayuda: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Self-concept TPG needed	Added: I.A.3. El niño muestra una opinión razonable de sus propias habilidades y limitaciones.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escenarios de ayuda: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Language TPG needed	Added: II.B.3. El niño ofrece información adecuada para varias situaciones.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	Kinder grade level needed	Added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, under ÁREA(S) DE APRENDIZAJE	K-2°: Primary Domains needed	Added: Lenguaje, Lectura y Escritura - Comprensión de texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, under ÁREA(S) DE APRENDIZAJE	K-2°- Secondary Domains needed	Added: Lenguaje, Lectura y Escritura - Escuchar y hablar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG II.B.1	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos..
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §128.2(b)(1)© needed	§128.2(b)(1)(C) comparta información e ideas hablando de forma audible y clara usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tabla S-Q-A: Gray box at right, Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade needed for alignment	Added: §128.3(b)(7)(C) use evidencia textual para apoyar una respuesta apropiada
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Libro de la clase ¡Me gusto como soy!: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG IV.A.1 . needed	Added: IV.A.1. El niño usa de manera intencional marcas, letras o símbolos para registrar el lenguaje y comparte significados oralmente.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Libro de la clase ¡Me gusto como soy!: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Art TEKS missing from alignments	Added: Translation of §117.102(b)(2)(C) usar varios materiales para desarrollar habilidades de manipulación mientras participa en oportunidades de exploración a través del dibujo, la pintura, el grabado, la construcción de obras de arte y esculturas, incluyendo formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Si te sientes muy feliz, aplaude así: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Music TPG needed	Added: VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Si te sientes muy feliz, aplaude así: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Music TEKS needed for alignment	Added: Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Comprehension Head Start Early Learning Outcome needed for alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Social and emotional TPG needed	Added: I.B.2.a. El niño empieza a entender la diferencia y la conexión entre las emociones/sentimientos y comportamientos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Comprehension TPG needed	Added: III.D.2. El niño usa la información aprendida de los libros describiendo, relacionando, categorizando o comparando y contrastando.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Comprehension TPG needed	Added: III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Comprehension TEKS needed for alignment	Added: §128.2(b)(5)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Comprehension TEKS needed for alignment	Added: §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mi familia: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Art TEKS needed for alignments	Added: Translation of §117.102(b)(3)(B) compartir ideas sobre experiencias personales como familiares y amigos y desarrollar conciencia y sensibilidad a diferentes experiencias y opiniones a través de obras de arte
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Opción buena o no buena: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Social and emotional TEKS needed	Added: Translation of §115.2(b)(2)(D) identificar las maneras de evitar hacerse daño a sí mismo o a otra persona
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Nuestros favoritos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Self-concept TPG needed	Added: I.A.2. El niño demuestra tener autoconciencia y puede expresar orgullo en las capacidades y habilidades adecuadas a su edad.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El espacio personal: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Self-regulation TPG needed	Added: I.B.1.c. El niño controla su propio comportamiento con recordatorios ocasionales o con la ayuda del maestro.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La silla del autor: Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	Kinder grade level needed	Added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La silla del autor: Gray box at right, under ÁREA(S) DE APRENDIZAJE	Missing K-2° Primary Domains	Added: Lenguaje, Lectura y Escritura - Composición escrita
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué te hace sentir seguro?: MATERIALES	5th bullet was a repetitive material	removed 5th bullet
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cuidar a los demás: MATERIALES, second bullet	"Representarlo" not defined anywhere	changed to "tarjetas ilustradas"
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Aprendiendo a donar como el pez Arcoiris: MATERIALES, first bullet	"tarjetas ilustradas y otros recursos para descargar" unclear	defined "otros recursos para descargar": tarjetas ilustradas y hojas para dibujar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: MATERIALES, first bullet	"tarjetas ilustradas y hojas para los estudiantes"	changed to "tarjetas ilustradas y hojas para dibujar" for continuity
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar con detalles: Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	Kinder grade level needed	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar con detalles: Gray box at right, under ÁREA(S) DE APRENDIZAJE	K-2° Primary Domains needed	Added: Lenguaje, Lectura y Escritura - Composición escrita

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar con detalles: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Art TPG	Added: VIII.A.1. El niño usa una variedad de materiales de arte y actividades para la experiencia sensorial y la exploración.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar con detalles: Gray box at right, Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEK §128.2(b)(10)(B) needed	Added: §128.2(b)(10)(B) desarrolle borradores en forma oral, pictórica o escrita organizando las ideas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Imágenes que son ejemplos y que no son ejemplos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.3. for ELL needed	Added: II.D.3. ELL Los niños que aprenden inglés como segundo idioma comprenden hasta 1000 palabras (el niño ELL comprenderá más palabras de las que usa).
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Enseñanza del vocabulario antes de una lectura compartida: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.D.3. needed	Added: II.D.3. El niño demuestra que comprende de varias maneras o que conoce el significado de 3000 a 4000 palabras*, muchas más de las que usa.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Chiqui-Chiqui Ru-Ru: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG II.A.2. for ELL needed	Added: II.A.2. ELL El niño muestra comprensión al seguir instrucciones orales en inglés de dos pasos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mapa del corazón: Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	Kinder grade level needed	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mapa del corazón: Gray box at right, under ÁREA(S) DE APRENDIZAJE	Kinder Primary Domains needed	Added: Lenguaje, Lectura y Escritura - Comprensión de texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mapa del corazón: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Fine Arts TPG needed	Added: VIII.A.1. El niño usa una variedad de materiales de arte y actividades para la experiencia sensorial y la exploración.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando... : Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	KÍNDER grade level needed	Added:KÍNDER
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando... : Gray box at right, under ÁREA(S) DE APRENDIZAJE	Missing Kindergarten Primary Domains	Added: Lenguaje, Lectura y Escritura - Composición escrita
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando... : Gray box at right, under ÁREA(S) DE APRENDIZAJE	activity needs additional Writing TPG to support Writing Process	Added:IV.A.2. El niño escribe en forma independiente para comunicar sus ideas con varios fines.

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando...: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §110.2(b)(10)(A) needed	Added: §128.2(b)(10)(A) planifique generando ideas para escribir por medio de discusiones en la clase y de dibujos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando...: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS §110.2(b)(10)(B) needed	Added: §128.2(b)(10)(B) desarrolle borradores en forma oral, pictórica o escrita organizando las ideas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando... : Gray box at right, Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS §110.3(b)(11)(A) needed	Added: §128.3(b)(11)(A) planifique un primer borrador generando ideas para escribir, tales como dibujar y hacer una lluvia de ideas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Recuerdo cuando... : Gray box at right, Gray box at right under, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	First Grade TEKS §110.3(b)(11)(B)(ii) needed	Added: §128.3(b)(11)(B)(ii) desarrolle borradores en forma oral, pictórica o escrita al desarrollar una idea con detalles específicos y relevantes
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Noticias diarias interactivas : Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	KÍNDER grade level needed	Added: KÍNDER
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Noticias diarias interactivas : Gray box at right, under ÁREA(S) DE APRENDIZAJE	Kindergarten Primary Domains needed	Added: Lenguaje, Lectura y Escritura - Composición escrita
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Tablero de mensajes: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Proceso de escritura TPG needed	Added: IV.B.1. El niño discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escritura multisensorial del nombre: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Physical Development TPG I.B.1 needed	Added: IX.B.1. El niño muestra control de las tareas que requieren fuerza y el control de los músculos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mis propias palabras : Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	KÍNDER grade level needed	Added: KÍNDER

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mis propias palabras : Gray box at right, under ÁREA(S) DE APRENDIZAJE	Kindergarten Primary Domains needed	Added: Lenguaje, Lectura y Escritura - Composición escrita
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Demostración de las noticias diarias: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Writing Process TPG IV.B.1. needed	Added: IV.B.1. El niño discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Adivina mi emoción: Gray box at right, under ÁREA(S) DE APRENDIZAJE	Pre-K Secondary Domains needed	Added: Lenguaje y Comunicación - Comprensión al escuchar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Adivina mi emoción: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Kindergarten TEKS alignment §128.2(b)(1)(B) needed	Added: §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Name My Emotion: 3. GUIDE PRACTICE first two sentences	First two sentences of text missing instructions regarding restating directions: “Observa y escucha mientras represento estas emociones”. Coloque las tarjetas de emociones sobre la mesa.	Removed and replaced with: Coloque las tarjetas de emociones sobre la mesa. “Yo voy a representar/ actuar las emociones que están en estas tarjetas. Y ustedes van a señalar y a nombrar la emoción”. Pídale a los niños que repitan lo que ellos tienen que hacer: “Señalar y a nombrar la emoción”.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Libro predecible de la clase: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	TPG IV.B.1 needed	Added: IV.B.3. El niño comparte y celebra los productos escritos individuales y los hechos por la clase.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un ser viviente?: MATERIALES	tarjetas ilustradas belong under the materials for Día 2	moved bullet
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lee y escribe alrededor del salón de clase: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Print Concepts TPG needed	Added: III.E.1. El niño puede distinguir entre elementos impresos inclusive letras, palabras e imágenes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lee y escribe alrededor del salón de clase: Gray box at right, under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Print Awareness Kindergarten TEKS needed	Added: §128.2(b)(2)(D)(iv) demuestre conciencia del texto impreso al reconocer la diferencia entre una letra y una palabra impresa

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Telaraña de hilo: MATERIALES, last bullet	linked PDF is the "imagen de una telaraña," not picture cards	moved PDF icon and material to last bullet
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Say the Word without the Beginning Sound: gray box at right, CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(vii) demuestre conciencia fonológica al identificar los sonidos iniciales y finales en palabras simples
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Say the Word without the Beginning Sound: under INSTRUCCIONES section	tip relates to phonemes, not onset rime	removed tip
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(i) demuestre conciencia fonológica al identificar y producir palabras que rimen
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(ii) demuestre conciencia fonológica al reconocer la aliteración hablada o grupos de palabras que comienzan con la misma sílaba simple o sonido inicial
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(iv) demuestre conciencia fonológica al identificar sílabas en palabras habladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(v) demuestre conciencia fonológica al mezclar sílabas para formar palabras multisilábicas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(vi) demuestre conciencia fonológica al segmentar palabras multisilábicas en sílabas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(vii) demuestre conciencia fonológica al identificar los sonidos iniciales y finales en palabras simples

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Conciencia fonológica durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	phonological awareness TEKS needed	added §128.2(b)(2)(A)(viii) demuestre conciencia fonológica al mezclar fonemas hablados para formar sílabas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Detective de palabras que riman: MATERIALES, 1st bullet	bullets 1, 3, and 4 are redundant	merged 1st, 3rd, and 4th bullets
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dilo, muévelo: MATERIALES, 1st bullet, 2nd bullet	hyperlinked PDF is tarjetas ilustradas AND tablero de juego (bullet 2)	combined bullets for clarity
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un insecto?—Partes del cuerpo: MATERIALES, 1st bullet	hyperlinked PDF is tarjetas ilustradas AND diagramas (bullet 2)	combined bullets for clarity
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hogares de los insectos: MATERIALES	PDF includes a bug reference sheet	added "hoja de referencia de insectos" to materials listed
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cortando palabras: Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	1st grade TEKS needed for alignment	added §128.3(b)(2)(B)(vii) demuestre y aplique conocimiento fonético al usar el conocimiento de palabras base para decodificar palabras compuestas comunes
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cortando palabras: Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	2nd grade TEKS needed for alignment	added §128.3(b)(3)(B) use ilustraciones y textos que el estudiante pueda leer o escuchar para aprender o clarificar el significado de las palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile del hocky pocky con el alfabeto: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	added secondary domain/subdomain: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile del hocky pocky con el alfabeto: ÁREA(S) DE APRENDIZAJE	activity needs K-2 secondary domain	added secondary domain/subdomain: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile del hocky pocky con el alfabeto: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs TEKS to support music	added Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Encuentra tu pareja: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	listening comprehension TEKS needed for alignment	added Translation of §116.2(b)(6)(A) responder adecuadamente a las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: objective (under the title)	El niño identificará las marcas de los cereales y las letras/sonidos iniciales de las etiquetas de las cajas de cereal.	Los niños crearán un gráfico al poner su nombre debajo de su cereal favorito.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: ÁREA(S) DE APRENDIZAJE	secondary subdomain should be Palabras impresas del entorno	changed secondary subdomain
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: Gray box at right, under ACTIVIDAD PARA NIVEL(ES)	Kinder grade level appropriate activity	Added:Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: Gray box at right, ÁREA(S) DE APRENDIZAJE	needs K-2 Primary Domains	Added: Dominio primario de K-2º: Lenguaje, Lectura y Escritura - Convenciones escritas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Letter Recognition TPG: III.C.1	Added: III.C.1. El niño nombra al menos 20 letras mayúsculas y al menos 20 minúsculas en el idioma de instrucción.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Writing Conventions TPG: IV.C.4	Added: IV.C.4. El niño usa una direccionalidad adecuada cuando escribe (de arriba a abajo y de izquierda a derecha)
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: under 2. MODELE Y EXPLIQUE, 2nd sentence	needs text added that has the teacher show the letter card for more explicit instruction	updated text to: Muestre la tarjeta con la letra m minúscula y nombre la letra mientras introduce la letra y la descripción del trazo.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Skywriting: under 3. GUÍE LA PRÁCTICA	Last sentence regarding instructions for showing the letter card is missing.	Added: Muestre la tarjets con la letra.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escribir en el aire—Curvas y círculos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Letter Recognition TPG: II.A.1	Added: II.A.1. El niño demuestra que comprende y responde adecuadamente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escribir en el aire—Curvas y círculos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Writing Conventions TPG: IV.C.4	Added: IV.C.4. El niño usa una direccionalidad adecuada cuando escribe (de arriba a abajo y de izquierda a derecha)
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El libro de nombres con tiras de papel: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	added Bellas Artes - Música

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- El libro de nombres con tiras de papel: PAUTAS DE PREKÍNDER DE TEXAS	activity needs TPG to support music	added VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El libro de nombres con tiras de papel: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs TEKS to support music	added Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escribir en el aire— Líneas rectas: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs Recognition TPG: II.A.1	Added: II.A.1. El niño demuestra que comprende y responde adecuadamente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escribir en el aire— Líneas rectas: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG: IV.C.4	Added: IV.C.4. El niño usa una direccionalidad adecuada cuando escribe (de arriba a abajo y de izquierda a derecha)
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Deletreo con opciones de letras: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Activity needs Alphabet Knowledge- Letter Sounds TPG	Added: III.C.2. El niño reconoce al menos 20 sonidos de letras distintas en el idioma de instrucción.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Deletreo con opciones de letras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Activity needs Kindergarten TEKS to support Phonetic Knowledge	Added: §128.2(b)(2)(B)(i) demuestre y aplique conocimiento fonético al identificar y asociar los sonidos comunes que las letras representant
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cajita roja: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	added Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Dilo de nuevo!: MATERIALES, first bullet	picture cards downloadable PDF missing from materials	added PDF icon and hyperlink to picture cards
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Creando una lista: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	activity needs TPG to support Conocimientos del Alfabeto	III.C.3. El niño produce al menos 20 correspondencias de sonidos de letras distintos en el idioma de instrucción.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Creando una lista: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	activity needs TPG: IV.A.1	Added: IV.A.1. El niño usa de manera intencional marcas, letras o símbolos para registrar el lenguaje y comparte significados oralmente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Sobre qué podemos escribir?: Gray box at right, under ÁREA(S) DE APRENDIZAJE	activity needs K-2 primary domains	Added: Lenguaje, Lectura y Escritura - Composición escrita

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Sobre qué podemos escribir?: Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First grade TEKS alignment	Added:§128.3(b)(11)(A) planifique un primer borrador generando ideas para escribir, tales como dibujar y hacer una lluvia de idea
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Un cuento hecho de retazos: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Activity needs TPG to support Desarrollo Social y Emocional -	Added:I.C.6. El niño demuestra empatía y preocupación por los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Escritura en centros: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	Activity needs TPG to support Escritura - Convenciones en la escritura	Added: IV.C.3. El niño, en forma independiente, usa letras para hacer palabras o partes de palabras.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartir es divertido: Gray box at right, under PAUTAS DE PREKÍNDER DE TEXAS	additional social and emotional TPG needed	Added: I.C.1. El niño utiliza habilidades de comunicación orales y no orales para desarrollar relaciones con maestros/adultos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartir es divertido: Gray box at right under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First grade TEKS alignment	Added: Translation of §116.3(b)(7 (B) interactuar y cooperar con otros y respetar a los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under PAUTAS DE PREKÍNDER DE TEXAS	additional social and emotional TPG needed	Added: I.A.1. El niño es consciente de dónde está su cuerpo en el espacio y respeta los límites personales de otros.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs comprehension TPG	Added: III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	additional Kindergarten comprehension TEKS needed	Added: §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADOR	activity missing first grade comprehension TEKS alignment	Added: §128.3(b)(1)(A) escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADOR	activity missing first grade response skill TEKS alignment	Added: §128.3(b)(7)(E) interactúe con las fuentes de información de manera significativa, tal como al hacer ilustraciones o al escribir
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartiendo espacios: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADOR	activity missing first grade social development TEKS alignment	Added: §128.3(b)(7)(E) interactúe con las fuentes de información de manera significativa, tal como al hacer ilustraciones o al escribir
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Simón dice sentimientos: under PAUTAS DE PREKÍNDER DE TEXAS	Needs Self Regulation TPG	Added: I.B.1.c. El niño controla su propio comportamiento con recordatorios ocasionales o con la ayuda del maestro.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Simón dice sentimientos: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADOR	Needs First Grade Alignment	Added: §128.3(b)(1)(B) siga, replantee y dé instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cuando sea grande: under PAUTAS DE PREKÍNDER DE TEXAS	Needs Social Studies TPG VII.A.3	Added: VII.A.3. El niño conecta su vida a los eventos, tiempos y rutinas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pedir lo que necesitas y deseas: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs language Head Start Early Learning Outcome for alignment	Added: Meta P-LC 3. El niño varía la cantidad de información que provee conforme a la situación.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Saludos!: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs music TPG	Added: VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Saludos!: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs music TEKS	Added: Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugar al restaurante: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs additional language/communication TPG for to theme-related discussions	Added: II.D.1. El niño usa una gran variedad de palabras para nombrar y describir personas, lugares, cosas y acciones.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La pregunta del día: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs Head Start Early Learning Outcome for math	Added: Meta P-MATH 3. El niño comprende la relación entre los números y las cantidades.

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La pregunta del día: under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG for math	Added: V.A.3. El niño cuenta 1-10 objetos, contando cada objeto una sola vez.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La pregunta del día: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs TEKS for math	Added: §111.2(b)(2)(B) lea, escriba y represente números enteros del 0 hasta por lo menos el 20 con y sin objetos o ilustraciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujo rápido: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs Head Start Early Learning Outcome for writing	Added: Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujo rápido: under PAUTAS DE PREKÍNDER DE TEXAS	needs TPG for writing	Added: IV.A.2. El niño escribe en forma independiente para comunicar sus ideas con varios fines.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Rutina para el vocabulario durante la lectura en voz alta: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs vocabulary TEKS	Added: §128.2(b)(3)(C) identifique y use palabras que nombren acciones; direcciones; posiciones; secuencias; categorías, tales como colores, formas y texturas; y ubicaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Rutina para el vocabulario durante la lectura en voz alta: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	needs vocabulary TEKS	Added: §128.3(b)(7)(F) responda usando el vocabulario recién adquirido según sea apropiado
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Martín Pescador: ÁREA(S) DE APRENDIZAJE, Dominio secundario de prekínder	activity needs secondary domain for gross motor	Added: Desarrollo Físico - Motricidad gruesa
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Martín Pescador: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs gross motor Head Start Early Learning Outcome for alignment	Added: Meta P-PMP 2. El niño utiliza la información perceptual para guiar las mociones e interacciones con los objetos y otras personas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Muéstrame la forma!: under PAUTAS DE PREKÍNDER DE TEXAS	listening comprehension TEKS needed	Added: §128.2(b)(1)(B) replantee y siga instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Adivinanzas: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs vocabulary TEKS	Added: §128.2(b)(3)(C) identifique y use palabras que nombren acciones; direcciones; posiciones; secuencias; categorías, tales como colores, formas y texturas; y ubicaciones

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Adivinanzas: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs vocabulary Head Start alignment	Added: Meta P-LC 6. El niño entiende y utiliza una variedad de palabras para propósitos variados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Rema tu barco: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	Added: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Rema tu barco: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs TPG to support music	Added: VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Rema tu barco: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs TEKS to support music	Added: Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mímica de oraciones: under PAUTAS DE PREKÍNDER DE TEXAS	missing listening comprehension TPG	Added: II.A.1. El niño demuestra que comprende y responde adecuadamente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La caja de canciones: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	Added: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La caja de canciones: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs TPG to support music	Added: VIII.B.1. El niño participa en las actividades de música del salón de clases, inclusive cantar, tocar instrumentos musicales y seguir el ritmo con movimiento.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- La caja de canciones: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs TEKS to support music	Added: Translation of §117.103(b)(2)(A) cantar o tocar instrumentos del salón de clase, de manera independiente o en grupos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificar por color: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs sorting TPG V.E.1.	Added: V.E.1. El niño clasifica objetos iguales y diferentes en grupos y usa lenguaje para describir cómo los grupos son similares y diferentes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificar por color: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs sorting TEKS for alignment	Added: §111.2(b)(8)(A) reúna, ordene y organice datos en dos o tres categorías
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificar por color: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs sorting Head Start alignment	Added: Meta P-SCI 3. El niño compara y categoriza los fenómenos observables.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Yo me muevo: ÁREA(S) DE APRENDIZAJE	activity needs pre-K secondary domain	Added: Desarrollo Físico - Motricidad gruesa

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	Los sonidos a mi alrededor: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs writing Head Start alignment	Added: Meta P-LIT 6. El niño escribe con distintos propósitos utilizando marcas o trazos cada vez más sofisticados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Los sonidos a mi alrededor: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs writing TPG	Added: IV.B.1. El niño discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Los sonidos a mi alrededor: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs writing TEKS for alignment	Added: §128.2(b)(10)(A) planifique generando ideas para escribir por medio de discusiones en la clase y de dibujos
Editorial Change	Publisher	9781952259036	Teacher	N/A	La forma no cambia: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	additional TEKS needed for upward alignment	Added: §128.2(b)(3)(C) identifique y use palabras que nombren acciones; direcciones; posiciones; secuencias; categorías, tales como colores, formas y texturas; y ubicaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué opinan?: under PAUTAS DE PREKÍNDER DE TEXAS	additional speaking TPG needed	Added: II.B.2. El niño se involucra en conversaciones de manera adecuada.
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué hay en la bolsa?: under PAUTAS DE PREKÍNDER DE TEXAS	speaking is a big component of lesson - speaking TPG needed	Added: II.B.2. El niño se involucra en conversaciones de manera adecuada.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Susurros: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA SEGUNDO GRADO	activity needs 2nd grade vertical alignment	Added: §128.4(b)(1)(C) comparta información e ideas que se enfoquen en el tópico que está en discusión, hablando claramente a una velocidad apropiada y usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	Susurros: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA SEGUNDO GRADO	activity needs 2nd grade vertical alignment	Added: §128.4(b)(1)(A) escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	Susurros: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade listening TEKS for alignment	Added: §128.3(b)(1)(A) escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	Susurros: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs K listening TEKS for alignment	Added: §128.2(b)(1)(A) escuche activamente y haga preguntas relevantes para entender la información y conteste preguntas usando respuestas de múltiples palabras

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	Susurros: ÁREA(S) DE APRENDIZAJE	activity needs Pre-K secondary domain	Added: Lenguaje y Comunicación - Hablar
Editorial Change	Publisher	9781952259036	Teacher	N/A	Sonido inicial repetido: Cambiazo de palabras: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs letter sounds Head Start alignment	Added: Meta P-LIT 3. El niño identifica las letras del alfabeto y pronuncia correctamente los sonidos asociados con las letras.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Sonido inicial repetido: Cambiazo de palabras: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	Head Start alignment language change	Replaced Goal P-LIT 1. with Meta P-LIT 1. El niño demuestra saber que el lenguaje hablado está compuesto por pequeños segmentos de sonidos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	La bolsa misteriosa: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	La bolsa misteriosa: ÁREA(S) DE APRENDIZAJE	activity needs K domain/subdomain	added Conciencia Fonológica - Fonemas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Dilo, muévelo: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	Dilo, muévelo: ÁREA(S) DE APRENDIZAJE	activity needs K domain/subdomain	added Conciencia Fonológica - Fonemas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Decir la palabra – Conciencia fonética: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	Decir la palabra – Conciencia fonética: ÁREA(S) DE APRENDIZAJE	activity needs K domain/subdomain	added Conciencia Fonológica - Fonemas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Juego de la palabra secreta: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	Juego de la palabra secreta: ÁREA(S) DE APRENDIZAJE	activity needs K domain/subdomain	added Conciencia Fonológica - Fonemas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Saltar palabras en la rayuela: ÁREA(S) DE APRENDIZAJE	activity needs secondary domain for gross motor	added Desarrollo Físico - Motricidad gruesa

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Saltar palabras en la rayuela: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs Head Start outcome for gross motor	added Meta P-PMP 1. El niño demuestra control, fuerza y coordinación de sus músculos grandes.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Saltar palabras en la rayuela: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs gross motor TEKS for alignment	added Translation of §116.2(b)(1)(D) mantener el equilibrio mientras soporta peso en varias partes del cuerpo
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Separando y uniendo palabras compuestas: PAUTAS DE PREKÍNDER DE TEXAS	activity needs compound word blending TPG	added III.B.2. El niño combina palabras para armar una palabra compuesta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lectura compartida: La cosa hambrienta: ÁREA(S) DE APRENDIZAJE	needs secondary domain for read aloud	added Lectura de Libros y Material Impreso - Comprensión y expresión
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lectura compartida: La cosa hambrienta: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs reading Head Start alignment	added Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lectura compartida: La cosa hambrienta: PAUTAS DE PREKÍNDER DE TEXAS	activity needs reading TPG	added III.D.3. El niño hace y responde preguntas relacionadas con el texto que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Lectura compartida: La cosa hambrienta: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs reading TEKS	added §128.2(b)(6)(C) use evidencia textual para apoyar una respuesta apropiada
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué hace feliz a Federico el flamenco?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade vertical alignment	added §128.3(b)(2)(A)(ii) demuestre conciencia fonológica al reconocer la alteración hablada o grupos de palabras que comienzan con la misma sílaba simple o sonido inicial
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pares de ilustraciones: PRESENTE	unnecessary gendering	removed "Niños y niñas"
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hora de rimas infantiles – Práctica: PRESENTE	unnecessary gendering	removed "Niños y niñas"

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Hora de rimas infantiles – Introducción: PRESENTE	unnecessary gendering	removed "Niños y niñas"
Editorial Change	Publisher	9781952259036	Teacher	N/A	Conciencia fonológica durante las transiciones: Hablar como robot	Confusing explanation: Usando una voz de robot, diga palabras que sean segmentadas por sus sílabas y pida a los niños que digan la palabra. Comience con palabras compuestas y a medida que los estudiantes sean más competentes, puede pasar a palabras con 2-3 sílabas. Finalice repitiendo la palabra correcta. A medida que unan con éxito los sonidos, pueden pasar a la siguiente actividad. Considere decir los nombres de los estudiantes imitando a un robot al llamarles para formar fila.	Usando una voz de robot, diga palabras que sean segmentadas por sus sílabas y pida a los niños que digan la palabra. Finalice repitiendo la palabra correcta. A medida que unan con éxito los sonidos, pueden pasar a la siguiente actividad. Comience con palabras compuestas de tres sílabas (p. ej., girasol), y a medida que los estudiantes sean más competentes, puede pasar a palabras con 2-3 sílabas (p. ej., lentes, canguro). Como variación, diga los nombres de los estudiantes imitando un robot al llamarles para formar fila.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Actividad para reforzar el vocabulario: Representar la palabra: Act Out the Word: GUÍE LA PRÁCTICA, #3, sub-bullets	bullets are numbered, does not follow internal consistency	changed to bullets
Editorial Change	Publisher	9781952259036	Teacher	N/A	Canciones y cantos de conteo: PAUTAS DE PREKÍNDER DE TEXAS	ELL TPG not needed in Spanish activity	changed II.A.2. ELL to regular II.A.2
Editorial Change	Publisher	9781952259036	Teacher	N/A	Veo, veo un animal: PAUTAS DE PREKÍNDER DE TEXAS	ELL TPG not needed in Spanish activity	changed II.A.3. ELL to regular II.A.3.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Resolviendo problemas, parte 1: PAUTAS DE PREKÍNDER DE TEXAS	Activity needs Self Regulation TPG	Added: I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Resolviendo problemas, parte 1: PAUTAS DE PREKÍNDER DE TEXAS	Activity needs Speaking TPG	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos
Editorial Change	Publisher	9781952259036	Teacher	N/A	Resolviendo problemas, parte 1: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Activity needs Listening and Speaking Kindergarten TEKS	Added: §128.2(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo con los demás, usar saludos comunes y expresar necesidades y deseos
Editorial Change	Publisher	9781952259036	Teacher	N/A	Resolviendo problemas, parte 1: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	Activity needs Oral Language 1st Grade TEKS	Added: §128.3(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo y a otros, compartir experiencias con un compañero de clase y expresar necesidades y sentimientos

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 1: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA SEGUNDO GRADO	Activity needs Interpersonal skills 2nd grade TEKS	Added: Translation of §115.4(b)(10)(B) expresar necesidades, deseos y emociones de manera saludable
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Día de las profesiones: MATERIALES, 1st bullet	downloadable picture cards would be a good support for this activity!	created cards, added PDF icon, and hyperlink to cards
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Día de las profesiones: PREPARACIÓN, 2nd paragraph	Nombre la columna izquierda “Lugares” y pegue la tarjeta con imagen que se llama “lugares” al lado de la palabra. Nombre la columna derecha “Profesiones” y pegue la tarjeta con imagen que se llama “profesiones” al lado de la palabra.	Nombre la columna izquierda “Lugares” y la columna derecha “Profesiones”. Usando un marcador, escriba el nombre de cada uno de los niños/as en un papel autoadhesivo individual.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Usar un mapa escolar: RECOMENDACIONES PARA EL MAESTRO	Tips section needs a teacher directive for the first bullet that prompts teacher to help children use the school map to visit a location on the map, to support more explicit instruction	Usando el mapa de la escuela, invite a los niños a que le ayuden a elegir el lugar a donde van a ir, a planificar una ruta y luego a seguir el mapa para llegar a ese lugar. Consulte el mapa durante el camino.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: PAUTAS DE PREKÍNDER DE TEXAS	Activity needs Self Regulation TPG	Added: I.B.2.c. El niño puede aumentar o disminuir la intensidad de las emociones de manera más coherente, si bien la orientación de un adulto a veces es necesaria
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: PAUTAS DE PREKÍNDER DE TEXAS	Activity needs Speaking TPG	Added: II.B.1. El niño puede usar el idioma para diferentes propósitos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Activity needs Listening and Speaking Kindergarten TEKS	Added: §128.2(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo con los demás, usar saludos comunes y expresar necesidades y deseos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	Activity needs Oral Language 1st Grade TEKS	Added: §128.3(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo y a otros, compartir experiencias con un compañero de clase y expresar necesidades y sentimientos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA SEGUNDO GRADO	Activity needs Interpersonal skills 2nd grade TEKS for alignment	Added: Translation of §115.4(b)(10)(B) expresar necesidades, deseos y emociones de manera saludable

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added: Estudios Sociales - Historia y cultura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: under METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs science Head Start alignment	added: Meta P-SE 9. El niño se reconoce a sí mismo como persona que tiene sus propias habilidades, características, emociones e intereses.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs self concept TPG	added: I.A.2. El niño demuestra tener autoconciencia y puede expresar orgullo en las capacidades y habilidades adecuadas a su edad.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs classification TPG	added: V.E.2. El niño obtiene datos y los organiza en una representación gráfica.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparando nuestras cosas favoritas: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten data analysis TEKS for alignment	added: §111.2(b)(8)(A) reúna, ordene y organice datos en dos o tres categorías
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cuando me enojo, ¿qué puedo hacer?: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	inaccurate Kindergarten TEKS alignment: §113.11(b)(16)(A) use un proceso de solución de problemas para identificar un problema, reúna información, haga una lista y considere opciones, considere las ventajas y desventajas, elija e implemente una solución y evalúe la efectividad de la solución	Replaced with: §128.2(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo con los demás, usar saludos comunes y expresar necesidades y deseos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cuando me enojo, ¿qué puedo hacer?: under ACTIVIDAD PARA NIVEL(ES)	activity missing first grade level	added: Primer grado
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cuando me enojo, ¿qué puedo hacer?: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs first grade TEKS for alignment	Added: Translation of §115.3(b)(9)(C) expresar necesidades, deseos y emociones de manera saludable

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Compartir es divertido: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten interpersonal skills TEKS for alignment	Added: Translation of §115.2(b)(8)(C) reconocer y explicar la importancia de los modales y las reglas para una comunicación saludable y tratar a los demás con respeto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Trabajos en la escuela: under PAUTAS DE PREKÍNDER DE TEXAS	activity needs a writing TPG	Added:IV.A.1. El niño usa de manera intencional marcas, letras o símbolos para registrar el lenguaje y comparte significados oralmente.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	Added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Estudios Sociales - Economía
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Composición escrita
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(6)(A) identifique los trabajos que hay en el hogar, en la escuela y en la comunidad
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten writing TEKS or upward alignment	Added: §128.2(b)(6)(B) proporcione una respuesta oral, pictórica o escrita respecto a un texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Dibujar y escribir sobre una profesión: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs writing first grade writing TEKS	Added: §128.3(b)(7)(B) escriba comentarios breves sobre textos literarios o informativos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de barras: under ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	Added Kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de barras: under ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de barras: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs first grade data analysis TEKS or upward alignment	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de barras: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs first grade data analysis TEKS or upward alignment	Added: §111.3(b)(8)(B) utilice datos para crear pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de barras: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs first grade data analysis TEKS or upward alignment	Added: §111.3(b)(8)(C) saque conclusiones, y genere y conteste preguntas utilizando información que aparece en pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mis propias palabras: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs first grade spelling TEKS or upward alignment	Added: §128.3(b)(2)(C)(ii) demuestre y aplique el conocimiento ortográfico al escribir palabras con patrones comunes, tales como CV, VC, CCV, CVC, VCV, CVCV, CCVCV y CVCCV
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Mi familia: under CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needed Kindergarten Social Studies TEKS	Added: §113.11(b)(11)(A) describa y explique la importancia de las tradiciones familiares
Editorial Change	Publisher	9781952259036	Teacher	N/A	- CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	New streamlined Social Studies TEKS implemented August 2020 1, 2020 per TEA	Replaced all old Social Studies TEKS with new 2020 TEKS. 19 activities total.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugando al sitio de construcción: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs K social studies TEKS for alignment	added §113.11(b)(6)(A) identifique los trabajos que hay en el hogar, en la escuela y en la comunidad
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugar a ser profesional de primeros auxilios: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs K social studies TEKS for alignment	added §113.11(b)(6)(A) identify jobs in the home, school, and community
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugar a ser profesional de primeros auxilios: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs K social studies TEKS for alignment	added §113.11(b)(6)(A) identifique los trabajos que hay en el hogar, en la escuela y en la comunidad

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugando al hospital: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs K social studies TEKS for alignment	added §113.11(b)(6)(A) identifique los trabajos que hay en el hogar, en la escuela y en la comunidad
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Llenar una fila: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Llenar una fila: ÁREA(S) DE APRENDIZAJE	activity needs K-2 domain/subdomain	added Lenguaje, Lectura y Escritura - Conceptos de libros e impresión
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Uniendo sílabas para formar palabras: Nombres: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Uniendo sílabas para formar palabras: Nombres: ÁREA(S) DE APRENDIZAJE	activity needs K-2 domain/subdomain	added Conciencia Fonológica - Sílabas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Home, Sweet Home--Act Like an Animal: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hogar, dulce hogar—Actuar como un animal: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Ciencia - Organismos y medio ambientes
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hogar, dulce hogar—Actuar como un animal: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Bellas Artes - Expresión dramática
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hogar, dulce hogar—Actuar como un animal: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs dramatic expression TEKS	added Translation of §117.104(b)(2)(B) asumir roles a través de la imitación y la recreación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pila de reptiles—Animales de sangre fría: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pila de reptiles—Animales de sangre fría: ÁREA(S) DE APRENDIZAJE	activity needs K-2 domain/subdomain	added Ciencia - Organismos y medio ambientes
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Calmando nuestras mentes y cuerpos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Calmando nuestras mentes y cuerpos: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Autorregulación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Calmando nuestras mentes y cuerpos: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Comprensión emocional
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Llevarse bien con los amigos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Llevarse bien con los amigos: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Llevarse bien con los amigos: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Comprensión emocional
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugando juntos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Jugando juntos: ÁREA(S) DE APRENDIZAJE	activity needs K-2 domain/subdomain	added Social, Emotional, and Self-Regulation Skills - Relationships with Others
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cada persona tiene sentimientos diferentes: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	added Kindergarten grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cada persona tiene sentimientos diferentes: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Cada persona tiene sentimientos diferentes: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Habilidades Sociales, Emocionales y de Autorregulación - Comprensión emocional
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡No lo sueltes!: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	added K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡No lo sueltes!: ÁREA(S) DE APRENDIZAJE	activity needs K-2 domain/subdomain	added Educación Física y de Salud - Actividad física y movimiento
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡No lo sueltes!: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs physical development TEKS for alignment	added Translation of §116.2(b)(2)(B) demostrar formas de movimiento de varias partes del cuerpo, como sería flexión, extensión y rotación de la cabeza

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Usen las pistas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs vocabulary TPG	Added: II.D.1. El niño usa una gran variedad de palabras para nombrar y describir personas, lugares, cosas y acciones.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Usen las pistas: bottom of page under RECOMENDACIONES PARA EL MAESTRO	Missing Teacher Tip bullet about practicing inferring and predicting feelings with books.	Added: Para más práctica haciendo inferencias y predicciones usando historias sobre emociones, considere leer libros como:
Editorial Change	Publisher	9781952259036	Teacher	N/A	Usen las pistas: bottom of page under RECOMENDACIONES PARA EL MAESTRO	adding book suggestions would make teacher planning easier	Added: Wemberly Worried/ Prudencia se preocupa by Kevin Henkes The Grouchy Ladybug/La mariquita malhumorada by Eric Carle Así me siento yo por Janan Cain Cuando tengo miedo por Trace Moroney Cuando estoy enfadado por Trace Moroney Cuando estoy contento por Trace Moroney Cuando estoy triste por Trace Moroney
Editorial Change	Publisher	9781952259036	Teacher	N/A	Juego de la palabra secreta: AJUSTAR NIVEL DE DIFICULTAD	Scaffolding support levels not consistent "Menos apoyo", "Más apoyo", "Mayor apoyo"	Changed wording to "Apoyo mínimo", "Apoyo moderado", "Apoyo máximo"
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Puedes encontrar mi imagen? Introducción a unir inicio-terminación: MATERIALES	picture cards linked in 1st bullet are the picture cards referenced in bullet 2 and include parejas de imágenes mentioned in PREPARACIÓN	merged 1st and 2nd bullets and clarified description using "parejas de imágenes"
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Puedes encontrar mi imagen? Introducción a unir inicio-terminación: PREPARACIÓN	"Use parejas de imágenes en las tarjetas ilustradas que representen palabras...Puede encontrar las parejas de imágenes en la sección de materiales. Por último, imprima la imagen de un robot."	"Use parejas de imágenes que representen palabras...Puede encontrar la imagen de un robot y las parejas de imágenes en la sección de materiales."
Editorial Change	Publisher	9781952259036	Teacher	N/A	Usar un mapa escolar: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	Usar un mapa escolar: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Estudios Sociales - Geografía
Editorial Change	Publisher	9781952259036	Teacher	N/A	Votar para tomar una decisión en clase: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	Votar para tomar una decisión en clase: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Estudios Sociales - Gobierno y ciudadanía

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Votar para tomar una decisión en clase: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Escuchar y hablar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Votar para tomar una decisión en clase: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First Grade listening and speaking TEKS	Added: §128.3(b)(1)(B) siga, replantee y dé instrucciones orales que impliquen acciones cortas relacionadas en una secuencia
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Puedes encontrar mi imagen? Introducción a unir fonemas: MATERIALES	picture cards linked in 1st bullet are the picture cards referenced in bullet 2	merged 1st and 2nd bullet
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Bellas Artes - Arte
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Estudios Sociales - Historia y cultura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First Grade fine arts TEKS	Added: Translation of §117.105(b)(2)(C) aumentar las habilidades de manipulación necesarias para usar una variedad de materiales para producir dibujos, pinturas, grabados, construcciones y esculturas, incluidas formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Amamos a nuestro planeta!: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Amamos a nuestro planeta!: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Bellas Artes - Arte
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Estudios Sociales - Historia y cultura

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pintando tartas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First Grade fine arts TEKS	Added: Translation of §117.105(b)(2)(C) aumentar las habilidades de manipulación necesarias para usar una variedad de materiales para producir dibujos, pinturas, grabados, construcciones y esculturas, incluidas formas modeladas
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Amamos a nuestro planeta!: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Amamos a nuestro planeta!: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pidiendo ayuda para resolver un problema: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pidiendo ayuda para resolver un problema: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Autoconcepto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pidiendo ayuda para resolver un problema: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pidiendo ayuda para resolver un problema: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(15) El estudiante usa destrezas para resolver problemas y tomar decisiones en forma independiente y con otros. Se espera que el estudiante use procesos de resolución de problemas y de toma de decisiones para identificar un problema, reunir información, hacer una lista y considerar opciones, considerar ventajas y desventajas, elegir e implementar una solución y evaluar la efectividad de la solución
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pila de reptiles—Coberturas del cuerpo: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	Added: K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pila de reptiles—Coberturas del cuerpo: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Ciencia - Organismos y medio ambientes
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pila de reptiles—Coberturas del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	additional science TEKS needed for alignment	Added: §112.11(b)(4)(B) use los sentidos como un instrumento de observación para identificar propiedades y patrones de organismos, objetos y eventos en el medio ambiente

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Pila de reptiles—Coberturas del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	additional science TEKS needed for alignment	Added: §112.11(b)(2)(A) haga preguntas acerca de organismos, objetos y eventos observados en la naturaleza
Editorial Change	Publisher	9781952259036	Teacher	N/A	Pila de reptiles—Coberturas del cuerpo: INSTRUCCIONES, 6th paragraph	additional directions needed	Added: "Anime a los niños a hacer preguntas acerca de cada animal que se muestra en las tarjetas ilustradas."
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogar, dulce hogar—Explorando los hábitats: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for K grade level	Added: K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogar, dulce hogar—Explorando los hábitats: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Ciencia - Organismos y medio ambientes
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogar, dulce hogar—Explorando los hábitats: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional K TEKS for alignment	Added: §112.11(b)(3)(B) haga predicciones basadas en patrones observables en la naturaleza
Editorial Change	Publisher	9781952259036	Teacher	N/A	Hogar, dulce hogar—Predecir y comprobar: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Ciencia - Organismos y medio ambientes
Editorial Change	Publisher	9781952259036	Teacher	N/A	Cuidar a los demás: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	needs additional Head Start outcome for alignment	Added: Meta P-LIT 4. El niño demuestra que comprende la estructura narrativa contando cuentos y volviéndolos a contar.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Cuidar a los demás: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional K TEKS for alignment	Added: Translation of §115.2(b)(8)(B) explicar la importancia de mostrar consideración y respeto por los maestros, miembros de la familia, amigos, compañeros y otras personas
Editorial Change	Publisher	9781952259036	Teacher	N/A	Cuidar a los demás: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §128.3(b)(6)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un insecto?—Partes del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §112.12(b)(10)(A) investigue cómo las características externas de un animal están relacionadas con el lugar donde vive, cómo se mueve y qué come
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un insecto?—Definición: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §112.12(b)(4)(A) eúna, anote y compare información usando instrumentos, incluyendo computadoras, lupas, balanzas, tazas, tazones, imanes, redes, cuadernos y lentes de seguridad o lentes protectores contra salpicaduras, lo que sea mejor; medidores de tiempo; instrumentos de medición no usuales; instrumentos meteorológicos, tales como termómetros para demostración y mangas de viento; y materiales que apoyen las observaciones del hábitat de los organismos, tales como terrarios y acuarios
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es un insecto?—Definición: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	added §112.12(b)(10)(A) investigue cómo las características externas de un animal están relacionadas con el lugar donde vive, cómo se mueve y qué come
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Telaraña de hilo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	added §112.12(b)(10)(A) investigue cómo las características externas de un animal están relacionadas con el lugar donde vive, cómo se mueve y qué come
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Crear las reglas del salón de clase: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Crear las reglas del salón de clase: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Autorregulación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Crear las reglas del salón de clase: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Crear las reglas del salón de clase: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: Translation of §116.3(b)(7)(A) seguir instrucciones y aplicar prácticas seguras de movimiento
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Manos diferentes: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Manos diferentes: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Manos diferentes: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Estudios Sociales - Historia y cultura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Manos diferentes: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	needs additional Kindergarten TEKS for alignment	Added: Translation of §115.2(b)(8)(A) reconocer y describir las diferencias individuales y comunicarse de manera apropiada y respetuosa con todos los individuos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Palitos de equidad: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Palitos de equidad: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Autorregulación
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Palitos de equidad: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Escuchar y hablar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedes manejar mi carro: MATERIALES	downloadable is " tarjetas de movimientos" (2nd bullet)	moved PDF icon and hyperlink to 2nd bullet
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando con el cartón de huevos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs motor skill TEKS for alignment	Added: Translation of §116.2(b)(2)(B) demostrar formas de movimiento de varias partes del cuerpo, como sería flexión, extensión y rotación de la cabeza
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pato, pato, ganso: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pato, pato, ganso: ÁREA(S) DE APRENDIZAJE	activity needs K-2 primary domain	Added: Physical and Health Education - Physical Activity and Movement
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pato, pato, ganso: ÁREA(S) DE APRENDIZAJE	activity needs K-2 secondary domain	Added: Social, Emotional, and Self-Regulation Skills - Self-Regulation
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pato, pato, ganso: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §116.3(b)(7)(A) seguir instrucciones y aplicar prácticas seguras de movimiento

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hand-Off: Hot Potato: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §116.3(b)(6)(A) demostrar las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	Unnecessary Kindergarten Language, Reading, and Writing TEKS	Removed: §110.2(b)(11)(A) dictate or compose literary texts, including personal narratives
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kindergarten
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Comprensión emocional
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Comprensión de texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §110.3(b)(7)(B) write brief comments on literary or informational texts
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §128.2(b)(7)(B) identifique y describa al personaje principal (personajes principales)
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Días terribles, horribles, espantosos y horrorosos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §128.2(b)(10)(A) planifique generando ideas para escribir por medio de discusiones en la clase y de dibujos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Luz roja, luz verde: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §128.3(b)(1)(B) siga, replantee y dé instrucciones orales que impliquen acciones cortas relacionadas en una secuencia

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Luz roja, luz verde: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §116.3(b)(6)(A) demostrar las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Luz roja, luz verde: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §116.3(b)(7)(A) seguir instrucciones y aplicar prácticas seguras de movimiento
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs language Head Start alignment	Added: Meta P-LC 5. El niño se expresa de forma cada vez más extensa, detallada y sofisticada.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs language Head Start alignment	Added: Meta P-LC 6. El niño entiende y utiliza una variedad de palabras para propósitos variados.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: PAUTAS DE PREKÍNDER DE TEXAS	activity needs Language TPG	Added: II.B.2. El niño se involucra en conversaciones de manera adecuada.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: PAUTAS DE PREKÍNDER DE TEXAS	activity needs Language TPG	Added: II.B.3. El niño ofrece información adecuada para varias situaciones.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Language TEKS for alignment	Added: §128.2(b)(1)(C) comparta información e ideas hablando de forma audible y clara usando las convenciones del lenguaje
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¡Constrúyelo!: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Language TEKS for alignment	Added: §128.2(b)(1)(D) trabaje en colaboración con otros siguiendo reglas acordadas para la discusión, incluyendo tomar turnos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: K grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: ÁREA(S) DE APRENDIZAJE	activity needs K-2 primary domain	Added: Matemáticas - Geometría y medición
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §111.3(b)(6)(A) clasifique y ordene figuras de dos dimensiones regulares e irregulares a partir de sus atributos utilizando lenguaje geométrico informal

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: ÁREA(S) DE APRENDIZAJE	activity needs secondary Pre-K domain/subdomain	Added: Desarrollo Físico - Motricidad gruesa
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Educación Física y de Salud - Actividad física y movimiento
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs self-regulation Head Start alignment	Added: Meta P-ATL 5. El niño demuestra una creciente capacidad para controlar sus impulsos.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs gross motor Head Start alignment	Added: Meta P-PMP 2. El niño utiliza la información perceptual para guiar las mociones e interacciones con los objetos y otras personas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: PAUTAS DE PREKÍNDER DE TEXAS	activity needs self-regulation TPG	Added: I.B.1.c. El niño controla su propio comportamiento con recordatorios ocasionales o con la ayuda del maestro.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: PAUTAS DE PREKÍNDER DE TEXAS	activity needs gross motor TPG	Added: IX.A.2. El niño coordina secuencias de movimientos para realizar tareas.
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs physical TEKS for alignment	Added: Translation of §116.2(b)(1)(A) trasladarse de diferentes maneras en un grupo grande sin tropezar con otros o caerse
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs physical TEKS for alignment	Added: Translation of §116.2(b)(6)(A) responder adecuadamente a las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs physical TEKS for alignment	Added: Translation of §116.3(b)(1)(C) demostrar control en el equilibrio y las actividades de desplazamiento
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Baile con figuras: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs physical TEKS for alignment	Added: Translation of §116.3(b)(6)(A) demostrar las señales de inicio y alto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedo hacer nuevos amigos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedo hacer nuevos amigos: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedo hacer nuevos amigos: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Escuchar y hablar
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedo hacer nuevos amigos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §128.3(b)(1)(E) desarrolle la comunicación social, tal como presentarse a sí mismo y a otros, compartir experiencias con un compañero de clase y expresar necesidades y sentimientos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Puedo hacer nuevos amigos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: Translation of §115.3(b)(10)(A) describir formas de construir y mantener amistades
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer amigos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §115.3(b)(10)(A) describir formas de construir y mantener amistades
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §128.3(b)(6)(E) haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	- El monstruo de colores: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: Translation of §115.3(b)(9)(A) demostrar comunicación respetuosa
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Opción buena o no buena: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: Translation of §115.3(b)(9)(F) practicar habilidades de rechazo y comportamientos de reemplazo para evitar y resolver conflictos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Owen: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Owen: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación -
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Owen: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Comprensión de texto

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Owen: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity need additional Head Start outcome for alignment	Added: Meta P-LIT 5. El niño hace preguntas y responde a preguntas sobre un libro que se leyó en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Owen: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §128.3(b)(1)(A) escuche activamente, haga preguntas relevantes para clarificar información y conteste preguntas usando respuestas de múltiples palabras
Editorial Change	Publisher	9781952259036	Teacher	N/A	Owen: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS for alignment	Added: §128.3(b)(6)(F) haga inferencias y use evidencia para apoyar la comprensión con la asistencia de un adulto
Editorial Change	Publisher	9781952259036	Teacher	N/A	Jugando juntos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: Translation of §115.3(b)(9)(A) demostrar comunicación respetuosa
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué te hace sentir seguro?: ÁREA(S) DE APRENDIZAJE	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué te hace sentir seguro?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación -
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Qué te hace sentir seguro?: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Comprensión de texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	Aprendiendo a donar como el pez Arcoiris: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	Aprendiendo a donar como el pez Arcoiris: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Relaciones con los demás
Editorial Change	Publisher	9781952259036	Teacher	N/A	Aprendiendo a donar como el pez Arcoiris: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Comprensión de texto
Editorial Change	Publisher	9781952259036	Teacher	N/A	Contando durante las transiciones: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando durante las transiciones: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando durante las transiciones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §111.3(b)(5)(A) cuente en voz alta los números hacia adelante y hacia atrás a partir de cualquier número dado que esté entre el uno y el 120
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando a lo largo del día: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando a lo largo del día: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando a lo largo del día: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §111.3(b)(5)(A) cuente en voz alta los números hacia adelante y hacia atrás a partir de cualquier número dado que esté entre el uno y el 120
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Contando con el cartón de huevos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS for alignment	Added: §111.3(b)(5)(A) cuente en voz alta los números hacia adelante y hacia atrás a partir de cualquier número dado que esté entre el uno y el 120
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Cuántos tienes?: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten grade level	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Cuántos tienes?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Más o menos: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Más o menos: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Más o menos: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(2)(A) reconozca inmediatamente la cantidad de objetos en arreglos estructurados

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Canciones y cantos de conteo: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Canciones y cantos de conteo: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Canciones y cantos de conteo: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Bellas Artes - Música
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Canciones y cantos de conteo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten Music grade TEKS	Added: Translation of §117.103(b)(3)(A) cantar canciones y jugar juegos musicales, incluyendo música de rima, folclore y de temporada
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Matemáticas con pompones: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(3)(B) utilice objetos y modelos pictóricos para resolver problemas escritos que involucran juntar, separar y comparar conjuntos hasta el 20 y encontrar números desconocidos en cualquiera de los términos de un problema, tales como $2 + 4 = []$; $3 + [] = 7$; y $5 = [] - 3$
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Decir el número: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Decir el número: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Decir el número: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(2)(A) reconozca inmediatamente la cantidad de objetos en arreglos estructurados
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Restar de un conjunto: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Restar de un conjunto: ÁREA(S) DE APRENDIZAJE	activity needs Pre K secondary domain/subdomain	Added: Lectura de Libros y Material Impreso - Comprensión y expresión
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Restar de un conjunto: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Restar de un conjunto: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Lenguaje, Lectura y Escritura - Comprensión de texto

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Editorial Change	Publisher	9781952259036	Teacher	N/A	Restar de un conjunto: PAUTAS DE PREKÍNDER DE TEXAS	activity needs additional Pre-K Guideline	Added: III.D.1. El niño vuelve a contar o representa un cuento después de ser leído en voz alta.
Editorial Change	Publisher	9781952259036	Teacher	N/A	Restar de un conjunto: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(3)(B) utilice objetos y modelos pictóricos para resolver problemas escritos que involucran juntar, separar y comparar conjuntos hasta el 20 y encontrar números desconocidos en cualquiera de los términos de un problema, tales como $2 + 4 = []$; $3 + [] = 7$; y $5 = [] - 3$
Editorial Change	Publisher	9781952259036	Teacher	N/A	Restar de un conjunto: METAS DE APRENDIZAJE TEMPRANO DE HEAD START	activity needs additional Head Start Outcome	Added: Meta P-LIT 4. El niño demuestra que comprende la estructura narrativa contando cuentos y volviéndolos a contar.
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Ciencia - Materia, fuerza, movimiento y energía
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional K TEKS	added §112.11(b)(4)(B) use los sentidos como un instrumento de observación para identificar propiedades y patrones de organismos, objetos y eventos en el medio ambiente
Editorial Change	Publisher	9781952259036	Teacher	N/A	¿Cómo puedo clasificar?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	added §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	Vamos a clasificar: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	Vamos a clasificar: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	Vamos a clasificar: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	added Ciencia - Materia, fuerza, movimiento y energía

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Vamos a clasificar: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional K TEKS	added §112.11(b)(4)(B) use los sentidos como un instrumento de observación para identificar propiedades y patrones de organismos, objetos y eventos en el medio ambiente
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Vamos a clasificar: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Vamos a clasificar: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	added §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(A) reúna, ordene y organice datos en dos o tres categorías
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfico de nuestro cereal favorito: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pesado o liviano: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pesado o liviano: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Ciencia - Materia, fuerza, movimiento y energía
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alto o bajo: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added kinder grade level
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alto o bajo: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	added Matemáticas - Geometría y medición

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alto o bajo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	added §112.12(b)(4)(B) mida y compare los organismos y los objetos usando unidades no usuales
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Pesar la playa: RECOMENDACIONES PARA EL MAESTRO	activity needs reference to some related activities	added Teacher Tips that suggest the use of other activities
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparar torres: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	added §112.12(b)(4)(B) mida y compare los organismos y los objetos usando unidades no usuales
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparar torres: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	added §112.12(b)(5)(A) clasifique los objetos siguiendo propiedades observables, tales como más grande y más pequeño, más pesado y más liviano, forma, color y textura
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Comparing Towers: ÁREA(S) DE APRENDIZAJE	activity needs K-2 secondary domain	added Ciencia - Materia, fuerza, movimiento y energía
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(2)(C) cuente un conjunto de por lo menos 20 objetos y demuestre que el último número que cuente indica el número de objetos en el conjunto sin importar cómo están acomodados o el orden
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(B) utilice datos para crear pictografías y gráficas de barras

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Change Type	Identified By	Component ISBN	Item Type	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Anotando el tiempo atmosférico: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) saque conclusiones, y genere y conteste preguntas utilizando información que aparece en pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Matemáticas - Geometría y medición
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(6)(A) identifique figuras de dos dimensiones, incluyendo círculos, triángulos, rectángulos y cuadrados, que son considerados rectángulos especiales
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(B) utilice datos para crear gráficas con objetos reales y con ilustraciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(C) saque conclusiones de gráficas que usan objetos reales y gráficas que usan ilustraciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(6)(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Hacer gráficos con formas: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Educación Física y de Salud - Salud y seguridad personal
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(8)(B) utilice datos para crear gráficas con objetos reales y con ilustraciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: Translation of §115.2(b)(4)(B) nombrar las principales partes del cuerpo y sus funciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Clasificando y comparando números usando las partes del cuerpo: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) saque conclusiones, y genere y conteste preguntas utilizando información que aparece en pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es igual?: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es igual?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Qué es igual?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(A) reúna, ordene y organice datos en un máximo de tres categorías utilizando modelos o representaciones, tales como marcas de conteo o tablas T

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Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Preferirían...?: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Preferirían...?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Preferirían...?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs 1st grade TEKS	Added: §111.3(b)(8)(B) utilice datos para crear pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- ¿Preferirían...?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs additional 1st grade TEKS	Added: §111.3(b)(8)(C) saque conclusiones, y genere y conteste preguntas utilizando información que aparece en pictografías y gráficas de barras
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de sí o no: ACTIVIDAD PARA NIVEL(ES)	activity appropriate for Kindergarten	Added: Kinder
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de sí o no: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Matemáticas - Análisis de datos
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de sí o no: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Matemáticas - Numeros y operaciones
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Gráfica de sí o no: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs additional Kindergarten TEKS	Added: §111.2(b)(2)(C) cuente un conjunto de por lo menos 20 objetos y demuestre que el último número que cuente indica el número de objetos en el conjunto sin importar cómo están acomodados o el orden
Editorial Change	Publisher	9781952259036	Teacher	N/A	- Alcance y secuencia semana 6 Ciencias Lección esencial, TPG list	needs TPG V.E.1. in list	added V.E.1. to TPG list
New Content	Publisher	9781952259036	Student	N/A	- Usar nuestra biblioteca de clase lesson, entire page	SRP rejection note: "No incluye otros materiales escritos en la narracion.	Activity revised to include a follow-up activity specifically practicing with other written materials suggested as magazines, brochures, class made books, rhyme and song charts, menus, class drafts on chart paper, and e-books. The word "libros" was replaced in most instances with "materiales de lectura."

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New Content	Publisher	9781952259036	Teacher	N/A	Escritura header (click) ¡Lección avanzada! section See star icon content	SRP rejection note: "Narrative and Activity are excellent for demonstrating adding to a revision, but does not show "taking out." Modeling removing words or phrases that don't belong in the writing."	New text: Después de completar Carta a un amigo, regrese a ella más tarde durante el día o semana para corregir y editar. Piense en voz alta mientras considera los cambios posibles en los signos de puntuación, uso de mayúsculas, gramática, y estructura de la oración. Enfóquese en 1 o 2 tipos de corrección en una lección dada. Explique el propósito de hacer el (los) cambio(s) identificado(s). Anime a los niños a compartir sus ideas para las correcciones y edición. Enseñe explícitamente cómo corregir y editar, modelando y pensando en voz alta para los niños. Permita que los niños compartan el marcador según sea apropiado.
New Content	Publisher	9781952259036	Teacher	N/A	Escritura header (click) ¡Lección avanzada! Section See star icon content	SRP rejection note: "With the wording giving in the Step it Up lesson, the teacher is not explicitly teaching the student how to add to a draft. Revisions are loosely based on "Encourage children to share their ideas."	Revised text: Después de completar Carta a un amigo, regrese a ella más tarde durante el día o semana para corregir y editar. Piense en voz alta mientras considera los cambios posibles en los signos de puntuación, uso de mayúsculas, gramática, y estructura de la oración. Enfóquese en 1 o 2 tipos de corrección en una lección dada. Explique el propósito de hacer el (los) cambio(s) identificado(s). Anime a los niños a compartir sus ideas para las correcciones y edición. Enseñe explícitamente cómo corregir y editar, modelando y pensando en voz alta para los niños. Permita que los niños compartan el marcador según sea apropiado.
New Content	Publisher	9781952259036	Teacher	N/A	Escritura header (click) ¡Lección avanzada! Section See star icon content	SRP rejection note: "The teacher does not have an opportunity to teach and the student does not have an opportunity to learn, demonstrate or practice the skill of this breakout: (g) Child provides suggestions to revise (change order [in]) class-made drafts neither week 15 nor 13."	Revised text: Usando un borrador terminado de Noticias diarias interactivas escriba cada oración en una tira de papel por separado. Ponga las tiras en un cartel con bolsillos en el orden en el que las oraciones aparecen en el borrador de la clase. Lean la pieza juntos. Enseñe explícitamente algunas razones por las cuales las oraciones necesitan ser reordenadas en una pieza escrita y muestre algunos ejemplos. Piense en voz alta mientras considera los cambios al borrador de la clase. Por ejemplo, diga: " Como el Sr. Garza nos visitó para hablar de su puesto de verduras antes que nosotros midiéramos nuestras calabazas, nosotros debemos cambiar el orden de esas frases para que coincidan". Modele mover el orden de las tiras de papel mientras piensa en voz alta detalladamente. Repase este proceso más tarde durante la semana usando un borrador de la clase diferente. Pida a los niños que compartan sus pensamientos sobre corregir el orden y participen en mover las tiras de papel para reflejar los cambios identificados.

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New Content	Publisher	9781952259036	Teacher	N/A	- Subtema 1 - Mi hogar y mi familia (click) Centros de aprendizaje tab See Construcción content, entire section	SRP rejection note: "doesn't not give opportunity for child to participate in designing and building a variety of homes and shelters."	Revised text: Construcción de un hogar: Agregue ilustraciones de refugios (vea Lecciones por tema para el grupo entero y grupos pequeños para la descripción) y personas de juguete al Centro de aprendizaje. Los estudiantes los utilizan para hacer juegos de rol de experiencias de familias. small yellow starSi personas de juguete no están disponibles, pegue ilustraciones de personas a bloques o palitos de manualidades. Incluya una variedad de edades, géneros y etnicidades. Ponga pajitas (pitillos, sorbetes, popotes), palitos, pequeños adoquines para que los niños puedan construir las tres casas de los cerditos de la lectura compartida. Anime a la discusión sobre cuán fácil o difícil de usar es cada material y cuál parece más fuerte. Incluya una copia extra del libro Los tres cochinitos en este centro para que los niños se refieran y vuelvan a contar la historia mientras construyen los hogares de los cochinitos. Los niños pueden dibujar los diferentes hogares y familias que hayan creado.
New Content	Publisher	9781952259036	Teacher	N/A	- Subtema 1 - Mi hogar y mi familia (click) Lecciones por tema para el grupo entero y grupos pequeños tab Estudios sociales header See "Pida a los..." (bullet 2) content	SRP rejection note: "does not refer to family responsibilities."	Revised text: Pida a los niños que traigan fotografías de la familia y mascotas. Usando las fotografías, guíe a los estudiantes en una discusión sobre las maneras en las cuales las familias se parecen y son diferentes. Enfatique que cada familia es especial e importante. Guíe a los niños a comparar edades, géneros, y relaciones dentro de las familias. Muestre la fotografía de una familia (no la de una familia de un estudiante) y explique que los miembros de cada familia tienen diferentes responsabilidades y roles. Para apoyar el entendimiento de los niños de la palabra responsabilidades, provea ejemplos para cada miembro de la familia en la fotografía.
New Content	Publisher	9781952259036	Teacher	N/A	- Subtema 2 – Moviendo sobre la tierra Lecciones por tema para el grupo entero y grupos pequeños See Bellas artes content	SRP rejection note: "This lesson has everyone participating in music activities but does not provide children an opportunity to respond to music. Ex: opportunities for free movement to music or playing instruments."	New activity description: La música nos mueve: Prepare una lista con diferentes tipos de música (p.ej. rápida, lenta, suave, fuerte, feliz, triste). Ponga una porción de cada una, animando a los niños a describir y mostrar las formas como nuestros cuerpos pueden responder al ritmo y estilo de música. Usted puede escoger proveer accesorios, tales como bufandas o instrumentos, para enriquecer la experiencia. Variaciones de esta actividad: -Baile congelado: Los niños se mueven con la música, congelándose en su lugar cuando ésta se detiene. Cambie el tipo de música después de cada parada. Recuerde a los niños reflejar el estilo y ritmo de música en sus movimientos. -Papa caliente modificada: Adapte el juego para que los niños pasen una pelota/papa a la velocidad que coincida con el tiempo de la música y usen movimientos que reflejen el estilo musical. Incluya una mezcla de música con ritmos muy lentos, muy rápidos, y moderados. Pida a los niños que estén de pie mientras pasan la pelota/papa para permitir más movimiento.

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Editorial Change	Public	9781952259036	Teacher	N/A	- ¿Cómo celebra tu familia?: ÁREA(S) DE APRENDIZAJE	activity needs primary K-2 domain/subdomain	Added: Estudios Sociales - Historia y cultura
Editorial Change	Public	9781952259036	Teacher	N/A	- ¿Cómo celebra tu familia?: ÁREA(S) DE APRENDIZAJE	activity needs secondary K-2 domain/subdomain	Added: Habilidades Sociales, Emocionales y de Autorregulación - Autoconcepto
Editorial Change	Public	9781952259036	Teacher	N/A	- ¿Cómo celebra tu familia?: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA PRIMER GRADO	activity needs First Grade social studies TEKS	Added: §113.12(b)(14)(A) describa y explique la importancia de las creencias, los idiomas y las tradiciones de las familias y las comunidades
Editorial Change	Public	9781952259036	Teacher	N/A	- Resolviendo problemas, parte 2: CONOCIMIENTOS Y DESTREZAS ESENCIALES DE TEXAS (TEKS) PARA KÍNDER	activity needs Kindergarten social studies TEKS	Added: §113.11(b)(15) El estudiante usa destrezas para resolver problemas y tomar decisiones en forma independiente y con otros. Se espera que el estudiante use procesos de resolución de problemas y de toma de decisiones para identificar un problema, reunir información, hacer una lista y considerar opciones, considerar ventajas y desventajas, elegir e implementar una solución y evaluar la efectividad de la solución

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Eduspark, Inc.
EDUSPARK Pre-K System (ISBN 9781948617024)

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Editorial Change	Publisher	Student	9781948617536	1	Lesson 04 Post Adoption/Motion/Activity: Measure the Length, Weight, or Capacity of Objects	CHANGE Note below Project 2: Measure the length, weight, or capacity of objects FOR (Measure the length, height, or weight using nonstandard units.)	Project 2: Measure the length, height, or weight using nonstandard units.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 06 Post Adoption/ Sources of Energy/Activity: Light as an Energy Source	Change note below Project 2: Observe, explore, describe and discuss light as an energy source.	Project 1. Observe, explore, describe, and discuss objects that produce light, heat, or sound, as examples of energy sources.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 8 Post Adoption/ Art and Fine-motor Skills/ Project: Adding up to 10 objects/ Bottom Instructions	CHANGE LAST ROW..... of fallen pines after	...of knocked down pins after
Editorial Change	Publisher	Student	9781948617536	1	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/Workbook: L11 Fine Motor Skills and Pre-writing/ Top Instructions	Look at the pictures of (CHANGE FOR from) the video <i>The prairies and the rain forest</i> .	Look at the pictures from the video <i>The prairies and the rain forest</i> .
Editorial Change	Publisher	Student	9781948617536	1	Lesson 04/ Post Adoption/ My Family Party/ Workbook: My Family Party / Bottom Instructions	Delete words: one of Note below 3rd line:Ask the child to compare this picture to one of his/her family. Evaluate	Ask the child to look at the picture and to say what he/she sees. Ask the child to compare this picture to his/her family. Evaluate if the child engages in a conversation appropriately
Editorial Change	Publisher	Student	9781948617536	1	Lesson 06/ Post Adoption/ Professions/ Workbook : Professions / Bottom Instructions	Note below 2nd line: CHANGE finger point TO point with their finger Ask the child to look at the picture. Ask the child to finger point to the door, the stairs, the windows....	Ask the child to look at the picture. Ask the child to point with their finger to the door, the stairs, the windows, and the garden. Evaluate if the child uses a wide variety of words to describe places.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 09/ Post Adoption/ Monarch Butterfly/ Workbook : Monarch Butterfly / Bottom Instructions	Note below. ADD THE WORD to Ask the child to look at the picture..... Listen (ADD to) how the child speaks and practice with him/her the appropriate pronunciation of words.	Ask the child to look at the picture. Ask the child if he/ she has seen a Monarch butterfly. Give the child time to respond. Listen to how the child speaks and practice with him/her the appropriate pronunciation of words.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 10 Post Adoption/ Wonders of Nature/ Workbook : Wonders of Nature / Bottom Instructions	CAHNGE tell TO say Ask the child to look at the picture. Ask the child to tell (CHANGE FOR say) what he/she sees. Ask questions so the child can respond using complete sentences of four or more words.	Ask the child to look at the picture. Ask the child to say what he/she sees. Ask questions so the child can respond using complete sentences of four or more words.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Bottom Instructions	Note below, 1st line. DELETE to. Ask the child to look at the picture and to (DELETE to) predict ...	Ask the child to look at the picture and predict what will happen based on this picture. Ask the child to tell what he/she thinks the story will be about.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Measure the Length, or Weight of Objects / Title	Activity: Measure the Length or Weight of Objects (ADD Height,)	Measure the Length, Height, or Weight of Objects

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Editorial Change	Publisher	Student	9781948617536	1	Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Title	Delete 0 in lesson	Lesson 7
Editorial Change	Publisher	Student	9781948617536	1	Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Bottom Instructions	Change to Project	Project 1: Observe, explore, describe and discuss characteristics of plants.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Bottom Instructions	Note below, 4th line. ADD WORD to ... For example, my favorite day is Friday because I can go (ADD to) the park and play with my friends.	Ask the child to look at the picture. Ask the child to talk to a peer about what he/she likes to do on weekdays and why. For example, my favorite day is Friday because I can go to the park and play with my friends.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 17/ Post Adoption/ The Supermarket / Workbook : The Supermarket / Bottom Instructions	Change wording	Ask the child to talk about the supermarket. Ask him/her to give lots of details about a trip to the supermarket. Ask the child to combine sentences that stick to the topic and that clearly communicate intended meaning.
Editorial Change	Publisher	Student	9781948617536	1	Lesson 02/ Post Adoption/ Behaving Properly/ Workbook: Behaving Properly/ Bottom Instructions	Show each action to the child. Ask the child to imitate and to practice. Ask the child to identify what actions are done in school and at home (ADD punctuation) Observe if the child understands by responding to oral directions.	Show each action to the child. Ask the child to imitate and to practice. Ask the child to identify what actions are done in school and at home. Observe if the child understands by responding to oral directions.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 05 Post Adoption/ Energy Causes Changes/Activity: Tools to measure other properties	Change images	Images with balls inside a container
Editorial Change	Publisher	Student	9781948617536	2	Lesson 06 Post Adoption/ Sources of Energy/Activity: Light as an Energy Source	Change note below/Last sentence Ask to the child to describe and discuss which objects makes light, heat, or sound.Ask the child to describe and discuss which objects produce light, heat, or sound.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 06/ Post Adoption/ Professions/ Workbook : Professions / Top Instructions	Top left note: DELETE to Listen and repeat to the words.	Listen and repeat the words.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 06/ Post Adoption/ Professions/ Workbook : Professions / Bottom Instructions	Note below, 1st line: CHANGE finger point TO point with their finger Ask the child to finger point at each picture. Ask ...	Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the doctor has a white coat. Observe if the child responds appropriately to oral directions.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 01/ Post Adoption/Science/ Properties of Matter/ Exploring Materials / Bottom Instructions	Change into two sentence Ask the child to identify common objects in the classroom. Use photographs to explore with your eyes, (CHANGE FOR period, CHANGE Name with Uppercase) name each object and its characteristics.	Ask the child to identify common objects in the classroom. Use photographs to explore with your eyes. Name each object and its characteristics. Explain to the child that all of these objects are man-made. Explore objects using your sense of touch.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 05/ Post Adoption/ Science/ Energy Causes Changes/ Activity: Tools to measure other properties / Top Instructions	Use two different size (CHANGE FOR sizes of) plastic containers. How much water do you think we can put in each container?	Use two different sizes of plastic containers. How much water do you think we can put in each container?
Editorial Change	Publisher	Student	9781948617536	2	Lesson 06/ Post Adoption/ Science/ Sources of Energy/ Activity: Light as an Energy Source / Bottom Instructions	Change wording	Explain to the child that there are objects that produce energy in the form of heat, for example a stove. Other objects produce sound, for example a guitar. There are objects that produce light, like a lamp. Show different objects. Ask the child to describe and discuss which objects makes light, heat or sound.

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Editorial Change	Publisher	Student	9781948617536	2	Lesson 06/ Post Adoption/ Science/ Sources of Energy/ Activity: Electricity as an Energy Source / Bottom Instructions	Change wording	Explain to the child that the sun is a natural source of light and heat. In contrast, electricity is an artificial source of energy, which can produce light, like a lamp, can produce heat like a hair dryer, or can produce movement like a blender or laundry machine. Investigate and discuss how batteries used by toys are also a source of energy.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 06/ Post Adoption/ Science/ Sources of Energy/ Activity: Heat as an Energy Source / Bottom Instructions	Change wording	Guide the child to observe and describe the sun as a natural source of light and heat. In contrast, electricity as an artificial source of energy, which can also produce heat such as a stove or oven. Investigate and discuss other sources of heat.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 08/ Post Adoption/ Science/ Vertebrate Animals/ Activity: Characteristics of Animals / Bottom Instructions	Change	Ask the child to observe and describe vertebrate animal characteristics. Use words like fur, paws, feather, horns, scales.
Editorial Change	Publisher	Student	9781948617536	2	Lesson 16/ Post Adoption/Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Top Instructions	Delete the	Describe earth materials using words such as rough, hard, round, soft.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 15 / Post Adoption /Art and Fine Motor Skills/ Workbook: L15 Fine Motor Skills and Prewriting	Change3rd instruction : Create plastic eggs with rime patterns. Turn and read the word.	Using plastic eggs, write rime patterns. Twist the eggs to read the words.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 15/ Post Adoption/Science/ Changes in the earth and sky/ Activity: Daily Changes in Weather/ Bottom Instructions	Change wording	Help the child assemble the figures. Ask the child to put the figures on their finger rhat represent the weather of the day. Ask the child to describe the figures placed on their fingers.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 01 Post Adoption/ /Properties of Matter/Activity: Classify by properties	CHANGE TOP INSTRUCTIONS-- Look at each object.Think “which onesvery heavy? Cut out and glue heavy objects inside the square. Cut out and glue light objects inside the circle.	Explore objects with the sense of taste or smell. Describe the flavor or oddor of the objects. Guess what is it. Observe and describe the color of the object.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 01 Post Adoption/Properties of Matter/Activity: Classify by properties	Note below, change instructions Ask the child to identify the properties of the materials and use words to describe the.....some objects and say which one weighs more, for example: carry a chair and then carry a book.	Explain to the child that the senses allow us to perceive taste (sweet, sour) or smell (pleasant,unpleasant). Give the child a smelling and tasting experience with some natural products.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/Workbook: L11 Fine Motor Skills and Pre-writing/ Top Instructions	CHANGE THE NOTE BELOW Reread the draft from the previous activity with the group. Ask the child to interact by coming forwar or giving suggestions to add details and putting the period at the end of a sentence when needed.	Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 01/ Post Adoption/Back to School/Workbook: Back to School/ Back to School/ Note below	Note below CHANGE finger point TO point with their finger Ask the child to finger point to	Ask the child to point with their finger to objects around him/ her. For example, the table, the crayons, or the chair. Observe if the child understands by responding appropriately to oral directions.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 03/ Post Adoption/ Science/ The Water Cycle/ Activity: Changes in materials when it is heated or cooled / Top Instructions	Observe, cut out, and glue solid objects in the (DELETE the) box 1.	Observe, cut out, and glue solid objects in box 1.

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Editorial Change	Publisher	Student	9781948617536	3	Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Position and Movement of the Objects / Top Instructions	Experiment with other tools to measure length. Learn how to use the (CHANGE FOR a) ruler and count to 30.	Experiment with other tools to measure length. Learn how to use a ruler and count to 30.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 06/ Post Adoption/ Science/ Sources of Energy/ Activity: Light as an Energy Source / Bottom Instructions	Change wording	Explain to the child that the sun is a natural source of light and heat. In contrast, a light bulb is a man-made energy source, which is why it is called an artificial energy source. Ask the child to investigate, describe and discuss other objects that are sources of artificial light.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Bottom Instructions	...in the desert, rainforest, (TOW WORDS)	...in the desert, rain forest
Editorial Change	Publisher	Student	9781948617536	3	Lesson 16/ Post Adoption/Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Top Instructions	Delete s in material	Investigate and discuss earth material uses in construction.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 17/ Post Adoption/ Natural Environment/ Science Activity: Importance for caring for our environment/ Bottom Instructions	Change wording	Ask the child to discuss how to demonstrate caring for our planet by saving water, recycling, taking care of plants, etc.
Editorial Change	Publisher	Student	9781948617536	3	Lesson 18/ Post Adoption/ Taking care of our planet/ Science Activity: Importance for caring for our planet/ Title	Change wording	Ask the child to discuss how to demonstrate caring for our planet by saving water, recycling, taking care of plants, etc.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 01 Post Adoption / Properties of Matter/Activity: Classify by properties	Change instructions Identify objects in the shape of a circle and a shape of a square. Change note below Ask the child to observe and describe the shape of common objects in the classroom.	Identify round and square shaped objects.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 01/ Post Adoption/Back to School/Workbook: Back to School/ Bottom Instructions	ADD to BEFORE look for these Below note, 2nd line: Ask the child look for these	Ask the child to look at the pictures and label each one. Ask the child to look for these objects in his/her classroom. Observe if the child understands by responding appropriately to oral directions.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Position and Movement of the Objects / Top Instructions	Use the (CHANGE FOR a) ruler and mark until the number reaches the length of the object. Compare and name the longest object.	Use a ruler and mark until the number reaches the length of the object. Compare and name the longest object.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Top Instructions	Change wording Inst. NO. 2 Change are to is	Investigate how much water plants that live in the desert, rain forest, or coniferous forest need. Discuss what is similar or different about these plants.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Bottom Instructions	Change wording	Ask the child to observe and compare the plants in these images. Discuss what the differences are between them.

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Editorial Change	Publisher	Student	9781948617536	4	Lesson 08/ Vertebrate Animals/ Activity: Characteristics of Animals / Bottom Instructions	Change	Ask the child to observe and compare animals that live in the sky, water or earth. Discuss the differences between them.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 16/ Post Adoption/Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Top Instructions	Delete s in material	Discuss earth material uses for decorative objects.
Editorial Change	Publisher	Student	9781948617536	4	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	Ask the child to use words to describe his/her hair color. As well as whether it is straight, wavy, or curly; long or short. Ask him/her to describe the color of the (CHANGE FOR their) eyes and height. Ask what country him/her grandparents were born in and what language they speak at home. Ask children to draw their favorite food and the celebrations that they enjoy the most in their family.	Ask the child t.... to describe the color of their eyes and height.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 01 Post Adoption/ Properties of Matter/Activity: Classify by properties	Change upper instruction No. 1 Identify objects in the shape of a triangle and arectangle. CHANGE BELOW NOTE from Spanish to English	Identify triangle and rectangle shaped objects. Ask the child to observe and describe the shape of common objects in the classroom.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 04 Post Adoption/ /Motion/Activity: Position and Movement of the Objects	Note below The tree is in brake(CHANGE FOR in front) of the school.	The tree is in front of the school.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 01/ Post Adoption/Back to School/Workbook: Back to School/Top Instructions	Top right note: Color the circle with the same words (DELETE s)	Color the circle with the same word and picture.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 03/ Post Adoption/ Science/ The Water Cycle/ Activity: Changes in materials when it is heated or cooled / Top Instructions	Explain to the child that the (DELETE the) water can be in a liquid, solid, or gaseous (vapor) state.	Explain to the child that water can be in a liquid, solid, or gaseous (vapor) state.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Position and Movement of the Objects / Top Instructions	Discuss and describe where the following objects are located: (CHANGE PUNCTUATION)	Discuss and describe where the following objects are located.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Measure the Length, or Weight of Objects / Bottom Instructions	Place two objects on a table and ask the child to carry one at a time. Explain to the child that it takes more work to lift a heavy object than a light one. The more effort it takes to lift a heavier object it will be. CHANGE THE LAST SENTENCE	Place two objects on a table and ask the child to carry one at a time. Explain to the child that it takes more work to lift a heavy object than a light one. The more effort it takes to lift an object, the heavier an object will be.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 10/ Post Adoption/ Science/ The Forest, Desert, and Tundra/ Activity: Activity: Forest and Desert / Bottom Instructions	Delete to	Help the child compare how the forest and the desert are similar and different.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 16/ Post Adoption/Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Top Instructions	Delete s in material	Discuss earth material properties. Use words such as fragile, durable, transparent, warm, cool, resistant.

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Editorial Change	Publisher	Student	9781948617536	5	Lesson 16/ Post Adoption/Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Bottom Instructions	Change wording	Guide the child to describe earth materials properties. Use words such as fragile, durable, transparent, warm, cool, resistant.
Editorial Change	Publisher	Student	9781948617536	5	Lesson 07/ Post Adoption/ The Vegetables/ Workbook : The Vegetables / Bottom Instructions	Ask the child to look at the pictures. Ask the child to use a wide variety of words to describe the vegetables using complete sentences of 4 or more word (ADD s). Evaluate if the child uses complete sentences.	Ask the child to look at the pictures. Ask the child to use a wide variety of words to describe the vegetables using complete sentences of 4 or more words. Evaluate if the child uses complete sentences.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 07/ Post Adoption/ The Vegetables/ Workbook : The Vegetables / Bottom Instructions	Note below, 1st line: CHANGE exmple TO example Ask the child to describe the pictures, for exmple, what color ...	Ask the child to describe the pictures, for example, what color is it, what shape is it, what is its flavor, what size is it, etc. Evaluate if the child uses language appropriately and uses complete sentences.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 08 Post Adoption/ The Zoo/ Workbook : The Zoo / Bottom Instructions	Change text: Show an (ADD exciting) experience and express enthusiasm by opening the (CHANGE FOR your) eyes and smiling. Ask the child to talk about his/her favorite animal and to describe each one (CHANGE each one FOR it), for example, the big brown bear, the giraffe's long neck.	Show an exciting experience and express enthusiasm by opening your eyes and smiling. Ask the child to talk about his/her favorite animal and to describe it, for example, the big brown bear, the giraffe's long neck.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 12/ Post Adoption/ A Dream in the Sea / Workbook : A Dream in the Sea / Bottom Instructions	Note below, 1st line. ADD THE WORD the Explain to (ADD the) children that a singular noun names only one person, place, or thing. It changes to plural when it names two or more. Some words in plural change and they become irregular plurals, such as knife-knives.	Explain to the children that a singular noun names only one person, place, or thing. It changes to plural when it names two or more. Some words in plural change and they become irregular plurals, such as knife-knives.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Bottom Instructions	Note below, 2nd line. CHANGE to tell FOR explain Ask the child to look at the pictures. Ask the child to talk to a peer about his/her favorite month and to tell (CHANGE to tell FOR explain) why. For example,and go trick or treat. (CHANGE FOR treating)	Ask the child to look at the pictures. Ask the child to talk to a peer about his/her favorite month and explain why. For example, my favorite month is October because I can wear a funny costume and go trick or treating.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 18/ Post Adoption/ Protecting our Planet / Workbook : Protecting our Planet/ Top Instructions	Add about	Talk about what you see.
Editorial Change	Publisher	Student	9781948617536	6	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	Explain to the child that pizza and pasta come from Italy and show on a globe where that country is located. Burgers are from Germany. Sushi is from Japan, tacos are from Mexico, turkey is eaten on Thanksgiving, and kibbeh is of Arab origin. Ask what other food are eaten in their families to identify the cultural influence (ADD s) on the (CHANGE FOR their) type of diet.	Explain.... Ask what other foods are eaten in their families to identify the cultural influences on their type of diet.
Editorial Change	Publisher	Student	9781948617536	7	Lesson 10/ Post Adoption/ Wonders of Nature/ Workbook : Wonders of Nature / Bottom Instructions	Note below, 2nd line. CHANGE the clothes color FOR the color of the clothes Ask the child to describe people, for example, the hair color, the clothes color (CHANGE FOR color of the clothes), a boy or a girl, a man or a woman. Evaluate if the child attempts to use new vocabulary and grammar in speech.	Ask the child to describe people, for example, the hair color, the color of the clothes, a boy or a girl, a man or a woman. Evaluate if the child attempts to use new vocabulary and grammar in speech.

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Editorial Change	Publisher	Student	9781948617536	7	Lesson 13/ Post Adoption/ Seasons of the Year / Workbook : Seasons of the Year / Bottom Instructions	Note below, 2nd line. ADD THE WORD the Read each phrase. Ask the child to listen and repeat the vocabulary of (ADD the) object names and common phrases.	Read each phrase. Ask the child to listen and repeat the vocabulary of the object names and common phrases.
Editorial Change	Publisher	Student	9781948617536	7	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Bottom Instructions	"Note below, 1st line. CHANGE eventa FOR events Ask the child to order the sequence of eventa (CHANGE FOR events), what happen first, after, and last. Ask the"	Ask the child to order the sequence of events, what happen first, after, and last. Ask the child to tell the story with his/her own words.
Editorial Change	Publisher	Student	9781948617536	7	Lesson 18/ Post Adoption/ Protecting our Planet / Workbook : Protecting our Planet/ Bottom Instructions	Change wording	Encourage the child to do something to benefit his/her school or community. Ask the child to write a sentence or two regarding this topic. Evaluate if the child shows initiative in independent situations.
Editorial Change	Publisher	Student	9781948617536	8	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Top Instructions	Listen and repeat to(DELETE to) the questions and to (DELETE to) the sentences.	Listen and repeat the questions and the sentences.
Editorial Change	Publisher	Student	9781948617536	8	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Middle Sentences	1st sentence.CHANGE THE ORDER What is the Monarch butterfly color? CHANGE FOR What color is the Monarch butterfly?	What color is the Monarch butterfly?
Editorial Change	Publisher	Student	9781948617536	8	Lesson 16/ Post Adoption/ The Farm's Produce / Workbook : The Farm's Produce / Bottom Instructions	Capital letter Evaluate	Ask the child to combine sentences that stick to the topic. For example, the hen gives us lots of eggs. Evaluate if the child clearly communicates intended meaning.
Editorial Change	Publisher	Student	9781948617536	8	Lesson 17/ Post Adoption/ The Supermarket / Workbook : The Supermarket / Top Instructions	Change to in	Draw the corresponding products in each supermarket section.
Editorial Change	Publisher	Student	9781948617536	9	Lesson 02/ Post Adoption/Behaving Properly/Workbook/Bottom Instructions	Change first sentence text in note below Make teams so one child shows one of the actions to the team. Ask	Separate your class into teams and ask one child to show one of the actions to their team. Ask the children to mimic and practice. Ask children to take turns, so everyone participates in showing an action.
Editorial Change	Publisher	Student	9781948617536	9	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Top Instructions	Top right note/ADD THE WORD form Write an s to complete the plural (ADD form) in (CHANGE FOR on) each word.	Write an s to complete the plural form of each word.
Editorial Change	Publisher	Student	9781948617536	9	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Bottom Instructions	Note below, 1st line./CHANGE finger point TO point with their finger Ask the child to finger point (CHANGE FOR point with their finger) to words .	Ask the child to point with their finger to words...
Editorial Change	Publisher	Student	9781948617536	9	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Bottom Instructions	LAST WORD: Change to period	Show the child print directionality, the movement of the eyes goes from left to right and from top to bottom. Ask the child to practice. Show the child that sentences begin with capital letters and end with a period.
Editorial Change	Publisher	Student	9781948617536	9	Lesson 16/ Post Adoption/ The Farm's Produce / Workbook : The Farm's Produce / Bottom Instructions	Change to pointing with the finger	Ask the child to retell the story using his/her own words after it is read aloud. Show the child how to read by pointing with the finger the directionality, from left to right. Ask the child to practice.

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Editorial Change	Publisher	Student	9781948617536	9	Lesson 18/ Post Adoption/ Protecting our Planet / Workbook : Protecting our Planet/ Middle sentences	Change wording	Recycling plays an important part. Keep plastic, metals, and paper apart.
Editorial Change	Publisher	Student	9781948617536	9	Lesson 18/ Post Adoption/ Protecting our Planet / Workbook : Protecting our Planet/ Bottom Instructions	Add such	Ask the child to read the text. Evaluate if the child distinguishes print elements, such as letters, words, and pictures.
Editorial Change	Publisher	Student	9781948617536	10	Lesson 01/ Post Adoption/Back to School/Workbook: Back to School/ Bottom Instructions	CHANGE on each box TO in each box Note below, 3rd line: Ask the child to say the name of a different object with the beginning letter on each box.	Ask the child to label each picture and to listen to the beginning sound. Ask the child to say the name of a different object with the beginning letter in each box.
Editorial Change	Publisher	Student	9781948617536	10	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Top Instructions	Listen and repeat the words (Add a period)	Listen and repeat the words.
Editorial Change	Publisher	Student	9781948617536	10	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Top Instructions	Top right note/ADD THE WORD form Write an s to complete the plural (ADD form) in the words.	Write an s to complete the plural form of each word.
Editorial Change	Publisher	Student	9781948617536	10	Lesson 11/ Post Adoption/ Gusi, the Little Worm/ Workbook : Gusi, the Little Worm / Bottom Instructions	Note below, 1st line./CHANGE finger point TO point with their finger Ask the child to finger point (CHANGE FOR point with their finger) to words .	Ask the child to point with their finger to words...
Editorial Change	Publisher	Student	9781948617536	10	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Middle Sentences	2. FIX Typo spends It sspends (ADD the) winter in Mexico.	It spends the winter in Mexico.
Editorial Change	Publisher	Student	9781948617536	11	Lesson 16/ Post Adoption/ The Farm's Produce / Workbook : The Farm's Produce / Bottom Instructions	Change wording	Evaluate if the child can ask questions and is able to respond to questions about the text. Evaluate if the child can make predictions about the text.
Editorial Change	Publisher	Student	9781948617536	12	Lesson 13/ Post Adoption/ Seasons of the Year / Workbook : Seasons of the Year / Middle Sentences	2nd sentences CHANGE give TO teach The teacher will give (CHANGE FOR teach) us the lessons. Our teacher will give (CHANGE FOR teach) us the lessons.	The teacher will teach us the lessons. <u>Our</u> teacher will teach us the lessons.
Editorial Change	Publisher	Student	9781948617536	12	Lesson 13/ Post Adoption/ Seasons of the Year / Workbook : Seasons of the Year / Middle Sentences	3rd sentences. UNDERLINE WORD yours The toys are inside the box. The toys inside the box are yours (UNDERLINE yours).	The toys are inside the box. The toys inside the box are <u>yours</u> .
Editorial Change	Publisher	Student	9781948617536	12	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Middle Sentences	Change to on a	I wear my raincoat on a rainy day.
Editorial Change	Publisher	Student	9781948617536	12	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Middle Sentences	Change to on a	I wear my jacket on a cold day.
Editorial Change	Publisher	Student	9781948617536	12	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Bottom Instructions	Add s to questions	Encourage children to ask questions about the information on the printed or digital material. The child recognizes that a text has words and words have a meaning.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617536	12	Lesson 17/ Post Adoption/ The Supermarket / Workbook : The Supermarket / Top Instructions	Add at	Look at the directionality from top to bottom.
Editorial Change	Publisher	Student	9781948617536	12	Lesson 18/ Post Adoption/ Protecting our Planet / Workbook : Protecting our Planet/ Top Instructions	Add at	Look at the directionality, from top to bottom.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 01/ Post Adoption/Back to School/Workbook: Back to School/ Bottom Instructions	CHANGE on each box TO in each box Note below, 3rd line: Ask the child to say a boy's or girl's name with the beginning letter on each box.	Ask the child to label each picture and to listen to the beginning sound. Ask the child to say a boy's or girl's name with the beginning letter in each box.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 13/ Post Adoption/ Seasons of the Year / Workbook : Seasons of the Year / Bottom Instructions	Note below, 3rd line. DELETE LETTER s in object Let's play a word game! Ask the child to identify the letter his/her name begins with. Ask the child to say people, animal or objects (DELETE s) names that start with one of these letters.	Let's play a word game! Ask the child to identify the letter his/her name begins with. Ask the child to say people, animal or object names that start with one of these letters.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Top Instructions	Change to in	Read the words in the box.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Middle Sentences	CHANGE WORD in TO on, in word box	my on a day I wear my raincoat ___rainy day.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 15/ Post Adoption/ Winter Clothes / Workbook : Winter Clothes / Middle Sentences	Change word in to on I wear my jacket in a cold ____ .	I wear my jacket on a cold ____ .
Editorial Change	Publisher	Student	9781948617536	13	Lesson 16/ Post Adoption/ The Farm's Produce / Workbook : The Farm's Produce / Bottom Instructions	Delete some	Evaluate if the child can identify conventional features of print that communicate meaning, such as capital and lowercase letters, and end punctuation.
Editorial Change	Publisher	Student	9781948617536	13	Lesson 17/ Post Adoption/ The Supermarket / Workbook : The Supermarket / Bottom Instructions	Note below Change finger point to point with the finger	Ask the child to point with their finger to the first word in each sentence. Ask the child if the beginning letter is upper or lower case. Explain to the child that a sentence begins with upper case letters and ends with a period.
Editorial Change	Publisher	Student	9781948617536	14	Lesson 5 Post Adoption/ Art and Fine-motor Skills/ Workbook: L5 Fine Motor Skills and Pre-writing/ Center of the page	Klara (CHANGE THE NAME)	Kate
Editorial Change	Publisher	Student	9781948617536	14	Lesson 10 Post Adoption/ Wonders of Nature/ Workbook : Wonders of Nature / Bottom Instructions	Note below, 3rd line Typo singular.... Explain that a singular (CHANGE FOR singular) noun names	Explain to children that words have different forms. Two of these forms are singular and plural. Explain that a singular noun names only one person, place, or thing. It changes to plural when it names two or more things.
Editorial Change	Publisher	Student	9781948617536	1-5	Lesson 8/ Post Adoption/ L&C / Workbook The Zoo	Note below page 1, add a k to word Ask Note below pages 2 to 5, add a k to word Ask and delete the word at	Ask the child.... Ask the child to describe the picture

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Editorial Change	Publisher	Student	9781948617536	1-6	Lesson 11 Post Adoption/ Art and Fine-moter Skills/ Project: Savanna and Rain Forest/ Bottom Instructions	rainforest (SEPARTE TWO WORDS) Page 1 title: Savanna and Rainforest Page 6 title:what is in the rainforest Pages 1-6: title below: Savanna and Rainforest" Pages 3,5 botton note:.....rainforest	Page 1 title: Savanna and Rain Forest Page 6 title:what is in the rain forest Pages 1-6: title below: Savanna and Rain Forest" Pages 3, 5botton note:.....rain forest
Editorial Change	Publisher	Student	9781948617536	2-5	Lesson 14/ Post Adoption/ Days and Months / Workbook : Days and Months / Bottom Instructions	Note below, 2nd and 3rd lines. CHANGE on some days and to tell FOR during the week and Ask the child to look at the pictures. to do on some days and to tell (CHANGE FOR during the week and) why. For example...	Ask the child to look at the pictures. Ask the child to talk to a peer about what he/she likes to do during the week and why. For example, my favorite day is Monday because I practice my favorite sport.
Editorial Change	Publisher	Student	9781948617536	2-6	Lesson 17/ Post Adoption/ The Supermarket / Workbook : The Supermarket / Bottom Instructions	Note below Change finger point to point with the finger	Ask the child to point with their finger to the pictures and then to the letters or words. Evaluate if the child distinguishes between elements of print including letters and pictures.
Editorial Change	Publisher	Student	9781948617536	1, 2, 3, 4	Lesson 7/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Bottom Instructions	Change	Lesson 7 Copyright © 2021 EDUSPARK All rights reserved Characteristics of Plants
Editorial Change	Publisher	Student	9781948617536	10, 11	Lesson 02/ Post Adoption/Behaving Properly/Workbook/ Bottom Instructions	CHANGE on each box TO in each box Note below, 3rd line: Ask the child to say the name of a different object with the beginning letter in each box.	Ask the child to label each picture and to listen to the beginning sound. Ask the child to say the name of a different object with the beginning letter in each box.
Editorial Change	Publisher	Student	9781948617536	10, 11	Lesson 05/ Post Adoption/ Occupations/ Workbook : Occupations / Bottom Instructions	Note below, 2 line: CHANGE Read aloud the sentences and ask TO Read the sentences aloud and ask ... Ask the child to labelRead aloud the sentences and ask the child to separate each sentence into words and to count them.	Ask the child to label the pictures. Ask the child to identify the letters he /she sees. Read the sentences aloud and ask the child to separate each sentence into words and to count them.
Editorial Change	Publisher	Student	9781948617536	10, 11	Lesson 06/ Post Adoption/ Professions/ Workbook : Professions / Bottom Instructions	Note below, 1st line: CHANGE rhyming TO rhyming Ask the child the path to find the rhyming word. Ask ...	Ask the child to follow the path to find the rhyming word. Ask the child to repeat the rhyming words. The child perceives differences between similar-sounding words.
Editorial Change	Publisher	Student	9781948617536	10, 11, 12, 13	Lesson 08 Post Adoption/ The Zoo/ Workbook : The Zoo / Bottom Instructions	Note below CHANGE finger point TO point with their finger Ask the child to finger point to the letter sound	Ask the child to point with the finger to the letter sound of each word. Say the sounds t and k and ask the child to repeat after you. Observe if the child understands the sounds and intonation of language.
Editorial Change	Publisher	Student	9781948617536	11, 12, 13	Lesson 04/ Post Adoption/ My Family Party/ Workbook: My Family Party / Bottom Instructions	Change 2 times: tell TO say Note below in 1st line and 2nd line. Ask the child to tell the missing word to complete the compound word. Ask the child to tell the complete compound word.	Ask the child to say the missing word to complete the compound word. Ask the child to say the complete compound word. Observe if the child understands that by adding a simple word you form a new one.
Editorial Change	Publisher	Student	9781948617536	12, 13	Lesson 02/ Post Adoption/Behaving Properly/Workbook/ Bottom Instructions	CHANGE finger point TO point with their finger Note below, 2nd line: them. Ask the child to finger point to the picture when mentioning the name.	Read the sentences aloud and ask the child to repeat them. Ask the child to point with their finger to the picture when mentioning the name. Ask the child to separate the sentences into words and to count them.
Editorial Change	Publisher	Student	9781948617536	12, 13	Lesson 10 Post Adoption/ Wonders of Nature/ Workbook : Wonders of Nature / Top Instructions	Top right note. ADD at Look (ADD at) how one-syllable words ...	Look at how one-syllable words are formed.
Editorial Change	Publisher	Student	9781948617536	2, 3	Lesson 04/ Post Adoption/ My Family Party/ Workbook: My Family Party / Bottom Instructions	Change: finger point to point with the finger Note below, 1st line: Ask the child to finger point at each	Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the color of the dress is pink. Observe if the child responds appropriately to oral directions.

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Editorial Change	Publisher	Student	9781948617536	2, 3	Lesson 05/ Post Adoption/ Occupations/ Workbook : Occupations / Bottom Instructions	Note below, 1st line. CHANGE finger point TO point with their finger Ask the child to finger point at each picture. Ask the child to describe what he/she sees, for example, the color of the	Ask the child to point with their finger at each picture. Ask the child to describe what he/she sees, for example, the color of the dress is pink. Observe if the child responds appropriately to oral directions.
Editorial Change	Publisher	Student	9781948617536	2, 3, 4, 5	Lesson 12/ Post Adoption/ A Dream in the Sea / Workbook : A Dream in the Sea / Bottom Instructions	Note below. 4th line. DELETE LETTER a Ask the child to describe the pictures, for example, the whale swims in deep water. Ask the child to use a wide variety of words in sentences using vocabulary words with a (DELETE a) lots of detail.	Ask the child to describe the pictures, for example, the whale swims in deep water. Ask the child to use a wide variety of words in sentences using vocabulary words with lots of detail.
Editorial Change	Publisher	Student	9781948617536	2, 3, 4, 5, 6	Lesson 09 Post Adoption/ Monarch Butterfly/ Workbook : Monarch Butterfly / Bottom Instructions	Note below, 1st line. ADD THE LETTER s to picture Ask the child to look at the picture (ADD THE LETTER s). Ask the child if he/ she has seen a Monarch butterfly. Give the child time to respond. Listen to how the child speaks and practice with him/her the appropriate pronunciation of words.	Ask the child to look at the pictures. Ask the child to describe the pictures using a wide variety of words. For example, a very tiny egg on the leaf. Ask the child to describe the places shown.
Editorial Change	Publisher	Student	9781948617536	3, 4, 5, 6	Lesson 06/ Post Adoption/ Professions/ Workbook : Professions / Bottom Instructions	Note below, 1st line: CHANGE finger point TO point with their finger Ask the child to finger point at each picture. Ask ...	Ask the child to point with their finger at each picture...
Editorial Change	Publisher	Student	9781948617536	5, 6	Lesson 11 Post Adoption/ Art and Fine-moter Skills/ Project: Savanna and Rain Forest/ Bottom Instructions	Help the child to (REMOVE to) compare	Help the child compare
Editorial Change	Publisher	Student	9781948617536	5, 6	Lesson 11/ Post Adoption/ Science/ Prairies and Rainforest/ Activity: Savanna and Rainforest/ Bottom Instructions	Delete to	Help the child compare how the forest and the desert are similar and different.
Editorial Change	Publisher	Student	9781948617536	8, 9, 10, 11	Lesson 09 Post Adoption/ Monarch Butterfly/ Workbook : Monarch Butterfly / Bottom Instructions	Note below, 1st line. CHANGE finger point TO point with their finger Ask the child to finger point (CHANGE point with their finger) at the carpenter. Ask...	Ask the child to point with the finger.....
Editorial Change	Publisher	Student	9781948617536	9, 10, 11	Lesson 10 Post Adoption/ Wonders of Nature/ Workbook : Wonders of Nature / Bottom Instructions	Note below, 1st line. CHANGE finger point TO point with their finger Ask the child to finger point (CHANGE point with their finger) to the letter sound	Ask the child to point with the finger.....
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption / Back to School video/Video: Back to School	Back to School video is not the correct one	Change to correct video of Back to School
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption /Back to School/Memory game Back to School	Memory game cards do not correspond to images and words of Back to Shool topic	Change to correct images and words of Back to School topic
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption / Back to School/Matching game Back to School	Words and images do not correspond to Back to School topic	Change to correct images and words of Back to School topic
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption / Back to School/Evaluation 1	Words and images do not correspond to Back to School topic	Change to correct images and words of Back to School topic
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption /Back to School/Evaluation 2	Words and images do not correspond to Back to School topic	Change to correct images and words of Back to School topic

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617536		Lesson 4 / Post Adoption /Shapes with Many Sides/ Song: Movement of Solid Figures	Appears a bottle of milk with the word leche	Change word leche to milk
Editorial Change	Publisher	Student	9781948617536		Lesson 4 / Post Adoption /Shapes with Many Sides/Activity: Patterns of Movement	Choose the object that flips and its shape remains the same. CHANGE IMAGES	show different imgaes
Editorial Change	Publisher	Student	9781948617536		Lesson 4 / Post Adoption /Shapes with Many Sides/Activity: Patterns of Movement	Choose the object that turns and its shape remains the same. CHANGE IMAGES	show different imgaes
Editorial Change	Publisher	Student	9781948617536		Lesson 5 / Post Adoption /Occupations/ Memory game, Matching game, Evaluation 1 and 2	Image of mailman, the word correo appears on the blue box	Change word to mail on blue box
Editorial Change	Publisher	Student	9781948617536		Lesson 7 / Post Adoption /A Healthy Life/Video: Healthy Life	At the beginning of video, change can to have and food to fruit	How much fruit have you eaten today?
Editorial Change	Publisher	Student	9781948617536		Lesson 8 / Post Adoption /Group up to 10 objects/Song: There are 9 birds now!	CHANGE TITLE: SCO_mat_can_suma9paj_ing v3	Song: There are 9 birds now!
Editorial Change	Publisher	Student	9781948617536		Lesson 10 / Post Adoption /Counting up to 30 objects/Count the dots on the domino	There is no quiz available	Upload quiz
Editorial Change	Publisher	Student	9781948617536		Lesson 16 / Post Adoption / Poem: The Ducks at the Pond / Author: Ann Cenyars	There is nothing in this button	Verify contents
Editorial Change	Publisher	Student	9781948617536		Lesson 17 / Post Adoption Poem: Playing before Bedtime / Author: Ann Cenyars	There is nothing in this button	Verify contents
Editorial Change	Publisher	Student	9781948617536		Lesson 18 / Post Adoption Poem: Playing Outside / Author: Ann Cenyars	There is nothing in this button	DELETED, the content is the next resource, so this was duplicated.
Editorial Change	Publisher	Student	9781948617536		Lesson 4 / Post Adoption/ Video: My Home	Delete word on, text at the beginning of video	Come, let's see my house!
Editorial Change	Publisher	Student	9781948617536		Lesson 8/ Post Adoption/ Math/ Song: ¿How many are there now?	Delete ¿ before How	Song: How many are there now?
Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ L&C / Video: Gusi, the Little Worm	All video is mispronounced, it has to be recorded again with native pronunciation	Record again
Editorial Change	Publisher	Student	9781948617536		Lesson 11 / Post Adoption/ L&C / Evaluation 1: Gusi, the Little Worm	The evaluation does not allow to continue	Fixed evaluation

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617536		Lesson 4 / Post Adoption/ Science / Song: Position of Objects	NEED close caption /subtitles	<p>Everything you see takes up a space. There's a location for everything, and a few words is what you need to find that thing that has been misplaced.</p> <p>Up, down, left, and right, middle, inside, out, and through; in front, behind, or maybe just around, they lead you and guide you, they give you the right spot.</p> <p>Listen and follow to every instruction and you are easily going to find kitchen's utensils and other things such as the toys that you lost last night.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 4/ Post Adoption/ Science / Song: Movement Patterns	NEED close caption /subtitles	<p>Let's play today with all these objects and all the figures that you see here. Then we will learn different ways about the motion and how it can be.</p> <p>When something is moving it goes to another place, if it spins, it turns, but it won't go away.</p> <p>If we invert this object it now will look opposed, it's just like through a mirror watch closely, it is fun.</p> <p>But if you move it to another place, it's a translation motion, you see. With all these words that you have learned describe the motion that you see here.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 4/ Post Adoption/ Song: Movement of Solid Figures	NEED close caption /subtitles	<p>Here we have plenty of geometric figures. Some can be piled up, and some can roll. They all have volume, as well as depth. That's what you gather with all of them. Pyramids and cubes, We can easily slide. Cylinders and spheres, We can roll like a ball. With icecream we are going to fill the cone. And with my marbles I want you to play. A thousand sizes you're going to find Geometric figures can look around. Out in the country and in my town. Up in the space and where you're now.</p>

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Editorial Change	Publisher	Student	9781948617536		Lesson 5/ Post Adoption/ Math Song: Looking at the little houses in the city	NEED close caption /subtitles	<p>Flying on my plane, I like to look down. I am very happy, for I'm going to land. As I turn around, I can see my town, and four little houses I see from the sky.</p> <p>Every little house in this little town, they all have four bedrooms, which I'm going to count. One, two, three, four, I know how to count, If I've done this right sixteen, I will have. One, two, three, four One, two, three, four One, two, three, four One, two, three, four</p> <p>If I've done this right, sixteen I will have. That's because I counted four bedrooms four times.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 5/ Post Adoption/ Math Song: Counting two story houses	NEED close caption /subtitles	<p>Each and every house, at this little place, up, one block, and other block down. One, plus one, two blocks you will see. Two plus two are four, let's learn how to count. Three, each made of two, six blocks we will have. Four, each made of two, eight blocks you will count.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 6/ Post Adoption/ Science/ Video Magnets	Delete part of the video, it is too long for small children	Short video
Editorial Change	Publisher	Student	9781948617536		Lesson 6/ Post Adoption/ Math Song: Five baskets	NEED close caption /subtitles	<p>A small, little truck comes from the farm, all the way in, right into town. Delicious pears, apples, and guavas, kiwis, pineapples delivered on time.</p> <p>Five little baskets of each type of fruit to five different doors we must deliver. And if we count them they're twenty five. Let's try to count them in five by five.</p> <p>Five little baskets are filled with apples. Right at this door, we'll drop them off. Then five more baskets are full of pears, which later on, we must transport.</p> <p>Five more baskets, full of pineapples on a different door, we'll unload. And five more, all full of kiwis will end up staying at another door.</p> <p>The five remaining do have guavas. One door to go and we're nearly done. And the little truck, looking so light, right to the road, it will head back.</p>

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Editorial Change	Publisher	Student	9781948617536		Lesson 10/ Post Adoption/ Math Counting at the circus	NEED close caption /subtitles	<p>Here is the circus that came to town, and soon the show is going to start. Look at six monkeys, they're going to climb. Six little puppies are going to dance.</p> <p>The tightrope walker juggles six dishes, with six bells fastened down to his sneakers. Six scary lions are going to roar. Six funny clowns will make you laugh.</p> <p>Up in the bleachers are all my friends, they are all laughing, the show is great. All seats are taken as you can see. They are all seated six by six.</p> <p>Down in the front are six of my friends, and in the middle, twice six is twelve. Up in the top another six, plus six is twelve, and six, eighteen.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 10/ Post Adoption/ Math Song: Octopuses dancing Chachacha	NEED close caption /subtitles	<p>Come join my party down under the sea. Count up to eight, you know how to count, and dance with me, it's easy you'll see. With eight maracas, I can sing and dance.</p> <p>We are good friends; we like to have fun; with eight maracas I also can dance. If you have eight, plus eight that are mine, sixteen maracas and we've just begun.</p> <p>Now, we are three partners under the sea, with eight maracas dancing for fun. Now three times eight, so what do we have? That's twenty-four, let's all dance on!</p> <p>Here comes another friend, number four, eight, sixteen and twenty-four. Thirty-two maracas playing this song. What a great party, let's party on!</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ Math Song: Three Little Pigs Day 1	NEED close caption /subtitles	<p>Three little piggies in three little houses, looking through the windows want to say hello.</p> <p>Three little piggies went out for a walk, they look at six houses which they want to count.</p> <p>One and two and three, one and two and three, three plus three are six, they know how to count.</p>

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Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ Math/ Song: Three Little Pigs Day 2	NEED close caption /subtitles	<p>I can see nine houses set in groups of three, and the first three houses are closed as you see.</p> <p>In the other three there's a watching dog, the last group of three are not locked at all.</p> <p>Three plus three, plus three, nine there have to be. These three little piggies, know well how to count.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ Math/ Song: Three Little Pigs Day 3	NEED close caption /subtitles	<p>Three little piggies in three little houses, looking through the windows want to say hello.</p> <p>Three little piggies went out for a walk, they look at twelve houses which they want to count.</p> <p>Counting four times three, twelve there have to be. These three little piggies, know well how to count.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ Math/ Song: Three Little Pigs Day 4	NEED close caption /subtitles	<p>Three yellow houses with their umbrellas, three purple houses with a standing soldier.</p> <p>In the three green houses they can see a dog, there are other three, their color is blue.</p> <p>Counting four times three, twelve there have to be. These three little piggies, know well how to count.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 11/ Post Adoption/ Math/ Song: Three Little Pigs Day 5	NEED close caption /subtitles	<p>One and two and three, one and two and three, three plus three are six, they know how to count.</p> <p>Three plus three, plus three, nine there have to be, these three-little piggy, know well how to count.</p> <p>Counting four times three twelve there have to be, these three-little piggy, know well how to count.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 14/ Post Adoption/ Math/ Song: Hours and Days	Change title to Clock and Calendar	Change title to Clock and Calendar

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Editorial Change	Publisher	Student	9781948617536		Lesson 14/ Post Adoption/ Math/ Song: The Days of the Week	Change title to Calendar	Change title to Calendar
Editorial Change	Publisher	Student	9781948617536		Lesson 16/ Post Adoption/ Math/ Sorting objects at the supermarket	Change title	Products at t the Supermarket
Editorial Change	Publisher	Student	9781948617536		Lesson 16/ Post Adoption/ Math/ Video 1: Shopping at the Supermarket	NEED close caption /subtitles	<p>Working at the supermarket isn't easy though it's fun, Mr. Wilson is very patient and from him I learn a lot.</p> <p>If the products are alike I must learn how to compare. If the products aren't the same, classifying is what's best.</p> <p>Be aware of different sizes, be aware of colors, too. There are many different wrappings, if I see them, so can you.</p> <p>Let's arrange them all by sets, every group goes on a shelf. If we do the task together we'll all have a slice of cake.</p> <p>Here at the candy shop creativity comes at hand. Let's arrange by sets of colors, shape, size, or type.</p> <p>These articles are arranged according to their type.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 16/ Post Adoption/ Math/ Video 1: Shopping at the Supermarket	NEED close caption /subtitles	<p>Continued from row above: On this shelf there are 15 caramels: 5, 10, 15.</p> <p>At the center there are 10 chocolates: 2, 4, 6, 8, 10</p> <p>On the lower shelf there are 6 packages of candies ...and 6 pieces of gum.</p>
Editorial Change	Publisher	Student	9781948617536		Lesson 1 / Post Adoption/ Science/ Video: Objects has color, shape, and size	Name of title has a spelling mistake, change has to have Objects has color, shape, and size	Video: Objects have color, shape, and size
Editorial Change	Publisher	Student	9781948617536		Lesson 2/ Post Adoption/ Science/ Video: Changes in matter can be cause by heat or cold	Name of title has a spelling mistake, chande cause to caused	Video: Changes in matter can be caused by heat or cold
Editorial Change	Publisher	Student	9781948617536		Lesson 3/ Post Adoption/ Math/ Song 1: Counting up to ten blocks falling	NEED close caption /subtitles	One and two and three blocks falling. Four and five and six keep falling. Seven, eight, nine, and ten. Pretty houses are all them.
Editorial Change	Publisher	Student	9781948617536		Lesson 3/ Post Adoption/ Math/ Song 2: How many blocks are falling?	NEED close caption /subtitles	Nine, and seven blocks are falling, Three, four, six, and two keep falling. One, five, ten and eight are next, I think there are no more left.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617536		Lesson 4/ Post Adoption /Math /Shapes with Many Sides/How many sides and angles?	Change title and ADD instructions	How many sides or angles? Click on Take quiz to start. You may also start and later Resume quiz. At the end, click on Finished.
Editorial Change	Publisher	Student	9781948617536		Lesson 15/ Post Adoption /Math /Length and Weight of Objects/Video: Compare the Weight of Objects	Change title	Video: Compare the Weight of Objects Click on Take Activity to start. You may also Resume activity.
Editorial Change	Publisher	Student	9781948617536		Lesson 15/ Post Adoption / Math /Length and Weight of Objects Video: Compare the Size of Objects	Change title	Video: Compare the Size of Objects Click on Take Activity to start. You may also Resume activity.
Editorial Change	Publisher	Student	9781948617536		Lesson 15/ Post Adoption /Math /Length and Weight of Objects/Video: Compare Temperature	Change title	Video: Compare Temperature Click on Take Activity to start. You may also Resume activity.
Editorial Change	Publisher	Student	9781948617536		Lesson 04 Post Adoption/ Motion/Activity: Measure the Lenght, Weight, or Capacity of Objects	Change title	Activity: Measure Lenght, Height, or Weight
Editorial Change	Publisher	Student	9781948617536		Lesson 05 Post Adoption/Counting to 20/Recite numbers up to 20	Recite numbers up to 20 Add words ...and count... to title	Recite and count numbers up to 20
Editorial Change	Publisher	Student	9781948617536		Lesson 08/Post Adoption/Vertebrate Animals/Science Activity	Change title	Activiy: Characteristics of Animals
Editorial Change	Publisher	Student	9781948617536		Lesson 2 Post Adoption/ Behaving Properly / Workbook Behaving Properly	Change title to Workbook: Behaving Properly	Workbook: Behaving Properly
Editorial Change	Publisher	Student	9781948617536		Lesson 3 Post Adoption/ A Colorful World /Workbook A Colorful World	Change title to Workbook: A Colorful World	Workbook: A Colorful World
Editorial Change	Publisher	Student	9781948617536		Lesson 5 Post Adoption/ Occupations / Workbook Occupations	Change titile to Workbook: Occupations	Workbook: Occupations
Editorial Change	Publisher	Student	9781948617536		Lesson 6 Post Adoption/ Professions/ Workbook: Professions	Change title to Workbook: Professions	Workbook: Professions
Editorial Change	Publisher	Student	9781948617536		Lesson 8 Post Adoption/ The Zoo/ Workbook The Zoo	Change title to Workbook: Workbook: The Zoo	Workbook: The Zoo
Editorial Change	Publisher	Student	9781948617536		Lesson 9 Post Adoption / Monarch Butterfly / Workbook Monarch Butterfly	Change title to Workbook: Monarch Butterfly	Workbook: Monarch Butterfly
Editorial Change	Publisher	Student	9781948617536		Lesson 10 Post Adoption/ Wonders of Nature/ Workbook Wonders of Nature	Change title to Workbook: Wonders of Nature	Workbook: Wonders of Nature
Editorial Change	Publisher	Student	9781948617536		Lesson 11 Post Adoption/ Gusi, the Little Worm/ Workbook Gusi, the Little Worm	Change title to Workbook: Gusi, the Little Worm	Workbook: Gusi, the Little Worm

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617536		Lesson 12 Post Adoption/ A Dream in the Sea/ Workbook A Dream in the Sea	Change title to Workbook: A Dream in the Sea	Workbook: A Dream in the Sea
Editorial Change	Publisher	Student	9781948617536		Lesson 13 Post Adoption/ Season of the year / TITLE	Capital letter Year , in all words in titles of menu	Seasons of the Year
Editorial Change	Publisher	Student	9781948617536		Lesson 13 Post Adoption/ Seasons of the Year/ Workbook Seasons of the Year	Change title to Workbook: Seasons of the Year	Workbook: Seasons of the Year
Editorial Change	Publisher	Student	9781948617536		Lesson 14 Post Adoption/ Days and Months/ Workbook Days and Months	Change title to Workbook: Days and Months	Workbook: Days and Months
Editorial Change	Publisher	Student	9781948617536		Lesson 15 Post Adoption/ Winter Clothes/ Workbook Winter Clothes	Change title to Workbook : Winter Clothes	Workbook : Winter Clothes
Editorial Change	Publisher	Student	9781948617536		Lesson 16 Post Adoption/ The Farm's Produce/ Workbook The Farm's Produce	Change title to Workbook : The Farm's Produce	Workbook : The Farm's Produce
Editorial Change	Publisher	Student	9781948617536		Lesson 16 Post Adoption /Similar or Different? Song: Similar and Different	Change word and to word or, in title	Song: Similar or Different
Editorial Change	Publisher	Student	9781948617536		Lesson 17 Post Adoption/ The Supermarket / Workbook The Supermarket	Change title to Workbook: The Supermarket	Workbook: The Supermarket
Editorial Change	Publisher	Student	9781948617536		Lesson 18 Post Adoption/ Protecting our Planet / Workbook Protecting our Planet	Change title to Workbook: Protecting our Planet	Workbook: Protecting our Planet
Editorial Change	Publisher	Student	9781948617536		Lesson 8 Post Adoption/Vertebrate Animals/ Science: Activiy	Change TITLE Science Activity to Activity: Characteristics of Animals	Activity: Characteristics of Animals
Editorial Change	Publisher	Student	9781948617536		L7 Post Adoption/ Science/ Characteristics of Living Organisms / Science Activiy	change name title to Project: Characteristics of Plants Science Activity	Project: Characteristics of Plants
Editorial Change	Publisher	Student	9781948617536		Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Position and Movement of the Objects / Title	Activity: Position and Movement of the (DELETE the) Objects	Activity: Position and Movement of Objects
Editorial Change	Publisher	Student	9781948617536		Lesson 04/ Post Adoption/ Science/ Motion/ Activity: Measure the Length, or Weight of Objects / Title	Activity: Measure the Length or Weight of Objects (ADD Height,)	Activity: Measure the Length, Height, or Weight of Objects
Editorial Change	Publisher	Student	9781948617536		Lesson 07/ Post Adoption/ Science/ Characteristics of Living Organisms/ Science Activity / Title	Change title	Activity: Characteristics of Plants

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Editorial Change	Publisher	Student	9781948617536		Lesson 16/ Post Adoption/ Science/ Earth Materials and Natural Resources/ Science Activities: Earth Materials/ Title on Platform	Delete Science	Activity: Earth Materials
Editorial Change	Publisher	Student	9781948617536		Lesson 17/ Post Adoption/ Natural Environment/ Science Activity: Importance for caring for our environment/ Title	Delete Science	Activity: Importance for caring for our environment
Editorial Change	Publisher	Student	9781948617536		Lesson 18/ Post Adoption/ Taking care of our planet/ Science Activity: Importance for caring for our planet/ Title	TYPO Science Activiy: ADD t and REMOVE WORD Science	Activity: Importance for caring for our environment
Editorial Change	Publisher	Student	9781948617536		Lesson 01 - Post Adoption Back to School Workbook : Back to School	Change title Workbook : Back to School	Workbook : Back to School
Editorial Change	Publisher		9781948617536	1	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: 3D map of places in the school/ Picture Cutouts	lunchroom (CHANGE FOR Cafeteria) , toilets (CHANGE FOR Bathroom), recreational area, library UPPERCASE), toilets (CHANGE FOR Bathroom), common areas (UPPERCASE)	Cafeteria , Bathroom, Playground, Library, Bathroom, Common Areas
Editorial Change	Publisher		9781948617536	1	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L9 Fine Motor Skills and Pre-writing/ Bottom Instructions	Watch and use the Monarch Butterfly video, lesson 9 of Language and Communication. to encourage the child to share meaning orally. (CHANGE LAST PART OF TEXT)	Watch and use the Monarch Butterfly video in lesson 9 of Language and Communication to encourage the child to orally share meaning.
Editorial Change	Publisher		9781948617536	1	Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L10 Fine Motor Skills and Pre-writing/ Top Instructions	Observe the images about Forest and Desert.	Look at the pictures from the video <i>Forest and Desert</i> .
Editorial Change	Publisher		9781948617536	1	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/Workbook: L11 Fine Motor Skills and Pre-writing/ Top Instructions	Look at the pictures of (CHANGE FOR from) the video The prairies and the rain forest.	Look at the pictures from the video <i>The prairies and the rain forest</i> .
Editorial Change	Publisher		9781948617536	1	Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L15 Fine Motor Skills and Pre-writing/ Bottom Instructions	Help the child to blend initial consonant and rime (CHANGE FIRST PART) to form familiar one-syllable word with or without pictorial support.	Help the child blend initial consonants and rimes to form familiar one-syllable words with or without pictorial support.
Editorial Change	Publisher		9781948617536	1	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Project: The Grocery Store/ Bottom Instructions	Build “The grocery store” with recycled materials to pretend (ADD that your are) selling and purchasing products.	Build “The grocery store” with recycled materials to pretend that you are selling and purchasing products.
Editorial Change	Publisher		9781948617536	1	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L16 Fine Motor Skills and Pre-writing/ Top Instructions	Look at the pictures of a farm or a school (CHANGE FOR field) trip in the countryside.	Look at the pictures of a farm or a field trip in the countryside.
Editorial Change	Publisher		9781948617536	1	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L16 Fine Motor Skills and Pre-writing/ Middle Instructions	Contribute ideas about the farm or (CHANGE FOR field) trip to do a group writing activity.	Contribute ideas about the farm or field trip to do a group writing activity.

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Editorial Change	Publisher		9781948617536	1	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Middle Instructions	Contribute ideas about the zoo or school (CHANGE FOR field) trip to do a group writing activity.	Contribute ideas about the zoo or field trip to do a group writing activity.
Editorial Change	Publisher		9781948617536	2	Lesson 2 / Post Adoption / Art and Fine-motor Skills/Project: Make your own pizza/ Top Instructions	Color the pizzas (CHANGE FOR: pizza slices) and the little shapes that represent ingredients.	Color the pizza slices and the little shapes that represent ingredients.
Editorial Change	Publisher		9781948617536	2	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: Community Helpers/ Instructions at center of page	Need one brass paper fastener.	You will need one brass paper fastener.
Editorial Change	Publisher		9781948617536	2	Lesson 6/ Post Adoption/ Art and Fine-motor Skills/ Project: Professions/ Instructions at center of page	Need one brass paper fastener.	You will need one brass paper fastener.
Editorial Change	Publisher		9781948617536	2	Lesson 7/ Post Adoption/ Art and Fine-motor Skills/ Project: Veggie Puppets/ Bottom Instructions	Ask the child to name and describe each veggie. Help the child to assemble the puppets as shown on page 1. To decorate, provide (ADD the) child materials with different textures (cotton, leather, wool, sand, plastic, paper). (ADD , etc.)	Ask the child to name and describe each veggie. Help the child to assemble the puppets as shown on page 1. To decorate, provide the child materials with different textures (cotton, leather, wool, sand, plastic, paper, etc.).
Editorial Change	Publisher		9781948617536	2	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L9 Fine Motor Skills and Pre-writing/ Bottom Instructions	Ask the child to make a drawing on (CHANGE FOR of) the main character of the story. Ask the child to share orally the meaning of what he/she drew. (CHANGE LAST PART OF TEXT)	Ask the child to make a drawing of the main character of the story. Ask the child to orally share the meaning of what he/she drew.
Editorial Change	Publisher		9781948617536	2	Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L10 Fine Motor Skills and Pre-writing/ Bottom Instructions	Ask the child to share their ideas about the animals in the forest with a classmate. Motivate the child to write independently respecting the symbols (CHANGE FOR scribbles) they use.	Ask the child to share their ideas about the animals in the desert with a classmate. Motivate the child to write independently respecting the scribbles they use.
Editorial Change	Publisher		9781948617536	2	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/ Project: Worm Competiton/ Bottom Instructions	Provide different materials to color or paint (crayons, colors, markers, watercolors, brushes, etc.). Help the child to (REMOVE to) build the speedway or tracks on a craftboard. The child can manipulates (REMOVE s) and shapes (REMOVE s) modeling clay as shown in page 3. Othe (CHANGE FOR Another) option is making shapes as circle, square or triangle. (CHANGE FINAL such as circles, squares or triangles.)	Provide different materials to color or paint (crayons, colors, markers, watercolors, brushes, etc.). Help the child build the speedway or tracks on a craftboard. The child can manipulate and shape modeling clay as shown on page 3. Another option is making shapes, such as circles, squares or triangles.
Editorial Change	Publisher		9781948617536	2	Lesson 13/ Post Adoption/ Art and Fine-motor Skills/ Project: The Solar System/ Bottom Instructions	Show the child real images of the planets. Ask the child the color of each planet. (CHANGE SENTENCE) Show and explain to the child the order of the planets in respect to the Sun	Show the child real images of the planets. Ask the child what the color of each planet is. Show and explain to the child the order of the planets in respect to the Sun.
Editorial Change	Publisher		9781948617536	2	Lesson 14/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L14 Fine Motor Skills and Pre-writing/ Bottom Instructions	Teacher helps the class to write about Sprin (CHANGE FOR Objects in the Sky). Ask the child to write independently to evaluate if they make some letter-sound correspondence using ending sounds when writing.	Teacher helps the class to write about <i>Objects in the Sky</i> . Ask the child to write independently to evaluate if they make some letter-sound correspondence using ending sounds when writing.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher		9781948617536	2	Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L15 Fine Motor Skills and Pre-writing/ Bottom Instructions	Help the child to blend initial consonant, or consonants, and rime (CHANGE FIRST PART) to form familiar one-syllable word with or without pictorial support.	Help the child blend initial consonants and rimes to form familiar one-syllable words with or without pictorial support.
Editorial Change	Publisher		9781948617536	2	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Project: The Grocery Store/ Top Instructions No. 2	What products are of natural origin or man-made?	Which products are of natural origin and which are man-made?
Editorial Change	Publisher		9781948617536	2	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L16 Fine Motor Skills and Pre-writing/ Bottom Instructions	Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Show and place (CHANGE FOR Show where to place) the period at the end of each sentence.	Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Show where to place the period at the end of each sentence.
Editorial Change	Publisher		9781948617536	2	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Bottom Instructions	Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Show and place the period at the end of each sentence. (CHANGE FOR Remind the child to place a period)	Motivate the child to write independently about the idea they selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.
Editorial Change	Publisher		9781948617536	2	Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Project: Bar graph of animals and favorite fruits/ Bottom Instructions	Show the children the images of the three animals. Ask them to choose and vote for their favorite. Count the votes for each animal. Make a bar graph placing the number of cards of the chosen animal in a vertical form. (CHANGE LAST SENTENCE)	Show the children the images of the three animals. Ask them to choose and vote for their favorite. Count the votes for each animal. Make a vertical bar graph using the images of the animals and coloring the number of votes each one had as shown on page 1.
Editorial Change	Publisher		9781948617536	2	Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L18 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to write independently about the idea he/she selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Show and place the period at the end of each sentence. (CHANGE Remind the child to place)	Encourage the child to write independently about the idea he/she selected in the previous activity. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.
Editorial Change	Publisher		9781948617536	3	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: Community Helpers/ Instructions at center of page	Need one brass paper fastener.	You will need one brass paper fastener.
Editorial Change	Publisher		9781948617536	3	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: 3D map of places in the school/ Picture Cutouts	lunchroom (CHANGE FOR Cafeteria) , toilets (CHANGE FOR Bathroom), recreational area, library UPPERCASE), toilets (CHANGE FOR Bathroom), common areas (UPPERCASE)	Cafeteria , Bathroom, Playground, Library, Bathroom, Common Areas
Editorial Change	Publisher		9781948617536	3	Lesson 6/ Post Adoption / Art and Fine-motor Skills/ Project: Professions/ Instructions at center of page	Need one brass paper fastener.	You will need one brass paper fastener.
Editorial Change	Publisher		9781948617536	3	Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Adding up to 10 objects/ Bottom Instructions	Explain to the child roll the ball to knock down the pins two times. (CHANGE FIRST SENTENCE) Count the number of pins knocked down. Take a tickets to represent the amount of knocked down pins in each turn. Add the amount of points and exchange for a ticket with the total points.	Explain to the child that they must roll the ball to knock down the pins two times. Count the number of pins knocked down. Take a ticket to represent the amount of knocked down pins in each turn. Add the amount of points and exchange for a ticket with the total points.

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Editorial Change	Publisher		9781948617536	3	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L9 Fine Motor Skills and Pre-writing/ Bottom Instructions	Ask the child to share meaning orally. Guide the child to use the RECORD VOICE (CHANGE FOR microphone) tool during (CHANGE FOR in) activity Activity: Answer the question and record your voice.	Ask the child to share meaning orally. Guide the child to use the microphone tool in the Activity: Answer the question and record your voice.
Editorial Change	Publisher		9781948617536	3	Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L10 Fine Motor Skills and Pre-writing/ Bottom Instructions	Ask the child to share their ideas about the animals in the desert with a classmate. Motivate the child to write independently respecting the symbols (CHANGE FOR scribbles) they use.	Ask the child to share their ideas about the animals in the desert with a classmate. Motivate the child to write independently respecting the scribbles they use.
Editorial Change	Publisher		9781948617536	3	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/ Project: Worm Competiton/ Bottom Instructions	Ask the child to observe and describe the various ways objects can move (straight, zigzag, round and round (CHANGE BOTH FOR around), fast, slow). Ask (ADD the) child to demonstrate and explain how does(REMOVE does) the worm move (ADD s) in different patterns or tracks.	Ask the child to observe and describe the various ways objects can move (straight, zigzag, around and around, fast, slow). Ask the child to demonstrate and explain how the worm moves in different patterns or tracks.
Editorial Change	Publisher		9781948617536	3	Lesson 11/ Post Adoption/ Art and Fine-motor Skills/Workbook: L11 Fine Motor Skills and Pre-writing/ Bottom instructions	CHANGE ALL THE INSTRUCTION: Reread the draft from the previous activity with the group. Ask the child to interact by coming forward or giving suggestions to add details and putting the period at the end of a sentence when needed.	Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.
Editorial Change	Publisher		9781948617536	3	Lesson 13/ Post Adoption/ Art and Fine-motor Skills/ Project: The Solar System/ Bottom Instructions	Help the child build a 3D model on a pollysteyrene foam board (17" x 11" x 1") as shown on page 1. Ask the child what is the biggest planet and the smallest planet. (CHANGE LAST SENTENCE)	Help the child build a 3D model on a pollysteyrene foam board (17" x 11" x 1") as shown on page 1. Ask the child what the biggest and smallest planets are.
Editorial Change	Publisher		9781948617536	3	Lesson 14/ Post Adoption/ Art and Fine-motor Skills/ Project: Calendar/ Bottom Instructions	Ask the child to give examples of special events and help them identify what month they occur in. Some examples can be the month of their birthday, the birthdays of family members, the start of school, the month of the spring party (CHANGE FOR of Spring Break), the month of Mother's Day, the month of Thanksgiving, the month that the weather is cold, the month of vacations, etc.	Ask the child to give examples of special events and help them identify what month they occur in. Some examples can be the month of their birthday, the birthdays of family members, the start of school, the month of Spring Break, the month of Mother's Day, the month of Thanksgiving, the month that the weather is cold, the month of vacations, etc.
Editorial Change	Publisher		9781948617536	3	Lesson 14/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L14 Fine Motor Skills and Pre-writing/ Center of the page	No. 2 CHANGE for tracing letter r in the last word No. 4 CHANGE planet with beginning and ending TRACING Letter instead the previous word: blue	NO. 2 rings *begginig letter r FOR TRACE No. 4 planet (beginning and ending letter for TRACING)
Editorial Change	Publisher		9781948617536	3	Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L15 Fine Motor Skills and Pre-writing/ Bottom Instructions	Blend onset and rimes with plastic eggs. Teacher writes the mobile onset, for example: c, b, m. Then write once the rime (CHANGE ORDER the rime once), for example: at. Ask the child to turn the onset part of the egg and read words with the same rime pattern.	Blend onset and rimes with plastic eggs. Teacher writes the mobile onset, for example: c, b, m. Then write the rime once, for example: at. Ask the child to turn the onset part of the egg and read words with the same rime pattern.
Editorial Change	Publisher		9781948617536	3	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L16 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to discuss ideas about the school (CHANGE FOR field) trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.	Encourage the child to discuss ideas about the field trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.
Editorial Change	Publisher		9781948617536	3	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to discuss ideas about the school (CHANGE FOR field) trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.	Encourage the child to discuss ideas about the field trip with the whole class for a guided writing activity. Ask the child to draw and copy the writing done by the teacher with the contributions of the class.

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Editorial Change	Publisher		9781948617536	3	Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Project: Bar graph of animals and favorite fruits/ Bottom Instructions	Show the children the images of the three fruits. Ask them to choose and vote for their favorite. Count the votes for each fruit. Make a bar graph placing the number of cards of the chosen fruit in a vertical form. (CHANGE LAST SENTENCE)	Show the children the images of the three fruits. Ask them to choose and vote for their favorite. Count the votes for each fruit. Make a vertical bar graph using the images of the foods and coloring the number of votes each one had as shown on page 1.
Editorial Change	Publisher		9781948617536	4	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: 3D map of places in the school/ Picture Cutouts	lunchroom (CHANGE FOR Cafeteria) , toilets (CHANGE FOR Bathroom), recreational area, library UPPERCASE), toilets (CHANGE FOR Bathroom), common areas (UPPERCASE)	Cafeteria , Bathroom, Playground, Library, Bathroom, Common Areas
Editorial Change	Publisher		9781948617536	4	Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: 3D map of places in the school/ Bottom Instructions	Construct a model of the city using recycled materials. (CHANGE PARRAGRAPH)	Help the child construct the blueprint. Ask the child to repeat words that indicate direction to explain how to go from the classroom to the cafeteria or the playground.
Editorial Change	Publisher		9781948617536	4	Lesson 7/ Post Adoption/ Art and Fine-motor Skills/ Project: Veggie Puppets/ Bottom Instructions	To decorate, provide (ADD the) child materials with different textures (cotton, leather, wool, sand, plastic, paper). (ADD , etc.) Ask the child to explore and describe different textures. Play pretend by acting out being a vegetable.	To decorate, provide the child materials with different textures (cotton, leather, wool, sand, plastic, paper, etc.). Ask the child to explore and describe different textures. Play pretend by acting out being a vegetable.
Editorial Change	Publisher		9781948617536	4	Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Adding up to 10 objects/ Top Instructions	Add the points in (CHANGE in FOR from your) two turns and exchange for a ticket that represents the total knocked down pins.	Add the points from your two turns and exchange for a ticket that represents the total knocked down pins.
Editorial Change	Publisher		9781948617536	4	Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Adding up to 10 objects/ Bottom Instructions	Explain to the child roll the ball to knock down the pins two times. (CHANGE FIRST SENTENCE) Count the number of pins knocked down. Take a tickets to represent the amount of knocked down pins in each turn. Add the amount of points and exchange for a ticket with the total points.	Explain to the child that they must roll the ball to knock down the pins two times. Count the number of pins knocked down. Take a ticket to represent the amount of knocked down pins in each turn. Add the amount of points and exchange for a ticket with the total points.
Editorial Change	Publisher		9781948617536	4	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Project: The Life Cycle of the Butterfly/ Top Instructions	Instruction No. 2: Assemble and glue each stage of the butterfly's life cycle. Instruction No. 3: The caterpillar turns into a cocoon in the third stage of the butterfly's life cycle. (CHANGE sentece)	Assemble and glue each stage of the life cycle of the butterfly. In the third stage the caterpillar turns into a cocoon.
Editorial Change	Publisher		9781948617536	4	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Bottom Instructions	CHANGE ALMOST ALL THE INSTRUCTION: Reread the draft from the previous activity with the group. Ask the child to contribute by interacting (DELETE by interacting) by going to the front or giving suggestions to add details, remove something misspelled, change the order or the need to put a period.(CHANGE add a period.)	Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.
Editorial Change	Publisher		9781948617536	5	Lesson 3 / Post Adoption / Art and Fine-motor Skills/Project: Flags/ Bottom Instructions	CHANGE LANGUAGE OF FIRST PARRAGRAPH: Ask child observe a moment of silence directly follows the recitation of the pledges of allegiance to the United States and Texas flags, which allows students the opportunity to reflect on the sacrifices that allow us to live in freedom. The moment of silence...	Ask the child to observe a moment of silence directly after the recitation of the Pledges of Allegiance to the United States and Texas flags. Explain that the moment of silence allows students the opportunity to reflect on the sacrifices that allow us to live in freedom. The moment of silence ...
Editorial Change	Publisher		9781948617536	5	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Project: The Life Cycle of the Butterfly/ Top Instructions	Instruction No. 2: Assemble and glue each stage of the butterfly's life cycle. Instruction No. 3: The cocoon transforms into a butterfly in the fourth stage of its life cycle.	Assemble and glue each stage of the life cycle of the butterfly. In the fourth stage the cocoon transforms into a butterfly.
Editorial Change	Publisher		9781948617536	5	5	Help the child to (REMOVE to) compare how the forest and the desert are similar and different.	Help the child compare how the forest and the desert are similar and different.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher		9781948617536	5	Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Project: Daily Changes in Weather/ Bottom Instructions	Help the child to (REMOVE to) build a simple chart to record and compare weather conditions during a month. Ask the child to observe, record, and predict daily weather changes.	Help the child build a simple chart to record and compare weather conditions during a month. Ask the child to observe, record, and predict daily weather changes.
Editorial Change	Publisher		9781948617536	5	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L16 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to discuss ideas about the poem <i>The Ducks at the Pond</i> . Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Show and (CHANGE FOR Remind the child to) place the (CHANGE FOR a)period at the end of each sentence.	Encourage the child to discuss ideas about the poem <i>The Ducks at the Pond</i> . Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.
Editorial Change	Publisher		9781948617536	5	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to discuss ideas about the poem <i>Playing before Bedtime</i> . Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Show and place the period at the end of each sentence. (CHANGE FOR Remind the child to place a period)	Encourage the child to discuss ideas about the poem <i>Playing before Bedtime</i> . Ask the child to draw a picture of the topic of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.
Editorial Change	Publisher		9781948617536	5	Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L18 Fine Motor Skills and Pre-writing/ Bottom Instructions	Encourage the child to discuss ideas about the poem <i>Playing Outside</i> . Ask the child to draw a picture of the theme of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Show and place the period at the end of each sentence. (CHANGE Remind the child to place)	Encourage the child to discuss ideas about the poem <i>Playing Outside</i> . Ask the child to draw a picture of the theme of the poem and copy the writing done with the contributions of the class. Remind the child that letters are written from top to bottom and from left to right. Remind the child to place a period at the end of each sentence.
Editorial Change	Publisher		9781948617536	6	Lesson 1 / Post Adoption / Art and Fine-motor Skills/ Project: My Daily Schedule/ Note below	Give the child a role and responsibilities in (ADD a) rotative way.	Give the child a role and responsibilities in a rotative way.
Editorial Change	Publisher		9781948617536	6	Lesson 4/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L4 Fine Motor Skills and Pre-writing/ General Correction	fi in fireman is highlighted in red	only f in fireman should be highlighted
Editorial Change	Publisher		9781948617536	6	Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Animal Masks/ Bottom Instructions	Ask (ADD the) child to choose a favorite animal. Help (ADD the) child to draw and paint the mask. To decorate, provide (ADD the) child materials with different textures (cotton, leather, wool, sand, plastic, paper). Play pretend by acting out being that animal.	Ask the child to choose a favorite animal. Help the child to draw and paint the mask. To decorate, provide the child materials with different textures (cotton, leather, wool, sand, plastic, paper). Play pretend by acting out being that animal.
Editorial Change	Publisher		9781948617536	6	Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Project: The Life Cycle of the Butterfly/ Top Instructions	Cut and glue each stage of the butterfly's life cycle. Observe and describe the butterfly's life cycle.	Cut and glue each stage of the life cycle of the butterfly. Observe and describe the life cycle of the butterfly.
Editorial Change	Publisher		9781948617536	6	Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Project: Forest and Desert/ Bottom Instructions	Help the child to (REMOVE to) compare how the forest and the desert are similar and different.	Help the child compare how the forest and the desert are similar and different.
Editorial Change	Publisher		9781948617536	6	Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Project: Daily Changes in Weather/ Top Instruction No. 2"Make a guess on what you think (CHANGE First part of the sentence) the weather will be like tomorrow."	"Think about how the weather will be like tomorrow."

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Editorial Change	Publisher		9781948617536	6	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Project: The Grocery Store/ Top Instructions No. 2	Identify what you need and what do you want to have.	Identify what you need and what you want.
Editorial Change	Publisher		9781948617536	6	Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Project: The Grocery Store/ Bottom Instructions	Ask the child to imagine that he is (CHANGE FOR they are) in a store and has (CHANGE FOR they have) \$ 20 to buy necessary things for his (CHANGE FOR their) family. Invite the child to select the products he needs (CHANGE FOR they need) and add the total value. Calculate how much money you have left over so you can decide whether to save it or want to buy other products.(CHANGE buy other products.)	Ask the child to imagine that they are in a store and they have \$20 to buy necessary things for their family. Invite the child to select the products they need and add the total value. Calculate how much money you have left over so you can decide whether to save it or buy other products.
Editorial Change	Publisher		9781948617536	6	Lesson 17/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L17 Fine Motor Skills and Pre-writing/ Bottom Instructions	CHANGE ALMOST ALL THE INSTRUCTION: Reread the draft from the previous activity with the group. Ask the child to contribute by interacting (DELETE by interacting) by going to the front or giving suggestions to add details, remove something misspelled, change the order or the need to put a period. .(CHANGE add a period.)	Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.
Editorial Change	Publisher		9781948617536	6	Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Workbook: L18 Fine Motor Skills and Pre-writing/ Bottom Instructions	CHANGE INSTRUCCION: Reread the draft from the previous activity with the group. Ask the child to contribute by interacting, (DELETE by interacting,) by going in front (CHANGE FOR to the front), or giving suggestions to add details, remove something misspelled, change the order, or the need to put a period. (CHANGE or add a period.)	Reread the draft from the previous activity with the group. Ask the child to contribute by going to the front or giving suggestions to add details, remove something misspelled, change the order or add a period.
Editorial Change	Publisher		9781948617536	2-3	Lesson 2 / Post Adoption / Art and Fine-motor Skills/Project: Make your own pizza/ Top Instructions	Color the pizzas (CHANGE FOR: pizza slices) and the little shapes that represent ingredients.	Color the pizza slices and the little shapes that represent ingredients.
Editorial Change	Publisher		9781948617536	2-3	Lesson 12/ Post Adoption/ Art and Fine-motor Skills/Project: Origami Animals/ Top Instructions	Look the images and repeat numbers from 1 to 12.	Look at the images and follow the instructions from numbers 1 to 12.
Editorial Change	Publisher		9781948617536	2-3	Lesson 12/ Post Adoption/ Art and Fine-motor Skills/Project: Origami Animals/ Bottom Instructions	Ask the child (ADD to) name and describe each animal. Help the child build the origami animals and play pretend with each animal.	Ask the child to name and describe each animal. Help the child build the origami animals and play pretend with each animal.
Editorial Change	Publisher		9781948617536	2-6	Lesson 6/ Post Adoption/ Art and Fine-motor Skills/ Project: Counting from 1 to 30/ Bottom Instructions	Ask (ADD the) child to match each ladybug with its corresponding domino tile. Play (ADD the) memory game to make pairs.	Ask the child to match each ladybug with its corresponding domino tile. Play the memory game to make pairs.
Editorial Change	Publisher		9781948617536	2, 3	Lesson 13/ Post Adoption/ Art and Fine-motor Skills/Workbook: L13 Fine Motor Skills and Pre-writing/ Bottom Instructions	Page 2 No. 3 grass (need to be gr *for tracing instead g) Page 3 No. 4 word drift (only dr are letters for tracing, instead dri)	gr *tracing letters dr * tracing letters
Editorial Change	Publisher		9781948617536	2, 3, 4, 5	Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Animal Masks/ Bottom Instructions	Ask the child to name and describe each animal. Help the child assemble the masks. To decorate, provide (ADD the) child materials with different textures (cotton, leather, wool, sand, plastic, paper). Play pretend by acting out being each animal.	Ask the child to name and describe each animal. Help the child assemble the masks. To decorate, provide the child materials with different textures (cotton, leather, wool, sand, plastic, paper). Play pretend by acting out being each animal.
Editorial Change	Publisher		9781948617536		Lesson 1 / Post Adoption / Art and Fine-motor Skills/ Project: My Daily Schedule/ Instruction	ADD INSTRUCTION	Let's be creative!

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Editorial Change	Publisher		9781948617536		Lesson 1 / Post Adoption / Art and Fine-motor Skills/ Project: Colorful Fruits/ Instruction	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 1 / Post Adoption / Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 2 / Post Adoption / Art and Fine-motor Skills/ Project: My Body/ Bottom Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 2 / Post Adoption / Art and Fine-motor Skills/Project: Make your own pizza/ Top Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 2/ Post Adoption / Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 3/ Post Adoption / Art and Fine-motor Skills/Project: Rainbow/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 3/ Post Adoption / Art and Fine-motor Skills/Project: Flags/ Bottom Instructions	ADD INSTRUCTION	Let's be creative!

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Editorial Change	Publisher		9781948617536		Lesson 3 / Post Adoption / Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 4/ Post Adoption/ Art and Fine-motor Skills/ Project: My Family/ Instruction	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 4/ Post Adoption/ Art and Fine-motor Skills/ Project: A balloon can be a powerful toy/ Instruction	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 4/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Project: Community Helpers/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 5/ Post Adoption / Art and Fine-motor Skills/ Project: 3D map of places in the school/ Instructions	ADD INSTRUCTION	Let's be creative!

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Editorial Change	Publisher		9781948617536		Lesson 5/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 6/ Post Adoption/ Art and Fine-motor Skills/ Project: Professions/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 6/ Post Adoption / Art and Fine-motor Skills/ Project: Counting from 1 to 30/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 6/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 7/ Post Adoption/ Art and Fine-motor Skills/ Project: Veggie Puppets/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 7/ Post Adoption/ Art and Fine-motor Skills/ Project: Healthy Food/ Instructions	ADD INSTRUCTION	Let's be creative!

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Editorial Change	Publisher		9781948617536		Lesson 7/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Animal Masks/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Project: Adding up to 10 objects/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 8/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Project: Butterfly Life Cycle/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Project: Animal Puppets/ Instructions	ADD INSTRUCTION	Let's be creative

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Editorial Change	Publisher		9781948617536		Lesson 9/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>
Editorial Change	Publisher		9781948617536		Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Project: Forest and Desert/ Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 10/ Post Adoption/ Art and Fine-motor Skills/ Project: Counting from 1 to 30/Instructions	ADD INSTRUCTION	Let's be creative!
Editorial Change	Publisher		9781948617536		Lesson 11/ Post Adoption/ Art and Fine-motor Skills/ Project: Savanna and Rainforest/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 11/ Post Adoption/ Art and Fine-motor Skills/ Project: Worm Competiton/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 11/ Post Adoption/ Art and Fine-motor Skills/ Working at Home: Art Projects and Reading/	New Content	<p>Show us your Art Projects and Reading Practice for this week. This is an optional activity to get extra credit.</p> <p>Q1 Upload a picture of your projects. Record your voice or video to share how you made it. What people were involved in creating it or playing with it? Did you have fun? Click on (IMAGE) to record and save your voice. Click on (IMAGE) to record and save your video. Click on (IMAGE) to attach images. Drag and drop your jpg or png image. Click on (IMAGE) to attach other files. Drag and drop your pdf, word, ppt or mp3 file.</p> <p>Q2 Record your voice or video to share your Reading Practice for this week.</p>

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Editorial Change	Publisher		9781948617536		Lesson 12/ Post Adoption/ Art and Fine-motor Skills/Project: Tundra and Marine Ecosystem/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 12/ Post Adoption/ Art and Fine-motor Skills/Project: Origami Animals/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 12/ Post Adoption/ Art and Fine-motor Skills/Project: Marine Animal Puppets/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 13/ Post Adoption/ Art and Fine-motor Skills/ Project: The Solar System/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 13/ Post Adoption/ Art and Fine-motor Skills/ Project: The Four Seasons/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 14/ Post Adoption/ Art and Fine-motor Skills/ Project: My First Watch/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 14/ Post Adoption/ Art and Fine-motor Skills/ Project: Calendar/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 15/ Post Adoption/ Art and Fine-motor Skills/ Project: Daily Changes in Weather/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 16/ Post Adoption/ Art and Fine-motor Skills/ Project: The Grocery Store/ Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 17/ Art and Fine-motor Skills/ Project: The Grocery Store/INSTRUCTIONS	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		Lesson 18/ Post Adoption/ Art and Fine-motor Skills/ Project: Bar graph of animals and favorite fruits/ Bottom Instructions	ADD INSTRUCTION	Let's be creative
Editorial Change	Publisher		9781948617536		L1/ Post Adoption/Physical Development/Activity: L1 Rythm and Movement - Jumping Frogs	ADD INSTRUCTIONS	Let's dance!
Editorial Change	Publisher		9781948617536		L01/Physical Development/Activity: L1 Physical Development	ADD INSTRUCTIONS	Let's exercise!
Editorial Change	Publisher		9781948617536		L2/ Post Adoption/Physical Development/Activity: L2 Rythm and Movement Little Caterpillar	ADD INSTRUCTIONS	Let's dance!

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Editorial Change	Publisher		9781948617536		L02/ Post Adoption/Physical Development/Activity: L2 Physical Development	ADD INSTRUCTIONS	Let's exercise!
Editorial Change	Publisher		9781948617536		L03/ Post Adoption/Physical Development/Activity: L3 Rythm and Movement Lola	ADD INSTRUCTIONS	Let's dance!
Editorial Change	Publisher		9781948617536		L03/ Post Adoption/Physical Development/Activity: L3 Physical Development	ADD INSTRUCTIONS	Let's exercise!
Editorial Change	Publisher		9781948617536		L04/ Post Adoption/Physical Development/Activity: L4 Rythm and Movement Buuu	ADD INSTRUCTIONS	Let's dance!
Editorial Change	Publisher		9781948617536		L04/ Post Adoption/Physical Development/Activity: L4 Physical Development	ADD INSTRUCTIONS	Let's exercise!
Editorial Change	Publisher		9781948617536		L04/ Post Adoption/Physical Development/Project: Different Houses	REMOVE...IT IS DUPLICATED and the correct location is ART AND FINE MOTOR SKILLS but it has the name: Project: Do I need it or want it?	DELETED
Editorial Change	Publisher		9781948617536		L05/ Post Adoption/Physical Development/Activity: L5 Rythm and Movement Pascual's Little Ranch	ADD INSTRUCTIONS	Let's dance!
Editorial Change	Publisher		9781948617536		L05/ Post Adoption/Physical Development/Activity: L5 Physical Development	ADD INSTRUCTIONS	Let's exercise!
Editorial Change	Publisher		9781948617536		L06/ Post Adoption/Physical Development/Activity: L6 Rythm and Movement The Dancing Mushrooms	ADD INSTRUCTIONS	Let's dance!
Editorial Change	Publisher		9781948617536		L06/ Post Adoption/Physical Development/Activity: L6 Physical Development	ADD INSTRUCTIONS	Let's exercise!
New Content	Publisher	Student	9781948617536	1	Lesson 10/Art and Fine Motor Skills/ Workbook: L10 Fine Motor Skills and Prewriting /	LOW NOTE: Motivate the child to contibute ideas about this topic. The teacher writes the ideas on the whiteboard.	ADD IN TOP INSTRUCTION S: Write your name and observe the images. Name:
New Content	Publisher	Student	9781948617536	1	Lesson 10/Art and Fine Motor Skills/ Workbook: L10 Fine Motor Skills and Prewriting /	LOW NOTE: Motivate the child to contibute ideas about this topic. The teacher writes the ideas on the whiteboard.	ADD IN TOP INSTRUCTION S: Write your name and observe the images. Name:
New Content	Publisher	Student	9781948617536	2	Lesson 04/Art and Fine Motor Skills/ Project: Cultural Characteristics / Upper instructions	Pag 4 has the specific narrative and activity in first and second instruction but Pages 2-3 are good background to answer the activity. Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.	Upper instruccions: Glue a picture. / Identify and describe who you are. /Identify cultural characteristics of your family. In the middle of the page: My name is:/My favorite foods:/Holidays my family celebrates:

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Student	9781948617536	2	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	<p>Pag 4 has the specific narrative and activity in first and second instruction but Pages 2-3 are good background to answer the activity.</p> <p>Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.</p>	<p>Ask the child to use words to describe his/her hair color. As well as whether it is straight, wavy, or curly; long or short. Ask him/her to describe the color of the eyes and height. Ask what country him/her grandparents were born in and what language they speak at home. Ask children to draw their favorite food and the celebrations that they enjoy the most in their family.</p>
New Content	Publisher	Student	9781948617536	3	Lesson 04/Art and Fine Motor Skills/ Project: Cultural Characteristics / Upper instructions	<p>Pag 4 has the specific narrative and activity in third instruction but Pages 2-3 are good background to answer the activity.</p>	<p>Upper instructions: Observe each picture and describe the families./Discuss what is similar about these families./ Identify characteristics that make each family different.</p>
New Content	Publisher	Student	9781948617536	3	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	<p>Pag 4 has the specific narrative and activity in first and second instruction but Pages 2-3 are good background to answer the activity.</p>	<p>Ask the child to describe each image, including the number of people, what emotions they transmit (do they look happy, sad or angry?). Mention if there are men, women, boys, girls, teenagers, babies, etc.</p>
New Content	Publisher	Student	9781948617536	3	Teacher's Resources/Technology Resources/ Digital Tool to Create Products		<p>Pag 3: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>1. Tomar fotografías con un celular</p> <p>1. Take a picture with the camera tool of mobile phone</p>
New Content	Publisher	Student	9781948617536	4	Lesson 04/Art and Fine Motor Skills/ Project: Cultural Characteristics / Upper instructions	<p>Pag 4 has the specific narrative and activity in third instruction but Pages 2-3 are good background to answer the activity.</p>	<p>Upper instructions: Identify what similarities you have with your classmates or the children in these pictures. Identify cultural similarities that you share with your classmates or children in these pictures. Identify what makes you different from your classmates or the children in these pictures, including cultural differences.</p>
New Content	Publisher	Student	9781948617536	4	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	<p>Pag 4 has the specific narrative and activity in third instruction but Pages 2-3 are good background to answer the activity.</p>	<p>Ask the child to describe each image, including the number of people, what emotions they transmit (do they look happy, sad or angry?) Describe the color and type of clothes they are wearing as shorts, t-shirt, pants, sweater, coat, dress etc.</p>
New Content	Publisher	Student	9781948617536	4	See: Digital Tool to Create Products PDF	New Content	<p>Pag 4: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>2. Usar la aplicación de Power Point para pegar fotografía y agregar palabra.</p> <p>3. Seleccione el tamaño y color de la letra.</p> <p>2. Use Power Point application to create Flash Cards to add picture and word.</p> <p>3. Choose the letter size and color.</p>

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New Content	Publisher	Student	9781948617536	5	Lesson 04/Art and Fine Motor Skills/ Project: Cultural Characteristics / Upper instructions	Pag 5-6 have the specific narrative and activity but Page 2 is good background to answer the activity. Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.	Observe and describe food that you tend to eat. Identify the food that you don't recognize. Discuss the origin of these dishes. Identify the influence of other cultures in our food.
New Content	Publisher	Student	9781948617536	5	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	Pag 5-6 have the specific narrative and activity but Page 2 is good background to answer the activity. Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.	Explain to the child that pizza and pasta come from Italy and show on a globe where that country is located. Burgers are from Germany. Sushi is from Japan, tacos are from Mexico, turkey is eaten on Thanksgiving, and kibbeh is of Arab origin. Ask what other food are eaten in their families to identify the cultural influence on the type of diet.
New Content	Publisher	Student	9781948617536	5	Teacher's Resources/Technology Resources/ Applications and Programs to Express Ideas	New Content	Pag 5:CCOMO USAR APLICACIONES /HOW TO USE APPS 5.-Actividad responde y graba tu voz. 5.1 Busca el ícono para grabar y da clic. 5.2 Da clic en record para grabar tu respuesta. 5.3 Da clic en Save para guardarla. 5.4 Al terminar da clic en Continue para responder la siguiente pregunta.
New Content	Publisher	Student	9781948617536	5	Teacher's Resources/Technology Resources/ Digital Tool to Create Products	New Content	Pag 5: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS 4. Usar la aplicación de Power Point agregar formas. 5. Cambiar el color. 4. Use Power Point application to create shapes. 5. Choose the color.
New Content	Publisher	Student	9781948617536	6	Lesson 04/Art and Fine Motor Skills/ WProject: Cultural Characteristics / Low note	Pag 5-6 have the specific narrative and activity but Page 2 is good background to answer the activity. Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.	Explain to the child that the holidays/celebrations that are repeated every year are part of a cultural tradition. Ask what holidays are customary in their family to identify which are a community tradition and which are an influence of other cultures.
New Content	Publisher	Student	9781948617536	6	Teacher's Resources/Technology Resources/ Applications and Programs to Express Ideas	New Content	Pag 6 USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS 5.-Activity respond and record your voice. 5.1 Find the icon to record and click. 5.2 Click record to record your response. 5.3 Click Save to save it. 5.4 When finished click Continue to answer the next question.
New Content	Publisher	Student	9781948617536	7	Teacher's Resources/Technology Resources/ Applications and Programs to Express Ideas	New Content	USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS Messenger Kids WhatsApp Aplicaciones digitales para expresar ideas, deben ser supervisadas por un adulto. Digital applications to express ideas must be supervised by an adult.

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New Content	Publisher	Student	9781948617536	1-2	Teacher's Resources/Technology Resources/ Applications and Programs to Express Ideas	New Content	<p>Pag 1. COMO USAR APLICACIONES y PROGRAMAS DIGITALES PARA EXPRESAR IDEAS / HOW TO USE DIGITAL APPS AND PROGRAMS TO EXPRESS IDEAS Pag 2. USING DIGITAL LEARNING TOOLS</p> <p>Proyecto sobre la Mariposa Monarca en el que hay que entrara a la plataforma, y localizar la lección 9/Project abouttheMonarchButterflyin whichyouhaveto entertheplatform, and locatelesson9</p> <p>1. Entra a la plataforma con tu usuario y contraseña / Access the platform with your user name and pasword. (ADD THE ENGLISH PART)</p> <p>Promover que el niño siga las instrucciones y se de cuenta que usando aplicaciones digitales puede expresar sus ideas. /Promote that the child follows the instructions and realizes that using digital applications can express their ideas.</p>
New Content	Publisher	Student	9781948617536	1-2	Teacher's Resources/Technology Resources/ Digital Tool to Create Products	New Content	<p>Pag 1: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS Pag 2: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>Los alumnos pueden usar la app de la cámara fotográfica para crear álbumes de palabras imagen, al tomar una fotografía de un objeto y combinarla con una palabra u oración escrita en una hoja referente al objeto como se muestra en el ejemplo.</p> <p>Students can use the camera app to create picture word albums by taking a picture of an object and combining it with a word or sentence written on a sheet about the object as shown in the example.</p>
New Content	Publisher	Student	9781948617536	1-6	Teacher's Resources/Technology Resources/ Name of Digital Tools	New Content	<p>Pag 1.Herramientas tecnológicas para el aprendizaje/Name of digital tools for learning Pag 2. Computadora/Computer Pag 3. Celular con apps/Mobile phone with apps Pag 4. Ipad o tableta/Ipad or tablet Pag 5. Proyector/Projector Pag 6 Impresora/Printer</p>
New Content	Publisher	Student	9781948617536	1-6	Recursos del maestro/Recursos de tecnología/Actividad: Completa el nombre de las herramientas de tecnología	New Content	<p>Pag 1.Herramientas tecnológicas para el aprendizaje/Name of digital tools for learning</p> <p>ESCRIBE LAS VOCALES PARA COMPLETAR EL NOMBRE DE ESTA HERRAMIENTA / WRITE THE VOWELS TO COMPLETE THE NAME OF THIS TOOL</p> <p>Pag 2. C__mput__dor__/C__mput__r Pag 3. T__léfon__ móv__l/M__bile ph__n__ Pag 4. Ipad o t__bl__t_/Ipad or t__bl__t__ Pag 5. Proy__ct__r/Pr__ject__r Pag 6 Impresora/Printer</p>

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New Content	Publisher	Student	9781948617536	3-4	Teacher's Resources/Technology Resources/ Applications and Programs to Express Ideas	New Content	<p>Pag 3: COMO USAR APLICACIONES DIGITALES / USING DIGITAL LEARNING APPS</p> <p>2.-Entra a la Lección 9 / Enter Lesson9</p> <p>3.-Entra al botón Habilidades de arte y motricidad fina /Enter the Fine Art and Motor Skills button</p> <p>Pag 4: USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS</p> <p>4.-Desarrollar el proyecto y generar sus ideas usando la herramienta de voz o de video que se tiene en la plataforma./ Develop the project and generate your ideas using the voice or video tool available on the platform.</p>
New Content	Publisher	Teacher	9781948617536	2	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Upper Instructions	New Content	<p>Observe and describe the images.</p> <p>Discuss why people wear thick clothing in the winter and thin clothing in hot weather.</p>
New Content	Publisher	Teacher	9781948617536	2	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	<p>Ask the child to identify and describe the type of clothing worn by the Ask the child to identify and describe the type of clothing worn by the people in the pictures. Explain to the child that all people need food, clothing, water, and a place to live. Ask the child to express what they think about the type of clothing used when it is cold or hot. Explain that people need to protect themselves from cold weather by wearing thick clothing to keep their body at a suitable temperature and take care of their health.</p>
New Content	Publisher	Teacher	9781948617536	2	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	<p>Observe and describe the images.</p> <p>Discuss why people wear thick clothing in the winter and thin clothing in hot weather.</p>
New Content	Publisher	Teacher	9781948617536	2	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	<p>Ask the child to select the objects that a family needs in order to live.</p>
New Content	Publisher	Teacher	9781948617536	3	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	<p>Observe and describe the images.</p> <p>Discuss why people wear thick clothing in the winter and thin clothing in hot weather.</p>
New Content	Publisher	Teacher	9781948617536	3	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	<p>Ask the child to identify and describe the type of clothing worn by the people in the pictures. Explain to the child that all people need food, clothing, water, and a place to live. Explain that clothing is also an element that can differentiate the diverse customs and cultures of the people in our community.</p>
New Content	Publisher	Teacher	9781948617536	3	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	<p>Observe and describe the images.</p> <p>Write a check mark in the boxes with objects that a family needs to live.</p>

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New Content	Publisher	Teacher	9781948617536	3	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	Ask the child to select the objects that a family needs in order to live.
New Content	Publisher	Teacher	9781948617536	4	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	Observe and describe the images. Write a check mark in the boxes with objects that a family needs to live.
New Content	Publisher	Teacher	9781948617536	4	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	Ask the child to select the objects that a family needs in order to live.
New Content	Publisher	Teacher	9781948617536	5	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	Observe and describe the images. Write a check mark in the boxes with objects that a family needs to live.
New Content	Publisher	Teacher	9781948617536	5	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	Ask the child to select the objects that a family needs in order to live.
New Content	Publisher	Teacher	9781948617536	5	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Instructions	New Content	Observe and describe the images. Write a check mark in the boxes with objects that a family needs to live.
New Content	Publisher	Teacher	9781948617536	5	Lesson 4 Post Adoption/ Art and Fine-motor Skills/ Project: Do I need it or want it?/ Below notes	New Content	Ask the child to select the objects that a family needs in order to live.
New Content	Publisher	Teacher	9781948617536	6	Lesson 04/Art and Fine Motor Skills/ Project: Cultural Characteristics / Upper instructions	Pag 5-6 have the specific narrative and activity but Page 2 is good background to answer the activity. Pag 6 have the specific narrative and activity in the third instruction but Page 2 and 5 are good background to answer the activity.	Observe and describe what is happening in each picture. Identify holidays that your family celebrates and the ones that you don't recognize. Identify differences between you, your classmates and other children, including different cultural influences.

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Sistema EDUSPARK Pre-K (ISBN 9781948617161)

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Editorial Change	Publisher	Student	9781948617239	1	Lección 06 - Post Adoption/Profesiones/Cuaderno de Trabajo: Profesiones	Delete the word las from title Profesiones, on workbook cover the image has written university instead of universidad	Change the image with word in Spanish Universidad
Editorial Change	Publisher	Student	9781948617239	1	Lección 06 - Post Adoption/Fuentes de energía/ Actividad: Luz como fuente de energía/ PDF Note below	Proyecto 1: Observar, explorar, describir y discutir la luz como fuentes de energía.	Proyecto 1: Observar, explorar, describir y discutir acerca de objetos que producen luz, calor o sonido, como ejemplos de fuentes de energía.
Editorial Change	Publisher	Student	9781948617239	1	Lección 17 - Post Adoption/ El supermercado/Cuaderno de Trabajo: El supermercado	Add word una	Pedir al niño conversar con su par acerca ...de...una visita al supermercado y decir si le gusta ir o no y por qué. Por ejemplo, no me gusta ir al supermercado porque se tardan mucho en hacer las compras.
Editorial Change	Publisher	Student	9781948617239	2	Lección 05 - Post Adoption/La energía produce cambios/Actividad: Herramientas para medir otras propiedades/PDF	images of water bottles in the left are good, but need a different plastic tray in the center and in the right side with the tennis balls, these are not good examples (cambair por botes de plástico para estimar capacidad de agua y de pelotas)	images change for plastic containers in the center and in the right side...en spanish called "bote".
Editorial Change	Publisher	Student	9781948617239	2	Lección 17 - Post Adoption/ El supermercado/Cuaderno de Trabajo: El supermercado	Numbers 1 and 2 are below the images	ADD Instructions in Platform: Realiza las siguientes actividades. Adjust numbers
Editorial Change	Publisher	Student	9781948617239	5	Lección 04 - Post Adoption/El movimiento/Actividad: Posición y movimiento de los objetos/ PDF Instruction No. 1 and Note below	No.1 El vaso está sobre de (DELETE de) la mesa. Note below:.....Investigar y discutir la posición objetos (ADD de)	No.1 El vaso está sobre la mesa. Note below:.....Investigar y discutir la posición de objetos
Editorial Change	Publisher	Student	9781948617239	5	Lección 11 - Post Adoption/ El gusanito Gusi/Cuaderno de Trabajo: El gusanito Gusi	Image is on the number	ADD Instructions in Platform: Realiza las siguientes actividades. Move image far from # 3
Editorial Change	Publisher	Student	9781948617239	6	Lección 15 - Post Adoption/Cambios en la tierra y en el cielo/Actividad: Los cambios diarios del clima/ PDF Note below	tormenta de viento).	tormenta con viento).
Editorial Change	Publisher	Student	9781948617239	6	Lección 18 - Post Adoption/Cuidando el planeta/ Cuaderno de Trabajo: Cuidando el planeta	Add text in note below	Pedir al niño escribir una o dos oraciones sobre el tema. Evaluar si el niño muestra iniciativa en situaciones de independencia y persiste en resolver problemas.

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Editorial Change	Publisher	Student	9781948617239	7	Lección 18 - Post Adoption/Cuidando el planeta/Cuaderno de Trabajo: Cuidando el planeta	Add text in note below	Motivar al niño para realizar alguna acción en beneficio de su escuela o comunidad. Pedir al niño escribir una o dos oraciones relacionadas con este tema. Evaluar si el niño muestra independencia en esta situación.
Editorial Change	Publisher	Student	9781948617239	8	Lección 17 - Post Adoption/El supermercado/Cuaderno de Trabajo: El supermercado	Add text in note below	Pedir al niño seguir las instrucciones. Evaluar si el niño hace inferencias sobre el texto y comprende las instrucciones orales.
Editorial Change	Publisher	Student	9781948617239	9	Lección 06 - Post Adoption/Profesiones/Cuadernos de Trabajo: Profesiones	ADD Instructions in Platform: Realiza las siguientes actividades. Change instructions	Modelar cómo colorear el círculo de una imagen... con el sonido inicial h
Editorial Change	Publisher	Student	9781948617239	11	Lección 14 - Post Adoption/Los días y meses del año/Cuaderno de Trabajo: Los días y meses del año	Add word pongo	Yo me ...pongo... unas botas.
Editorial Change	Publisher	Student	9781948617239	12	Lección 05 - Post Adoption/Habilidades de arte y motricidad fina/Cuaderno de trabajo: L5 Trazos y pre-escritura	Add word cada to instruction	...Pedir al niño practicar. Modelar el trazo d de dulce y de dado de... cada... letra minúscula.
Editorial Change	Publisher	Student	9781948617239	13	Lección 06 - Post Adoption/Profesiones/Cuadernos de Trabajo: Profesiones	Change instructions according to images:	Pedir al niño escuchar y repetir el sonido de cada letra. Pedirle escuchar las palabras para saber qué sonido inicial coincide con la letra de la izquierda. Pedir al niño repetir y practicar.
Editorial Change	Publisher	Student	9781948617239	13	Lección 13 - Post Adoption/Las estaciones del año/Cuaderno de Trabajo: Las estaciones del año	Change ese to esa	Pedir al niño que identifique una letra, la nombre y mencione personas, animales o cosas que inicien con ...esa... letra.
Editorial Change	Publisher	Student	9781948617239	2-3	Lección 10 - Post Adoption/El bosque, el desierto y la tundra/Actividad: Bosque y desierto/ Instruction No. 3	Add word quey los animales viven en ely los animales que viven en el
Editorial Change	Publisher	Student	9781948617239	2-3	Lección 11 - Post Adoptions/Las praderas y la selva tropical/Proyecto: La sabana y la selva tropical/ Instruction No. 3	Add word quey los animales viven en ely los animales que viven en el
Editorial Change	Publisher	Student	9781948617239	2-3	Lección 12 - Post Adoption/Relación de seres vivos con su medio ambiente/Actividad: La tundra y el ecosistema marino/PDF Instruction No. 3y los animales viven en el ADD instruction: ¿Sabés dónde viven estos animales?y los animales que viven en el ¿Sabés dónde viven estos animales?
Editorial Change	Publisher	Student	9781948617239	2,5	Lección 17 - Post Adoption/Habilidades de arte y motricidad fina/Cuaderno de trabajo: L17 Trazos y preescritura	Add hacia	Motivar al niño para escribir en forma independiente acerca de la idea que seleccionó en la actividad anterior. Recordar al niño que las letras se escriben de arriba ...hacia... abajo y de izquierda a derecha. Modelar y colocar el punto al final de cada oración.

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Editorial Change	Publisher	Student	9781948617239	2,5	Lección 18 - Post Adoption/Habilidades de arte y motricidad fina/Cuaderno de trabajo: L18 Trazos y preescritura	Motivar al niño para escribir en forma independiente acerca de la idea que seleccionó en la actividad anterior. Recordar al niño que las letras se escriben de arriba (ADD hacia) abajo y de izquierda a derecha. Modelar y colocar el punto al final de cada oración.	Motivar al niño para escribir en forma independiente acerca de la idea que seleccionó en la actividad anterior. Recordar al niño que las letras se escriben de arriba hacia abajo y de izquierda a derecha. Modelar y colocar el punto al final de cada oración.
Editorial Change	Publisher	Student	9781948617239	7, 8, 9	Lección 05 - Post Adoption/Los oficios/Cuaderno de Trabajo: Los oficios	Delete the word siguientes and add de las palabras, in note below	ADD Instructions in Platform: Realiza las siguientes actividades. Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher	Student	9781948617239	7, 8, 9	Lección 06 - Post Adoption/Profesiones/Cuaderno de Trabajo: Las profesiones	ADD Instructions in Platform: Realiza las siguientes actividades. Delete the word siguientes and add de las palabras, in note below	ADD Instructions in Platform: Realiza las siguientes actividades. Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher	Student	9781948617239	7, 8, 9, 10	Lección 04 - Post Adoption/La fiesta de la familia/Cuaderno de Trabajo: La fiesta de la familia	ADD Instructions in Platform: Realiza las siguientes actividades. Delete the word siguientes and add de las palabras, in note below	ADD Instructions in Platform: Realiza las siguientes actividades. Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher	Student	9781948617239	7, 8, 9, 10	Lección 03 - Post Adoption/Un mundo de colores/Cuaderno de Trabajo: Un mundo de colores	ADD Instructions in Platform: Realiza las siguientes actividades. Delete the word siguientes and add de las palabras, in note below	ADD Instructions in Platform: Realiza las siguientes actividades. Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher	Student	9781948617239	7, 8, 9, 10	Lección 07 - Post Adoption/Los vegetales/Cuaderno de Trabajo: Los vegetales	ADD Instructions in Platform: Realiza las siguientes actividades. Delete the word siguientes and add de las palabras, in note below	ADD Instructions in Platform: Realiza las siguientes actividades. Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Vamos a la escuela/Video: Vamos a la escuela	The video shown is not the corresponding to Vamos a la escuela. This video is called Salón de clases and do not match with the corresponding content of the Workbook calles "Cuaderno de Trabajo: Vamos a la escuela" in the same lesson and the video Back to School en the English Program	Change to the correct video to Vamos a la escuela that match with the vocabulary words of the Workbook: "Cuaderno de Trabajo: Vamos a la escuela"
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Vamos a la escuela/Juego de memoria: Vamos a la escuela	Words and images do not correspond to Vamos a la escuela	Change words and images to the correct ones
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Vamos a la escuela/Juego de asociar: Vamos a la escuela	Words and images do not correspond to Vamos a la escuela	Change words and images to the correct ones
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Vamos a la escuela/Evaluación 1 Vamos la escuela	Words and images do not correspond to Vamos a la escuela	Change words and images to the correct ones
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Vamos a la escuela/Evaluación 2 Vamos la escuela	Words and images do not correspond to Vamos a la escuela	Change words and images to the correct ones

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Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Profesiones/Video: Las profesiones	The title is just Profesiones	Delete the word las from title
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/Los productos de la granja/Poema: Los patos en el lago /Autora: Ann Cenyars /Adaptación en español: Camila Barragán	In this button, nothing is shown because it is repeated with the next one called Libro digital: Los patos en el lago ..	DELETED- There was no content inside
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Contando hasta el 10/Canción: Cuenta 10 objetos/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Contando hasta el 10/Video: Cuenta del 1 al 10/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Contando hasta el 10/Actividad: Cuenta hasta el 5/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Contando hasta el 10/Actividad: Cuenta hasta el 10 Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Propiedades de la materia/Video: La materia tiene color, forma y tamaño/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Propiedades de la materia/Actividad: Explorando materiales/Instrucciones	Add instructions to guide adults or teachers	Identifica el color, la forma y el material de objetos hechos por el hombre.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Propiedades de la materia/Actividad: Explorando objetos naturales/Instrucciones	Add instructions to guide adults or teachers	Explora objetos naturales a través de los sentidos.
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption/Propiedades de la materia/Actividad: Propiedades de los objetos/Instrucciones	Add instructions to guide adults or teachers	Identifica y nombra características de los objetos.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Encuentro figuras por todos lados/Canción: Descubre formas con la imaginación/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.

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Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Encuentro figuras por todos lados/Canción: Encuentro figuras/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Encuentro figuras por todos lados/Actividad: Figuras comunes/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/Video: Los objetos pueden cambiar de forma y tamaño/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/Video: Los objetos pueden cambiar de forma y tamaño/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/Video: Los objetos pueden cambiar de forma y tamaño/Last three words in the close caption	torcerlos, doblarlos, mezclarlos, calentarlos o congelarlos. (ADD THREE LAST WORDS IN TEXT)	torcerlos, doblarlos, mezclarlos, calentarlos o congelarlos.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/Video: La materia cambia con el calor o el frío/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/Actividad: Cambios en materiales/Instrucciones	Add instructions to guide adults or teachers	¿Cómo puede cambiar el color, la textura o la forma de un objeto?
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/El ciclo del agua/Video: El agua cambia de estado/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/El ciclo del agua/Canción: El ciclo del agua/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/El ciclo del agua/Actividad: Cambios en materia cuando se calienta o enfría/ Instruction No. 3	Add instructions to guide adults or teachers	¿Cómo cambia el agua con el frío o el calor?

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Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Canción: Cuenta 10 objetos/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Video: Contando 10 objetos en el supermercado/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Video: Cuenta del 1 al 10/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Canción: Cuenta hasta diez casitas Video: Cuenta del 1 al 10/Instrucciones and close caption of video (resume activity)	NEED close caption /subtitles and Add instructions to guide teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad. CC new Text: Una, dos y tres casitas. Cuatro, cinco, seis casitas. Siete, ocho, nueve, diez, desde el cielo veo caer.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Canción: ¿Cuántas casitas hay?/Instrucciones and close caption of video	NEED close caption /subtitles and Add instructions to guide teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad. CC new Text: Nueve, siete, tres casitas. Cuatro, seis y dos casitas. Uno, cinco y diez verás. Ocho quedan al final.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Actividad: Cuenta productos del supermercado and Instrucciones	CHANGE NAME OF Actividad: Cuento casas y cochinitos and Add instructions to guide teachers	Actividad: Cuento productos del supermercado Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Actividad: Cuenta productos del supermercado/Realizar el cuestionario (Take Quiz) Questions appear randomly , search specific content	CHANGE TWO QUESTIONS: ¿Cuántas casas hay? ¿Cuántos cochinitos hay?	¿Cuántas dulces hay de color rojo? ¿Cuántos dulces hay?
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Actividad: Cuenta hasta 10 objetos/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Actividad: Cuenta hasta 10 objetos/ Realizar el cuestionario (Take Quiz) Questions appear randomly , search specific content	¿Cuántos cochinitos hay?	¿Cuántos crayones hay?

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Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/El movimiento/Video: El movimiento/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/El movimiento/Actividad: Medir la longitud, altura o peso de los objetos/ Instrucciones	Add instructions to guide adults or teachers	¿Largo, corto, alto, liviano o pesado?
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Encuentra cuadrados, rectángulos y pentágonos/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Figuras de muchos lados/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Posición de objetos/Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Posición de objetos (Need close caption)	NEED close caption /subtitles	CC new Text: Todo en la vida ocupa un espacio, todo se ubica en algún lugar y unas palabras tú necesitas, si lo que buscas quieres hallar. Arriba, abajo, tu izquierda y derecha, en medio, afuera, adentro y a través. Delante, detrás o bien alrededor, te orientan, te guían, te dan la ubicación. Sigue atento las instrucciones y fácilmente vas a encontrar los utensilios de la cocina y los juguetes que hay que ordenar.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Patrones de movimiento (Need close caption)	NEED close caption /subtitles	NEW Text CC: Hoy jugaremos con los objetos y las figuras que ves aquí, y aprenderemos que el movimiento de varias formas puede ocurrir. Cuando algo se mueve se cambia de lugar, se gira, da vueltas, más no se va a alejar. Si esto lo invertimos, lo vemos al revés, se ve como en espejo, obsérvalo muy bien. Y si lo mueves al otro lado, es movimiento de traslación, con las palabras que has aprendido, el movimiento describe hoy.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoptions/Figuras de muchos lados/Canción: Patrones de movimiento / Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoptions/Figuras de muchos lados/Canción: Movimiento de figuras sólidas / Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.

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Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Canción: Movimiento de figuras sólidas / Instrucciones	NEED close caption /subtitles	NEW Text CC: En cuerpos geométricos hay variedad, unos se apilan o pueden rodar, tienen volumen y profundidad, con ellos hoy vamos a jugar. Pirámides y cubos podemos deslizar, cilindros y esferas los vamos a rodar, los conos de nieve los vamos a llenar y con mis canicas te invito a jugar. De mil tamaños encontrarás cuerpos geométricos para mirar, hay en el campo y en la ciudad, en el espacio y donde estás.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Actividad: ¿Cuántos lados y ángulos? / Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Actividad: Más figuras/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Actividad: Más figuras/Realizar el cuestionario (Take Quiz) Question No. 4 (Search by specific content because questions appear randomly)	Cuenta las figuras de cada grupo. Arrastra el número que le corresponde. ANSWERS: 12, 16, 18 (Adjust difficulty to 6, 8, 10)	Cuenta las figuras de cada grupo. Arrastra el número que le corresponde. ANSWERS: 6, 8, 10
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Figuras de muchos lados/Actividad: Patrones de movimiento/Realizar el cuestionario (Take Quiz) Questions (Search by specific content because questions appear randomly)	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/La energía produce cambios/Actividad: Herramientas para medir otras propiedades/Instrucciones	Add instructions to guide adults or teachers	Juega e identifica otras propiedades de algunos objetos.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Canción: Miro las casitas en la ciudad/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Canción: Miro las casitas en la ciudad/ Instrucciones	NEED close caption /subtitles	NEW Text CC: Miro la ciudad con curiosidad porque ya muy pronto voy a aterrizar. Damos una vuelta sobre la ciudad y cuatro casitas podemos mirar. Todas las casitas en este lugar, tienen cuatro cuartos vamos a contar. Una, dos, tres, cuatro, yo sí sé contar. Si bien he contado dieciséis serán. Uno, dos, tres, cuatro. Uno, dos, tres, cuatro. Uno, dos, tres, cuatro. Uno, dos, tres, cuatro. Y si ya contamos cuatro veces cuatro, dieciséis la suma, dieciséis serán.

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Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Video: Cuenta del 1al 20/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Video: Cuenta y compara conjuntos de objetos/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Canción: Cuento casas de dos pisos/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Canción: Cuento casas de dos pisos/ Instrucciones	NEED close caption /subtitles	NEW Text CC: Todas las casitas en este lugar, arriba y abajo, un cubo tendrán. Uno más uno, dos cubos serán. Dos y dos son cuatro, aprende a contar. Tres de dos cubitos, seis cubos serán. Cuatro de dos cubos, ocho contarán.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Actividad: Cuenta hasta el 20/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Actividad: Recita los números hasta el 20/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/Actividad: Recita los números hasta el 20/ Instrucciones	ADD instructions to find Microphone (In three questions)	Haz clic sobre el ícono (imagen micrófono) para grabar tu voz. (AUDIO Y TEXTO)
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption/Contar del 1 al 20/L5 Contar del 1 al 20 (title)	L5_Contar del 1 al 20 and Add instructions to guide adults or teachers	Cuaderno de Trabajo: Contar del 1 al 20 Cuenta objetos del 1 al 20.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Video: Los imanes/ Instrucciones	Add instructions to guide adults or teachers AND edit content to adapt difficulty	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Video: El calor, la luz y el sonido/ Instrucciones	Add instructions to guide adults or teachers AND edit content to adapt difficulty	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Video: Luz como fuente de energía/ Instrucciones	Remove difficult text in Video: La energía produce cambios Video Los Imanes (Move to Lesson 05) https://edusparkusa.neolms.com/teacher_lesson/show/1924188?lesson_id=8196889	Remove difficult text: La luz visible está compuesta...hasta longitudes de onda. Quitar El calor....hasta una vela.

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Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Actividad: Luz como fuente de energía/ Instrucciones	Add instructions to guide adults or teachers	¿Qué objetos producen luz, calor o sonido?
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Actividad: Electricidad como fuente de energía/ Instrucciones	ADD INSTRUCTIONS IN PLATFORM Add instructions to guide adults or teachers	Identifica aparatos o juguetes que funcionan con electricidad o con baterías.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Fuentes de energía/ Actividad: Luz como fuente de energía/ Instrucciones	Add instructions to guide adults or teachers	¡Cuidado con los objetos que producen calor!
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Canción: Bailando con 30 cubos/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Video: Cuenta del 1 al 30/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Video: Contando 30 objetos en el supermercado/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Canción: Cinco canastas/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Canción: Cinco canastas/ Instrucciones	NEED close caption /subtitles	New Texto CC: Un camioncito llega del campo hasta el mercado de la ciudad. Peras, manzanas, ricas guayabas, kiwis y piñas hay que entregar. Cinco canastas de cada fruta, a cinco puertas hay que llevar, si las contamos son veinticinco, de cinco en cinco hay que sumar. Cinco canastas tienen manzanas, que en esta puerta van a dejar. Cinco canastas llenas de peras, más adelante hay que entregar. Cinco de piñas con gran penacho, en otra puerta va a descargar. Y con los kiwis, cinco canastas en otra puerta se quedarán. Cinco que faltan tienen guayabas, solo una puerta nos falta ya. Y el camioncito, ya muy ligero, por el camino regresará.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Actividad: Cuenta hasta el 30/ TITILE - Instrucciones	Add instructions to guide adults or teachers	Memorama de dominó y catarinas.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Actividad: Recita los números hasta el 30/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Actividad: Cuenta hasta el 30/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/Contar del 1 al 30/Actividad: Recita los números hasta el 30/ Instrucciones	ADD instructions to find Microphone (In three questions)	Haz clic sobre el ícono (imagen micrófono) para grabar tu voz. (AUDIO Y TEXTO)
Editorial Change	Publisher	Student	9781948617239		Lección 07 - Post Adoption/Características de los seres vivos/Actividad de ciencias/ Instrucciones	Add instructions to guide adults or teachers	Compara diversas plantas de tu alrededor.
Editorial Change	Publisher	Student	9781948617239		Lección 07 - Post Adoption/Agrupar hasta 5 objetos/Actividad: Juntando hasta 5 objetos/ Question * search by content because they appear randomly	¿Cúantos objetos hay en los dos grupos? ADD : ¿Cúantos objetos hay en los dos grupos? Arrastra el número que le corresponde.	¿Cúantos objetos hay en los dos grupos? Arrastra el número que le corresponde.
Editorial Change	Publisher	Student	9781948617239		Lección 08 - Post Adoption/Los animales vertebrados/Actividad: Comparar características de animales/ Instrucciones	Change title and Add instructions to guide adults or teachers	NEW TITLE: Actividad: Comparar características de animales Instructions: ¿Puedes describir cómo es tu animal favorito?
Editorial Change	Publisher	Student	9781948617239		Lección 09 - Post Adoption/Los animales invertebrados/Actividad: Ciclo de vida de la mariposa/ Instrucciones	Add instructions to guide adults or teachers	Aprende cómo se transforma un huevo en una mariposa.
Editorial Change	Publisher	Student	9781948617239		Lección 09 - Post Adoption/Quitar objetos de un conjunto/Restar objetos de un conjunto/Instrucciones	Add instructions to guide adults or teachers	Juega a quitar objetos de un conjunto.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Actividad: Contar hasta 30 objetos/Instrucciones	L10_Contar hasta 30 objetos ADD instruction: Cuenta del 1 al 30.	Actividad: Contar hasta 30 objetos Cuenta del 1 al 30.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Actividad: Cuenta los puntos del dominó/Realiza el cuestionario	Actividad: Pendiente	Actividad: Cuenta los puntos del dominó Cuenta los puntos del dominó. Selecciona la catarina con el mismo número.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Actividad: Cuenta los puntos del dominó/Realiza el cuestionario	Add instructions to guide adults or teachers	Haz clic en Realizar el cuestionario para iniciar. Puedes avanzar y después Reanudar la prueba. Al finalizar haz clic en Terminado.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/El bosque, el desierto y la tundra/Actividad: Bosque y desierto/ Title	Add instructions to guide adults or teachers	¿En qué se parecen y en qué son diferentes el bosque y el desierto?

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Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/El bosque, el desierto y la tundra/Actividad: Escultura de arena húmeda/Instrucciones	Add instructions to guide adults or teachers	¿Qué te gustaría construir con arena húmeda?
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption/Juntar hasta 10 objetos/Canción: Tres cochinitos Día 1/Take activity	NEED close caption /subtitles	Texto: Tres cochinitos en sus casitas, se asoman y miran por sus ventanitas. Tres cochinitos salen a pasear, mira seis casitas las quieren contar. Uno, dos y tres. Uno, dos y tres. Tres y tres son seis, ellos cuentan bien.
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption/Juntar hasta 10 objetos/Canción: Tres cochinitos Día 2/Take activity	NEED close caption /subtitles	Texto: Hay nueve casitas en grupos de tres y las tres primeras cerradas se ven. En las tres que siguen, hay perro guardián. Las últimas tres abiertas están. Tres más tres más tres, nueve deben ser. Estos cochinitos sí que cuentan bien.
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption/Juntar hasta 10 objetos/Canción: Tres cochinitos Día 3/Take activity	NEED close caption /subtitles	Texto: Tres cochinitos en sus casitas, se asoman y miran por sus ventanitas. Tres cochinitos salen a pasear, miran doce casas las quieren contar. Cuatro veces tres, doce deben ser. Estos cochinitos sí que cuentan bien.
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption/Juntar hasta 10 objetos/Canción: Tres cochinitos Día 4/Take activity	NEED close caption /subtitles	Texto: Tres amarillas con sus sombrillas, tres de morado con un soldado. En las tres de verde hay perro que muerde, tres de azul celeste, nadie que moleste. Cuatro veces tres, doce deben ser. Estos cochinitos sí que cuentan bien.
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption/Juntar hasta 10 objetos/Canción: Tres cochinitos Día 5/Take activity	NEED close caption /subtitles	Texto: Uno, dos y tres. Uno, dos y tres. Tres y tres son seis, ellos cuentan bien. Tres más tres más tres, nueve deben ser. Estos cochinitos lo saben muy bien. Cuatro veces tres, doce deben ser. Estos cochinitos sí que cuentan bien.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Canción: Contando en el circo/video subtitles	NEED close caption /subtitles	Texto: Vamos al circo de la ciudad, que la función va a comenzar. Mira seis changos van a trepar y seis perritos van a bailar. Un alambriero lleva seis platos y cascabeles en sus zapatos. Seis bravos leones oírás rugir y seis payasos te harán reír. Allá en las gradas están los niños y muy contentos los puedes ver. Como son muchos están sentados en sus lugares, de seis en seis. Abajo vemos a seis amigos, en medio hay doce, son seis y seis. Arriba seis y seis son doce, y seis dieciocho, qué bien conté.
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Canción: Los pulpos bailan Chachacha	NEED close caption /subtitles	Texto: Ven a la fiesta del fondo del mar, baila conmigo este Chachacha. Cuenta hasta ocho, tu sabes contar, ocho maracas yo puedo tocar. Somos amigos, nos gusta bailar, ocho más ocho queremos sumar. Dos veces ocho son dieciséis, no es tan difícil, si tú cuentas bien. Tres compañeros aquí puedes ver. Ocho maracas tiene cada quién. Cuando decimos ocho por tres, son veinticuatro ¡fíjate bien! Viene otro amigo, ya somos cuatro. Ocho, dieciséis y veinticuatro, treinta y dos maracas en esta reunión, qué buena fiesta ¡qué diversión!
Editorial Change	Publisher	Student	9781948617239		Lección 12 - Post Adoption/Separar objetos en grupos iguales/Canción: Cuento hasta diez casitas/video subtitles	NEED close caption /subtitles	Texto: Una, dos y tres casitas. Cuatro, cinco, seis casitas. Siete, ocho, nueve, diez, desde el cielo veo caer.

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Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption/Contar hasta 30 objetos/Canción: Los pulpos bailan Chachacha/video subtitles	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Retomar la actividad.
Editorial Change	Publisher	Student	9781948617239		Lección 12 - Post Adoption/Separar objetos en grupos iguales/Cuaderno de Trabajo: Separar objetos en grupos iguales/title	L12_Separar objetos en grupos iguales (change title) and Add instructions to guide adults or teachers	Cuaderno de Trabajo: Separar objetos en grupos iguales
Editorial Change	Publisher	Student	9781948617239		Lección 12 - Post Adoption/Separar objetos en grupos iguales/Cuaderno de Trabajo: Separar objetos en grupos iguales/instrucciones	Add instructions to guide adults or teachers	Reparte 6 crayones en partes iguales entre 3 amigos.
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption/Cambios en la materia/ Video: Los objetos pueden cambiar de forma y tamaño	in text of video, last words are missing	torcerlos, doblarlos, mezclarlos, calentarlos o congelarlos.
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/ Canción: ¿Cuántas casitas hay?	NEED close caption /subtitles	Nueve, siete, tres casitas. Cuatro, seis y dos casitas. Uno, cinco y diez verás. Ocho quedan al final.
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption/Mi casa Video: Mi casa	Instructions of keyboard use, the audio says barra espaciadora and the word written is spacebar	Change to barra espaciadora
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/¿Similar o diferente?/Canción: Clasificar productos en el supermercado	Video: Clasificar productos en el supermercado, change to Canción	Canción: Clasificar productos en el supermercado
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/¿Similar o diferente?/Canción: Ordenar productos en el supermercado	NEED close caption /subtitles	Texto: En la tienda de Don Paco, donde voy a trabajar, tengo que aprender más cosas, no me vaya a equivocar. Observar las semejanzas y aprender a comparar, encontrar las diferencias y también clasificar. Si observas el tamaño del producto y el color, o la forma del empaque, puedes comparar mejor. Ordenarlos por conjuntos, cada grupo en su anaquel, si lo hacemos tú y yo juntos, con Don Paco habrá un pastel. Aquí en la dulcería podemos ser creativos si ordenamos por colores, forma, tamaño o tipo. Estos artículos están acomodados por tipo de producto. En este anaquel hay quince caramelos: cinco, diez, quince. Al centro hay diez chocolates: dos, cuatro, seis, ocho, diez. En la parte inferior hay seis tubos con pastillas y seis paquetes de chiclosos. En esta dulcería no podrían faltar maquinitas de dulces de muchas formas y sabores.
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/¿Similar o diferente?/Canción: Ordenar productos en el supermercado	Change TITLE: Video 1: De compras en el supermercado	Canción: Ordenar productos en el supermercado

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Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/¿Similar o diferente?/Canción: Ordenando la dulcería	NEED close caption /subtitles	Texto: ¿Podrías ayudarme a acomodar de otra forma la dulcería? Don Paco me ha pedido ser más creativo y hoy acomodaré los dulces en diferentes espacios. Varios grupos yo preparo de colores diferentes, aquí pongo los azules, amarillos van enfrente. Hay cafés de chocolate y dulces verdes de limón. Estos rojos van aparte, pues me gustan un montón.
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption/¿Similar o diferente?/Canción: Ordenando la dulcería	Change TITLE: Video 2: De compras en el supermercado	Canción: Ordenando la dulcería
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption/ Fuentes de energía/ Video: Los imanes	Reduce video for small children and move to Lesson 05	Delete part of the video to make it shorter.
Editorial Change	Publisher	Student	9781948617239		Lección 17 - Post Adoption/El supermercado/ Poema: Jugar antes de dormir / Autora: Ann Cenyars / Adaptación en español: Camila Barragán	There is no activity in this button	DELETED- There was no content inside
Editorial Change	Publisher	Student	9781948617239		Lección 17 - Post Adoption/ Cuerpos sólidos / Actividad: Deslizar, voltear y girar figuras	Change Original title: Actividad: Deslizar, voltear y girar figuras	New title: Actividad: ¿Puede rodar o deslizarse?
Editorial Change	Publisher	Student	9781948617239		Lección 18 - Post Adoption/Cuidando el planeta/ Poema: Salir a jugar / Autora: Ann Cenyars / Adaptación en español: Camila Barragán	There is no activity in this button	DELETED- There was no content inside
Editorial Change	Publisher	Student	9781948617239		Lección 01 - Post Adoption Propiedades de la materia Actividad: Explorando objetos naturales	Change to Actividad: Explorando objetos naturales	Actividad: Explorando objetos naturales
Editorial Change	Publisher	Student	9781948617239		Lección 02 - Post Adoption Reglas en la escuela y en la casa Cuaderno de Trabajo: Reglas en la escuela y en la casa	Change to Cuaderno de Trabajo: Reglas en la escuela y en la casa	Cuaderno de Trabajo: Reglas en la escuela y en la casa
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption Un mundo de colores Cuaderno de Trabajo: Un mundo de colores	Change to Cuaderno de Trabajo: Un mundo de colores	Cuaderno de Trabajo: Un mundo de colores
Editorial Change	Publisher	Student	9781948617239		Lección 03 - Post Adoption/Contar de 1 a 10 objetos/Contar de 1 a 10 objetos	Change to Contar de 1 a 10 objetos	Contar de 1 a 10 objetos
Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption La fiesta de la familia Cuaderno de Trabajo: La fiesta de la familia	Change to Cuaderno de Trabajo: La fiesta de la familia	Cuaderno de Trabajo: La fiesta de la familia

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Editorial Change	Publisher	Student	9781948617239		Lección 04 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L4 Trazos y preescritura	Change to Cuaderno de trabajo: L4 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L4 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption Los oficios Cuaderno de Trabajo: Los oficios	Change to Cuaderno de Trabajo: Los oficios	Cuaderno de Trabajo: Los oficios
Editorial Change	Publisher	Student	9781948617239		Lección 05 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L5 Trazos y preescritura	Change to Cuaderno de trabajo: L5 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L5 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption Profesiones Cuaderno de Trabajo: Profesiones	Change to Cuaderno de Trabajo: Profesiones	Cuaderno de Trabajo: Profesiones
Editorial Change	Publisher	Student	9781948617239		Lección 06 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L6 Trazos y preescritura	Change to Cuaderno de trabajo: L6 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L6 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 07 - Post Adoption Los vegetales Cuaderno de Trabajo: Los vegetales	Change to Cuaderno de Trabajo: Los vegetales	Cuaderno de Trabajo: Los vegetales
Editorial Change	Publisher	Student	9781948617239		Lección 07 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L7 Trazos y preescritura	Change to Cuaderno de trabajo: L7 Trazos y preescritura	Cuaderno de trabajo: L7 Trazos y preescritura Instrucciones en Plataforma: ¡Vamos a escribir!
Editorial Change	Publisher	Student	9781948617239		Lección 08 - Post Adoption El zoológico Cuaderno de Trabajo: El zoológico	Change to Cuaderno de Trabajo: El zoológico	Cuaderno de Trabajo: El zoológico
Editorial Change	Publisher	Student	9781948617239		Lección 08 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L8 Trazos y preescritura	Change to Cuaderno de trabajo: L8 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L8 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 09 - Post Adoption Mariposa Monarca Cuaderno de Trabajo: Mariposa Monarca	Change to Cuaderno de Trabajo: Mariposa Monarca	Cuaderno de Trabajo: Mariposa Monarca
Editorial Change	Publisher	Student	9781948617239		Lección 09 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L9 Trazos y preescritura	Change to Cuaderno de trabajo: L9 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L9 Trazos y preescritura

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Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption Maravillas de la naturaleza Cuaderno de Trabajo: Maravillas de la naturaleza	Change to Cuaderno de Trabajo: Maravillas de la naturaleza	Cuaderno de Trabajo: Maravillas de la naturaleza
Editorial Change	Publisher	Student	9781948617239		Lección 10 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L10 Trazos y preescritura	Change to Cuaderno de trabajo: L10 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L10 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption El gusanito Gusi Cuaderno de Trabajo: El gusanito Gusi	Change to Cuaderno de Trabajo: El gusanito Gusi	Cuaderno de Trabajo: El gusanito Gusi
Editorial Change	Publisher	Student	9781948617239		Lección 11 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L11 Trazos y preescritura	Change to Cuaderno de trabajo: L11 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L11 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 12 - Post Adoption Un sueño en el mar Cuaderno de Trabajo: Un sueño en el mar	Change to Cuaderno de Trabajo: Un sueño en el mar	Cuaderno de Trabajo: Un sueño en el mar
Editorial Change	Publisher	Student	9781948617239		Lección 12 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L12 Trazos y preescritura	Change to Cuaderno de trabajo: L12 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L12 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 13 - Post Adoption Las estaciones del año Cuaderno de Trabajo: Las estaciones del año	Change to Cuaderno de Trabajo: Las estaciones del año	Cuaderno de Trabajo: Las estaciones del año
Editorial Change	Publisher	Student	9781948617239		Lección 13 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L13 Trazos y preescritura	Change to Cuaderno de trabajo: L13 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L13 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 13 - Post Adoption Habilidades de arte y motricidad fina Guía para padres y educadores para el uso seguro del Internet y dispositivo electrónicos	Change to Guía para padres y educadores para el uso seguro del Internet y dispositivo electrónicos	Guía para padres y educadores para el uso seguro del Internet y dispositivo electrónicos
Editorial Change	Publisher	Student	9781948617239		Lección 14 - Post Adoption Los días y meses del año Cuaderno de Trabajo: Los días y meses del año	Change to Cuaderno de Trabajo: Los días y meses del año	Cuaderno de Trabajo: Los días y meses del año
Editorial Change	Publisher	Student	9781948617239		Lección 14 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L14 Trazos y preescritura	Change to Cuaderno de trabajo: L14 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L14 Trazos y preescritura

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Editorial Change	Publisher	Student	9781948617239		Lección 15 - Post Adoption Ropa de invierno Cuaderno de Trabajo: Ropa de invierno	Change to Cuaderno de Trabajo: Ropa de invierno	Cuaderno de Trabajo: Ropa de invierno
Editorial Change	Publisher	Student	9781948617239		Lección 15 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L15 Trazos y preescritura	Change to Cuaderno de trabajo: L15 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L15 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption Los productos de la granja Cuaderno de Trabajo: Los productos de la granja	Change to Cuaderno de Trabajo: Los productos de la granja	Cuaderno de Trabajo: Los productos de la granja
Editorial Change	Publisher	Student	9781948617239		Lección 16 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L16 Trazos y preescritura	Change to Cuaderno de trabajo: L16 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L16 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 17 - Post Adoption El supermercado Cuaderno de Trabajo: El supermercado	Change to Cuaderno de Trabajo: El supermercado	Cuaderno de Trabajo: El supermercado
Editorial Change	Publisher	Student	9781948617239		Lección 17 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L17 Trazos y preescritura	Change to Cuaderno de trabajo: L17 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L17 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 18 - Post Adoption Cuidando el planeta Cuaderno de Trabajo: Cuidando el planeta	Change to Cuaderno de Trabajo: Cuidando el planeta	Cuaderno de Trabajo: Cuidando el planeta

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Editorial Change	Publisher	Student	9781948617239		Lección 18 - Post Adoption Habilidades de arte y motricidad fina Cuaderno de trabajo: L18 Trazos y preescritura	Change to Cuaderno de trabajo: L18 Trazos y preescritura	Instrucciones en Plataforma: ¡Vamos a escribir! Cuaderno de trabajo: L18 Trazos y preescritura
Editorial Change	Publisher	Student	9781948617239		Lección 01/Vamos a la escuela/Cuaderno de Trabajo: Vamos a la escuela	ADD INSTRUCCION IN THE PLATFORM	ADD Instructions in Platform: Realiza las siguientes actividades.
Editorial Change	Publisher	Student	9781948617240		Lección 02/Previous/Reglas en la escuela y en la casa/Cuaderno de Trabajo: Reglas en la escuela y en la casa	ADD INSTRUCCION IN THE PLATFORM	ADD Instructions in Platform: Realiza las siguientes actividades.
Editorial Change	Publisher	Student	9781948617241		Lección 04/Previous/La fiesta de la familia/Cuaderno de Trabajo: La fiesta de la familia	ADD INSTRUCCION IN THE PLATFORM	ADD Instructions in Platform: Realiza las siguientes actividades.
Editorial Change	Publisher	Student	9781948617242		Lección 08/El zoológico/Cuaderno de Trabajo: El zoológico	ADD INSTRUCCION IN THE PLATFORM	ADD Instructions in Platform: Realiza las siguientes actividades.
Editorial Change	Publisher	Student	9781948617243		Lección 10/Maravillas de la naturaleza/Cuaderno de Trabajo: Maravillas de la naturaleza	ADD INSTRUCCION IN THE PLATFORM	ADD Instructions in Platform: Realiza las siguientes actividades.
Editorial Change	Publisher	Student	9781948617244		Lección 01/Habilidades de arte y motricidad fina/Cuaderno de trabajo: L1 Trazos y preescritura	ADD INSTRUCCION IN THE PLATFORM	ADD InstruInstrucciones en Plataforma: ¡Vamos a escribir!uctions in Platform:
Editorial Change	Publisher	Student	9781948617245		Lección 02/Habilidades de arte y motricidad fina/Cuaderno de trabajo: L2 Trazos y preescritura	ADD INSTRUCCION IN THE PLATFORM	Instrucciones en Plataforma: ¡Vamos a escribir!
Editorial Change	Publisher	Student	9781948617246		Lección 03/Habilidades de arte y motricidad final/Cuaderno de trabajo: L3 Trazos y preescritura	ADD INSTRUCCION IN THE PLATFORM	Instrucciones en Plataforma: ¡Vamos a escribir!
Editorial Change	Publisher	Student	9781948617248		Lección 1/Habilidades de arte y motricidad fina/Proyecto: Frutas de muchos colores	ADD INSTRUCCION IN THE PLATFORM Same instruction for all the ART PROJECTS /ALL LESSONS	¡Usa tu creatividad!
Editorial Change	Publisher	Student	9781948617249		Lección 01/Propiedades de la materia	ADD INSTRUCCION IN THE PLATFORM TO EACH ACTIVITY	Identifica y nombra características de los objetos. Identifica el color, la forma y el material de objetos hechos por el hombre. Explora objetos naturales con tus sentidos.
Editorial Change	Publisher	Student	9781948617250		Lección 02/Cambios en la materia/Actividad: Cambios en materiales	ADD INSTRUCCION IN THE PLATFORM	¿Cómo puede cambiar el color, la textura o la forma de un objeto?
Editorial Change	Publisher	Student	9781948617251		Lección 03/El ciclo del agua/Actividad: Cambios en materia cuando se calienta o enfría	ADD INSTRUCCION IN THE PLATFORM	¿Cómo cambia el agua con el frío o el calor?
Editorial Change	Publisher	Student	9781948617252		Lección 04/El movimiento/Actividad: Posición y movimiento de los objetos	ADD INSTRUCCION IN THE PLATFORM	Experimenta y descubre qué afecta el movimiento de un objeto.

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Editorial Change	Publisher	Student	9781948617253		Lección 04/El movimiento/Actividad: Medir la longitud, altura o peso de los objetos	ADD INSTRUCCION IN THE PLATFORM	¿Largo, corto, alto, liviano o pesado?
Editorial Change	Publisher	Student	9781948617254		Lección 6/Fuentes de energía	ADD INSTRUCCION IN THE PLATFORM TO EACH ACTIVITY	¿Qué objetos producen luz, calor o sonido? Identifica aparatos o juguetes que funcionan con electricidad o con baterías. ¡Cuidado con los objetos que producen calor!
Editorial Change	Publisher	Student	9781948617255		Lección 07/Características de los seres vivos/Actividad de ciencias	ADD INSTRUCCION IN THE PLATFORM	Compara diversas plantas de tu alrededor.
Editorial Change	Publisher	Student	9781948617256		Lección 08/Los animales vertebrados/Actividad: Comparar características de animales	ADD INSTRUCCION IN THE PLATFORM	¿Puedes describir cómo es tu animal favorito?
Editorial Change	Publisher	Student	9781948617257		Lección 09/Los animales invertebrados/Actividad: Ciclo de vida de la mariposa	ADD INSTRUCCION IN THE PLATFORM	Aprende cómo se transforma una mariposa.
Editorial Change	Publisher	Student	9781948617258		Lección10/El bosque, el desierto y la tundra/Actividad: Bosque y desierto	ADD INSTRUCCION IN THE PLATFORM	¿En qué se parecen y en qué son diferentes el bosque y el desierto?
Editorial Change	Publisher	Student	9781948617259		Lección10/El bosque, el desierto y la tundra/Actividad: Escultura de arena húmeda	ADD INSTRUCCION IN THE PLATFORM	¿Qué te gustaría construir con arena húmeda?
Editorial Change	Publisher	Student	9781948617260		Lección11/Las praderas y la selva tropical/Actividad: La sabana y la selva tropical	ADD INSTRUCCION IN THE PLATFORM	¿Conoces el nombre de estos animales?
Editorial Change	Publisher	Student	9781948617261		Lección12/Relación de seres vivos con su medio ambiente/Actividad: La tundra y el ecosistema marino	ADD INSTRUCCION IN THE PLATFORM	¿Sabés dónde viven estos animales?
Editorial Change	Publisher	Student	9781948617262		Lección13/Objetos en el cielo/Actividad: El Sistema Solar	ADD INSTRUCCION IN THE PLATFORM	¿Cómo se llama el planeta donde vivimos?
Editorial Change	Publisher	Student	9781948617263		Lección15/Cambios en la tierra y en el cielo/Actividad: Los cambios diarios del clima	ADD INSTRUCCION IN THE PLATFORM	¿Te gustan los días soleados o lluviosos?
Editorial Change	Publisher	Student	9781948617264		Lección16/Materiales de la tierra y recursos naturales/Actividad: Materiales de la tierra	ADD INSTRUCCION IN THE PLATFORM	¿De qué material están hechos los objetos a tu alrededor?

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Editorial Change	Publisher	Student	9781948617265		Lección17/El medio ambiente/Actividad: Importancia de cuidar el medio ambiente	ADD INSTRUCCION IN THE PLATFORM	¿Cómo puedes ayudar a cuidar tu planeta?
Editorial Change	Publisher	Student	9781948617266		Lección18/Cuidar nuestro planeta/Actividad: Importancia de cuidar el planeta	ADD INSTRUCCION IN THE PLATFORM	Ayuda a tu planeta: siembra un árbol.
New Content	Publisher	Student	9781948617239	3	Recursos del maestro/ Recursos de Tecnología/Actividades sugeridas para crear productos usando herramientas de tecnología		<p>Pag 3: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>1. Tomar fotografías con un celular</p> <p>1. Take a picture with the camera tool of mobile phone</p>
New Content	Publisher	Student	9781948617239	4	Recursos del maestro/ Recursos de Tecnología/Actividades sugeridas para crear productos usando herramientas de tecnología		<p>Pag 4: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>2. Usar la aplicación de Power Point para pegar fotografía y agregar palabra.</p> <p>3. Seleccione el tamaño y color de la letra.</p> <p>2. Use Power Point application to create Flash Cards to add picture and word.</p> <p>3. Choose the letter size and color.</p>
New Content	Publisher	Student	9781948617239	5	Recursos del maestro/ Recursos de Tecnología/Actividades sugeridas para crear productos usando herramientas de tecnología		<p>Pag 5: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>4. Usar la aplicación de Power Point agregar formas.</p> <p>5. Cambiar el color.</p> <p>4. Use Power Point application to create shapes.</p> <p>5. Choose the color.</p>
New Content	Publisher	Student	9781948617239	5	Recursos del maestro/ Recursos de Tecnología/Aplicaciones y programas digitales para expresar ideas		<p>Pag 5:CCOMO USAR APLICACIONES /HOW TO USE APPS</p> <p>5.-Actividad responde y graba tu voz.</p> <p>5.1 Busca el ícono para grabary da clic.</p> <p>5.2 Da clic en recordpara grabar tu respuesta.</p> <p>5.3 Da clic en Savepara guardarla.</p> <p>5.4 Al terminar da clic en Continuepara responder la siguiente pregunta.</p>

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New Content	Publisher	Student	9781948617239	6	Recursos del maestro/ Recursos de Tecnología/Aplicaciones y programas digitales para expresar ideas		<p>Pag 6 USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS</p> <p>5.-Activity respond and record your voice. 5.1 Find the icon to record and click. 5.2 Click record to record your response. 5.3 Click Save to save it. 5.4 When finished click Continue to answer the next question.</p>
New Content	Publisher	Student	9781948617239	7	Recursos del maestro/ Recursos de Tecnología/Aplicaciones y programas digitales para expresar ideas		<p>USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS</p> <p>Messenger Kids WhatsApp</p> <p>Aplicaciones digitales para expresar ideas, deben ser supervisadas por un adulto.</p> <p>Digital applications to express ideas must be supervised by an adult.</p>
New Content	Publisher	Student	9781948617239	1-2	Recursos del maestro/ Recursos de Tecnología/Actividades sugeridas para crear productos usando herramientas de tecnología		<p>Pag 1: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>Pag 2: COMO USAR APLICACIONES PARA CREAR PRODUCTOS DIGITALES/HOW TO USE APPS TO CREATE DIGITAL PRODUCTS</p> <p>Los alumnos pueden usar la app de la cámara fotográfica para crear álbumes de palabras imagen, al tomar una fotografía de un objeto y combinarla con una palabra u oración escrita en una hoja referente al objeto como se muestra en el ejemplo.</p> <p>Students can use the camera app to create picture word albums by taking a picture of an object and combining it with a word or sentence written on a sheet about the object as shown in the example.</p>
New Content	Publisher	Student	9781948617239	1-2	Recursos del maestro/ Recursos de Tecnología/Aplicaciones y programas digitales para expresar ideas		<p>Pag 1. COMO USAR APLICACIONES y PROGRAMAS DIGITALES PARA EXPRESAR IDEAS / HOW TO USE DIGITAL APPS AND PROGRAMS TO EXPRESS IDEAS</p> <p>Pag 2. USING DIGITAL LEARNING TOOLS</p> <p>Proyecto sobre la Mariposa Monarca en el que hay que entrara a la plataforma, y localizar la lección 9/Project abouttheMonarchButterflyin whichyouhaveto entertheplatform, and locatelesson9</p> <p>1. Entra a la plataforma con tu usuario y contraseña / Access the platform with your user name and password. (ADD THE ENGLISH PART)</p> <p>Promover que el niño siga las instrucciones y se de cuenta que usando aplicaciones digitales puede expresar sus ideas. /Promote that the child follows the instructions and realizes that using digital applications can express their ideas.</p>

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New Content	Publisher	Student	9781948617239	1-6	Recursos del maestro/Recursos de tecnología/Nombres de herramientas de tecnología		<p>Pag 1.Herramientas tecnológicas para el aprendizaje/Name of digital tools for learning</p> <p>Pag 2. Computadora/Computer</p> <p>Pag 3. Celular con apps/Mobile phone with apps</p> <p>Pag 4. Ipad o tableta/Ipad or tablet</p> <p>Pag 5. Proyector/Projector</p> <p>Pag 6 Impresora/Printer</p>
New Content	Publisher	Student	9781948617239	1-6	Recursos del maestro/Recursos de tecnología/Actividad: Completa el nombre de las herramientas de tecnología		<p>Pag 1.Herramientas tecnológicas para el aprendizaje/Name of digital tools for learning</p> <p>ESCRIBE LAS VOCALES PARA COMPLETAR EL NOMBRE DE ESTA HERRAMIENTA / WRITE THE VOWELS TO COMPLETE THE NAME OF THIS TOOL</p> <p>Pag 2. C__mput__dor_/C__mput__r</p> <p>Pag 3. T__léfon__ móv__l/M__bile ph__n__</p> <p>Pag 4. Ipad o t__bl__t_/Ipad or t__bl__t</p> <p>Pag 5. Proy__ct__r/Pr__ject__r</p> <p>Pag 6 Impresora/Printer</p>
New Content	Publisher	Student	9781948617239	3-4	Recursos del maestro/ Recursos de Tecnología/Aplicaciones y programas digitales para expresar ideas		<p>Pag 3:COMO USAR APLICACIONES DIGITALES / USING DIGITAL LEARNING APPS</p> <p>2.-Entra a la Lección 9 / Enter Lesson9</p> <p>3.-Entra al botón Habilidades de arte y motricidad fina /Enter the Fine Art and Motor Skills button</p> <p>Pag 4: USANDO APLICACIONES DIGITALES /USING DIGITAL LEARNING APPS</p> <p>4.-Desarrollar el proyecto y generar sus ideas usando la herramienta de voz o de video que se tiene en la plataforma./ Develop the project and generate your ideas using the voice or video tool available on the platform.</p>
Editorial Change	Publisher	Teacher	9781948617239	6	Lección 01 - Post Adoption/Vamos a la escuela/ Cuaderno de Trabajo: Vamos a la escuela	Change bottom text Evaluar si el niño es capaz de identificar los siguientes sonidos iniciales.	Evaluar si el niño es capaz de identificar los sonidos iniciales de las palabras.
Editorial Change	Publisher		9781948617239		Lección 05 - Post Adoption/La energía produce cambios/Video: La energía produce cambios/ Instrucciones	Add instructions to guide adults or teachers	Haz clic en Tomar una actividad para iniciar. Puedes volver a Reanudar la actividad.

Proclamation 2021— Editorial Changes
Kaplan Early Learning Company
Connect4Learning: The Pre-K Curriculum (ISBN 9780876598986)

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Password: 12C4L3

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Teacher	9780876598924	44	Unit 5, Week 1, Day 3, Fast Focus: Finger Counting, Paragraphs 1-2	Paragraph 1: "Tell the children that you have a counting game for them -- you want to buy three bean seeds and two radish seeds. Ask the children how many seeds that is altogether."	Paragraph 1, inserted sentence "Model counting the seeds and using your fingers to count.": "Tell the children that you have a counting game for them -- you want to buy three bean seeds and two radish seeds. Model counting the seeds and using your fingers to count. Ask the children how many seeds that is altogether."
New Content	Publisher	Teacher	9780876598917	76	Unit 4, Week 2, Day 2, Connect: Armored and Ready!, Paragraphs 1-6	Paragraph 4: "If children could have armor, what would they want it to be made out of? Feel free to make a few suggestions: Cotton balls? Aluminum foil? Wood? Cotton fabric?"	Paragraph 4, added the following sentence to original text: "Discuss the characteristics of the materials suggested, such as hard or soft and heavier or lighter in weight."
New Content	Publisher	Teacher	9780876598924	82	Unit 5, Fast Focus: Blending Names, Week 2, Day 3, Paragraphs 1-6 & Ahead of Time	Ahead of Time: "Gather index cards, markers, and a paper bag. Write a food name on each card: soup, beet, peach, rice, meat, bun, fish, pea, fig, lime, or any other food name with one to three phonemes. Place the cards in the bag."	Ahead of Time, inserted the sentence "Gather objects or photos of the foods to help children identify the words written on the cards." before "Place the cards in the bag."
New Content	Publisher	Teacher	9780876598924	89	Unit 5, Fast Focus: Blending Names, Week 2, Day 4, Paragraphs 1-6 & Ahead of Time	Ahead of Time: "Gather index cards, markers, and a paper bag. Write a food name on each card: bean, pea, nut, cheese, fig, date, kale, seed, egg, yam, or any other food name with one to three phonemes. Place the cards in the bag."	Ahead of Time, inserted the sentence "Gather objects or photos of the foods to help children identify the words written on the cards." before "Place the cards in the bag."
New Content	Publisher	Teacher	9780876598894	97	Unit 2, Week 2, Day 5, Welcome & Read-Aloud: Life in a Pond, Paragraphs 1-9	Paragraph 1: "Remind the children that they have learned a lot about environments...." Paragraph 8: "Ask the children to describe different places that animals and people live."	Paragraph 1, inserted words "places and": "Remind the children that they have learned a lot about places and environments...." Paragraph 8, inserted words "label and": "Ask the children to label and describe different places that animals and people live. "
New Content	Publisher	Teacher	9780876598887	113	Unit 1, Week 3, Day 1, Fast Focus: Moves to Count!, Paragraphs 1-6	Paragraph 6: "If time allows, repeat again with another motion, such as hopping. This time challenge the children to count higher."	Paragraph 6, deleted "If time allows," replaced "higher" with "to nine", added "Repeat, asking them to count to ten.": "Repeat again with another motion, such as hopping. This time challenge the children to count to nine. Repeat, asking them to count to ten."
New Content	Publisher	Teacher	9780876598887	127	Unit 1, Fast Focus: Simon Says, "This Many," Week 3, Day 3, Paragraphs 1-4	Paragraph 2: "Give some directions, such as "Simon says, 'Clap your hands two times,'... Paragraph 3, first example: "Simon says, "Clap your hands two times."	Paragraph 2, changed directive to "ten": "Give some directions, such as "Simon says, 'Clap your hands ten times,'... Paragraph 3, first example: "Simon says, "Clap your hands ten times."

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Connect4Learning: The Pre-K Curriculum (ISBN 9780876598986)

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New Content	Publisher	Teacher	9780876598900	194	Unit 3, Week 5, Day 1, Connect: Simon Says, Paragraphs 1-3	Paragraph 1: "Ask the children to describe how they play Simon Says. What are the rules? Tell them that you are going to play the game. They will need to listen carefully and do the movements—and only the movements—that Simon says." Paragraph 2, second sentence: "For example, "Simon says, 'Wave your hand fast.'" Or, "Simon says, 'Walk slowly to get your coat.'	Paragraph 1, add "using exercise movements" to the end of the third sentence and insert the following sentence, "Ask the children to name some good exercise movements." : "Ask the children to describe how they play Simon Says. What are the rules? Tell them that you are going to play the game using exercise movements. Ask the children to name some good exercise movements. They will need to listen carefully and do the movements—and only the movements—that Simon says." Paragraph 2, second sentence, replaces the two examples to be running and andwalking in place: "For example, "Simon says, 'Run in place fast.'" Or, "Simon says, 'Walk in place slowly.'
New Content	Publisher	Teacher	9780876598924	223	Unit 5, Fast Focus: Six Little Letters, Week 6, Day 1, Paragraphs 1-9; At a Glance, Ahead of Time	Paragraph 1: "Choose letters from this unit (H, Q, W, X, Y, Z)..." At a Glance: "Support the children's abilities to recognize letters and the sounds they represent." Ahead of Time: "Gather the alphabet letter cards from the C4L Pre-K Kit, emphasizing letters from the unit or letters from children's names."	Paragraph 1, inserted lowercase letters: "Choose letters from this unit (Hh, Qq, Ww, Xx, Yy, Zz)..." At a Glance, inserted "lowercase": "Support the children's abilities to recognize lowercase letters and the sounds they represent." Ahead of Time, inserted "at least 20 of" and "lowercase": "Gather the alphabet letter cards from the C4L Pre-K Kit, emphasizing letters from the unit or letters from children's names."
New Content	Publisher	Teacher	9780876598924	231	Unit 5, Fast Focus: Six Little Letters, Week 6, Day 2, Paragraphs 1-9; At a Glance, Ahead of Time	Paragraph 1: "Choose letters from this unit (H, Q, W, X, Y, Z)..." At a Glance: "Support the children's abilities to recognize letters and the sounds they represent." Ahead of Time: "Gather the alphabet letter cards from the C4L Pre-K Kit, emphasizing letters from the unit or letters from children's names."	Paragraph 1, inserted lowercase letters: "Choose letters from this unit (Hh, Qq, Ww, Xx, Yy, Zz)..." At a Glance, inserted "lowercase": "Support the children's abilities to recognize lowercase letters and the sounds they represent." Ahead of Time, inserted "at least 20 of" and "lowercase": "Gather the alphabet letter cards from the C4L Pre-K Kit, emphasizing letters from the unit or letters from children's names."
New Content	Publisher	Teacher	9780876598900	177–178	Unit 3, Week 4, Day 4, Small Group: Ball and Scoop, Paragraphs 1-7, & Ahead of Time	Paragraph 1: "Encourage the children to choose the balls that they would like to use with their scoops, based on the sizes of the balls and sizes of the scoops. Encourage them to use the research chart to choose balls that they think will work well. Also, be sure to talk about..." Ahead of Time, second bullet: "Bring balls for varying sizes and materials , such as..."	Paragraph 1, inserted "and weights" in first sentence and inserted third sentence: "Encourage the children to choose the balls that they would like to use with their scoops, based on the sizes and weights of the balls and sizes of the scoops. Encourage them to use the research chart to choose balls that they think will work well. The ball should be a good weight for safely tossing over a short distance—not too heavy and not too light. Also, be sure to talk about..." Ahead of Time, second bullet, inserted "weights": "Bring balls of varying sizes, weights, and materials, such as..."
New Content	Publisher	Teacher	9780876598900	218–219	Unit 3, Small Group: Move It ... or Not, Week 5, Day 4, Paragraphs 2-6	Paragraph 1: "Remind the children that they've been learning about some of the ways that animals and people move. Ask them to recall some of the ways that animals move."	Paragraph 1, added the following sentence to original text: "Ask them to recall some healthy ways people move."

Proclamation 2021—Editorial Changes
 Kaplan Early Learning Company
 Connect4Learning: La Currícula de Preescolar (ISBN 9780876598993)

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User Name: proclamation2021@c4l.com

Password: 12C4L3

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New Content	Publisher	Teacher	9780876598634	47	Unidad 5, Semana 1, Día 3, Repaso rápido: Contar con los dedos, Párrafos 1-4	Paragraph 1: "Dígalos a los niños que tiene un juego de contar para ellos: explíqueles que quiere comprar tres semillas de frijol y dos semillas de rábano. Pregúnteles cuántas semillas suman en total." Paragraph 1 after Seguir aprendiendo en inglés: "Tell the children that you have a counting game for them -- you want to buy three bean seeds and two radish seeds. Ask the children how many seeds that is altogether."	Paragraph 1, inserted sentence "Modelo contando las semillas y luego usando sus dedos para contar.": "Dígalos a los niños que tiene un juego de contar para ellos: explíqueles que quiere comprar tres semillas de frijol y dos semillas de rábano. Modelo contando las semillas y luego usando sus dedos para contar. Pregúnteles cuántas semillas suman en total." Paragraph 1 after Seguir aprendiendo en inglés, inserted sentence "Model counting the seeds and using your fingers to count.": "Tell the children that you have a counting game for them -- you want to buy three bean seeds and two radish seeds. Model counting the seeds and using your fingers to count. Ask the children how many seeds that is altogether."
New Content	Publisher	Teacher	9780876598627	81	Unidad 4, Semana 2, Día 2, Conexión: ¡Con armaduras y listos!, Párrafos 1-6	Paragraph 4: "Si los niños pudieran tener una armadura, ¿de qué les gustaría que estuviera hecha? Siéntase libre de hacer algunas sugerencias: ¿Pelotas de algodón? ¿Papel de aluminio? ¿Madera? ¿Tela de algodón?"	Paragraph 4, added the following sentence at the end of the original paragraph text: "Discuta las características de los materiales sugeridos, tales como duro o blando, y más pesado o más liviano"
New Content	Publisher	Teacher	9780876598634	91	Unidad 5, Repaso rápido: Combinar para formar nombres, Semana 2, Día 3, Párrafos1-6	Ahead of Time: "Prepare las tarjetas de fichero, marcadores y una bolsa de papel. Escriba el nombre de un alimento en cada tarjeta, como sal, uva, ajo, higo, té o cualquier otro alimento cuyo nombre tenga entre uno y tres fonemas. Coloque las tarjetas dentro de la bolsa."	Ahead of Time, added one sentence (penultimate sentence) to original text: "Reúna objetos o fotos de los alimentos para ayudar los niños identifican las palabras escrito en las tarjetas."
New Content	Publisher	Teacher	9780876598634	98	Unidad 5, Repaso rápido: Combinar para formar nombres, Semana 2, Día 4, Párrafos1-6	Ahead of Time: "Prepare las tarjetas de fichero, marcadores y una bolsa de papel. Escriba el nombre de un alimento en cada tarjeta, como sal, uva, ajo, higo, té o cualquier otro alimento cuyo nombre tenga entre uno y tres fonemas. Coloque las tarjetas dentro de la bolsa."	Ahead of Time, added one sentence (penultimate sentence) to original text: "Reúna objetos o fotos de los alimentos para ayudar los niños identifican las palabras escrito en las tarjetas."
New Content	Publisher	Teacher	9780876598603	107	Unidad 2, Semana 2, Día 4, Bienvenida y lectura en voz alta: Life in a Pond, Párrafos 1-9	Paragraph 1, inserted words "los lugares y": "Recuérdelos a los niños que aprendieron mucho sobre los entornos,...." Paragraph 8, inserted words "etiqueten y": "Pídale que describan diferentes lugares en los que viven personas y animales."	Paragraph 1, inserted words "los lugares y": "Recuérdelos a los niños que aprendieron mucho sobre los lugares y los entornos,...." Paragraph 8, inserted words "etiqueten y": "Pídale que etiqueten y describan diferentes lugares en los que viven personas y animales."
New Content	Publisher	Teacher	9780876598597	125	Unidad 1, Semana 3, Día 1, Repaso rápido: ¡Nos movemos y contamos!, Párrafos 1-6	Paragraph 6: "Si el tiempo lo permite, repita esto con otro movimiento, como saltar. Esta vez, desafíe a los niños a contar números más grandes." Paragraph 6 after Seguir aprendiendo en inglés: "If time allows, repeat again with another motion, such as hopping. This time challenge the children to count higher."	Paragraph 6, deleted "Si el tiempo lo permite," replaced "números más grandes" with "hasta nueve," added "Repita, desafíe a los niños a contar hasta diez.": "Repita esto con otro movimiento, como saltar. Esta vez, desafíe a los niños a contar hasta nueve. Repita, desafíe a los niños a contar hasta diez." Paragraph 6 after Seguir aprendiendo en inglés, deleted "If time allows," replaced "higher" with "to nine", added "Repeat, asking them to count to ten.": "Repeat again with another motion, such as hopping. This time challenge the children to count to nine. Repeat, asking them to count to ten."

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New Content	Publisher	Teacher	9780876598610	212	Unidad 3, Semana 5, Día 1, Conexión: Simón dice, Párrafos 1-3	Paragraph 1: "Dígalos que van a jugar a ese juego. Tendrán que escuchar con atención y hacer los movimientos —y solamente los movimientos— que Simón dice." Paragraph 2: Por ejemplo, "Simón dice: 'Mueve la mano rápido'". O "Simón dice: 'Camina despacio a buscar tu abrigo.'"	Paragraph 1, added the following sentence: "Usando movimientos de ejercicio y pídale a los niños que nombren algunos movimientos." Paragraph 2, modified the examples: "Por ejemplo, "Simón dice: 'Corre en su lugar rápidamente'". O "Simón dice: 'Camina en su lugar lentamente.'"
New Content	Publisher	Teacher	9780876598634	247	Unidad 5, Repaso rápido: "Seis pequeñas letras," Semana 6, Día 1, Párrafos1-9	Paragraph 1: "Elija las letras de esta unidad (H, Q, W, X, Y, Z)..." At a Glance: "Refuerce la habilidad de los niños para reconocer las letras y los sonidos que representan." Ahead of Time: "Prepare las tarjetas del abecedario del Kit de preescolar C4L, especialmente las letras de la unidad o las letras de los nombres de los niños." Paragraph 1 after Seguir aprendiendo en inglés: "Choose letters from this unit (H, Q, W, X, Y, Z)..."	Paragraph 1, inserted lowercase letters: "Elija las letras de esta unidad (Hh, Qq, Ww, Xx, Yy, Zz)..." At a Glance, inserted "minúsculas": "Refuerce la habilidad de los niños para reconocer las letras minúsculas y los sonidos que representan." Ahead of Time, inserted "al menos 20 de" and "las letras minúsculas" and swaped "especialmente" for "enfaticando": "Prepare al menos 20 de las tarjetas del abecedario del Kit de preescolar C4L, enfatizando las letras minúsculas de la unidad o las letras de los nombres de los niños." Paragraph 1 after Seguir aprendiendo en inglés, added lowercase letters: "Choose letters from this unit (Hh, Qq, Ww, Xx, Yy, Zz)..."
New Content	Publisher	Teacher	9780876598634	256	Unidad 5, Repaso rápido: "Seis pequeñas letras," Semana 6, Día 2, Párrafos1-9	Paragraph 1: "Elija las letras de esta unidad (H, Q, W, X, Y, Z)..." At a Glance: "Refuerce la habilidad de los niños para reconocer las letras y los sonidos que representan." Ahead of Time: "Prepare las tarjetas del abecedario del Kit de preescolar C4L, especialmente las letras de la unidad o las letras de los nombres de los niños." Paragraph 1 after Seguir aprendiendo en inglés: "Choose letters from this unit (H, Q, W, X, Y, Z)..."	Paragraph 1, inserted lowercase letters: "Elija las letras de esta unidad (Hh, Qq, Ww, Xx, Yy, Zz)..." At a Glance, inserted "minúsculas": "Refuerce la habilidad de los niños para reconocer las letras minúsculas y los sonidos que representan." Ahead of Time, inserted "al menos 20 de" and "las letras minúsculas" and swaped "especialmente" for "enfaticando": "Prepare al menos 20 de las tarjetas del abecedario del Kit de preescolar C4L, enfatizando las letras minúsculas de la unidad o las letras de los nombres de los niños." Paragraph 1 after Seguir aprendiendo en inglés, added lowercase letters: "Choose letters from this unit (Hh, Qq, Ww, Xx, Yy, Zz)..."
New Content	Publisher	Teacher	9780876598597	142–143	Unidad 1, Semana 3, Día 3, Repaso rápido: Simón dice: "Tantos como éstos".	Paragraph 2: "Simón dice, 'aplaudan dos veces.'" Paragraph 4: Simón dice: "Aplaudan dos veces." Paragraph 2 after Seguir aprendiendo en inglés: "Simon says, 'Clap your hands two times.'" Paragraph 4 after Seguir aprendiendo en inglés: "Simon says, 'Clap your hands two times.'"	Paragraph 2, replaced "dos" with "diez": "Simón dice, 'aplaudan dos veces.'" Paragraph 4, replaced "dos" with "diez": "Simón dice: "Aplaudan dos veces." Paragraph 2 after Seguir aprendiendo en inglés, replaced "two" with "ten": "Simon says, 'Clap your hands ten times.'" Paragraph 4 after Seguir aprendiendo en inglés: "Simon says, 'Clap your hands ten times.'"
New Content	Publisher	Teacher	9780876598610	194–195	Unidad 3, Semana 4, Día 4, Grupo pequeño: Pelota y cuchara, Párrafos 1-7 & Planificar con antelación	Paragraph 2: "Anime a los niños a elegir las pelotas que les gustaría usar con sus cucharas en función del tamaño de las pelotas y del tamaño y peso de las cucharas. Motívelos a usar la tabla de investigación para elegir las pelotas que crean que servirán. La pelota no puede ser ni demasiado pesada ni demasiado ligera para que puedan lanzarla con seguridad a corta distancia. Además, asegúrese de hablar..." Ahead of Time, second bullet: "Traiga pelotas de distintos tamaños y materiales como..."	Paragraph 2, inserted "y peso" in the first sentence and inserted a sentence after the second sentence "La pelota no puede ser ni demasiado pesada ni demasiado ligera para que puedan lanzarla con seguridad a corta distancia." : "Anime a los niños a elegir las pelotas que les gustaría usar con sus cucharas en función del tamaño de las pelotas y del tamaño y peso de las cucharas. Motívelos a usar la tabla de investigación para elegir las pelotas que crean que servirán. La pelota no puede ser ni demasiado pesada ni demasiado ligera para que puedan lanzarla con seguridad a corta distancia." Ahead of Time, second bullet inserted ", pesos," : "Traiga pelotas de distintos tamaños, pesos, y materiales como..."
New Content	Publisher	Teacher	9780876598610	239–240	Unidad 3, Semana 5, Día 4, Grupo pequeño: Muévelo . . . o no, Párrafo 1	Paragraph 1: "Recuérdelos a los niños que han estado aprendiendo sobre las formas en las que se mueven los animales y las personas. Pídale que mencionen algunas de las formas en las que se mueven los animales."	Paragraph 1, added a sentence to the end of the paragraph: "Pídale que mencionen maneras saludables en que las personas se mueven."

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[Interactive Teaching Tool](#)

User Name: TXESC1@lwtears.com

Password: password1

[Student-facing Apps](#)

Educator PIN: TXESC1

Select Student: Student 1 **Secret Code:** AA

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Editorial Change	Publisher	Student	9781950578177	N/A	Word Time Activity Booklet	N/A	Change Week 25 sentence to match the card, "The ground is sandy."
Editorial Change	Publisher	Student	9781950578177	N/A	Word Time Cards	N/A	Added additional copies of the 1F "My name is..." card to the set.
Editorial Change	Publisher	Teacher	9781950578221	3	Book 1	N/A	Change the name Cheryl Lundy Warfield to "Cheryl Lundy Swift"
Editorial Change	Publisher	Teacher	9781950578238	3	Book 2 Intro	N/A	Unit 3, week 16 use glyph for G
Editorial Change	Publisher	Teacher	9781950578238	3	Book 2 Intro	N/A	p 194 G glyph, p 256 B glyph
Editorial Change	Publisher	Teacher	9781950578221	4	Book 1	Volume 1: Introduction to the Curriculum, 1st paragraph	Change "principals" to "priciples"; add a comma between "know" and "using"
Editorial Change	Publisher	Teacher	9781950578221	4	Book 1	Volume 1: Introduction to the Curriculum, 1st paragraph, first bullet	Hyphenate "half day"
Editorial Change	Publisher	Teacher	9781950578221	4	Book 1	Volume 1: Introduction to the Curriculum, 1st paragraph, 5th bullet	lowercase "sequence"
Editorial Change	Publisher	Teacher	9781950578221	4	Book 1	Volume 2: Multisensory Lessons with Hands-On Learning	Change "with" to "and" (to match title)
Editorial Change	Publisher	Teacher	9781950578238	4	Book 2 Intro	N/A	add subhead "Overview" // set in semibold first 4 listed sections of Curriculum Introduction, Developmental Stages of Learning, Core Learning Areas, Lessons Plans // remove commas just after each of those 4 section names -- this will align it to the styling of 4 sections below
Editorial Change	Publisher	Teacher	9781950578238	4	Book 2 Intro	N/A	last in list, PreKITT: remove bold "and" and change listing to of pages to: (Vol. 1, p. 34; Vol. 2, p. 8)
Editorial Change	Publisher	Teacher	9781950578238	5	Book 2 Intro	N/A	first listed item, Focused Topic, drop "day/" to next line
Editorial Change	Publisher	Teacher	9781950578238	5	Book 2 Intro	N/A	If p 132 changes (question below) image will need to be updated
Editorial Change	Publisher	Teacher	9781950578221	6	Book 1	Since this is written for teachers, I'm not sure about the "We teach them . . ." Suggest changing to "Our curriculum teaches children . . ." or "Our curriculum offers teachers with tools to . . ."	bullet 3: change "Friendly" to "friendly" lowercase f
Editorial Change	Publisher	Teacher	9781950578221	6	Book 1	Different and Better: You need tools to meet these needs. Our uniques Pre-K programs make teaching easy and regarding for you with:	Change first "you" with "Teachers"; strike "for you" in last line
Editorial Change	Publisher	Teacher	9781950578221	6	Book 1	What and How We Teach: Able:	Change "you" to "one"
Editorial Change	Publisher	Teacher	9781950578221	7	Book 1	A Developmental Curriculum: 2nd para: You need support to meet all your children where they are...	Change to: Teachers need to support to meet all children where...

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578221	7	Book 1	Supporting Families: Families are a child's first and most important teachers.	Change to: Families are children's first and most important teachers.
Editorial Change	Publisher	Teacher	9781950578221	7	Book 1	Supporting Families: First paragraph.	Move "and school" up to the previous line.
Editorial Change	Publisher	Teacher	9781950578221	7	Book 1	Supporting Families seems a bit redundant.	Delete 2nd paragraph. Para 3, sentence 2, delete "We recognize that"
Editorial Change	Publisher	Teacher	9781950578221	7	Book 1	Last sentence seems like a nonsequitor. Suggest making it the first sentence of a (new) third paragraph and adding a sentence or two about how this is done. Perhaps add a note about the ELL support provided to lessons?	N/A
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	R&W	Add a comma before "including"
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	R&W: Within this learning area, you will discover...	Change "you" to "teachers"
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	Left column bullets	Add a period after the last bullet.
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	Original text reads "Get Set for School is a curriculum that prepares young learners for school with the following learning areas: Language & Literacy, Readiness & Writing, Numbers & Math, and Oral Language, Science, and Social Studies. Social Studies."	Change to: "Get Set for School is a curriculum that prepares young learners for school with the following learning areas: Language & Literacy, Readiness & Writing, Numbers & Math, Oral Language, Science, and Social Studies."
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	bulleted lists shouldn't have punctuation	delete the period after the sentence in the fourth bullet point
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	Bullet 1: "achieve" needs an object	Change "achieve" to "succeed"
Editorial Change	Publisher	Teacher	9781950578221	8	Book 1	Under L&L: Use of first-person	Change "We use" to "Get Set for School uses"; S2: change "We expose" to "The curriculum exposes."
Editorial Change	Publisher	Teacher	9781950578238	8	Book 2 Intro	N/A	Under Additional Resources: myLWTears.com, Add first two bullets as sentences to paragraph above. Remove the last two bullets.
Editorial Change	Publisher	Teacher	9781950578221	9	Book 1	Under N&M: Use of first-person.	Change "We use" to "Get Set for School uses"
Editorial Change	Publisher	Teacher	9781950578221	9	Book 1	Original sentence reads "Within the teacher's guide, you will find activities to spark the imagination of your young explores as they..."	change "explores" to "explorers"
Editorial Change	Publisher	Teacher	9781950578221	9	Book 1	S&SS: ...to spark the imagination of your young explorers	strickethrough "your"
Editorial Change	Publisher	Teacher	9781950578221	10	Book 1	Phonological Awareness	Add a comma abefore "whether"
Editorial Change	Publisher	Teacher	9781950578221	10	Book 1	Second sentence is unclear: "this learning skills" doesn't have a reference. Also, I'm not sure it adds any information. Teachers will know what benchmarks are, and you don't use the term elsewhere.	Delete sentence #2.
Editorial Change	Publisher	Teacher	9781950578221	10	Book 1	Sentence 3: grammar	Change "as well as" to "and"
Editorial Change	Publisher	Teacher	9781950578221	10	Book 1	Under Alphabet Knowledge: Sentence 2 is talking about "Letter recognition" not "Alphabet recognition"	Change "Alphabet" to "Letter"
Editorial Change	Publisher	Teacher	9781950578221	10	Book 1	Alphabet Knowledge: Our activities address the broad range of alphabet experiences and knowledge in your classroom.	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	11	Book 1	Concepts About Print	After 1) delete the spaces before and after the em dash
Editorial Change	Publisher	Teacher	9781950578221	11	Book 1	Writing: You are the scribe,...	Change "You" to "Teachers"

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Editorial Change	Publisher	Teacher	9781950578221	11	Book 1	Under Writing: Uses 2nd person; ALSO assumes that preK teachers don't know something that they likely already know.	Change first sentence to: "Writing begins with story creation. Young children . . ."
Editorial Change	Publisher	Teacher	9781950578238	11	Book 2 Unit 1	Social Studies, Day 4, last line	this font seems to be smaller than the rest,may need to take a closer look
Editorial Change	Publisher	Teacher	9781950578221	12	Book 1	Hands-On Products	Change "your" to "teacher" and change "You" to "Teachers"; bold LWTears.com
Editorial Change	Publisher	Teacher	9781950578238	12	Book 2 Unit 1	Ask & Tell #2	remove extra space next to "the response" to fix alignment under first line
Editorial Change	Publisher	Teacher	9781950578238	12	Book 2 Unit 1	Ask & Tell #4	insert "an" after "Offer"
Editorial Change	Publisher	Teacher	9781950578221	13	Book 1	Original sentence reads "The Picture Tiles can be used to match words than rhyme and used..."	change "than" to "that"
Editorial Change	Publisher	Teacher	9781950578221	13	Book 1	Sound Around Box: ...and gives you easy ways...	Change "you" to "teachers"
Editorial Change	Publisher	Teacher	9781950578221	13	Book 1	Sing, Sound & Count: You will soon...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	13	Book 1	My Book: ...than by writing and reading about yourself?	Change "yourself" to "oneself"
Editorial Change	Publisher	Teacher	9781950578238	13	Book 2 Unit 1	Numbers & Math - Materials	"The Door Bell Rang" should be " The Doorbell Rang"; please check to see the actual title of this book.
Editorial Change	Publisher	Teacher	9781950578238	13	Book 2 Unit 1	N/A	Change objective to: Children count objects. ; Change "Shake Hands with Friends" to "Count Friends"
Editorial Change	Publisher	Teacher	9781950578238	13	Book 2 Unit 1	N/A	Change second bullet to "Count people or objects"
Editorial Change	Publisher	Teacher	9781950578238	13	Book 2 Unit 1	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	13	Book 2 Unit 1	N/A	Add comma before "and"
Editorial Change	Publisher	Teacher	9781950578221	14	Book 1	Readiness	Add a comma before "such"
Editorial Change	Publisher	Teacher	9781950578221	14	Book 1	Alphabet Knowledge: They're still active and hands-on with many of these activities having a social component as children notice letters in their names and in their friends' names.	Add a comma after "hands-on"
Editorial Change	Publisher	Teacher	9781950578238	14	Book 2 Unit 1	N/A	Update the Objective to "Children distinguish between a variety of environmental and speech sounds."
Editorial Change	Publisher	Teacher	9781950578238	14	Book 2 Unit 1	R&W: We're Learning, 2nd in list	Delete comma after "body" and "maintain posture/position and mobility.
Editorial Change	Publisher	Teacher	9781950578238	14	Book 2 Unit 1	Language & Literacy - Objective	insert period at end of sentence
Editorial Change	Publisher	Teacher	9781950578238	14	Book 2 Unit 1	Use 10 Little Fingers	insert comma after "Repeat"
Editorial Change	Publisher	Teacher	9781950578221	15	Book 1	Writing Capital Letters: You will teach good grip and formation habits from the very beginning... You will carefully guide...	Change to: Good grip and formation habits will be taught from the very beginning... Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	15	Book 1	Writing Lowercase Letters: You will introduce...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	Numbers & Math - 2.	insert comma after "Repeat"
Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	Numbers & Math - Support/ELL	insert comma after "again"
Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	Social Studies - Support/ELL: Provide visual supports...	change to "Provide visual support..."
Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	Social Studies - Enrichment	insert comma after "Book Connections"

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Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	N/A	Remove "Particiate in dramatic play" and the icon immediately before it. Replace with "(ruler icon) Represent data in graphic form.
Editorial Change	Publisher	Teacher	9781950578238	15	Book 2 Unit 1	N/A	Change objective to: Children count on fingers.
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	Developmental Teaching: Handwriting is a critical link to early literacy instruction and early writing supports a child's acquisition of alphabetic knowledge and application...	Add a comma after "instruction"
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	Developmental Teaching: The letter sounds and capital and lowercase letter matching are introduced through the Language & Literacy lessons which is also integrated with Numbers & Math, Oral...	Add a comma before "which"
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	Column 2: 1st bullet	Add a comma after "naming"
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	Column 2: last bullet	Add a period after the last bullet.
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	Column 2: last paragraph	Delete the comma after "formation" and add a comma after "size"
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	unnecessary ellipses	remove the two ellipses before and after the word "and"
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	sentence reads "The letter sounds and capital and lowercase letter matching... also integrated with Numbers & Math, Oral Language, Science & Social Studies..."	change to say "...Numbers & Math, Oral Language, and Science & Social Studies..."
Editorial Change	Publisher	Teacher	9781950578221	16	Book 1	sentence reads "A strong foundation with... and handwriting skill."	Change to say "...and handwriting skills."
Editorial Change	Publisher	Teacher	9781950578238	16	Book 2 Unit 1	N/A	Change objective to: Children distinguish between letters, numbers, shapes, and picture tiles.
Editorial Change	Publisher	Teacher	9781950578238	16	Book 2 Unit 1	N/A	Change "name capital letters" to "Children count using hands."
Editorial Change	Publisher	Teacher	9781950578238	16	Book 2 Unit 1	Readiness & Writing	This lesson matched p. 12 lesson but is a few words off. Seems like a mistake or a way to make another lesson. Do we want to match exactly or have a different lesson? Note - this comment was made in previous round of edits
Editorial Change	Publisher	Teacher	9781950578221	18	Book 1	Hands-On Products	Change "your" to "teacher" and change "You" to "Teachers";
Editorial Change	Publisher	Teacher	9781950578238	18	Book 2 Unit 1	Language & Literacy - Support/ELL	insert comma after "Box"
Editorial Change	Publisher	Teacher	9781950578238	18	Book 2 Unit 1	L&L: We're Learning, first line	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	18	Book 2 Unit 1	N/A	L&L, check that page of My Book shown is actually a left page and/or change book vector to match. // Check for understanding, first line, drop "Can" down
Editorial Change	Publisher	Teacher	9781950578221	19	Book 1	Get Set for School: At first just play the music during free play time until you and the children become familiar with the tunes and words. You'll soon find favorite songs...	Strikethrough "you and" in the first sentence; change "You'll" to "Teachers will"
Editorial Change	Publisher	Teacher	9781950578221	19	Book 1	A-B-C Touch: Children simply put the fronts and backs of animal together.	Change "animal" to "animals"
Editorial Change	Publisher	Teacher	9781950578221	19	Book 1	Stamp and See: You can...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	19	Book 1	Slate Chalkboard: You write a chalk letter.	Change "You" to "Teachers"

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Editorial Change	Publisher	Teacher	9781950578238	19	Book 2 Unit 1	N/A	N&M: Check for understanding, drop "Do" to next line
Editorial Change	Publisher	Teacher	9781950578238	19	Book 2 Unit 1	N/A	SS: Check for understanding, drop "Can" to next line
Editorial Change	Publisher	Teacher	9781950578238	19	Book 2 Unit 1	N/A	Change heading to: "Identify Similarities and Differences"
Editorial Change	Publisher	Teacher	9781950578238	19	Book 2 Unit 1	N/A	Change to the following: Children describe objects as same or different.
Editorial Change	Publisher	Teacher	9781950578221	20	Book 1	The Numbers & Math Domains: As you actively engage with the children, you build on...	Change first "you" to "teachers" and change second "you" to "they"
Editorial Change	Publisher	Teacher	9781950578221	20	Book 1	numbered lists should have punctuation	add period after phrase in number 5 of the list
Editorial Change	Publisher	Teacher	9781950578238	20	Book 2 Unit 1	Language & Literacy - Support/ELL	change to "Use visual support..."
Editorial Change	Publisher	Teacher	9781950578221	21	Book 1	Data Representation and Probability title	Move to top of right column.
Editorial Change	Publisher	Teacher	9781950578238	21	Book 2 Unit 1	Numbers & Math - 2.	insert comma after "floor"
Editorial Change	Publisher	Teacher	9781950578238	21	Book 2 Unit 1	Oral Language 2 (in New Changes PDF)	After "What is your name?" add "Write the question as Squawker talks and emphasize that sentence begin with a CAPITAL letter. After "...My name is ____." add: Write this sentence under the question with your name. Answers end with a period. How is the question mark and period different? Repeat Step 2 with Helper.
Editorial Change	Publisher	Teacher	9781950578238	21	Book 2 Unit 1	Oral Language -3	After "My name is ____." Change to "Have each child say the sentence, with his/her own name as you rwrite each on in the sentence.
Editorial Change	Publisher	Teacher	9781950578238	21	Book 2 Unit 1	Oral Language: Check for Understanding	Change to: Observe as children answer the questions. Can they tell the difference between the punctuation marks?
Editorial Change	Publisher	Teacher	9781950578238	21	Book 2 Unit 1	Oral Language ELL	Change to: Assist students in saying their names.
Editorial Change	Publisher	Teacher	9781950578221	22	Book 1	Hands-On Products	Change "your" to "teacher" and change "You" to "Teachers"; bold LWTEars.com
Editorial Change	Publisher	Teacher	9781950578238	22	Book 2 Unit 1	Day 2, Science, last bullet	delete comma after "information"; delete "and"; delete "s" after "makes"
Editorial Change	Publisher	Teacher	9781950578221	23	Book 1	Sing, Sound & Count: Your children will...	Change "Your" to "The"
Editorial Change	Publisher	Teacher	9781950578221	23	Book 1	I Know My Numbers: These activity books bring numbers to life in your classroom. They will have your preschoolers... Use the 10 booklets at school and send them home to engage families in home learning.	Change first "your" to "the" and strikethrough second "your"; add a comma after "school"
Editorial Change	Publisher	Teacher	9781950578221	23	Book 1	N/A	Fix widows #3 and #5
Editorial Change	Publisher	Teacher	9781950578238	23	Book 2 Unit 1	Day 3, row 2, second row	Change "sequence" to "release"
Editorial Change	Publisher	Teacher	9781950578221	24	Book 1	Hands-On Products with Word Time: On Mondays you will cover action verbs, on Wednesdays, adjectives, and on Fridays, you will cover nouns and question and answer conventions.	Change to: On Mondays, action verbs will be covered; on Wednesdays, adjectives will be covered; and on Fridays, nouns and question and answer conventions will be covered.
Editorial Change	Publisher	Teacher	9781950578238	24	Book 2 Unit 1	N/A	L&L: Objective, consider "print" changing to "text" for clarity in meaning. Print could have several meanings here // change in We're Learning section as well
Editorial Change	Publisher	Teacher	9781950578221	25	Book 1	Word Cards, second paragraph: They are easy to display on your classroom wall...	Change "your" to "the"

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Editorial Change	Publisher	Teacher	9781950578221	25	Book 1	Word Cards, third paragraph: The Word Cards help you stay organized.	Change "you" to "teachers"
Editorial Change	Publisher	Teacher	9781950578221	25	Book 1	Word Cards, third paragraph: Also, keep in mind that you introduce the words, you can continue to use the Word Cards to label items in your classroom.	Change "you introduce the words, you" to "words are introduced, teachers" and change last "your" to "the"
Editorial Change	Publisher	Teacher	9781950578238	25	Book 2 Unit 1	N/A	Change Step 2 to: 2. Child reaches inside bag and guesses which Wood Piece it is by size (big/ little) and shape (line/ curve).; Add Step 3. After each child has a turn, sort the Wood Pieces by size and shape, and count each Wood Piece group together.
Editorial Change	Publisher	Teacher	9781950578238	25	Book 2 Unit 1	Oral Language: We're Learning, 1st bullet	Change to: Remain engaged, listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578238	25	Book 2 Unit 1	Oral Language: We're Learning, 3rd bullet	Delete "say sentences,"
Editorial Change	Publisher	Teacher	9781950578238	25	Book 2 Unit 1	Numbers & Math - 1.	Can "Sound Around Box" be moved to the top line?
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	numbered lists should have punctuation	add period after phrase in number 4 of the list
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	1st paragraph: As the Pre-K teacher, you foster and build children's scientific thinking skills as you engage them in these activities.	Change to: Pre-K teachers foster and build children's scientific thinking skills as children are engaged in these activities.
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	Scientific Inquiry	Sentence 2: add the word "and" before "nature"
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	Under Earth Science: 2nd sentence is inaccurate: Earth doesn't go from the ground to the sky.	Change "from the ground to the sky" to ", Sun, and sky"
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	N/A	last para, left column, correct widow
Editorial Change	Publisher	Teacher	9781950578221	26	Book 1	N/A	Scientific Inquiry: fix widow
Editorial Change	Publisher	Teacher	9781950578221	27	Book 1	Use of ampersand vs and is inconsistent: "Self & Family" or "Self and Family"?	Change bullet #1 to Self and Family
Editorial Change	Publisher	Teacher	9781950578221	27	Book 1	First paragraph: As you actively in engage with the children, you build...	Change first "you" to "teachers" and change second "you" to "they"
Editorial Change	Publisher	Teacher	9781950578221	27	Book 1	sentence reads "Activities cover four domains, which are included, but not limited to, the benchmarks..."	change "included" to "include"
Editorial Change	Publisher	Teacher	9781950578221	27	Book 1	numbered lists should have punctuation	add period after phrase in number 4 of the list
Editorial Change	Publisher	Teacher	9781950578238	27	Book 2 Unit 1	N/A	Change objective to: Children use position words.
Editorial Change	Publisher	Teacher	9781950578238	27	Book 2 Unit 1	N/A	Change objective to: Children match objects by size.
Editorial Change	Publisher	Teacher	9781950578238	27	Book 2 Unit 1	Numbers & Math Objective	change us to "use" (KJ: I don't see this in the objective)
Editorial Change	Publisher	Teacher	9781950578238	28	Book 2 Unit 1	Readiness & Writing - Materials - PreKITT Resources: Build Mat Man -	Indicate this is an ACA reference - this was a comment on prior round of edits
Editorial Change	Publisher	Teacher	9781950578238	28	Book 2 Unit 1	N/A	Delete from "We're Learning": "Turn pages of a book"
Editorial Change	Publisher	Teacher	9781950578221	29	Book 1	R&W: Vertical, horizontal Line and Grip	Capitalize "horizontal" and "line"; second bullet under grip: Change "50" to "Fifty"
Editorial Change	Publisher	Teacher	9781950578221	29	Book 1	Math: Counting and Numbers: Recognizes 1, 2, 3	Bold the numbers.
Editorial Change	Publisher	Teacher	9781950578238	29	Book 2 Unit 1	Oral Language: We're Learning: 1st bullet	Change to: Remain engaged, listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578238	29	Book 2 Unit 1	Numbers & Math - 2.	add comma after "Little Line"
Editorial Change	Publisher	Teacher	9781950578238	29	Book 2 Unit 1	Oral Language Check for Understanding	add comma after "words"

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Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	Writing: Line down, line across, circle and cross	Capitalize all but "and" and add a comma after "circle"
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	Helper Hand: second bullet: Use stencil to...	Change "Use" to "Uses"
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	Math: Counting and Numbers, second bullet: Recognizes 1, 2, 3, 4, 5	Bold the numbers.
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	grammar in second bullet point of page	change "skips" to "skip"
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	under Toys and Puzzles section	change to say "shapes in a puzzle"
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	Writing: Cross, circle, square and triangle; first bullet: ...write letters...	Capitalize all but "and" and add a comma after "square"; change "write" to "writes"
Editorial Change	Publisher	Teacher	9781950578221	30	Book 1	Math: Counts aloud to 50+; Recognizes numbers up to 20...	Change 50+ and 20 to bold.
Editorial Change	Publisher	Teacher	9781950578238	30	Book 2 Unit 1	N/A	Need to update the RW Materials section to indicate that Build Mat Man is an ACA reference, not an App in PreKITT. We have it correct in the Spanish Book.
Editorial Change	Publisher	Teacher	9781950578238	31	Book 2 Unit 1	N/A	Change Step 2 to: 2. Child reaches inside bag and guesses which Wood Piece it is by size (big/ little) and shape (line/ curve).; Add Step 3. After each child has a turn, sort the Wood Pieces by size and shape, and count each Wood Piece group together.
Editorial Change	Publisher	Teacher	9781950578238	31	Book 2 Unit 1	N/A	Change objective: Children identify community jobs.
Editorial Change	Publisher	Teacher	9781950578238	31	Book 2 Unit 1	N/A	Change heading to: Identify Community Jobs
Editorial Change	Publisher	Teacher	9781950578238	31	Book 2 Unit 1	N/A	Change step #4 to: Ask children to talk about what a farmer does.; Change step #5 to: delete "for their jobs."
Editorial Change	Publisher	Teacher	9781950578238	31	Book 2 Unit 1	Numbers & Math - 2.	remove extra space before "little" and remove extra space before "curve" (KJ: I don't see there where indicated)
Editorial Change	Publisher	Teacher	9781950578221	32	Book 1	First paragraph: Your classroom environment reflects many things about your teaching.	Change first "your" to "The" and change second "your" to "a teacher's"
Editorial Change	Publisher	Teacher	9781950578221	32	Book 1	First paragraph: A cheerful, well-organized classroom helps you to teach effectively and allows the children in your classroom to easily access toys and materials...	Change first "you" to "one" and change second "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	32	Book 1	Second paragraph: Shelves can be a great way to organize your classroom. Dedicate a shelf for each of the learning areas you cover in during the day.	Change "your" to "the"; change "you cover in" to "covered"
Editorial Change	Publisher	Teacher	9781950578221	32	Book 1	L&L, second bullet: Assemble the Sound Around Book and keep the Magnetic Wood Pieces inside the box	Add a comma after "Book"
Editorial Change	Publisher	Teacher	9781950578238	32	Book 2 Unit 1	L&L: We're Learning, last bullet	At end, add: , discuss feelings caused by art
Editorial Change	Publisher	Teacher	9781950578238	32	Book 2 Unit 1	N/A	Change objective to: Children identify the parts of a book.
Editorial Change	Publisher	Teacher	9781950578238	32	Book 2 Unit 1	N/A	Delete "Turn pages of a book"
Editorial Change	Publisher	Teacher	9781950578238	32	Book 2 Unit 1	R&W number 3 under Draw Mat Man	change word "rurn" to "turn"

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Editorial Change	Publisher	Teacher	9781950578238	32	Book 2 Unit 1	R&W Check for Understanding (from New Content PDF)	Change to: Observe children as they imitate you. Did they sustain attention? Did they complete the activity?
Editorial Change	Publisher	Teacher	9781950578221	33	Book 1	General: Create a routine to make it predictable for you and your children.	Change to: Create a routine to make it predictable the children.
Editorial Change	Publisher	Teacher	9781950578221	33	Book 1	Divide & Conquer: Several activities may begin at the carpet as whole group.. ...or build with blocks while you teach small groups at the teacherled center.	Insert "a" between "as" and "whole"; change "you teach" to "teaching"
Editorial Change	Publisher	Teacher	9781950578221	33	Book 1	Teaching Tables: Choose a specific table where you provide the teacher-led center and remain consistent... There may be another table like this if you have a teacher's aide..	Strike through "you provide" and add a comma after "center" in first sentence; Change "you have" to "there is"
Editorial Change	Publisher	Teacher	9781950578221	33	Book 1	Plan Ahead: The more organized you keep those areas, the more efficient you will be at finding...Make sure you have any additional supports (visual/physical) for your lessons.	Change "you keep those areas" to "those areas are kept"; strikethrough "you have" and add "are available" at the end of the sentence.
Editorial Change	Publisher	Teacher	9781950578221	33	Book 1	Daily Schedule: Your classroom	Change "Your" to "The"
Editorial Change	Publisher	Teacher	9781950578238	33	Book 2 Unit 1	N/A	Change to: Children use position words.
Editorial Change	Publisher	Teacher	9781950578238	33	Book 2 Unit 1	N/A	Change second sentence to: Model holding the Wood Piece in front of you as you demonstrate with a Wood Piece.
Editorial Change	Publisher	Teacher	9781950578238	33	Book 2 Unit 1	Oral Language Look (from New Content PF)	Change last sentence to: Helper, will you help Squawker ask a question?
Editorial Change	Publisher	Teacher	9781950578238	33	Book 2 Unit 1	Oral Language 3 (from New Content PF)	After "...show respect" add: Remember, sentences begin with a CAPITAL letter. Questions end with question marks, and answers end with periods. Watch as I write both sentences on the board.
Editorial Change	Publisher	Teacher	9781950578238	33	Book 2 Unit 1	Oral Language: We're Learning, 1st bullet	Change to: Remain engaged, listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	insert hyphen	Under Teach with PreKITT in the first bullet point, change "touch sensitive digital letter" to say "touch-sensitive digital letter"
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	sentence is redundant	change second bullet point to say "Have letter formation instruction leap off the page with engaging animation videos."
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	N/A	Update the PreKITT urls in the GSS TG. Change prekitt.LWTears.com/ext/TGPKGSS/2021 to prekitt.LWTears.com
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	1st paragraph: ...variety of multimedia assets including digital letter...Get your children ready...	Add a comma after "assets"; change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	How to Access: A free trial version of PreKITT is available for a limited time so you can explore	Change "you" to "one"
Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	Teach with PreKITT: ...designed to help you easily teach..	Strikethrough "you"

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Editorial Change	Publisher	Teacher	9781950578221	34	Book 1	Teach with PreKITT: Once you're logged in, you'll find engaging, hands-on, multisensory lessons that bring learning to life for the children in your class.	Change to: Once logged in, one will find engaging, hands-on, multisensory lessons that bring learning to life for the children in the class.
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	N/A	URL in the middle of the first paragraph should be "myLWTears.com" instead of "LWTears.com" ?
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	First paragraph: products and resources such as articles and how-tos	Add a comma after "resources"
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	First paragraph: ...discover more helpful tools for your classroom to empower your teaching.	Change to: ...discover more helpful tools for the classroom to empower one's teaching.
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	First paragraph: Browse additional tools to supplement and boost your teaching	Change "your" to "one's"
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	Right column: Access and manage all of your digital products and resources Pin your most-loved products and resources for easy access and continued use	Strikethrough "of your"; Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	Right column:	Put bullets before each one.
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	N/A	Under Additional Resources: myLWTears.com, Add first two bullets as sentences to paragraph to the left of the list. Remove the last two bullets so there is no bulleted list.
Editorial Change	Publisher	Teacher	9781950578221	35	Book 1	N/A	The page title should be myLWT (no extra space, observe capitalization pattern)
Editorial Change	Publisher	Teacher	9781950578238	35	Book 2 Unit 1	Day 4, 1st row	After "bottom" delete comma and add "and"
Editorial Change	Publisher	Teacher	9781950578238	35	Book 2 Unit 1	Day 5, last row	Delete quotes. Bold "is for Ben!"
Editorial Change	Publisher	Teacher	9781950578221	36	Book 1	Digital Teaching Tips, third paragraph: As a Pre-K teacher, you can use technology...	Change "you" to "one"
Editorial Change	Publisher	Teacher	9781950578221	36	Book 1	Digital Creative Expression:... children in your class...	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	36	Book 1	sentence reads "The Get Set for School Student Apps reinforce... and strengthens learning..."	change "strengthens" to "strengthen"
Editorial Change	Publisher	Teacher	9781950578221	36	Book 1	insert hyphen	in the last sentence in the left column, change "hands on" to "hands-on"
Editorial Change	Publisher	Teacher	9781950578238	38	Book 2 Unit 1	Language & Literacy 1. and 3.	Bold first two sentences in 3.
Editorial Change	Publisher	Teacher	9781950578238	38	Book 2 Unit 1	Language & Literacy Support/ELL	bold "What was that sound?"
Editorial Change	Publisher	Teacher	9781950578238	38	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578238	39	Book 2 Unit 1	Science 1.	replace "our" with "the"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	Not sure the first sentence is accurate, and seems to unnecessarily restrict this curriculum to a particular age. The second sentence is a bit unwieldy and doesn't relate to multisensory activities, but rather to the entire curriculum.	Delete first 2 sentences.
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	first para, 2nd column, sentence 1: "These" lacks clear antecedent.	Delete "These" (and capitalize the M in multisensory to begin new sentence)

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Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	first para, 2nd column, sentence 2: awkward/confusing; I know what is meant because I read the lessons, but otherwise the term "multisensory lesson introduction" is confusing; sounds like it's the introduction to the multisensory lesson.	Delete "multisensory"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	under heading, sentence 1: "These" lacks clear antecedent.	Change to "Teacher-led centers"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	under heading: content: This is the first place where suggestions for setting up or conducting an activity are included. Suggest revising to focus on what the curriculum/approach offers, rather than explicit instruction about how to use materials.	N/A
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	Multisensory Activities & Centers: As a Pre-K teacher, you know the importance of self-directed play and multisensory, active learning. You teach with finger paint, sand tables, dough, and dress up.	Change "you know" to "one knows"; Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	Multisensory Activities ^ Centers: Research is on your side,	Change "your" to "teachers"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	Teacher-Led Centers: We suggest you set up your classroom	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	40	Book 1	Teacher-Led Centers: Make sure your children are situated so they can easily see and hear you.	Strikethrough "your"
Editorial Change	Publisher	Teacher	9781950578238	40	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578221	41	Book 1	under heading, sentence 1: "These" lacks clear antecedent.	Change to "Student-led centers"
Editorial Change	Publisher	Teacher	9781950578221	41	Book 1	under heading, sentence 1: punctuation	delete period in last bullet.
Editorial Change	Publisher	Teacher	9781950578238	41	Book 2 Unit 1	Oral Language 4.	replace period with question mark after "things"
Editorial Change	Publisher	Teacher	9781950578238	41	Book 2 Unit 1	Oral Language Support/ELL	insert comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	41	Book 2 Unit 1	N&M-3	At the beginning, add: What happens during the day? What happens at night? (Changed)
Editorial Change	Publisher	Teacher	9781950578221	42	Book 1	2nd paragraph: You can easily incorporate fun, read-aloud activities with the children in your class through the following tips for read-aloud activities, your classroom	Change "You" to "Teachers"; change "your" to "the"; change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	42	Book 1	Right column	Delete all quotes in 4th and 5th bullets and in 1st, 4th, and 5th bullets under Let's Read.
Editorial Change	Publisher	Teacher	9781950578221	42	Book 1	grammar -- insert comma	Change sentence from "You can easily incorporate fun read-aloud activities..." to "You can easily incorporate fun, read-aloud activities..."
Editorial Change	Publisher	Teacher	9781950578238	42	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578238	42	Book 2 Unit 1	Readiness & Writing 4.	insert comma after "outline of shapes" (I don't see a #4 here)
Editorial Change	Publisher	Teacher	9781950578221	43	Book 1	bold font question under Comprehension: Review	add "you" after "surprised" in the sentence ""What surprised about the story?""
Editorial Change	Publisher	Teacher	9781950578221	43	Book 1	add comma	add comma after the word revisit in "Review, revisit and discuss book previously..."
Editorial Change	Publisher	Teacher	9781950578221	43	Book 1	insert hyphen	in the last sentence of the page, insert hyphen between "previously" and "read". "...previously-read books..."
Editorial Change	Publisher	Teacher	9781950578221	43	Book 1	Comprehension Review	Delete all quotes under the third bullet.

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Editorial Change	Publisher	Teacher	9781950578238	43	Book 2 Unit 1	Science 1.	Change "Gather picture" to "Gather pictures"
Editorial Change	Publisher	Teacher	9781950578238	43	Book 2 Unit 1	N&M-3	Change to: Let's put all the blue objects together. Watch me. Take one blue object and put it on a tray.
Editorial Change	Publisher	Teacher	9781950578238	43	Book 2 Unit 1	N&M-5	Change to: Point to the tray with blue objects. How are these the same? (They are all blue.)
Editorial Change	Publisher	Teacher	9781950578221	44	Book 1	insert comma	in the second sentence, add a comma after "lowercase letters"
Editorial Change	Publisher	Teacher	9781950578221	44	Book 1	ABC Touch & Flip: You can use them for whole	Change "You can use them" to "They can be used"
Editorial Change	Publisher	Teacher	9781950578221	44	Book 1	Set Includes: 2nd bullet: Three different background colors for sorting alphabet	Add "the" before "alphabet"
Editorial Change	Publisher	Teacher	9781950578221	44	Book 1	Set includes: right column, 2nd bullet	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	44	Book 2 Unit 1	Language & Literacy 1.	Change to "Children sit in a circle."
Editorial Change	Publisher	Teacher	9781950578238	44	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song
Editorial Change	Publisher	Teacher	9781950578238	44	Book 2 Unit 1	R&W: We're Learning, 1st bullet	Change to: Recognize and identify basic colors, demonstrate active listening skills
Editorial Change	Publisher	Teacher	9781950578238	44	Book 2 Unit 1	R&W: We're Learning, 2nd bullet	Change to: Use same hand consistently to hold crayon, hold crayon with proper grip, use helping hand to stabilize paper
Editorial Change	Publisher	Teacher	9781950578221	45	Book 1	Teacher-Led Activities: #4: When you introduce a lowercase letter, have children whose names begin with that letter show the capital at the beginning of their names. Then have children...	Change to: When a lowercase letter is introduced, have children...; add a comma after "Then" in last sentence.
Editorial Change	Publisher	Teacher	9781950578221	45	Book 1	Right column, last bullet: The Magnetic Lowercase & Blackboard Set engages children with fun, hands on literacy and pre-writing activities.	Hyphenate "hands on" and add a comma after "literacy"
Editorial Change	Publisher	Teacher	9781950578221	45	Book 1	insert comma	in 4. Letters in Names, in the second sentence add a comma after "lowercase letter"
Editorial Change	Publisher	Teacher	9781950578238	45	Book 2 Unit 1	Oral Language-3	After "Friends are people" change to: Remember, questions end with question marks, and answers end with periods. Watch as I write both sentences on the board. Ask children which punctuation is a question mark and which is a period.
Editorial Change	Publisher	Teacher	9781950578238	45	Book 2 Unit 1	Oral Language Enrichment	After "...eyes and hair?" change to: Read, <i>I'm Like You, You're Like Me/Yo soy como tu, tu eres como yo: A Book About Understanding and Appreciating Each Other/Un libro para entendermos y apreciamos</i> by Cindy Gainer (Books All Year, SEL Books, p. 103).
Editorial Change	Publisher	Teacher	9781950578221	46	Book 1	Friday: Friday questions use question such as...	Add an "s" to "question" then add a comma.
Editorial Change	Publisher	Teacher	9781950578221	46	Book 1	Set includes: 4th bullet: Helps you teach daily vocabulary...	Strikethrough "you"
Editorial Change	Publisher	Teacher	9781950578221	46	Book 1	Under Friday in the second sentence	add "words" after "question". Should say "Friday questions use question words such as,..."
Editorial Change	Publisher	Teacher	9781950578238	46	Book 2 Unit 1	At top, last sentence	Change "attributes, the" to "attributes. The"
Editorial Change	Publisher	Teacher	9781950578238	46	Book 2 Unit 1	L&L Day 1, 1st bullet	Delete comma after "bottom" and add "and"
Editorial Change	Publisher	Teacher	9781950578238	46	Book 2 Unit 1	L&L Day 1, 3rd bullet	Add "index" after "Isolate"
Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Teacher Led Activities (title)	Hyphenate "Teacher Led"

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Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Teacher-Led Activities: #1: Use a word helper to assist you with finding Squawker's location...	Strikethrough "you"
Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Teacher-Led Activities: #2 At the beginning of the lessons have children look...	Add a comma after "lessons"
Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Teacher-Led Activities: #3 Look: Use the Word Cards to build additional skills like identifying the initial sound of the word, the...	Add a comma after "skills"
Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Tips: Act It Out: When you teach action verbs...	Change to: When teaching action verbs...
Editorial Change	Publisher	Teacher	9781950578221	47	Book 1	Tips: Stretch It: When deeply exploring a subject (e.g., animals) you will find that children	Add a comma after end parenthesis and change "you" to "teachers"
Editorial Change	Publisher	Teacher	9781950578238	47	Book 2 Unit 1	L&L Day 1, 1st bullet	Delete comma after "bottom" and add "and"
Editorial Change	Publisher	Teacher	9781950578238	47	Book 2 Unit 1	L&L Day 1, 3rd bullet	Add "index" after "Isolate"
Editorial Change	Publisher	Teacher	9781950578238	47	Book 2 Unit 1	Day 4, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	47	Book 2 Unit 1	Day 4, last row	Change beginning to "Have children sort" [This is to be consistent with have all sentences start here with an action verb]
Editorial Change	Publisher	Teacher	9781950578221	48	Book 1	Sound Around Box: It gives you easy ways to teach letters...	Change to: It provides easy eays to teach letters...
Editorial Change	Publisher	Teacher	9781950578221	48	Book 1	Sound Around Box: Fill the box with familiar items that begin with the beginning sound you are teaching.	Change "you are teaching" to "being taught"
Editorial Change	Publisher	Teacher	9781950578221	48	Book 1	Sound Around Box: Use both the color and picture tiles to break compound words into parts or identify the number of syllables.	Add a comma after "parts"
Editorial Change	Publisher	Teacher	9781950578221	48	Book 1	Sound Around Box: This teacher's guide, the activity booklet, and your own great ideas will enable you and the children in your class to...	Change to: This teacher's guide, the activity booklet, and teachers' own great ideas will enable teachers and the children in the class to...
Editorial Change	Publisher	Teacher	9781950578221	48	Book 1	Set Includes: Last bullet, right column: Gets you started using its 10 activities.	Change "you" to "teachers"
Editorial Change	Publisher	Teacher	9781950578238	48	Book 2 Unit 1	L&L We're Learning, last bullet	Add "index" after "Isolate"
Editorial Change	Publisher	Teacher	9781950578238	48	Book 2 Unit 1	R&W We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	48	Book 2 Unit 1	Language & Literacy 1.	Change to "Children sit in a circle."
Editorial Change	Publisher	Teacher	9781950578238	48	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578221	49	Book 1	Tips: Tickledee-dee: Substitute names of different children each time you sing and have them sing the silly rhymes	Add a comma after first mention of "sing"
Editorial Change	Publisher	Teacher	9781950578221	49	Book 1	in the blue heading on the right side of the page	delete the "s" in "Sounds". Should say: "Tips for the Sound Around Box and PreKITT"
Editorial Change	Publisher	Teacher	9781950578238	49	Book 2 Unit 1	Numbers & Math 2.	change "her" to "the child's"
Editorial Change	Publisher	Teacher	9781950578221	50	Book 1	Teacher-Led Activities: #1: Put a special bookmark or paperclip on the page with the letter you want to introduce.	Change "you want to introduce" to "being introduced"

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Editorial Change	Publisher	Teacher	9781950578221	50	Book 1	Teacher-Led Activities: #8: the class can participate and share in science observations (e.g., birds building a nest or a classroom butterfly nursery), have children draw...	Change the comma after the end parenthesis to a period. Capitalize "have" after that.
Editorial Change	Publisher	Teacher	9781950578221	50	Book 1	insert comma	in the second sentence, add a comma after "gray". Should say "...and creativity while the gray, traceable letters..."
Editorial Change	Publisher	Teacher	9781950578238	50	Book 2 Unit 1	R&W We're Learning, 2nd bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	50	Book 2 Unit 1	R&W We're Learning, last bullet	Change to: Recognize two-dimensional shapes
Editorial Change	Publisher	Teacher	9781950578238	50	Book 2 Unit 1	Language & Literacy 1.	change "for their name" to "of their name"
Editorial Change	Publisher	Teacher	9781950578238	50	Book 2 Unit 1	Language & Literacy Support/ELL	insert comma after "movements"
Editorial Change	Publisher	Teacher	9781950578238	50	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578221	51	Book 1	under 3. Sensory Letters	Change the last two sentences to say: "Then, model writing letters with the children. Take turns writing letters or write the letters in a child's name."
Editorial Change	Publisher	Teacher	9781950578238	51	Book 2 Unit 1	N&M We're Learning, 2nd bullet	At the end, add "up to 5 objects" (bold 5)
Editorial Change	Publisher	Teacher	9781950578238	51	Book 2 Unit 1	N/A	N&M number 3, remove period from inside parenthesis
Editorial Change	Publisher	Teacher	9781950578221	52	Book 1	Teacher-Led Activities: move hands to a different part of the body starting at head and moving to shoulders, waist, knees, and feet.	Add "the" between "at" and "head"
Editorial Change	Publisher	Teacher	9781950578238	52	Book 2 Unit 1	R&W We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	52	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578221	53	Book 1	insert comma	in the second sentence, insert comma after "match"
Editorial Change	Publisher	Teacher	9781950578238	53	Book 2 Unit 1	N&M We're Learning, 2nd bullet	Change 5 to 1-10
Editorial Change	Publisher	Teacher	9781950578221	54	Book 1	in the "Rhyming Riddles" row	add the word "the" before "beat"
Editorial Change	Publisher	Teacher	9781950578221	54	Book 1	Song Table: Suggested Activities: Hold index finger in front of mouth for quiet; Cup hands...	lowercase "Cup"
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	L&L Day, 1st bullet	Delete comma after "bottom" and add "and"
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	R&W We're Learning, 1st bullet	Delete "attend to tasks,"; on the next line add the mathematics icon and add Recognize shapes"
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	R&W We're Learning, 2nd bullet	Change to: Use new vocabulary, engage in conversation, learn words linked to content
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	R&W We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	Language & Literacy 5.	insert comma after "cards"
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578238	54	Book 2 Unit 1	Readiness & Writing Enrichment	change "and" to "to"
Editorial Change	Publisher	Teacher	9781950578221	55	Book 1	Get Set: ...will be included in the lesson plans for writing readiness, literacy and math skills.	Add a comma after "literacy"
Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	Numbers & Math Enrichment	insert comma after 1-10
Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	N&M We're learning, 1st bullet	Delete ", cooperate with peers"
Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	N&M We're learning, 2nd bullet	Change 5 to 1-10

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Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	Science We're Learning, 1st bullet	Delete ", cooperate with peers"
Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	Science We're Learning, 2nd bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	55	Book 2 Unit 1	Science We're Learning, last bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578221	56	Book 1	delete comma	delete the comma after the word "time" in the third sentence
Editorial Change	Publisher	Teacher	9781950578221	56	Book 1	under Tips in the fifth bullet point	add "their" after "putting"
Editorial Change	Publisher	Teacher	9781950578221	56	Book 1	Teacher-Led Activity: This is your right hand. I'm going to do something to your right hand. AND you: This is my right hand. I shake hands with my right hand.	Bold both sentences.
Editorial Change	Publisher	Teacher	9781950578221	56	Book 1	Tips, last bullet: Be cognizant of children in your room and observe their traditions for greeting.	Change "your" to "the" and add a comma after "room"
Editorial Change	Publisher	Teacher	9781950578238	56	Book 2 Unit 1	R&W We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	56	Book 2 Unit 1	Readiness & Writing 2.	insert comma after Crayon Song, before quotes
Editorial Change	Publisher	Teacher	9781950578238	56	Book 2 Unit 1	Readiness & Writing Materials	Activity references p. 13, which p. is correct?
Editorial Change	Publisher	Teacher	9781950578221	57	Book 1	Teaching Grip" You can end...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	57	Book 1	Little Crayons: If you do move a child to pencils...	Change to: If children are moved to pencils...
Editorial Change	Publisher	Teacher	9781950578221	57	Book 1	Little Crayons: You can use markers in moderation.	Change to: Use markers in moderation.
Editorial Change	Publisher	Teacher	9781950578238	57	Book 2 Unit 1	Numbers & Math 1.	insert comma after "floor"
Editorial Change	Publisher	Teacher	9781950578238	57	Book 2 Unit 1	Oral Language 4. Talk	Move last two sentences up a line to remove extra space
Editorial Change	Publisher	Teacher	9781950578238	57	Book 2 Unit 1	N&M We're Learning, 2nd bullet	Delete "Count to 5," and capitalize "identify"
Editorial Change	Publisher	Teacher	9781950578238	57	Book 2 Unit 1	Oral Language -3	After "A triangle is a shape" change to/add: Remember, questions end with question marks, and answers end with periods. Watch as I write both sentences on the board. Ask children which punctuation is a question mark and which is a period. What is a question you could ask about a triangle?
Editorial Change	Publisher	Teacher	9781950578221	58	Book 1	insert comma	in the first bullet point under Tips, insert a comma after "activity". Should say: "During the activity, observe..."
Editorial Change	Publisher	Teacher	9781950578221	58	Book 1	second bullet point under Tips add the word "if"	change the second sentence to say "Check to see if they can reposition their fingers to hold it correctly."
Editorial Change	Publisher	Teacher	9781950578238	58	Book 2 Unit 1	N&M Day 2, 1st bullet	Delete "a" and the space after.
Editorial Change	Publisher	Teacher	9781950578221	59	Book 1	second bullet point under 1. Pick Up	delete the extra "pp." in the second sentence
Editorial Change	Publisher	Teacher	9781950578221	59	Book 1	second bullet point under 4. Aim and Trace	delete comma after "and" in second sentence of second bullet
Editorial Change	Publisher	Teacher	9781950578221	59	Book 1	1st bullet under Aim and Trace: Have children AIM at the arrows or smiley faces and TRACE letters and numbers.	Capitalize "smiley faces"
Editorial Change	Publisher	Teacher	9781950578221	59	Book 1	Tips: 1st two bullets	End each with a period.
Editorial Change	Publisher	Teacher	9781950578221	60	Book 1	Colorings Skills, 2nd paragraph" With these pages, you teach the names...	Delete "you"
Editorial Change	Publisher	Teacher	9781950578221	60	Book 1	Last bullet in right column	Add a period.
Editorial Change	Publisher	Teacher	9781950578221	60	Book 1	Coloring can give you clues about a child's readiness	Delete "you"

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Editorial Change	Publisher	Teacher	9781950578238	60	Book 2 Unit 1	R&W We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	60	Book 2 Unit 1	Readiness & Writing 2.	Replace 'doing" with "going"
Editorial Change	Publisher	Teacher	9781950578238	60	Book 2 Unit 1	Readiness & Writing 3.	insert comma after "rails"
Editorial Change	Publisher	Teacher	9781950578221	61	Book 1	Wood Piece Play: You will see Wood Pieces used in many songs from our music albums, as well as for these activities:	Change to: Wood Pieces are used in many songs from our music albums as well as for these activities:
Editorial Change	Publisher	Teacher	9781950578221	61	Book 1	Teacher-Led Activities #3: they need to know the names of the Wood Pieces before you introduce this activity.	Change to: they need to know the names of the Wood Pieces before introducing this activity.
Editorial Change	Publisher	Teacher	9781950578221	61	Book 1	Teacher-Led Activities #3: Just for fun, you may put something else (e.g., a spoon) in the bag.	Change to: Just for fun, something else (e.g., a spoon) can be put in the bag.
Editorial Change	Publisher	Teacher	9781950578238	61	Book 2 Unit 1	Numbers & Math 1.	Change to read "Review 1, and give each child a number card. Have dough for all to use."
Editorial Change	Publisher	Teacher	9781950578238	61	Book 2 Unit 1	Social Studies 2.	bold "Go!"
Editorial Change	Publisher	Teacher	9781950578238	61	Book 2 Unit 1	N&M We're learning, 1st bullet	Add "simple" before "tasks"
Editorial Change	Publisher	Teacher	9781950578238	61	Book 2 Unit 1	N/A	Change the title of the Learning Area Lesson (in the blue tab) to Oral Language instead of Social Studies
Editorial Change	Publisher	Teacher	9781950578238	62	Book 2 Unit 1	L&L We're Learning, 2nd bullet	Add a comma after "letters"
Editorial Change	Publisher	Teacher	9781950578238	62	Book 2 Unit 1	L&L We're Learning, last bullet	Capitalize "use" and change "object" to "paper"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	N&M We're learning, 1st bullet	Add "simple" before "tasks"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	L&L We're Learning, last bullet	Change "object" to "paper"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	N/A	Change Objective: Children learn to write the numeral 1.
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	Numbers & Math 1.	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	Numbers & Math 2.	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	Social Studies 4.	insert comma after "Use the map"
Editorial Change	Publisher	Teacher	9781950578238	63	Book 2 Unit 1	Social Studies Enrichment	insert comma after "created"
Editorial Change	Publisher	Teacher	9781950578221	64	Book 1	Teacher-Led Activities, 2nd bullet	Add a period at the end.
Editorial Change	Publisher	Teacher	9781950578238	64	Book 2 Unit 1	Language & Literacy Objective	capitalize "wood pieces"
Editorial Change	Publisher	Teacher	9781950578238	64	Book 2 Unit 1	Language & Literacy materials	Activity does not call for a Bag, but does call for a Mat. Should this be changed?
Editorial Change	Publisher	Teacher	9781950578238	64	Book 2 Unit 1	Readiness & Writing 2.	insert comma after "Chart"
Editorial Change	Publisher	Teacher	9781950578221	65	Book 1	#3: Alignment	Move the bolded words one space left (it's not lined up as is).
Editorial Change	Publisher	Teacher	9781950578221	65	Book 1	#4: that the child completes before you introduce Mat Man.	Change "you introduce" to "introducing"
Editorial Change	Publisher	Teacher	9781950578221	65	Book 1	Tips: bullet 4: Mat Man's body (oval, square, etc.) See Mat Man	Add a period after the end parenthesis.
Editorial Change	Publisher	Teacher	9781950578221	65	Book 1	Tips last bullet: draw less (i.e. just the head with eyes, nose, mouth). If they are ready for a challenge, talk about adding elbows, knees, a neck!	Add a comma after "i.e." and add "or" before "a neck"

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Editorial Change	Publisher	Teacher	9781950578238	65	Book 2 Unit 1	Writing a number (or letter) in the air is generally considered easier than writing it on a chalkboard. It's usually used as a first step or remedial, so it doesn't make sense as an Enrichment activity here (although it does on p. 63). Suggest changing.	Change Enrichment to: Have children write 1 in various sizes, with each 1 getting larger.
Editorial Change	Publisher	Teacher	9781950578238	65	Book 2 Unit 1	Numbers & Math Enrichment	bold both 1s
Editorial Change	Publisher	Teacher	9781950578238	65	Book 2 Unit 1	N&M Check for Understanding	After "activity." Add/change to: Did they follow the 3-step directions correctly?
Editorial Change	Publisher	Teacher	9781950578221	66	Book 1	Blue box: missing hyphen	Hyphenate "double sided"
Editorial Change	Publisher	Teacher	9781950578221	66	Book 1	#4: Variations of the activity include, finger tracing the letter, placing	Delete comma after "include"
Editorial Change	Publisher	Teacher	9781950578221	66	Book 1	Tips, last bullet: Place Wood Pieces in a pile on the floor and have children pick out a particular piece.	Add a comma after "floor"
Editorial Change	Publisher	Teacher	9781950578221	66	Book 1	last bullet point under Tips	change "in" to "on"
Editorial Change	Publisher	Teacher	9781950578238	66	Book 2 Unit 1	Language & Literacy	bold L in objective and enrichment
Editorial Change	Publisher	Teacher	9781950578238	66	Book 2 Unit 1	Readiness & Writing 4.	insert comma after "strip"
Editorial Change	Publisher	Teacher	9781950578238	66	Book 2 Unit 1	Objective is not aligned. They are doing mostly phonics, as well as recognizing capital letters.	Change Objective to: Children recognize the letter L and connect the letter to the sound /l/.
Editorial Change	Publisher	Teacher	9781950578238	66	Book 2 Unit 1	R&W We're Learning, last bullet	After first mention of hand, ass "consistently"
Editorial Change	Publisher	Teacher	9781950578221	67	Book 1	The Mat for Wood Pieces	Capitalize "smiley face" (x 2)
Editorial Change	Publisher	Teacher	9781950578221	67	Book 1	Teacher-Led Activities #2: ...place it under the smiley face. Then ask them to...	Capitalize "smiley face" and add a comma after "Then"
Editorial Change	Publisher	Teacher	9781950578221	67	Book 1	Tips, 1st bullet: Teach all capital letters except J and U...	Add a comma after, "letters"
Editorial Change	Publisher	Teacher	9781950578221	67	Book 1	Tips, 2nd bullet: The Mat is for building capitals and numbers 1–5 only.	Bold "1-5"
Editorial Change	Publisher	Teacher	9781950578221	67	Book 1	Tips last bullet: Therefore if facing children...	Add a comma after "Therefore"
Editorial Change	Publisher	Teacher	9781950578238	67	Book 2 Unit 1	N&M We're Learning, 2nd bullet	Delete everything after "1:1"
Editorial Change	Publisher	Teacher	9781950578238	67	Book 2 Unit 1	N&M We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	67	Book 2 Unit 1	Heading seems out of place because "Develop Correct Habits" should come first and children have already been practicing writing 1.	Change heading to: Practice Counting and Writing 1
Editorial Change	Publisher	Teacher	9781950578221	68	Book 1	Roll-A-Dough Letters: Removing the card and having children build the letter in the tray, takes Roll-A-Dough to the next level, where children build the letter from memory.	Delete the comma after "tray"
Editorial Change	Publisher	Teacher	9781950578221	68	Book 1	under 3. Dough Doodle	change "in to" to "into"
Editorial Change	Publisher	Teacher	9781950578238	68	Book 2 Unit 1	R&W We're Learning, last bullet	Delete "a" and the space after.
Editorial Change	Publisher	Teacher	9781950578238	68	Book 2 Unit 1	Language & Literacy 3.	capitalize "name card"
Editorial Change	Publisher	Teacher	9781950578238	68	Book 2 Unit 1	Readiness & Writing 2.	insert comma after "Chart"
Editorial Change	Publisher	Teacher	9781950578238	68	Book 2 Unit 1	Readiness & Writing 4.	insert comma after "strip"

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Editorial Change	Publisher	Teacher	9781950578238	68	Book 2 Unit 1	R&W 4	Change last sentence to: Do this left to right, letter by letter.
Editorial Change	Publisher	Teacher	9781950578221	69	Book 1	last bullet point under 1. My Turn, Your Turn	change "letter" to "letters"
Editorial Change	Publisher	Teacher	9781950578238	69	Book 2 Unit 1	Oral Language 3 (from New Content PF)	After "A turn is your time to go." add/change to: Remember, questions end with question marks, and answers end with periods. Watch as I write both sentences on the board. Ask children which punctuation is a question mark and which is a period.
Editorial Change	Publisher	Teacher	9781950578238	69	Book 2 Unit 1	Oral Language Enrichment	Change to: Discuss. Time can feel like it is going slower, like when you are bored, or faster, like when you're having fun. When else does time feel like it's going faster?
Editorial Change	Publisher	Teacher	9781950578238	69	Book 2 Unit 1	N&M We're Learning, last bullet	At the end, add: , develop correct pinch grasp, isolate finger to trace
Editorial Change	Publisher	Teacher	9781950578221	70	Book 1	under 4. Name, Touch, and Trace	add comma after "name the sound of the letter"
Editorial Change	Publisher	Teacher	9781950578221	70	Book 1	under 4. Match	change "capitals-capitals" to say "capitals to capitals"
Editorial Change	Publisher	Teacher	9781950578238	70	Book 2 Unit 1	L&L Day 1, 2nd bullet	Add "a" before "word" and "letter"
Editorial Change	Publisher	Teacher	9781950578238	70	Book 2 Unit 1	N&M Day 1, last bullet	Change "crayon" to "tool" (x2)
Editorial Change	Publisher	Teacher	9781950578221	71	Book 1	add hyphen	change "brightly colored ball" to "brightly-colored ball"
Editorial Change	Publisher	Teacher	9781950578221	71	Book 1	Teacher-Led Activities: brightly-colored ball	Delete the hyphen in brightly-colored
Editorial Change	Publisher	Teacher	9781950578221	71	Book 1	Teacher-Led Activities: ...in front of your class...	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	71	Book 1	Capitals on the Door: "Tracing" on a door can help your children practice	Delete "your"
Editorial Change	Publisher	Teacher	9781950578221	71	Book 1	Tips, 2nd bullet: Use a large, bright smiley face. You can access	Change to: Use a large, bright Smiley Face, which can be accessed...
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	Day 3, 1st row	Change "converse" to "conversations"
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	Day 4, row 3, last bullet	Add a comma after "placement"
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	Day 3, row 3, last bullet	Change "crayon" to "tool" (x2)
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	Day 5, row 3, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	Day 4 row 4, 2nd bullet	Change "Responds" to "Respond"
Editorial Change	Publisher	Teacher	9781950578238	71	Book 2 Unit 1	in day 4 Science box	in the line with the heart, change "activites" to "activities"
Editorial Change	Publisher	Teacher	9781950578221	72	Book 1	Tips 4th bullet: Organize your Wet-Dry-Try materials	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	L&L We're Learning, 2nd bullet	Add "a" before "word"
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	L&L We're Learning, last bullet	Add "an" before "object"
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	R&W We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	R&W We're Learning, last bullet	Make last "object" plural
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	Readiness & Writing 4.	insert comma after "over"
Editorial Change	Publisher	Teacher	9781950578238	72	Book 2 Unit 1	Readiness & Writing Support/ELL	insert comma after "each child"
Editorial Change	Publisher	Teacher	9781950578221	73	Book 1	Get Set: ...to motivate your children...	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	73	Book 1	Child-Led Activities: There are three-star levels with level one having...	Add a comma after "levels"

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Editorial Change	Publisher	Teacher	9781950578221	73	Book 1	Tips 2d bullet: This will help you determine which children	Delete "you"
Editorial Change	Publisher	Teacher	9781950578221	73	Book 1	Tips 5th bullet: You can change the sensitivity of the App in settings.	Change to: The sensitivity of the App can be changed in settings.
Editorial Change	Publisher	Teacher	9781950578221	73	Book 1	sentence is redundant	change the first sentence in the last bullet point under Tips to say: "The App is designed for children to trace using their finger."
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	Numbers & Math Objective	bold 1
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	Oral Language Check for Understanding	insert "they" after "can"
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	Oral Language Support/ELL	insert comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	N&M We're Learning, 2nd bullet	After 1:1, add "correspondence"
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	N&M We're Learning, last bullet	Change "object" to "paper"
Editorial Change	Publisher	Teacher	9781950578238	73	Book 2 Unit 1	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 1 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578221	74	Book 1	N/A	On The Hand Activity, descending letters, the subheading says "small" lowercase letters where it should be "descending"
Editorial Change	Publisher	Teacher	9781950578238	74	Book 2 Unit 1	L&L We're Learning, last bullet	Change "finger trace step by step" to "hold tool with proper grip to write"
Editorial Change	Publisher	Teacher	9781950578238	74	Book 2 Unit 1	R&W We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	74	Book 2 Unit 1	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578221	75	Book 1	Tips: 1st bullet: Encourage children to say the words, small, tall, or descending as they represent	Delete the comma after "words"; ital "small," "tall," and "descending"
Editorial Change	Publisher	Teacher	9781950578238	75	Book 2 Unit 1	Social Studies Objective	insert comma after "map"
Editorial Change	Publisher	Teacher	9781950578238	75	Book 2 Unit 1	Social Studies 1.	bold "L"
Editorial Change	Publisher	Teacher	9781950578238	75	Book 2 Unit 1	Social Studies We're Learning: 2nd and 3rd bullets	Flip order: make the second one last and the last one second.
Editorial Change	Publisher	Teacher	9781950578221	76	Book 1	Set includes: 2nd bullet: 15 consonants – 1c, 2m, 2n, 2r, 2s, 1v, 1w, 1x, 1z	These don't add up to 15.
Editorial Change	Publisher	Teacher	9781950578238	76	Book 2 Unit 1	R&W We're Learning, 1st bullet	Make "task" plural
Editorial Change	Publisher	Teacher	9781950578238	76	Book 2 Unit 1	R&W We're Learning, last bullet	Change "and moving object" to "and moving objects"; add "the" before "other side"
Editorial Change	Publisher	Teacher	9781950578238	76	Book 2 Unit 1	Readiness & Writing 1.	insert comma after "card"
Editorial Change	Publisher	Teacher	9781950578221	77	Book 1	#2 Title: Name, Say and Trace Letters	Add a comma after "Name"
Editorial Change	Publisher	Teacher	9781950578238	77	Book 2 Unit 1	N&M We're Learning, last bullet	Add "consistently" after "hand"; after "hold too,!" add "hold tool with proper grip,"
Editorial Change	Publisher	Teacher	9781950578221	78	Book 1	Teacher-Led Activities: #2: ...or in a small group, rotating to each child, as the other children...	Change to:...or in a small group, rotating to each child while the other children...
Editorial Change	Publisher	Teacher	9781950578221	78	Book 1	Tips: bullet 1: If children need additional help, demonstrate the letter, and then write it	Delete the comma after "letter" (because of the use of "and then" together)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578221	78	Book 1	Tips: bullet 2: smiley face	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	78	Book 1	Tips: bullet 3: Use a correct grip and remind children to use a correct grip too.	Change to: Use a correct grip, and remind children to use a correct grip, too.
Editorial Change	Publisher	Teacher	9781950578221	78	Book 1	Tips: bullet 4: If children need help with grip, sing the "Crayon Song" and gently bend little thumbs	Add a comma before "Song" (before the end quotes)
Editorial Change	Publisher	Teacher	9781950578238	78	Book 2 Unit 1	L&L We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	78	Book 2 Unit 1	Language & Literacy 5.	insert comma after "song"
Editorial Change	Publisher	Teacher	9781950578238	78	Book 2 Unit 1	Readiness & Writing Materials	bold "L"
Editorial Change	Publisher	Teacher	9781950578221	79	Book 1	Nme Writing: If you have some children who are doing well with their writing and want to...	Change to: If some children are doing well with their writing and want to...
Editorial Change	Publisher	Teacher	9781950578221	79	Book 1	Name Writing: You will also need Little Chalk Bits, Little Sponge Cubes, little cups of water, and paper towels.	Change to: Little Chalk Bits, Little Sponge Cubes, little cups of water, and paper towels will also be needed.
Editorial Change	Publisher	Teacher	9781950578221	79	Book 1	Tips: last bullet: Organize your Wet-Dry-Try materials.	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	79	Book 1	N/A	Teacher-Led Activities copy should be paragraph form, not bullets to align to p 78 styling
Editorial Change	Publisher	Teacher	9781950578238	79	Book 2 Unit 1	Science 3.	insert comma after "walk"
Editorial Change	Publisher	Teacher	9781950578238	79	Book 2 Unit 1	N&M We're Learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578238	79	Book 2 Unit 1	Science We're Learning, 1st bullet	Make "direction" plural
Editorial Change	Publisher	Teacher	9781950578238	79	Book 2 Unit 1	N/A	Delete from objective the word "will"
Editorial Change	Publisher	Teacher	9781950578221	80	Book 1	Teacher-Led Activities: #2: Model one letter at a time, saying "My turn, Your turn."	Delete quotes and bold "My turn. Your turn." Change the comma after the first "turn" to a period.
Editorial Change	Publisher	Teacher	9781950578221	80	Book 1	Tips bullet 1: Incorporate the Hand Activity to reinforce letter size and position prior to children writing on double lines.	Add a comma after "size"
Editorial Change	Publisher	Teacher	9781950578221	80	Book 1	Tips bullet 4: Be a good model for your children. Use a correct grip and remind children to use a correct grip too!	Add a comma after "grip" (x2)
Editorial Change	Publisher	Teacher	9781950578221	80	Book 1	first sentence under Name Writing: Title Case	change "writing name" to "writing their name"
Editorial Change	Publisher	Teacher	9781950578238	80	Book 2 Unit 1	L&L We're Learning, 1st bullet	Make "turn" plural
Editorial Change	Publisher	Teacher	9781950578238	80	Book 2 Unit 1	R&W We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	80	Book 2 Unit 1	R&W We're Learning, last bullet	Delete everything after "step by step"
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	change first sentence under "How do I help children transition from writing their names in capital letters to lowercase letters?"	switch around the words "correctly" and "can" to say "can correctly" ; delete "and with correct formation," ; should say "Once children can correctly form all their capital letters starting from the top, they are ready to learn lowercase letters."
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	1st paragraph: Below are some answers to questions you may have and some strategies to ensure that children will learn use writing their letters...	Change "you" to "teachers" and delete "use"
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	2nd paragraph:... and 9 numbers.	Change 9 to 10 (there are 10 numbers including zero)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	2nd paragraph: You are more likely to see...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	2nd paragraph: form them appropriately on the double lined paper with the correct starting place, sequence, size, and placement.	Hyphenate "double lined" and add a comma after "paper"
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	Question: How do I help children transition from writing their names in capital letters to lowercase letters?	Move the third line up to the second line (at least "lowercase")
Editorial Change	Publisher	Teacher	9781950578221	81	Book 1	3rd paragraph: Demonstrate one letter at a time, saying: "My turn, your turn."	Delete quotes; bold "My turn, your turn."
Editorial Change	Publisher	Teacher	9781950578238	81	Book 2 Unit 1	N&M We're learning, 1st bullet	Delete extra space before "follows"
Editorial Change	Publisher	Teacher	9781950578238	81	Book 2 Unit 1	N&M We're learning, 3rd bullet	Change "objects" to "paper"
Editorial Change	Publisher	Teacher	9781950578238	81	Book 2 Unit 1	N&M We're learning, last bullet	Delete to match At-A-Glance.
Editorial Change	Publisher	Teacher	9781950578221	82	Book 1	1-2-3 Touch & Flip: smiley face	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	82	Book 1	1-2-3 Touch & Flip: You can use the cards in conjunction with these other products.	Change to: The cards can be use in conjunction with these other products.
Editorial Change	Publisher	Teacher	9781950578221	83	Book 1	Teacher-Led Activities: #1 last bullet: If they make errors, just say, I see, and then say it correctly.	Make "I see" bold.
Editorial Change	Publisher	Teacher	9781950578221	83	Book 1	N/A	last line of right column -- fish(es) -- is that correct?
Editorial Change	Publisher	Teacher	9781950578238	84	Book 2 Unit 2	N/A	Summary: reword first sentence, it's a run-on
Editorial Change	Publisher	Teacher	9781950578221	85	Book 1	Teacher-Led Activities: #2: ...give each child one shape and have children sort them by size then shape and color.	Add a comma after first "shape" and add a comma after "size"
Editorial Change	Publisher	Teacher	9781950578221	85	Book 1	Teacher-Led Activities: #3: Give each child one of each: a triangle, rectangle, square...	Delete "a"
Editorial Change	Publisher	Teacher	9781950578221	85	Book 1	Teacher-Led Activities: #4: Use a large circle as the crust and add smaller shapes to represent pizza toppings...	Add a comma after "crust"
Editorial Change	Publisher	Teacher	9781950578221	85	Book 1	N/A	Child-Led Activities #1: fix widow
Editorial Change	Publisher	Teacher	9781950578221	85	Book 1	under 3. Shape Song	in the second sentence change "or circle." to "and circle."
Editorial Change	Publisher	Teacher	9781950578238	85	Book 2 Unit 2	L&L, Day 2, 3rd bullet	Change "Body" to "Learn body"
Editorial Change	Publisher	Teacher	9781950578238	85	Book 2 Unit 2	R&W, Day 1, 1st bullet	At the end, add "skills"
Editorial Change	Publisher	Teacher	9781950578238	85	Book 2 Unit 2	N&M, Day 2, 1st bullet	After "turns," add: , guess/check answer, repeat until correct, use manipulatives to find a solution
Editorial Change	Publisher	Teacher	9781950578238	85	Book 2 Unit 2	N&M, Day 2, 2nd bullet	Add a comma after "answer"
Editorial Change	Publisher	Teacher	9781950578238	85	Book 2 Unit 2	Science, Day 2, 2nd bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Day 5, row 2, 2nd bullet	After "bottom," delete the comma and add "and"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Day 4, row 3, 1st bullet	After "bottom," delete the comma and add "and"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Day 4, row 3, 2nd bullet	Add <bold>1-10<unbold> before "objects"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Day 4, row 4, 2nd bullet	Add a comma after "describe"

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Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Change to: Make a prediction about a book by looking at pictures and illustrations, use prior knowledge to make predictions about a story, listen to learn what happened in a story, listen to converse
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	R&W We're Learning: 2nd bullet	Delete everything after "up"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	R&W We're Learning: 3rd bullet	Make "object" plural
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Readiness & Writing 4.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	86	Book 2 Unit 2	Readiness & Writing Support/ELL	insert comma after "each child"
Editorial Change	Publisher	Teacher	9781950578221	87	Book 1	N/A	1st column, last bullet, remove the "s. Change to: Use the 3 x 3 Boards or the Steps for children to explore.
Editorial Change	Publisher	Teacher	9781950578238	87	Book 2 Unit 2	Numbers & Math Materials	Switch order of Mat for Wood Pieces and Wood Pieces
Editorial Change	Publisher	Teacher	9781950578238	87	Book 2 Unit 2	Oral Language 2.	insert comma after "marching music"
Editorial Change	Publisher	Teacher	9781950578238	87	Book 2 Unit 2	N&M We're Learning, 2nd bullet	Change "spoken" to "said"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	L&L We're Learning 3rd bullet	After "people" add ", environment"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	L&L number 4 under Recognize Capital Letters	delete extra "put them" in number 4
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	N/A	#3. Model reading the capital letters from left to right. Then, point to the letters (left to right) and have children read them chorally. #4. Ask children to take down the letters. Then, have different children put them back up in a different order. Choral read them from left to right.
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	N/A	Change to: Enrichment: Keep first sentence. Change second sentence to "Have children use sticky notes to show words that begin with L, F, and /or E in a book."
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	Language and Literacy 3.	insert comma after "(left to right)"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	Readiness & Writing Materials	bold "F"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	Readiness & Writing 2.	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	Readiness & Writing 3.	capitalize "smiley face" and insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	88	Book 2 Unit 2	Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	89	Book 1	add comma under 4. Tag Bag Toss	in the first sentence, add a comma after "hand to hand"
Editorial Change	Publisher	Teacher	9781950578221	89	Book 1	Teacher-Led Activities: #2: It may be theirs or it may be their friend's name.	Add a comma after "theirs"
Editorial Change	Publisher	Teacher	9781950578238	89	Book 2 Unit 2	Science Support/ELL	insert comma after "prompts to children"
Editorial Change	Publisher	Teacher	9781950578238	89	Book 2 Unit 2	N&M We're Learning, 2nd bullet	Add a comma after "answer"
Editorial Change	Publisher	Teacher	9781950578238	89	Book 2 Unit 2	Science, We're Learning 2nd bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	89	Book 2 Unit 2	Science, We're Learning 3rd bullet	Replace the hyphen with a comma
Editorial Change	Publisher	Teacher	9781950578221	90	Book 1	Children identify, match, count, say, trace and write numbers 1–20 with	Add a comma after "trace" and bold "1-20"

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Editorial Change	Publisher	Teacher	9781950578221	90	Book 1	,,,has three levels of engaging activities like counting mooing cows and slimy snails to fostering number sense and fun!	Add a comma after "activities" and change "fostering" to "foster"
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	Readiness & Writing Materials	capitalize "Picture cards"
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	Readiness & Writing 2.	bold "F" and capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	Readiness & Writing 3.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	Readiness & Writing 7.	insert comma after "your strip"
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	L&L 1	After "...sound" add/change to: Frog begins with the /f/ sound, like in frog. Let's write FROG on the side of the Sound Around Box. Say the sound of F after you write it, then write the rest of the word. Have children take turns writing an F, then saying the sound.
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	L&L Enrichment	After "different" add "that begins with F."
Editorial Change	Publisher	Teacher	9781950578238	90	Book 2 Unit 2	L&L Vocabulary	Make first term "frog"
Editorial Change	Publisher	Teacher	9781950578238	91	Book 2 Unit 2	N&M We're Learning, 1st bullet	Make this the last item in the list; delete "to write"; In place of this (in the first position) add the heart icon and add: Guess/check answer, repeat until correct, use manipulatives to find a solution
Editorial Change	Publisher	Teacher	9781950578238	91	Book 2 Unit 2	N&M We're Learning, 2nd bullet	At the end, add: up to <bold>10
Editorial Change	Publisher	Teacher	9781950578238	92	Book 2 Unit 2	Readiness & Writing 3.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	N&M We're learning, 1st bullet	At the end, add: , use correct top-to-bottom and left to right directionality
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	N&M We're learning, 2nd bullet	At the end, add : up to <bold>10
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	N&M We're learning, 3rd bullet	After "hand" add "consistently"
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	N&M We're learning, 4th bullet	Change to: race correctly, step by step, develop fill-in coloring skills, color and draw creatively
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	Science We're Learning, 2nd bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	Science We're Learning, 3rd bullet	Change the hyphen to a comma, and add a comma after "position"
Editorial Change	Publisher	Teacher	9781950578238	93	Book 2 Unit 2	N/A	Change Objective: Children use high and low to describe position.
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	para 1: punctuation	Change / to –
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	para 1: "a unique"?	Change "a unique perspective about the child" to "a more informed understanding of the child on the part of both teachers and families."
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#6, #7, & #10 are all unrelated (as written) to the school-to-home connection.	N/A
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#1: Find opportunities to communicate during planned Pre-K events like teacher/family meetings...	Add a comma after "events"
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#2: Use our Get Set for School Pre-K Assessments to help you identify what your children know and can do, and easily share information with families and other educators. You can find them at LWTears.com.	Strike through "you" and "your"; Change "You can find them" to "They can be found"

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Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#3: Share your curriculum with families.	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#4: You can access the music in the PreKITT. If there is a fun song that families sing at home, ask them to share it with you.	Change to: The music can be accessed in the PreKITT. If there is a fun song that families sing at home, ask them to share song.
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#5: Consider a teacher/family sharing day where family members can learn some of the finger plays and reading strategies for children.	Add a comma after "day"
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#6 It looks like it's going to rain outside. I'd better take an umbrella.	Bold
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	#10: Point out signs, logos, and letters wherever you go.	Change "you" to "they"
Editorial Change	Publisher	Teacher	9781950578221	94	Book 1	N/A	Each numbered item, needs a bold title to break up the text.
Editorial Change	Publisher	Teacher	9781950578238	94	Book 2 Unit 2	R&W We're Learning 3rd bullet	At the end, add: , use correct top-to-bottom and left-to-right directionality Also, switch the order with this and the second one, so this one will be second, and the second one will be third.
Editorial Change	Publisher	Teacher	9781950578238	94	Book 2 Unit 2	R&W We're Learning 5th bullet	Change to: Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively
Editorial Change	Publisher	Teacher	9781950578238	94	Book 2 Unit 2	Readiness & Writing 2.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	N/A	first para, right column, remove "www." from URL
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	1st paragraph: ...impacting your hands-on instructional time as little as possible	Change "the" to "your"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	Different and Better: You need tools to meet these needs. Our unique Pre-K program makes teaching easy and rewarding for you by: 1. Identifying the different learning experiences of all children in your class	Change "You" to "Teachers"; strikethrough "for you": In #1, change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	Different and Better (below numbers): Use these assessment tools along with your daily experiences and professional judgment.	Strikethrough "your"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	right column: You can share information with fellow Pre-K teachers,...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	Check Literacy: As you watch children play and participate in activities use our...	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578221	95	Book 1	Check Math: As children play and participate in math activities use the	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	95	Book 2 Unit 2	Numbers & Math Support/ELL	insert comma after "corners"
Editorial Change	Publisher	Teacher	9781950578238	95	Book 2 Unit 2	N&M We're Learning 2nd bullet	Add "the" before "same"
Editorial Change	Publisher	Teacher	9781950578238	95	Book 2 Unit 2	N/A	Change objective to: Objective: Children sort shapes by attributes.
Editorial Change	Publisher	Teacher	9781950578221	96	Book 1	spacing	delete extra space before end parenthesis in third and fourth bullet point in right side column
Editorial Change	Publisher	Teacher	9781950578221	96	Book 1	Right Column: The Get Set for School Pre-K curriculum is aligned to standards for 4-year-olds including but not limited to:	Add a comma after "4-year-olds"

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Editorial Change	Publisher	Teacher	9781950578238	96	Book 2 Unit 2	N&M Day 2 2nd bullet	Change to: Match 1:1, verbally count 1–10 objects
Editorial Change	Publisher	Teacher	9781950578238	97	Book 2 Unit 2	Day 5, row 1, 2nd bullet	Delete the comma after "listen to" and after "gain"
Editorial Change	Publisher	Teacher	9781950578238	97	Book 2 Unit 2	Day 4, row 2, 4th bullet	Hyphenate "fill in"
Editorial Change	Publisher	Teacher	9781950578238	97	Book 2 Unit 2	Day 5, row 3, 2nd bullet	Change to: Match 1:1, verbally count 1–10 objects
Editorial Change	Publisher	Teacher	9781950578238	97	Book 2 Unit 2	Day 3, last row	Add a comment after "trace" and "names"
Editorial Change	Publisher	Teacher	9781950578221	98	Book 1	N/A	Delete the blue header "Science and Technology for Kids" and move books underneath up to the list above that title.
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	L&L We're Learning 3rd bullet	Change to: Use fingers to open and close fasteners, attach meaning to visual information
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	N/A	Change Objective: delete "learn how to"
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	Language & Literacy Check for Understanding	capitalize "letter cards"
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	Readiness & Writing 4.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	98	Book 2 Unit 2	Readiness & Writing Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	100	Book 2 Unit 2	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	100	Book 2 Unit 2	L&L We're Learning 1st bullet	Replace "listen to/follow directions to "cooperate with peers"
Editorial Change	Publisher	Teacher	9781950578238	100	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	100	Book 2 Unit 2	Readiness & Writing 3.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	100	Book 2 Unit 2	Readiness & Writing Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	101	Book 2 Unit 2	Numbers & Math Objective	bold "2"
Editorial Change	Publisher	Teacher	9781950578238	101	Book 2 Unit 2	Numbers & Math Check for Understanding	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	101	Book 2 Unit 2	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 2 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578221	102	Book 1	N/A	8th title, drop to next line at: and H A Rey
Editorial Change	Publisher	Teacher	9781950578221	102	Book 1	...refer to Book Centers and Connections pp. 97–105 for tips...	add "on" before page numbers (otherwise, we should put commas before and after the page numbers--your choice).
Editorial Change	Publisher	Teacher	9781950578238	102	Book 2 Unit 2	R&W We're Learning 1st bullet	Add "a" after "attend"
Editorial Change	Publisher	Teacher	9781950578238	102	Book 2 Unit 2	Language & Literacy 3.	Bold first two sentences
Editorial Change	Publisher	Teacher	9781950578238	102	Book 2 Unit 2	Readiness & Writing 2.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	102	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578221	103	Book 1	focuses on using books that support multiple areas: social-emotional development, informational texts as well as well as incorporating titles.	Add a comma after "texts" (serial comma)
Editorial Change	Publisher	Teacher	9781950578221	103	Book 1	1st paragraph: You can easily integrate... ...learning discussions in your Pre-K classroom:	Change "you" to "Teachers" and change "your" to "the"

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Editorial Change	Publisher	Teacher	9781950578221	103	Book 1	1st bullet: This book teaches about diversity in terms children can understand: hair that's straight or curly, families with many people or few, bodies that are big or small.	After "few," add "and"
Editorial Change	Publisher	Teacher	9781950578221	103	Book 1	N/A	Remove the entire line containing the book title "If You Give a Mouse a Cookie By Laura Numeroff"
Editorial Change	Publisher	Teacher	9781950578238	103	Book 2 Unit 2	N&M We're Learning 2nd bullet	Change "spoken" to "said"
Editorial Change	Publisher	Teacher	9781950578221	104	Book 1	Research and Support Resources: ...provides research and support for integrating SEL in all grades including Pre-K. You can review their resources at...	Add a comma after "grades" and change "You can review their resources" to "Resources can be reviewed"
Editorial Change	Publisher	Teacher	9781950578221	104	Book 1	School-to-Home: NAEYC provides several articles that you can share with the parents of the children in your Pre-K class	Change "that you can share" to "that can be shared"; change "your" to "the"; change all semi-colons in the list to commas.
Editorial Change	Publisher	Teacher	9781950578238	104	Book 2 Unit 2	Language & Literacy 1.	insert comma after "Review E"
Editorial Change	Publisher	Teacher	9781950578238	104	Book 2 Unit 2	Readiness & Writing 1.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	104	Book 2 Unit 2	Readiness & Writing Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	105	Book 1	1st paragraph: Add a social-emotional learning book to your existing Circle Time or use the sample schedule below.	Change "your" to "the"; add a comma after "Time"
Editorial Change	Publisher	Teacher	9781950578221	105	Book 1	#3 second bullet: You can create...	Change "You" to "Teachers"
Editorial Change	Publisher	Teacher	9781950578221	105	Book 1	N/A	Sample Circle Time #1 and #5: I glyph in PreKITT
Editorial Change	Publisher	Teacher	9781950578221	105	Book 1	N/A	#6: space after pp. before 97
Editorial Change	Publisher	Teacher	9781950578221	105	Book 1	N/A	#7 fix widow
Editorial Change	Publisher	Teacher	9781950578238	105	Book 2 Unit 2	Numbers & Math Objective	bold "2"
Editorial Change	Publisher	Teacher	9781950578238	105	Book 2 Unit 2	N/A	Change Objective: Children form the numeral 2.
Editorial Change	Publisher	Teacher	9781950578238	106	Book 2 Unit 2	N/A	Change Objective: delete ""air trace and"
Editorial Change	Publisher	Teacher	9781950578238	106	Book 2 Unit 2	Language & Literacy 2.	insert quotes "Ready for Robins"
Editorial Change	Publisher	Teacher	9781950578238	106	Book 2 Unit 2	Readiness & Writing 2.	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	107	Book 2 Unit 2	Numbers & Math Objective	bold "2"
Editorial Change	Publisher	Teacher	9781950578238	107	Book 2 Unit 2	Numbers & Math 1	insert comma after "Review 2"
Editorial Change	Publisher	Teacher	9781950578238	107	Book 2 Unit 2	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 2 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	107	Book 2 Unit 2	N/A	Change Objective to: Children review number 2 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	107	Book 2 Unit 2	Oral Language in the third sentence of number 4	Sentence says "You arm can move in a circle." change "You" to "Your"
Editorial Change	Publisher	Teacher	9781950578238	108	Book 2 Unit 2	N&M Day 1, 1st bullet	Hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	108	Book 2 Unit 2	Social Studies, Day 2, 3rd bullet	Add a comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 5, row 2, 1st bullet	Hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 3, row 2, 1st bullet	Make "task" plural

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 5, row 2, 1st bullet	After "bottom" delete comma and add "and"; hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 4, row 3, 1st bullet	After "bottom" delete comma and add "and"; hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 5, row 3, 1st bullet	After "bottom" delete comma and add "and"; hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 3, row 3, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	109	Book 2 Unit 2	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	R&W We're Learning 2nd bullet	Create a second bullet: add the creative icon and add: Trace correctly, step by step
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	Language & Literacy 6.	insert "Picture" before "Tiles"
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	Readiness & Writing Materials	bold "H" (twice)
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	Readiness & Writing 4.	insert comma after "over"
Editorial Change	Publisher	Teacher	9781950578238	110	Book 2 Unit 2	Readiness & Writing Support/ELL	insert comma after "each child"
Editorial Change	Publisher	Teacher	9781950578221	111	Book 1	#9 Little Curve, up (for consistency)	Delete the comma.
Editorial Change	Publisher	Teacher	9781950578238	111	Book 2 Unit 2	Numbers & Math Materials	bold 3
Editorial Change	Publisher	Teacher	9781950578238	111	Book 2 Unit 2	N&M We're Learning, 3rd bullet	Add a comma after "correctly"
Editorial Change	Publisher	Teacher	9781950578221	112	Book 1	Week 1, Day 2 N&M	Bold "1-5"
Editorial Change	Publisher	Teacher	9781950578221	112	Book 1	Week 2, Day 1: N&M	Make hyphen an en dash.
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	L&L We're Learning, 1st bullet	Change to: Take turns, cooperate with peers
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Change to: Match capital and lowercase letters
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	L&L We're Learning, 3rd bullet	Delete everything after "release"
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	N/A	Change Objective to: Children recognize the letter H and it's sound.
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	Language & Literacy 5.	insert comma after "so far"
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	Readiness & Writing Materials	bold "H"
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	Readiness & Writing 2.	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	Readiness & Writing 3.	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	112	Book 2 Unit 2	Readiness & Writing Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	113	Book 1	Day 3, 2nd & 3rd rows	Capitalize all, except for articles/prepositions
Editorial Change	Publisher	Teacher	9781950578221	113	Book 1	Day 3, row 7	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	113	Book 1	Day 4: rows 10 and 11	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	113	Book 1	Day 5, third row	Capitalize all, except for articles/prepositions
Editorial Change	Publisher	Teacher	9781950578221	113	Book 1	Day 5: rows 10 and 11	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	Numbers & Math Materials	bold "3"
Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	Social Studies 4.	insert comma after "loud"
Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	Social Studies 5.	remove quotes from Read

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Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	N&M We're Learning 1st bullet	Change "with others" to "together"
Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	Social Studies, We're Learning, 3rd bullet	After "people," change to: self, classmates, and other children, inclusive of specific characteristics and cultural influences
Editorial Change	Publisher	Teacher	9781950578238	113	Book 2 Unit 2	Objective has incorrect grammar	Change Objective: Delete "and make a graph"
Editorial Change	Publisher	Teacher	9781950578221	114	Book 1	Day 1: L&L	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	114	Book 1	Day 2: L&L and Oral Language	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578238	114	Book 2 Unit 2	L&L We're Learning, 2nd bullet	After "Listen to" add "converse, listen to" and delete the period after "information" and delete "listen to converse"
Editorial Change	Publisher	Teacher	9781950578238	114	Book 2 Unit 2	R&W We're Learning 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	114	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	115	Book 2 Unit 2	N&M We're Learning, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578221	116	Book 1	Day 1, week 8, R&W	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	116	Book 1	Day 2, Week7, oral language	Delete period at the end.
Editorial Change	Publisher	Teacher	9781950578221	116	Book 1	Day 2, week 8, L&L	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578238	116	Book 2 Unit 2	L&L number 5 under Match Capital & Lowercase Letters	change second sentence in number 5 to say "Ask the class to choose the lowercase letter that matches capital H." (delete the word "to" after "choose")
Editorial Change	Publisher	Teacher	9781950578221	117	Book 1	Day 3, rows 1, 5, 6 and Day 4, row 10	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	117	Book 1	Day 3, row 3 and Day 4, row 7	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	117	Book 1	Day 4: row 8: Look a differnet countries on a map and compare.	Change to: Look at Different Countries on a Map and Compare
Editorial Change	Publisher	Teacher	9781950578238	117	Book 2 Unit 2	N&M We're learning, 1st bullet	After "Sequence" add: , use correct top-to-bottom and left to right directionality
Editorial Change	Publisher	Teacher	9781950578238	117	Book 2 Unit 2	N&M We're learning, 3rd bullet	Delete everything after "creatively"
Editorial Change	Publisher	Teacher	9781950578221	118	Book 1	Day 1, week 11 R&W and N&M	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	118	Book 1	Day 1, week 12 L&L	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	118	Book 1	Day 2, week 11, oral language	hyphenate "Non Living"
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	R&W We're Learning, 1st bullet	After "bottom," delete the comma and add "and"; hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	Language & Literacy 2.	capitalize "feeling faces"
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	L&L 4	After "...when you're eating?" Add "Discuss how children have different feelings."
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	L&L 5	After "How does Miss Muffet feel?" Add " Would you feel the same? "
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	L&L Check for Understanding	Change to: Observe if children use plurals correctly. Ask: What was Little Miss Muffet eating? (curds and whey). Ask: What is happy, sad, and scared? (feelings)
Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	L&L Enrichment	Change to: Describe a scenario to a volunteer, and ask him/her to make a face showing how they would feel. Have the class name what the volunteer is feeling.

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Editorial Change	Publisher	Teacher	9781950578238	118	Book 2 Unit 2	Objective is inaccurate; air tracing is a method to learn to write.	Change Objective: delete ""air trace and"
Editorial Change	Publisher	Teacher	9781950578221	119	Book 1	Day 3, row 1	Capitalize "sound"
Editorial Change	Publisher	Teacher	9781950578221	119	Book 1	Day 3 row 10 and Day 4 row 9	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	119	Book 1	Day 4 row 1	Capitalize "tell"
Editorial Change	Publisher	Teacher	9781950578221	119	Book 1	Day 5 rows 3, 11	The asterisk is not identified anywhere on subsequent pages. Strikethrough.
Editorial Change	Publisher	Teacher	9781950578221	119	Book 1	Day 5 row 6	Italicize "My First School Book"
Editorial Change	Publisher	Teacher	9781950578238	119	Book 2 Unit 2	N&M We're learning, 1st bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize familiar two-dimensional shapes, draw simple shapes
Editorial Change	Publisher	Teacher	9781950578221	120	Book 1	Day 1 week 13 R&W	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578238	120	Book 2 Unit 2	At top, first sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	120	Book 2 Unit 2	R&W Day 1, 1st bullet	Add "skills" after "listening"
Editorial Change	Publisher	Teacher	9781950578238	120	Book 2 Unit 2	Day 1, last row	Delete the comma after "yarn"
Editorial Change	Publisher	Teacher	9781950578221	121	Book 1	Day 3 row 3 and day 4 row 2, Day 5 row 11	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	121	Book 1	Day 3 row 3, Day 4 rows 3 and 11, Day 5 row 2	Italicize "My First School Book"
Editorial Change	Publisher	Teacher	9781950578221	121	Book 1	Day 3 row 5	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	121	Book 1	Day 5 row 6	Italicize "My First School Book" and move it (plus page number) down to next line; delete the comma after "Drawing"
Editorial Change	Publisher	Teacher	9781950578221	121	Book 1	Day 4 last row	capitalize "care" and "animals"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 3, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 5, row 2, 1st bullet	After "bottom," delete the comma and hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 4, row 2, 1st bullet	Delete "a" and make "problem" plural
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 4, row 4, 1st bullet	After "listening" add "skills"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 4, last row	Add a comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	121	Book 2 Unit 2	Day 5, last row	Add a comma before "such"
Editorial Change	Publisher	Teacher	9781950578238	122	Book 2 Unit 2	L&L We're Learning, 4th bullet	Change the slash to "and"
Editorial Change	Publisher	Teacher	9781950578238	122	Book 2 Unit 2	R&W We're Learning, 1st bullet	After "listening" add "skills"
Editorial Change	Publisher	Teacher	9781950578238	122	Book 2 Unit 2	Readiness & Writing 4.	insert comma after "card over" in last sentence
Editorial Change	Publisher	Teacher	9781950578238	122	Book 2 Unit 2	Readiness & Writing Support/ELL	insert comma after "each child"
Editorial Change	Publisher	Teacher	9781950578238	122	Book 2 Unit 2	Readiness & Writing Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	123	Book 1	Day 3 row 9	Capitalize "into"
Editorial Change	Publisher	Teacher	9781950578221	123	Book 1	Day 4 rows 2, 6	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	123	Book 1	Day 4 row 4	Capitalize compare animal and plant patterns (except and)
Editorial Change	Publisher	Teacher	9781950578221	123	Book 1	Day 5 rows 3, 11	Asterisks are not identified anywhere in the text. Strikethrough.

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Editorial Change	Publisher	Teacher	9781950578221	123	Book 1	Day 5 row 6	Move "and" down to second line, delete the comma, and move My First School Book pp. 38-39 down to the next line.
Editorial Change	Publisher	Teacher	9781950578238	123	Book 2 Unit 2	Oral Language Check for Understanding	Change last sentence to read " Do they understand the words, and can they say the sentences?"
Editorial Change	Publisher	Teacher	9781950578238	123	Book 2 Unit 2	N&M We're Learning, 1st bullet	Change "Works" to "Work"
Editorial Change	Publisher	Teacher	9781950578221	124	Book 1	Day 1 Week 20 N&M	Confirm page number please; also change "page" to "p."
Editorial Change	Publisher	Teacher	9781950578221	124	Book 1	Day 1 week 19 R&W, week 20 N&M, week 21 R&W	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	124	Book 1	Day 1 Week 21 L&L	Capitalize "into"
Editorial Change	Publisher	Teacher	9781950578238	124	Book 2 Unit 2	Language & Literacy 7.	insert comma after "so far"
Editorial Change	Publisher	Teacher	9781950578238	124	Book 2 Unit 2	Readiness & Writing materials	bold "T"
Editorial Change	Publisher	Teacher	9781950578238	124	Book 2 Unit 2	Readiness & Writing 2.	insert comma afte "Erase"
Editorial Change	Publisher	Teacher	9781950578238	124	Book 2 Unit 2	Readiness & Writing 3.	insert comma afte "Erase"
Editorial Change	Publisher	Teacher	9781950578221	125	Book 1	Day 5 row 2	italicize "My First School Book"
Editorial Change	Publisher	Teacher	9781950578221	125	Book 1	Day 5 row 7	Confirm page number please; also change "page" to "p."
Editorial Change	Publisher	Teacher	9781950578221	125	Book 1	Day 5 row 9	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	125	Book 1	Day 5 row 10	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	125	Book 1	N/A	Day 5, Week 21, L&L: G glyph
Editorial Change	Publisher	Teacher	9781950578238	125	Book 2 Unit 2	Science Materials	add the A Click Away icon and remove text to add the icon
Editorial Change	Publisher	Teacher	9781950578238	125	Book 2 Unit 2	Science 5.	insert comma after "print out"
Editorial Change	Publisher	Teacher	9781950578238	125	Book 2 Unit 2	N/A	Change Objective to: Children match shapes of different sizes.
Editorial Change	Publisher	Teacher	9781950578238	125	Book 2 Unit 2	N/A	Add to Materials: - (add A Click Away icon) Learn to Floss -White beans, beads, mini marshmallows for teeth -Glue Change 2nd sentence of Step 1 to: Discuss steps in brushing teeth then talk about how children will floss when they get a little older. Change Step 5: Have children color the mouth print out and glue the white items on top of the teeth for the teeth.
Editorial Change	Publisher	Teacher	9781950578238	126	Book 2 Unit 2	Readiness & Writing vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578221	127	Book 1	Day 5 rows 3 and 11	Asterisks are not identified anywhere in the text. Strikethrough.
Editorial Change	Publisher	Teacher	9781950578238	127	Book 2 Unit 2	N&M We're learning, 1st bullet	Delete "a" after "solve"
Editorial Change	Publisher	Teacher	9781950578238	127	Book 2 Unit 2	N&M We're learning, 1st bullet	Make "problem" plural and delete everything after "problems"
Editorial Change	Publisher	Teacher	9781950578238	127	Book 2 Unit 2	N&M We're learning, 2nd bullet	At the end, add: , use manipulatives to find a solution
Editorial Change	Publisher	Teacher	9781950578221	128	Book 1	N/A	Week 26, Day 1, Language & Literacy: Change "United We Stand" to "with -an Family Words"
Editorial Change	Publisher	Teacher	9781950578238	128	Book 2 Unit 2	Readiness & Writing Support/ELL	insert comma after "step slowly"
Editorial Change	Publisher	Teacher	9781950578221	129	Book 1	Day 3 rows 2 and 10	Asterisks are not identified anywhere in the text. Strikethrough?

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Editorial Change	Publisher	Teacher	9781950578221	129	Book 1	Day 4 row 3 and Day 5 row 3	Strikethrough comma before the page number
Editorial Change	Publisher	Teacher	9781950578238	129	Book 2 Unit 2	Numbers & Math 1.	insert comma after "in a circle"
Editorial Change	Publisher	Teacher	9781950578221	130	Book 1	Day 1 week 29 R&W	Capitalize "using"
Editorial Change	Publisher	Teacher	9781950578221	130	Book 1	Day 1 and Day 2, week 29 N&M	Change hyphen to en dash.
Editorial Change	Publisher	Teacher	9781950578221	130	Book 1	Day 2 week 30 oral language	Delete the colon and move "Build a School" down to the next line (for consistency)
Editorial Change	Publisher	Teacher	9781950578238	130	Book 2 Unit 2	R&W We're Learning, 1st bullet	Change to: Use correct top-to-bottom, left to right directionality, sequence
Editorial Change	Publisher	Teacher	9781950578238	130	Book 2 Unit 2	R&W We're Learning, 4th bullet	Delete everything before "trace" and capitalize "trace"
Editorial Change	Publisher	Teacher	9781950578221	131	Book 1	Day 3 row 6	Asterisk not identified anywhere in the text. Strikethrough?
Editorial Change	Publisher	Teacher	9781950578238	131	Book 2 Unit 2	Numbers & Math 4.	insert a comma after "A Click Away"
Editorial Change	Publisher	Teacher	9781950578238	132	Book 2 Unit 2	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	132	Book 2 Unit 2	Day 1, row 1, 2nd bullet	Add a comma after first mention of "rhymes"
Editorial Change	Publisher	Teacher	9781950578238	132	Book 2 Unit 2	Day 2, row 1, 3rd bullet	At the end, add: , placement, or use
Editorial Change	Publisher	Teacher	9781950578238	132	Book 2 Unit 2	Day 1, row 3, 2nd bullet	Make "manipulative" plural
Editorial Change	Publisher	Teacher	9781950578221	133	Book 1	Day 4 row 4	Capitalize "do"
Editorial Change	Publisher	Teacher	9781950578221	133	Book 1	Day 3 row 11	Capitalize "then"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 3, row 1, 2nd bullet	Add "being taught" after "content"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 4, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 5, row 2, 1st bullet	After "bottom," delete the comma, add "and" and hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 5, row 2, last bullet	Hyphenate "fill in"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 4, row 3, 1st bullet	After "bottom," delete the comma, add "and" and hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	133	Book 2 Unit 2	Day 5, last row	Add a comma after "costume"
Editorial Change	Publisher	Teacher	9781950578238	134	Book 2 Unit 2	L&L We're Learning, 2nd bullet	After first mention of "rhymes" add a comma
Editorial Change	Publisher	Teacher	9781950578238	134	Book 2 Unit 2	N/A	RW Materials: quotes are backwards on I am a Fine Musician
Editorial Change	Publisher	Teacher	9781950578238	134	Book 2 Unit 2	Language & Literacy 5.	insert comma after "song"
Editorial Change	Publisher	Teacher	9781950578238	134	Book 2 Unit 2	Readiness & Writing	Delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	134	Book 2 Unit 2	Readiness & Writing Support/ELL	insert comma after "each child"
Editorial Change	Publisher	Teacher	9781950578221	135	Book 1	Day 5 row 1	Capitalize "begin" and "letters"
Editorial Change	Publisher	Teacher	9781950578238	135	Book 2 Unit 2	Numbers & Math 5.	insert comma after "card"
Editorial Change	Publisher	Teacher	9781950578238	135	Book 2 Unit 2	N&M We're Learning, 1st bullet	Delete everything after "problems"
Editorial Change	Publisher	Teacher	9781950578238	135	Book 2 Unit 2	N&M We're Learning, 2nd bullet	At the end, add: , use manipulatives to find a solution
Editorial Change	Publisher	Teacher	9781950578221	136	Book 1	First paragraph: If your preschool...	Change "your" to "the"
Editorial Change	Publisher	Teacher	9781950578221	136	Book 1	Half-Day: (12:35-1:20)	Change hyphen to en dash.

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Editorial Change	Publisher	Teacher	9781950578221	136	Book 1	N/A	right column, need to bold times to match left column styling
Editorial Change	Publisher	Teacher	9781950578238	136	Book 2 Unit 2	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	136	Book 2 Unit 2	Readiness & Writing 3.	bold "I"
Editorial Change	Publisher	Teacher	9781950578238	137	Book 2 Unit 2	Numbers & Math Enrichment	insert comma after "carpet"
Editorial Change	Publisher	Teacher	9781950578238	137	Book 2 Unit 2	Science 4.	change "not living" to "nonliving"
Editorial Change	Publisher	Teacher	9781950578238	137	Book 2 Unit 2	N&M We're Learning, 2nd bullet	Add "that" after "Recognize"
Editorial Change	Publisher	Teacher	9781950578238	137	Book 2 Unit 2	N/A	NM: Remove the inch marks on Materials and #2 so it is: 2 x 3 Pattern Board
Editorial Change	Publisher	Teacher	9781950578238	137	Book 2 Unit 2	Science number 2 under Discuss Living & Nonliving Things	in the first sentence of number 2, change "breath" to "breathe"
Editorial Change	Publisher	Teacher	9781950578221	138	Book 1	Burns, M.S. reference	Needs a date.
Editorial Change	Publisher	Teacher	9781950578221	138	Book 1	Developmentally Appropriate...	This should start with the editors' names with ", Eds" after it, then the name.
Editorial Change	Publisher	Teacher	9781950578238	138	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Change the slash to "and"; at the end, add "with words"
Editorial Change	Publisher	Teacher	9781950578238	138	Book 2 Unit 2	Readiness & Writing 2.	bold "I"
Editorial Change	Publisher	Teacher	9781950578238	138	Book 2 Unit 2	Readiness & Writing 4.	insert comma after "strip"
Editorial Change	Publisher	Teacher	9781950578238	138	Book 2 Unit 2	Readiness & Writing vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	139	Book 2 Unit 2	N&M We're Learning, 1st bullet	Delete everything after "turn"
Editorial Change	Publisher	Teacher	9781950578238	139	Book 2 Unit 2	N/A	OL Objective: fix widow
Editorial Change	Publisher	Teacher	9781950578238	140	Book 2 Unit 2	Objective doesn't align with activity (children don't describe a person's traits (nor should they))	Change Objective to: Children use their senses to identify characteristics of objects
Editorial Change	Publisher	Teacher	9781950578238	140	Book 2 Unit 2	L&L We're Learning, 2nd bullet	At the end, add: , talk about experiences/observations
Editorial Change	Publisher	Teacher	9781950578238	140	Book 2 Unit 2	L&L We're Learning, last bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	140	Book 2 Unit 2	Language & Literacy 6.	insert comma after "box"
Editorial Change	Publisher	Teacher	9781950578238	140	Book 2 Unit 2	Readiness & Writing 3.	move last line up if possible to remove space
Editorial Change	Publisher	Teacher	9781950578221	141	Book 1	Report of the National Reading Panel	The authors should be the National Reading Panel. I looked this up and this is what was shown.
Editorial Change	Publisher	Teacher	9781950578238	141	Book 2 Unit 2	Social Studies 2.	insert comma after "his/her family"
Editorial Change	Publisher	Teacher	9781950578238	141	Book 2 Unit 2	N&M, We're Learning, 1st bullet	Change to: Use correct top-to-bottom, left-to-right directionality, demonstrate active listening skills
Editorial Change	Publisher	Teacher	9781950578238	141	Book 2 Unit 2	N&M, We're Learning, 5th bullet	Change to: Trace correctly, step by step, develop fill in coloring, color and draw creatively
Editorial Change	Publisher	Teacher	9781950578238	141	Book 2 Unit 2	Social Studies, We're Learning, 3rd bullet	After "differences" add: in characteristics of families, share about family members
Editorial Change	Publisher	Teacher	9781950578238	141	Book 2 Unit 2	N/A	Change Step 1 to Step 2, Step 2 to Step 3, & Step 3 to Step 4 ADD New Step 1: A family is the people you live with.
Editorial Change	Publisher	Teacher	9781950578238	142	Book 2 Unit 2	Objective is inaccurate	Change Objective to: Children make personal connections between themselves and characters in a story.

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Editorial Change	Publisher	Teacher	9781950578238	142	Book 2 Unit 2	L&L We're Learning, 4th bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	142	Book 2 Unit 2	R&W We're Learning, 1st bullet	After "bottom," delete the comma, add "and" and hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	142	Book 2 Unit 2	L&L 4	After "(happy, excited, etc.)?" Add/change to: Discuss how children have different feelings. (Next sentence should start, "How do you think...")
Editorial Change	Publisher	Teacher	9781950578238	142	Book 2 Unit 2	L&L Enrichment	Change to: Have children ask a partner about a time they felt excited. Then, have children share their partner's response with the class.
Editorial Change	Publisher	Teacher	9781950578238	143	Book 2 Unit 2	Objective is vague.	Add "to 4" at the end.
Editorial Change	Publisher	Teacher	9781950578238	143	Book 2 Unit 2	N/A	Change Step 2 to. Sing "Animal Legs." Then have children point and count the legs on the toy animal. Change Check for Understanding: Observe as children count with you. Do they count to 4 correctly?
Editorial Change	Publisher	Teacher	9781950578238	143	Book 2 Unit 2	Numbers & Math Objective	bold "4"
Editorial Change	Publisher	Teacher	9781950578238	143	Book 2 Unit 2	Numbers & Math Check for Understanding	bold "4"
Editorial Change	Publisher	Teacher	9781950578221	144	Book 1	Fuson, K.C. 1992b	Remove the b here. There's no other Fuson K.C from 1992.
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	At top, 1st sentence	Add a comma after "activities" and after "genes"
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	Day 1, row 1, 2nd bullet	After first mention of "rhymes" add a comma
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	Day 2, row 1, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	Day 2, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	Day 1, row 4, 1st bullet	At the end, add: , practice good habits of personal safety
Editorial Change	Publisher	Teacher	9781950578238	144	Book 2 Unit 2	Day 2, row 4, add another bullet	Add science icon and add: Learn through senses
Editorial Change	Publisher	Teacher	9781950578238	145	Book 2 Unit 2	Day 3, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	145	Book 2 Unit 2	Day 4, row 2, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578238	145	Book 2 Unit 2	Day 5, row 2, 1st bullet	After "bottom," delete the comma and add "and"; hyphenate "left-to-right"
Editorial Change	Publisher	Teacher	9781950578238	145	Book 2 Unit 2	Day 5, row 3, 2nd bullet	Add "capacity" after "Compare"
Editorial Change	Publisher	Teacher	9781950578238	145	Book 2 Unit 2	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	146	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Add a comma after first mention of "rhymes"
Editorial Change	Publisher	Teacher	9781950578238	146	Book 2 Unit 2	Readiness & Writing 3.	insert space between second and third sentence

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578221	147	Book 1 Index	Add Index	Add Index content: 1–2–3 Touch & Flip® cards, 23, 82 4 Squares More Squares®, 23, 86 A-B-C Touch & Flip® cards, 13, 19, 44, 70 alphabet knowledge, 10, 14 assessments, 95 art, 41, 43, 97, 98 digital art, 36 benchmark assessments, 95 blocks and building, 28, 29, 30, 31 book centers and connections, 42 comprehension: review, 43 let's read: read aloud time, 42 read aloud: fun, interactive tips, 42 reread books and make books accessible, 43 retell the story through creative arts and the senses, 43 book connections, 97–101 capital letter development order, 17 capital Letter Cards for Wood Pieces, 66 capital letter formation chart, 107 capitals on the door, 71 centers, 33, 40, 41, 42, 51, 136 Check for Understanding, 95 child-led centers, 41 child-led activities, 68, 70, 73, 83, 85, 87, 89 classroom management, 33 care for materials, 33 daily schedule, 33 oral language, 33 planning 33
Editorial Change	Publisher	Teacher	9781950578238	147	Book 2 Unit 2	Numbers & Math Objective	bold "4"
Editorial Change	Publisher	Teacher	9781950578238	147	Book 2 Unit 2	N&M We're Learning	Add another bullet: <creative icon>Trace correctly, step by step
Editorial Change	Publisher	Teacher	9781950578238	147	Book 2 Unit 2	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 4 by coloring, counting, building, rhyming, and singing.

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Editorial Change	Publisher	Teacher	9781950578221	148	Book 1 Index	Add Index	Add Index content: vertical, horizontal line, 29 writing, 11, 30, 31 writing lower case letters, 15 example schedule and alternate pacing, 136 experiments, 26 families, 7 fine motor, 14, 15, 16, 23, 29, 55, 57, 68, 72, 88 finger plays, 8, 13, 19, 23, 28, 29, 30, 31, 55, 94 Flip Crayons®, 19, 57 food, 43 Fred Rogers Center for Early Learning and Children's Media, 36 geography, 27 geometry, 20 Get Set for School Learning Areas, 8 Language & Literacy, 8 Nnumbers & Math, 9 Oral Language, 9 Readiness & Writing, 8 Science & Social Studies, 9 Get Set for School Read Aloud Library, 102–105 Get Set for Pre-K Philosophies and Principles, 6 Get Set for School Sing Along and Sing, Sound, and Count with Me Music Albums, 19, 54 Get Set for School Student Learning App, 53, 73 Sound Around Letters module, 53 Touch & Flip Numbers module, 90 Wet-Dry-Try module, 73 prin 28 29 30 31
Editorial Change	Publisher	Teacher	9781950578238	148	Book 2 Unit 2	R&W We're Learning, 1st bullet	Change "task" to "tasks"
Editorial Change	Publisher	Teacher	9781950578221	149	Book 1 Index	Add Index	Add Index content: data representation and probability, 21 geometry, 20 measurement and time, 21 numbers and operations, 20 patterns and algebra, 21 sorting and comparing, 30, 31 toys and puzzles, 30, 31 Mat for Wood Pieces, 67 measurement and time, 21 Mix & Make Shapes™, 23, 84 multisensory activities and centers, 40 multisensory instruction, 40 child-led centers, 41 multisensory activities and centers, 40 teacher-led centers, 40 music, 6, 8, 9, 13, 19, 23, 33, 34, 43, 54, 55, 58, 61, 94, 97, 98, 105, 136 My Book, 13 My First Lowercase Book, 17 My First School Book, 17 My LWT, 35 additional resources, 35 NAEYC, 36, 96, 104 name writing, 78, 79 capitals, 78 magnetic lowercase and blackboard set, 79 title case, 80 number stories, 110 number formation chart 111
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	Science We're Learning, 1st bullet	At the end, add: , practice good habits of personal safety

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Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	L&L We're Learning	Add another bullet:<physical development icon>Match capital and lowercase letters
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	Objective is vague & has misplaced modifier.	Change objective to: Children recognize circles, triangles, rectangles, and squares.
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	Activity: Best practice is to always model preferred/proper behavior. In step #4: I would suggest having one helper wash correctly (with soap) and have children identify which is correct. Step #5 is unclear: What is meant by "Assist the last helper"? Change Check for Understanding also to focus on positive/desired results. Finally, the info in the Enrichment is critical information to share with children.	Change to: Make Step 5 Step 4. Demonstrate and assist a Helper with proper handwashing while singing "Happy Birthday" twice. New Step 5: Have everyone practice washing their hands just like the Helper.
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	L&L We're Learning, 1st bullet	Change to: Cooperate with peers, take turns
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	L&L We're Learning, 3rd bullet	Change to: Position an object for use
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	N&M 3	After "...four sides." add/change to: Put a circle in the bin labeled circles (repeat with other shapes).
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	N&M Check for Understanding	Change to: Observe as children clean up the pieces. Do they put them away in the bin labeled <i>shapes</i> ?
Editorial Change	Publisher	Teacher	9781950578238	149	Book 2 Unit 2	Science Enrichment	Change to: Ask children to give examples of when they should wash their hands. Model: Before I eat a snack, I must wash my hands. " Encourage children to follow your model.
Editorial Change	Publisher	Teacher	9781950578221	150	Book 1 Index	Add Index	Add Index content: Readiness and Writing multisensory activities, 54–83 A-B-C Touch & Flip Cards®, 70 air writing, 71 build, sing, and draw Mat Man, 64 Capital Letter Cards for Wood Pieces, 66 capitals on the door, 71 child-led activities, 68, 70, 73 coloring skills, 60 Get Set for School Sing Along Alum, 55 hand activity, 74 Magnetic Lowercase & Blackboard Set, 76 Mat for Wood Pieces, 67 name writing, 78–80 capitals, 78 Magnetic Lowercase & Blackboard Set, 79 title case, 80 Roll-A-Dough Letters®, 68 shake hands with me, 56 Sing, Sound, & Count With Me Album, 54 Stamp & See Screen®, 69 teacher-led activities, 56, 59, 61, 64, 65, 66, 67, 68, 69, 70, 71, 72, 75, 76, 77, 78, 79, 80, 81 teaching crayon grip, 57 demonstrate grip, standard or alternate, 57 little crayons/little pencils, 57 teach grip with "Crayon Song", 58 teacher questions and answers, 81 tips 54 55 56 58 59 63 65 66 67 68 69 70 71
Editorial Change	Publisher	Teacher	9781950578238	150	Book 2 Unit 2	R&W We're Learning, 1st bullet	Change to: Sequence, listen to/follow directions, attend to simple tasks

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Editorial Change	Publisher	Teacher	9781950578238	150	Book 2 Unit 2	R&W We're Learning, 2nd bullet	Change to:<emergent literacy icon>: Recognize and name capital letters, recognize and name letters in own name, hold a tool with proper grip to write, use helping hand to stabilize object, understand there's a way to write that conveys meaning
Editorial Change	Publisher	Teacher	9781950578238	150	Book 2 Unit 2	R&W We're Learning, 3rd bullet	Change to: Write name in all capitals
Editorial Change	Publisher	Teacher	9781950578238	150	Book 2 Unit 2	Language & Literacy 3.	Delete quotes around "fill"
Editorial Change	Publisher	Teacher	9781950578238	151	Book 2 Unit 2	Oral Language Support/ELL	insert comma after "doctor"
Editorial Change	Publisher	Teacher	9781950578238	151	Book 2 Unit 2	Oral Language We're Learning, 1st bullet	Change to: Take turns, remain engaged, listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578238	152	Book 2 Unit 2	L&L We're Learning, 1st bullet	Change to: Listen to/follow directions, demonstrate active listening
Editorial Change	Publisher	Teacher	9781950578238	152	Book 2 Unit 2	L&L We're Learning	Add as 2nd bullet: <Language icon>Use language for different purposes
Editorial Change	Publisher	Teacher	9781950578238	152	Book 2 Unit 2	L&L We're Learning, 2nd bullet	Change to: Listen to gain and share information, produce a word that rhymes with a given word, say whether or not two spoken words rhyme, listen to songs, poems, or nursery rhymes and find the rhymes
Editorial Change	Publisher	Teacher	9781950578238	152	Book 2 Unit 2	L&L We're Learning, 3rd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	152	Book 2 Unit 2	L&L number 5 under Match Capital & Lowercase Letters	Change second sentence in number 5 to say "Ask the class to choose the lowercase letter that matches." (delete the word "to" after "choose")
Editorial Change	Publisher	Teacher	9781950578238	153	Book 2 Unit 2	Numbers & Math Enrichment	Change hyphen to a colon
Editorial Change	Publisher	Teacher	9781950578238	154	Book 2 Unit 2	L&L We're Learning, 1st bullet	At the end, add "skills"
Editorial Change	Publisher	Teacher	9781950578238	154	Book 2 Unit 2	R&W We're Learning, 1st bullet	At the end, add: , use correct top-to-bottom and left-to-right directionality
Editorial Change	Publisher	Teacher	9781950578238	155	Book 2 Unit 2	Numbers & Math 3	insert comma after "container"
Editorial Change	Publisher	Teacher	9781950578238	155	Book 2 Unit 2	N/A	Add to the end of 4. Talk: Discuss what to do when children are sick or don't feel well (tell an adult, go to the doctor, stay home, etc.).
Editorial Change	Publisher	Teacher	9781950578238	158	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	158	Book 2 Unit 3	Day 1, row 3, 2nd bullet	Add <bold>1-5 before "objects"
Editorial Change	Publisher	Teacher	9781950578238	158	Book 2 Unit 3	N/A	Suggestions for 3-Year-Olds, Day 2: Replace current content with: li is for Insects. Insects live all over the earth. Discuss common insects where you live.
Editorial Change	Publisher	Teacher	9781950578238	159	Book 2 Unit 3	Day 5, row 2, 4th bullet	Change "crayons" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	159	Book 2 Unit 3	Day 4, row 3, last bullet	Replace comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	159	Book 2 Unit 3	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	160	Book 2 Unit 3	Readiess & Writing Multisensory Intro	bold C (2 times)
Editorial Change	Publisher	Teacher	9781950578238	160	Book 2 Unit 3	Readiess & Writing 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	160	Book 2 Unit 3	Readiess & Writing 4.	replace "your" with "you" / insert comma after "over" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	160	Book 2 Unit 3	Objective not aligned.	Change objective to: Children count how many words are in a sentence.

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Editorial Change	Publisher	Teacher	9781950578238	160	Book 2 Unit 3	Check for understanding is confusing/not aligned.	In CFU: Change first sentence to: Observe as children count the words in a sentence.
Editorial Change	Publisher	Teacher	9781950578238	161	Book 2 Unit 3	Objective unclear.	Change Objective to: Children recognize that the order and arrangement of objects does not affect the total number of objects.
Editorial Change	Publisher	Teacher	9781950578238	161	Book 2 Unit 3	Enrichment unclear. What are they counting? Is the teacher switching places with students?	Change Enrichment to: Have children line up more red and green Tag Bags then count again to find the total.
Editorial Change	Publisher	Teacher	9781950578238	162	Book 2 Unit 3	Objective is not aligned. They are doing mostly phonics, as well as recognizing capital letters.	Change Objective to: Children recognize the letter C and it's sound.
Editorial Change	Publisher	Teacher	9781950578238	162	Book 2 Unit 3	Check for U unclear. Do you mean that the items all begin with C?	Change CFU to: Do they recognize the sound "C" at the beginning of each of the words for the objects?
Editorial Change	Publisher	Teacher	9781950578238	162	Book 2 Unit 3	wrong word choice Check for Understanding "place their cards and trays"	replace "and" with "in"
Editorial Change	Publisher	Teacher	9781950578238	162	Book 2 Unit 3	Readiness & Writing materials	bold "C"
Editorial Change	Publisher	Teacher	9781950578238	162	Book 2 Unit 3	Readiness & Writing 4.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	163	Book 2 Unit 3	Numbers & Math Enrichment	replace 2-3 with "two to three"
Editorial Change	Publisher	Teacher	9781950578238	163	Book 2 Unit 3	misuse of word Check for Understanding "you what to make?"	replace "what" with "want"
Editorial Change	Publisher	Teacher	9781950578238	163	Book 2 Unit 3	N/A	Social Studies, Enrichment: Change to "...costume would you want to make." (what to want)
Editorial Change	Publisher	Teacher	9781950578238	163	Book 2 Unit 3	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	163	Book 2 Unit 3	Social Studies We're Learning, 1st bullet	Delete "shows curiosity"
Editorial Change	Publisher	Teacher	9781950578238	164	Book 2 Unit 3	N/A	Change to: Observe children as they finger trace. Do they trace the letter accurately?
Editorial Change	Publisher	Teacher	9781950578238	164	Book 2 Unit 3	Language & Literacy 2.	remove quotes in last sentence
Editorial Change	Publisher	Teacher	9781950578238	164	Book 2 Unit 3	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	165	Book 2 Unit 3	Numbers & Math Objective	bold "5"
Editorial Change	Publisher	Teacher	9781950578238	165	Book 2 Unit 3	N/A	Change to: Children count to 5 and write the numeral 5.
Editorial Change	Publisher	Teacher	9781950578238	165	Book 2 Unit 3	no periods in lists Materials: p. 82.	delete period after "82"
Editorial Change	Publisher	Teacher	9781950578238	166	Book 2 Unit 3	N/A	Change to: Review C and its sound. Introduce lowercase c.
Editorial Change	Publisher	Teacher	9781950578238	166	Book 2 Unit 3	Language & Literacy 1.	the bold in the Cs seem thicker than others, adjust if possible
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	Numbers & Math Objective	the bold in the 5s seem thicker than others, adjust if possible
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	N/A	Change to: Children count to 5 and write the numeral 5.
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	N/A	Change to: Children learn about characteristics of animals.
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	N/A	Change to: Have children draw pictures of an object or animal that changes color.
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	extra word 1. Let's a read a story ...	delete the first "a" to read "Let's read a story about it!"

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Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	concise wording "2. Read A color of His Own...	sentence to read "2. Read and discuss A Color of His Own by Leo Lionni or another book about chameleons."
Editorial Change	Publisher	Teacher	9781950578238	167	Book 2 Unit 3	N&M We're learning, last bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	N/A	Change to: Children describe pictures of words that begin with C. Also Change Vocabulary of lesson to: car, cupcake, cat Remove: It's story time from Step 3.
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	N/A	Change to: Provide children with words to choose from to describe the pictures (big, small, red, blue, etc.)
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	N/A	Change to: delete "their"
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	N/A	Delete: "learn to"
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	R&W We're Learning, last bullet	Change to: Trace correctly, step by step
Editorial Change	Publisher	Teacher	9781950578238	168	Book 2 Unit 3	Readiness & Writing	bold "C" (5 times)
Editorial Change	Publisher	Teacher	9781950578238	169	Book 2 Unit 3	Numbers & Math Objective	bold "5"
Editorial Change	Publisher	Teacher	9781950578238	169	Book 2 Unit 3	Numbers & Math Enrichment	the bold in the 5 seems thicker than others, adjust if possible
Editorial Change	Publisher	Teacher	9781950578238	169	Book 2 Unit 3	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 5 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	169	Book 2 Unit 3	N/A	Change to: Have children find number 5 throughout the classroom.
Editorial Change	Publisher	Teacher	9781950578238	170	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	Day 5, row 2, 4th bullet	Change "crayons" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	Day 5, row 2, 5th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	Day 5, row 3, 5th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	Day 4, row 4, last bullet	lowercase "engage" and move "physical activities up to the previous line
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	verb agreement Science "Experiments with balls..."	delete "s" change to "Experiment with balls..."
Editorial Change	Publisher	Teacher	9781950578238	171	Book 2 Unit 3	verb agreement Science "Engages in a variety...:"	delete "s" change to "Engage in a variety..."
Editorial Change	Publisher	Teacher	9781950578238	172	Book 2 Unit 3	Readiness & Writing 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	172	Book 2 Unit 3	Readiness & Writing 4.	replace "your" with "you" / insert comma after "over" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	174	Book 2 Unit 3	R&W We're Learning, 2nd bullet	Make "sound" plural
Editorial Change	Publisher	Teacher	9781950578238	174	Book 2 Unit 3	Readiness & Writing Materials and Multisensory Introduction	bold "C" in each
Editorial Change	Publisher	Teacher	9781950578238	175	Book 2 Unit 3	N/A	Change "find similar" to "match"
Editorial Change	Publisher	Teacher	9781950578238	175	Book 2 Unit 3	N/A	Change to: Children learn about the job of a community helper.
Editorial Change	Publisher	Teacher	9781950578238	175	Book 2 Unit 3	N/A	Change Support/ELL to: Have pairs of student play STOP and GO.
Editorial Change	Publisher	Teacher	9781950578238	175	Book 2 Unit 3	extra comma We're Learning: Follow rules, based on safety, cooperate with peers	delete comma "Follow rules based on safety, cooperate with peers

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Editorial Change	Publisher	Teacher	9781950578238	176	Book 2 Unit 3	N/A	Change to: Children recognize the letter O.
Editorial Change	Publisher	Teacher	9781950578238	176	Book 2 Unit 3	N/A	Change #2 to: Provide children with newspapers or magazines. Ask them to find the letter O. Change #3 to: Have children cut out the letters O and paste them into a notebook, which will become their letter book.
Editorial Change	Publisher	Teacher	9781950578238	176	Book 2 Unit 3	N/A	Change second sentence to: Can they find the letter O?
Editorial Change	Publisher	Teacher	9781950578238	176	Book 2 Unit 3	Language & Literacy Objective	the bold "O" is thicker than normal, please adjust
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	Numbers & Math 1.	insert comma after "Review 5"
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	N&M We're Learning, 1st bullet	At the end, add: , act out problem to find a solution
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	N&M We're Learning, 2nd bullet	Delete everything after "time"
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	N&M We're Learning, 3rd bullet	At the end, add: , act out problem to find a solution
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	N&M 6	Change to: Write a class story about the sequence. After the first draft, revise with children to ensure events are in the correct order. Ask: What comes first, next, and last?
Editorial Change	Publisher	Teacher	9781950578238	177	Book 2 Unit 3	N&M Enrichment	Change to" Have children draw pictures to illustrate the class story."
Editorial Change	Publisher	Teacher	9781950578238	178	Book 2 Unit 3	L&L We're Learning, 1st bullet	At the end, add: , cooperate with peers
Editorial Change	Publisher	Teacher	9781950578238	178	Book 2 Unit 3	Readiness & Writing Multisensory Introduction and Materials	bold C (4)
Editorial Change	Publisher	Teacher	9781950578238	179	Book 2 Unit 3	Science 2.	insert comma after "heavy"
Editorial Change	Publisher	Teacher	9781950578238	179	Book 2 Unit 3	Science We're Learning, last bullet	Make "engages" singular
Editorial Change	Publisher	Teacher	9781950578238	179	Book 2 Unit 3	subject agreement Support/ELL "Children feel the edge of the circles with their hand round and round."	add s to read "hands"
Editorial Change	Publisher	Teacher	9781950578238	179	Book 2 Unit 3	missing comma in series Vocabulary "weight, heavy light, faster..."	add comma to read "heavy, light"
Editorial Change	Publisher	Teacher	9781950578238	180	Book 2 Unit 3	Step 2 is unclear. What sound is teacher saying here?	Change #2 to illustrate phonetics: O makes several sounds. O makes a short sound /aw/. O makes a long sound /oh/.
Editorial Change	Publisher	Teacher	9781950578238	180	Book 2 Unit 3	Best practice suggests teaching one vowel sound at a time. This teaches both short and long vowel sounds. Avoid confusing further with vowel digraph /oi/ or /or/.	Change #3 to: illustrate phonetics: O makes several sounds. O Delete step 4.
Editorial Change	Publisher	Teacher	9781950578238	180	Book 2 Unit 3	R&W We're Learning, last bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	180	Book 2 Unit 3	Readiness & Writing Multisensory Introduction and Materials	bold C (3)
Editorial Change	Publisher	Teacher	9781950578238	181	Book 2 Unit 3	Numbers & Math Objective	does "circle" need to be bold?
Editorial Change	Publisher	Teacher	9781950578238	181	Book 2 Unit 3	N&M We're Learning, 4th bullet	Change "crayons" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	181	Book 2 Unit 3	N&M We're Learning, 5th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	182	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	182	Book 2 Unit 3	Day 2, row 2, 1st bullet	Make "task" plural

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Editorial Change	Publisher	Teacher	9781950578238	182	Book 2 Unit 3	Day 2, row 4, last bullet	Replace "share experiences" with: talk about experiences/observations
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 3, row 1, last bullet	Add "that" after "Recognize"
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 4, row 2, 3rd bullet	Replace "trace" with "point"; insert "index" after "Isolate"
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 5, row 2, 3rd bullet	Replace "crayon" with "tool"; at end, add: , use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 5, row 2, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 4, row 3, last bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	183	Book 2 Unit 3	Day 3, row 3, last bullet	Insert "correctly" after "Trace"
Editorial Change	Publisher	Teacher	9781950578238	184	Book 2 Unit 3	wrong word 4. "Describe each step as your build the letter:"	delete r to read "...as you build the letter."
Editorial Change	Publisher	Teacher	9781950578238	184	Book 2 Unit 3	Readiness & Writing Materials	bold "Q"
Editorial Change	Publisher	Teacher	9781950578238	184	Book 2 Unit 3	Readiness & Writing 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	184	Book 2 Unit 3	Readiness & Writing 4.	insert comma after "Turn the card over" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	185	Book 2 Unit 3	Objective unclear/inaccurate.	Change Objective to: Children share a set of objects evenly.
Editorial Change	Publisher	Teacher	9781950578238	185	Book 2 Unit 3	N&M We're Learning, 2nd bullet	After "evenly" insert: with two or three classmates
Editorial Change	Publisher	Teacher	9781950578238	186	Book 2 Unit 3	R&W We're Learning, last bullet	Delete everything after "body"
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Social Studies We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Social studies We're Learning last bullet	Move to be second bullet
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Sensitivity issues related to objective.	Change Objective to: Children learn about how to resolve conflicts.
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Social Studies Support/ELL	insert comma after "Repeat the activity"
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Social Studies 5.	After 1st question, change to: Discuss how children have different feelings and talk about what they can do...
Editorial Change	Publisher	Teacher	9781950578238	187	Book 2 Unit 3	Social Studies 6	Change to: ...turns on a swing. What can we do to solve the problem? At end, add: Encourage children to ask questions and listen to others' feelings.
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	Readiness & Writing 4.	bold "My turn, Your turn"
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	Objective not aligned.	Change Objective to: Children count the words in a sentence.
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	Enrichment unclear.	Change Enrichment to: Write the last names of children for them to copy.
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	wrong possessive pronoun 3. Say their sentence slowly again as they put down a counter for each word in their sentence	change to "Say the sentence again slowly as a counter is put down for each word in the sentence."
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	possesive agreement Enrichment: Introduce children's last name if they are ready	add "s" to read "children's last names..."
Editorial Change	Publisher	Teacher	9781950578238	188	Book 2 Unit 3	R&W We're Learning, 3rd bullet	Move "understand up to the previous line, then align remaining words

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Editorial Change	Publisher	Teacher	9781950578238	189	Book 2 Unit 3	Objective feels incomplete (form 6 what?).	In the objective, Add "the numeral" before "6."
Editorial Change	Publisher	Teacher	9781950578238	189	Book 2 Unit 3	Enrichment: air writing is often a step toward learning to write, not enrichment. Suggest revising.	Change Enrichment to: In the Writing Center, have children write the numeral 6 in five different colors.
Editorial Change	Publisher	Teacher	9781950578238	189	Book 2 Unit 3	Enrichment: The statement about fool's gold is inaccurate. (It is not pretend; it is another substance, just not gold.) Also, discussing things that are worth a lot of money is a sensitivity issue for many schools. Suggest revising.	Change Enrichment to: Have children act out real and pretend things a monkey can do. Discuss as a class. Which actions were real, which were imaginary?
Editorial Change	Publisher	Teacher	9781950578238	189	Book 2 Unit 3	Numbers & Math Enrichment	bold "6" is too thick, please adjust
Editorial Change	Publisher	Teacher	9781950578238	189	Book 2 Unit 3	Oral Language Enrichment	unbold first 2 sentences
Editorial Change	Publisher	Teacher	9781950578238	190	Book 2 Unit 3	Language & Literacy 1.	insert comma after "Review Q"
Editorial Change	Publisher	Teacher	9781950578238	190	Book 2 Unit 3	Language & Literacy 5.	bolder teacher speak
Editorial Change	Publisher	Teacher	9781950578238	190	Book 2 Unit 3	Readiness & Writing Materials and Multisensory Introduction	bold "C" in each
Editorial Change	Publisher	Teacher	9781950578238	190	Book 2 Unit 3	Objective is awkward.	Change to: Children match capital and lowercase letters.
Editorial Change	Publisher	Teacher	9781950578238	190	Book 2 Unit 3	R&W We're Learning, last bullet	Delete everything before "trace" and capitalize "trace"
Editorial Change	Publisher	Teacher	9781950578238	191	Book 2 Unit 3	Objective is awkward.	Change to: Children trace and count to 6.
Editorial Change	Publisher	Teacher	9781950578238	191	Book 2 Unit 3	Objective doesn't match activity.	Change Objective: Delete "explore and"
Editorial Change	Publisher	Teacher	9781950578238	192	Book 2 Unit 3	Readiness & Writing Multisensory Introduction and Materials	bold C in each
Editorial Change	Publisher	Teacher	9781950578238	192	Book 2 Unit 3	R&W We're Learning, 3rd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	192	Book 2 Unit 3	R&W We're Learning, 4th bullet	Replace "crayon" with "tool"
Editorial Change	Publisher	Teacher	9781950578238	193	Book 2 Unit 3	N&M We're Learning, 2nd bullet	Change "1-10" to "6"
Editorial Change	Publisher	Teacher	9781950578238	194	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	194	Book 2 Unit 3	Day 2, last row	Change "...classroom such as, toy, book" to "...classroom, such as a toy or a book"
Editorial Change	Publisher	Teacher	9781950578238	194	Book 2 Unit 3	N/A	G glyph (x4)
Editorial Change	Publisher	Teacher	9781950578238	194	Book 2 Unit 3	unnecessary word Social Studies "...child expresses creativity in ..."	delete "child" to read "expresses creativity ..."
Editorial Change	Publisher	Teacher	9781950578238	194	Book 2 Unit 3	redundant words Day 2 "...toy, book, toy, book."	delete 1 set of "toy, book"
Editorial Change	Publisher	Teacher	9781950578238	195	Book 2 Unit 3	N/A	G glyph (x2)
Editorial Change	Publisher	Teacher	9781950578238	195	Book 2 Unit 3	Day 5, row 2, last bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	195	Book 2 Unit 3	Day 4, row 3, 2nd bullet	Add a comma before "look"
Editorial Change	Publisher	Teacher	9781950578238	195	Book 2 Unit 3	Day 4, row 4, 3rd bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	195	Book 2 Unit 3	Day 3, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	196	Book 2 Unit 3	N/A	G glyph (x11)
Editorial Change	Publisher	Teacher	9781950578238	196	Book 2 Unit 3	Objective doesn't match activity.	Change Objective: Children build sentences with words.
Editorial Change	Publisher	Teacher	9781950578238	196	Book 2 Unit 3	Readiness & Writing 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	197	Book 2 Unit 3	Numbers & Math Objective	bold "6" is too thick, please adjust

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Editorial Change	Publisher	Teacher	9781950578238	197	Book 2 Unit 3	Numbers & Math 1.	insert comma after "Review 6"
Editorial Change	Publisher	Teacher	9781950578238	197	Book 2 Unit 3	Objective describes activity, not objective	Change Objective to: Children review number 6 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	197	Book 2 Unit 3	N/A	G glyph (x1)
Editorial Change	Publisher	Teacher	9781950578238	198	Book 2 Unit 3	N/A	G glyph (x16)
Editorial Change	Publisher	Teacher	9781950578238	198	Book 2 Unit 3	L&L 2	After "and giraffe." add/change to: Have children repeat the words after you.
Editorial Change	Publisher	Teacher	9781950578238	198	Book 2 Unit 3	L&L 4	After "...letter G " add "and say the sound."
Editorial Change	Publisher	Teacher	9781950578238	199	Book 2 Unit 3	N/A	G glyph (x1)
Editorial Change	Publisher	Teacher	9781950578238	199	Book 2 Unit 3	Objective is vague; doesn't match activity	Change to: Children learn about celebrations.
Editorial Change	Publisher	Teacher	9781950578238	200	Book 2 Unit 3	Objective is vague.	Change to: Children learn words that begin with /g/.
Editorial Change	Publisher	Teacher	9781950578238	200	Book 2 Unit 3	N/A	G glyph (x8)
Editorial Change	Publisher	Teacher	9781950578238	200	Book 2 Unit 3	Language & Literacy Objective	bold "g"
Editorial Change	Publisher	Teacher	9781950578238	201	Book 2 Unit 3	N/A	G glyph (x1)
Editorial Change	Publisher	Teacher	9781950578238	201	Book 2 Unit 3	Definitions in #1 are inaccurate.	Change to: A child is young. A grandparent is senior.
Editorial Change	Publisher	Teacher	9781950578238	201	Book 2 Unit 3	Enrichment is not an activity. Talking about senior volunteers is too advanced for a PreK child to share any info about or connect to. Suggest revising.	Change to: Have children draw pictures of young and senior people.
Editorial Change	Publisher	Teacher	9781950578238	202	Book 2 Unit 3	N/A	G glyph (x11)
Editorial Change	Publisher	Teacher	9781950578238	203	Book 2 Unit 3	Activity is too advanced for PreK and a little confusing. Not sure a PreK student will be able to come up with many animals or plants that begin with G (or are they just naming plants and animals?). And it is unclear what about the animals and plants are being compared. Suggest revising to focus on two animals or two plants to compare and model/specify how to compare (number of legs, color, size, way they move, etc.).	Change Step 2: Show and name pictures of different animals and plants. Have children discuss the different patterns.
Editorial Change	Publisher	Teacher	9781950578238	203	Book 2 Unit 3	comma in a series We're Learning: "... identify and describe a pattern by telling the repeating unit look for a pattern to find a solution	add comma between unit and look to read "repeating unit, look for..."
Editorial Change	Publisher	Teacher	9781950578238	203	Book 2 Unit 3	Science We're Learning, 3rd bullet	Add a comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	L&L We're Learning, 2nd bullet	Add "Learn" before "onsets" and capitalize "onsets"
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	R&W We're Learning, 4th bullet	Add "consistently" after first mention of "hand"
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	R&W We're Learning, last bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	Language & Literacy 3.	remove "a"
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	misspelling 1. "Review G and it's sound."	replace its to read " Review G and its sound.
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	redundant wording Check for understanding "Observe as children as they trace"	Delete first "as" to read "Observe children as they trace.."

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Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	Activity not aligned with phonics instruction. Suggest changing to focus on /g/, not /gr/ blend, which is a more advanced concept. Also, use one-syllable words first. Any word used should be broken into all its sounds (e.g. break guitar into its many sounds. /g/ /i/ /t/ /ar/).	Change to: switch Steps 2 & 3
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	N/A	G glyph (18)
Editorial Change	Publisher	Teacher	9781950578238	204	Book 2 Unit 3	L&L 1	After Review Gg and its sound, add: Remember, G makes a /g/ sound in Gail, goat, gas, and goals. G makes a /j/ sound in George, gym, gentle, and giraffe. Have children repeat the words after you.
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 6 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	N/A	NM Enrichment: Sometimes we bold the em dash between numbers and sometimes we don't. Which should it be? Let's be consistent.
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	Numbers & Math Objective	bold "6"
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	Numbers & Math 2.	Change "Chose" to "Choose" and insert comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	Numbers & Math 4.	italicize "I Know My Numbers" and remove bold
Editorial Change	Publisher	Teacher	9781950578238	205	Book 2 Unit 3	Numbers & Math Enrichment	remove bold on em dash
Editorial Change	Publisher	Teacher	9781950578238	206	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	206	Book 2 Unit 3	Day 2, row 1, 1st bullet	At end, add: , listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578238	207	Book 2 Unit 3	Day 3, row 2, 2nd bullet	Before "Position" insert: "Recognize and name letters in own name," then lowercase "Position"
Editorial Change	Publisher	Teacher	9781950578238	207	Book 2 Unit 3	Day 5, row 2, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	207	Book 2 Unit 3	Day 5, row 3, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	207	Book 2 Unit 3	N/A	Before "Understand" insert: "Recognize and name letters in own name," then lowercase "Understand"
Editorial Change	Publisher	Teacher	9781950578238	208	Book 2 Unit 3	Objective redundant.	Delete the word "new"
Editorial Change	Publisher	Teacher	9781950578238	208	Book 2 Unit 3	Readiness & writing 2.	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	208	Book 2 Unit 3	Readiness & Writing 4.	insert comma after "over" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	209	Book 2 Unit 3	Numbers & Math 4.	insert comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	209	Book 2 Unit 3	Objective describes activity, not objective	Change to: Children compare the sizes of groups.
Editorial Change	Publisher	Teacher	9781950578238	209	Book 2 Unit 3	N/A	NM Objective: fix widow
Editorial Change	Publisher	Teacher	9781950578238	210	Book 2 Unit 3	L&L We're Learning, 2nd bullet	After "letters," insert: position capitals right-side up,
Editorial Change	Publisher	Teacher	9781950578238	210	Book 2 Unit 3	Language & Literacy Materials	bold "S"
Editorial Change	Publisher	Teacher	9781950578238	210	Book 2 Unit 3	Language & Literacy 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	210	Book 2 Unit 3	Readiness & Writing 1.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	211	Book 2 Unit 3	Social Studies 2.	replace "." with "?" in first sentence
Editorial Change	Publisher	Teacher	9781950578238	211	Book 2 Unit 3	Social Studies We're Learning, 1st bullet	Replace the comma with "and"

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Editorial Change	Publisher	Teacher	9781950578238	211	Book 2 Unit 3	N/A	Change to: Children explore nonstandard units of measurement.
Editorial Change	Publisher	Teacher	9781950578238	211	Book 2 Unit 3	N/A	Objective: Children learn and practice a job related to music.
Editorial Change	Publisher	Teacher	9781950578238	212	Book 2 Unit 3	N/A	Step 3: Delete "show"
Editorial Change	Publisher	Teacher	9781950578238	212	Book 2 Unit 3	N/A	Change to: Have children write their last names.
Editorial Change	Publisher	Teacher	9781950578238	212	Book 2 Unit 3	Language & Literacy 2.	insert comma after Starting Sound Shuffle (before quote)
Editorial Change	Publisher	Teacher	9781950578238	212	Book 2 Unit 3	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	212	Book 2 Unit 3	Readiness & Writing 4.	bold "My turn, Your turn"
Editorial Change	Publisher	Teacher	9781950578238	213	Book 2 Unit 3	N/A	Add "the numeral" before "7."
Editorial Change	Publisher	Teacher	9781950578238	213	Book 2 Unit 3	N/A	N&M, number 3, drop "Little Line" to next line
Editorial Change	Publisher	Teacher	9781950578238	213	Book 2 Unit 3	Oral Language 4	After "...you feel sad?" add: Discuss how children have different feelings.
Editorial Change	Publisher	Teacher	9781950578238	214	Book 2 Unit 3	N/A	In a few places in Vol2, we will at some point need to make sure the correct images are used and that the material's section refers to the ACA by the correct title. An example would be Vol2 p. 214, where the image has the title "I Know My Name and Your Name Too," and the materials say "Name Plates." While the document is correct (and will be mapped correctly), the title is not right in either place, and should be changed to Name Cards.
Editorial Change	Publisher	Teacher	9781950578238	214	Book 2 Unit 3	extra word NOTE: You can also complete with activity with name cards in all capitals.	delete first "with" to read "... complete activity with name cards in all capitals."
Editorial Change	Publisher	Teacher	9781950578238	214	Book 2 Unit 3	L&L We're Learning, 2nd bullet	Delete "capital and"
Editorial Change	Publisher	Teacher	9781950578238	214	Book 2 Unit 3	Readiness & Writing 2.	bold "S"
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	Numbers & Math Materials	unbold em dash
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	Science 1.	insert comma after "does"
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	N&M We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	N&M We're Learning, 2nd bullet	After "1:1" add "correspondence"
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	verb pattern We're Learning: "observes and describes observable objects"	deletes s from observe and describe
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	Objective is awkward.	Objective change to: Children combine sets of objects and find the total.
Editorial Change	Publisher	Teacher	9781950578238	215	Book 2 Unit 3	Support/ELL (change helps avoid sensitivity issues)	Change "A child" to "Children"
Editorial Change	Publisher	Teacher	9781950578238	216	Book 2 Unit 3	R&W We're Learning, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	217	Book 2 Unit 3	N&M We're Learning, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	217	Book 2 Unit 3	wrong verb form "A tune are sounds that fit well together."	change verb to is "A tune is..."
Editorial Change	Publisher	Teacher	9781950578238	218	Book 2 Unit 3	wrong verb form "Understands and compares shapes"	delete s to read "Understand and compare shapes"
Editorial Change	Publisher	Teacher	9781950578238	218	Book 2 Unit 3	At top, 1st sentence	Add a comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	218	Book 2 Unit 3	Day 1, last row	Add a comma after "place"

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Editorial Change	Publisher	Teacher	9781950578238	219	Book 2 Unit 3	Day 5, last row	Add a comma after "classroom"
Editorial Change	Publisher	Teacher	9781950578238	220	Book 2 Unit 3	Objective describes activity, not objective	Change Support/ELL to: Talk about how the words within a compound word are related.
Editorial Change	Publisher	Teacher	9781950578238	220	Book 2 Unit 3	Language & Literacy 1.	insert period after "sound"
Editorial Change	Publisher	Teacher	9781950578238	221	Book 2 Unit 3	Numbers & Math Objective	replace "6" with a bold "7"
Editorial Change	Publisher	Teacher	9781950578238	221	Book 2 Unit 3	Numbers & Math 1.	insert comma after "Review 7"
Editorial Change	Publisher	Teacher	9781950578238	221	Book 2 Unit 3	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 7 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	222	Book 2 Unit 3	R&W We're Learning, 2nd bullet	Add "sounds" after "letter"
Editorial Change	Publisher	Teacher	9781950578238	222	Book 2 Unit 3	Language & Literacy 2.	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	222	Book 2 Unit 3	Language & Literacy 4.	insert comma after "over" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	222	Book 2 Unit 3	Readiness & Writing 1.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	222	Book 2 Unit 3	Readiness & Writing 3.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Numbers & Math 5.	capitalize "says"
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Numbers & Math 3.	capitalize "says"
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Social Studies 3	Change to: Discuss the story. Tell us about one of your favorite meals and where you ate it. Model: When I ate my favorite meal, I was at _____ (name the place) and it was _____ (name the food).
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Social Studies 4	After "„chefs and cooks do." Add: Have one group cook, another group tell friends what to do when taking orders, and the last group serve food. Some children will be the customer, they they will switch places.
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Social Studies Check for Understanding	Change to: Observe children during dramatic play time. Do they cooperate with each other? Do they sustain attention? Do they take care of the dramatic play materials?
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Objective is vague.	Delete "within a group"
Editorial Change	Publisher	Teacher	9781950578238	223	Book 2 Unit 3	Objective is inaccurate. (More than two words are used.)	Change to: Children learn about cooking and the job of a chef.
Editorial Change	Publisher	Teacher	9781950578238	224	Book 2 Unit 3	Readiness & Writing 2.	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	225	Book 2 Unit 3	Numbers & Math Objective	replace "6" with a bold "7"
Editorial Change	Publisher	Teacher	9781950578238	225	Book 2 Unit 3	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 7 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	225	Book 2 Unit 3	N&M We're Learning, 1st bullet	Add "skills" at the end
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	R&W We're Learning, 2nd bullet	Make "sound" plural
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	Enrichment is unclear. Do you mean find the letter Jj? Or other letters?	Enrichment: Have children find capital and lowercase Jj in a magazine or other media. Help them cut the letters out and paste them on a piece of construction paper.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	The objective is awkward.	Suggest changing to: "Children match capital and lowercase letters"
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	N/A	LL #4: J glyph
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	Language & Literacy Enrichment	format "Jj" correctly
Editorial Change	Publisher	Teacher	9781950578238	226	Book 2 Unit 3	Readiness & Writing 3.	moved last sentence up a line if possible
Editorial Change	Publisher	Teacher	9781950578238	227	Book 2 Unit 3	Science 3.	insert comma after "column healthy" and "column unhealthy"
Editorial Change	Publisher	Teacher	9781950578238	227	Book 2 Unit 3	N/A	Science, We're Learning: Remove "Explore dramatic play" and the icon immediately before it. Replace with "(ruler icon) Represent data in graphic form.
Editorial Change	Publisher	Teacher	9781950578238	227	Book 2 Unit 3	objective has typo/grammar.	Change Objective: replace "food" with "foods"
Editorial Change	Publisher	Teacher	9781950578238	227	Book 2 Unit 3	Science We're Learning, 1st bullet	Change to: Take turns, cooperate with peers, work positively in a group activity
Editorial Change	Publisher	Teacher	9781950578238	227	Book 2 Unit 3	Science We're Learning, 3rd bullet	Change to: creative icon>Explore dramatic play
Editorial Change	Publisher	Teacher	9781950578238	228	Book 2 Unit 3	R&W We're Learning, 4th bullet	Replace the comma with "and"
Editorial Change	Publisher	Teacher	9781950578238	228	Book 2 Unit 3	CFU, support, Step 2 & 3 : should be /j/ sound, not Jj sound (or J sound)	Change Jj to /j/
Editorial Change	Publisher	Teacher	9781950578238	228	Book 2 Unit 3	Language & Literacy Enrichment	bold "j"
Editorial Change	Publisher	Teacher	9781950578238	228	Book 2 Unit 3	Readiness & Writing Enrichment	bold J is for jumping. Let's jump. J is for jogging. Let's jog.
Editorial Change	Publisher	Teacher	9781950578238	229	Book 2 Unit 3	Numbers & Math Objective	replace "6" with a bold "7"
Editorial Change	Publisher	Teacher	9781950578238	229	Book 2 Unit 3	Numbers & Math 1.	insert comma after "Review 7"
Editorial Change	Publisher	Teacher	9781950578238	229	Book 2 Unit 3	Numbers & Math 3.	Change "Chose" to "Choose"
Editorial Change	Publisher	Teacher	9781950578238	229	Book 2 Unit 3	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 7 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	232	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	233	Book 2 Unit 4	Day 4, row 1, last bullet	At beginning, change to: Develop body awareness...; change ampersand to "and"
Editorial Change	Publisher	Teacher	9781950578238	233	Book 2 Unit 4	Day5, row 3, 3rd bullet	At end, add: , write numerals
Editorial Change	Publisher	Teacher	9781950578238	233	Book 2 Unit 4	misspelling	change "clothes pin" to "clothespin"
Editorial Change	Publisher	Teacher	9781950578238	233	Book 2 Unit 4	misspelling	change "water colors" to "watercolors"
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	5.Hand the Compound Word Picture Card	change "Card" to "Cards"
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	3. Gather the Wood Pieces	add period after "Pieces"
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	Language & Literacy 5.	change "her" to "the child"
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	Language & Literacy 5.	Do Dogwood, dog and wood need to be underlined?
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	Readiness & Writing 2.	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	234	Book 2 Unit 4	Readiness & Writing 4.	insert comma after "over" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Numbers & Math	Should there be something after "Say the directions:" or should the colon be a period?

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Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Oral Language Check for Understanding	change first sentence to read" Observe as children discuss drinks that can be poured.
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Oral Language Enrichment	unbold "Show children the dirt left on the filter."
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Objective: typo	Replace first "Explore" with "Children"
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Objective: Explore explore area by covering a shape with squares.	remove redundant word "explore"
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	Cover an area to explore area,compare using big and small	reword for clarity "Explore area by covering an area of a shape"
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	N&M We're Learning, 1st bullet	Change "and" to a slash
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Delete everything up to "verbally" and replace with "Cover an area with shapes to explore area, compare size using big and small,"
Editorial Change	Publisher	Teacher	9781950578238	235	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Delete "and respond to"
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	L&L We're Learning, 2nd bullet	At end, add "directionality"
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Language & Literacy Objective	"D" is incorrect bold
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Language & Literacy 3.	insert comma after "makes"
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Readiness & Writing Materials	bold "D"
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Readiness & Writing Check for Understanding	bold "d"
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Objective unclear.	Change Objective to: Children learn letter D using books.
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	CfU not aligned.	Change second sentence: Can children identify words that begin with the sound /d/?
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Enrichment not aligned.	Change to: Have children draw and label a picture of something that begins with the letter D.
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	N/A	LL, Step 3: emphasis should be emphasize
Editorial Change	Publisher	Teacher	9781950578238	236	Book 2 Unit 4	Read the book to the class and emphasis the sound	change "emphasis" to "emphasize"
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	bullet #2 A scientist who studies water is a hydrologist and they study and solve water problems in communities...	add comma after "hydrologist"
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	N/A	SS Materials: does last / need to be on the URL
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	Objective is inaccurate; also doesn't begin with "Children" like all other objectives; more than one object is being measured and "nonstandard units" is unclear. [Not sure my change is any better.]	Change to: Children explore nonstandard units of measurement.
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	Objective is unclear.	Change to: Children learn about water, the water cycle, and scientists who study water issues.
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	237	Book 2 Unit 4	N&M We're Learning	Add new bullet at bottom: <physical development icon>Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	238	Book 2 Unit 4	Language & Literacy 6.	change "non rhyming" to "non-rhyming"

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Editorial Change	Publisher	Teacher	9781950578238	238	Book 2 Unit 4	Readiness & Writing 2.	bold "D"
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	Numbers & Math Enrichment	"8" is incorrect bold
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	Oral Language Support/ELL	Add parentheses before "cloudy" and after "etc."
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	Objective feels incomplete (form 9 what?).	Add "the "number" before "8."
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	Enrichment is not an advanced activity (it is more like a Support/ELL activity). Suggest revising.	Change Enrichment to: Have children write 8 five times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	1. Review and count 8.	add "to" 1. Review and count to 8.
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	Support/ELL ... clear and cloudy (water, sky, etc.)	Change to ... clear and cloudy, e.g., water, sky, etc.
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	N&M We're Learning, 1st bullet	At end, add: , use correct directionality for numbers
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Change to: Verbally count a set of 1–10 objects, write numbers, observe and sort
Editorial Change	Publisher	Teacher	9781950578238	239	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Change to: Use consistent handedness for holding tool, use fingers to hold tool, use proper grip to write, use helper hand
Editorial Change	Publisher	Teacher	9781950578238	240	Book 2 Unit 4	R&W We're Learning, 1st bullet	After "movements" add: follow school routines, listen to/follow directions, attend to simple tasks, share
Editorial Change	Publisher	Teacher	9781950578238	240	Book 2 Unit 4	#2 ... letters, lets check?	change to "let's"
Editorial Change	Publisher	Teacher	9781950578238	240	Book 2 Unit 4	L&L, Materials, 3rd bullet	insert commas between each letter
Editorial Change	Publisher	Teacher	9781950578238	240	Book 2 Unit 4	L&L #2	Change first sentence to two sentences to read: Do we know our lowercase letters? Let's check.
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N&M Objective	insert comma after "number 8"
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N&M Support/ELL	bold second "8"
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N/A	Change objective: Children predict whether objects will float or sink and then test their predictions. ; Vocabulary: delete "density"
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N/A	Change CfU: Observe as children make and test their predictions. Do they understand how to determine whether an object sinks or floats?
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N/A	Add: Have them test their predictions at the sand and water table.
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	We're Learning: ... ask questions, gather information...	add space between comma and "gather"
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N&M We're Learning, 1st bullet	Change to read: Sequence, use correct directionality for numbers
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Delete everything after "objects" and move bullet to last position
Editorial Change	Publisher	Teacher	9781950578238	241	Book 2 Unit 4	Science We're Learning, 2nd bullet	After "questions" change the comma to a slask and delete space
Editorial Change	Publisher	Teacher	9781950578238	242	Book 2 Unit 4	R&W We're Learning, 4th bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	242	Book 2 Unit 4	R&W #3	capitalize "smiley face"

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Editorial Change	Publisher	Teacher	9781950578238	242	Book 2 Unit 4	R&W Check for Understanding	insert "the" after "holding"
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	N&M #2	replace "are" with "is" in 2nd, 3rd, and 4th sentences
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	N&M We're Learning, 4th bullet	Change to: Use correct top-to-bottom, left-to-right directionality, write numbers, trace correctly, step by step, develop fill-in coloring skills
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	N/A	Change Support/ELL: Provide pictures of streams and rivers to support understanding of word meaning.
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	N/A	Change Enrichment: Change second sentence to: "What animals live in a river? Change last question to: Where else do animals live?"
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	Enrichment: Give animal shoes...	add s to make "animals" plural
Editorial Change	Publisher	Teacher	9781950578238	243	Book 2 Unit 4	A river is a like a stream, but much larger with much more water	remove redundant word "a" to read "A river is like a stream, but much larger with much more water."
Editorial Change	Publisher	Teacher	9781950578238	244	Book 2 Unit 4	Using the sand or sensory table, have children cover items in the classroom that begin with the letter in the P, then dig them out.	remove "in the classroom" to read "... that begin with the letter P, then dig them out."
Editorial Change	Publisher	Teacher	9781950578238	244	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	245	Book 2 Unit 4	Day 3, row 1, 2nd bullet	Change "last" to "ending"
Editorial Change	Publisher	Teacher	9781950578238	245	Book 2 Unit 4	Day 5, row 3, 4th bullet	Delete everything up to "use both sides" and replace with: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	245	Book 2 Unit 4	Day 3, last row	Add comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	245	Book 2 Unit 4	Day 5, last row	Add comma after "trees" and after "Bulla"
Editorial Change	Publisher	Teacher	9781950578238	245	Book 2 Unit 4	Science Uses variety of art materials for sensory experience and exploration	remove "s" from Uses to read "Use"
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	Check for Understanding:Observe as children as they make compound words.	remove "as" to read Check for Understanding: Observe children as they make...
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	Support/ELL:First, segment two compound words from the list and show a picture.	replace "First," with "Have children" to read Have children segment two compound words ...
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	N/A	Delete "from two familiar words"
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	N/A	Add to end of step 5 a colon and: pinecone, peanut, pigpen, piggyback. ; Step 5: remove "these"
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	N/A	Change "try to give" to "think of"
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	L&L #3	remove "an" and extra space after slash
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	R&W #2	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	246	Book 2 Unit 4	R&W #4 last sentence	insert comma after "over" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	247	Book 2 Unit 4	N&M Objective	bold "8"
Editorial Change	Publisher	Teacher	9781950578238	247	Book 2 Unit 4	N&M #2	insert comma after "Review 8"
Editorial Change	Publisher	Teacher	9781950578238	247	Book 2 Unit 4	Oral Language #2, last sentence	insert comma after "Then"

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Editorial Change	Publisher	Teacher	9781950578238	247	Book 2 Unit 4	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 8 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	247	Book 2 Unit 4	Whole group,small group	add space between comma and "small"
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	Heading is not aligned.	Change to: Identify Rhyming Words
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W We're Learning, 1st bullet	At end, add: , attend to a simple task
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W Materials, 2nd bullet	bold "P"
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W #2	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W #3	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W #4 last sentence	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	248	Book 2 Unit 4	R&W Enrichment	insert comma after "Big Line"
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	N&M Objective	adjust bold of "8"
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	N&M #1	insert comma after "Review 8"
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	S&S #4	insert comma after "a map"
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	Social Studies We're Learning	Change order: make 3rd one the 4th one and 4th one the 3rd one
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	Objective is vague.	Change to: Children learn about the study of plants.
Editorial Change	Publisher	Teacher	9781950578238	249	Book 2 Unit 4	A botanist can work in jungles, the ocean, greenhouses, deserts, of a laboratory.	change to "A botanist can work in jungles, oceans, greenhouses, deserts, or laboratories."
Editorial Change	Publisher	Teacher	9781950578238	250	Book 2 Unit 4	Activity steps: You can't really stretch p out at the end of a word, as is suggested here. Suggest revising to simply focus on one ending p sound.	Change cupppp to cup throughout.
Editorial Change	Publisher	Teacher	9781950578238	250	Book 2 Unit 4	R&W Materials, 2nd bullet	bold "P"
Editorial Change	Publisher	Teacher	9781950578238	250	Book 2 Unit 4	R&W #2	insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	250	Book 2 Unit 4	R&W #3	capitalize "smiley face" and insert comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	252	Book 2 Unit 4	R&W #3 third sentence	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	252	Book 2 Unit 4	R&W Enrichment, second sentence	insert comma after "one slate"
Editorial Change	Publisher	Teacher	9781950578238	253	Book 2 Unit 4	Science #3	insert comma after "The Tiny Seed"
Editorial Change	Publisher	Teacher	9781950578238	253	Book 2 Unit 4	We're Learning Uses variety of art materials for sensory experience and exploration	remove "s" from Uses to read Use
Editorial Change	Publisher	Teacher	9781950578238	253	Book 2 Unit 4	N&M We're Learning, 1st bullet	Add end, add: , write numerals
Editorial Change	Publisher	Teacher	9781950578238	253	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Replace "to hold tool" with "consistently to perform skilled tasks"
Editorial Change	Publisher	Teacher	9781950578238	253	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Delete everything up to "trace" and capitalize "Trace"
Editorial Change	Publisher	Teacher	9781950578238	254	Book 2 Unit 4	L&L We're Learning, 2nd bullet	Make "fact" plural
Editorial Change	Publisher	Teacher	9781950578238	254	Book 2 Unit 4	L&L We're Learning, 3rd bullet	After "content" add "being taught"
Editorial Change	Publisher	Teacher	9781950578238	254	Book 2 Unit 4	L&L Objective	remove "an"
Editorial Change	Publisher	Teacher	9781950578238	255	Book 2 Unit 4	N&M Objective	adjust bold of "8"

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Editorial Change	Publisher	Teacher	9781950578238	255	Book 2 Unit 4	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 8 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	256	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	256	Book 2 Unit 4	Day 1, row 3, 2nd bullet	Identify and describe a pattern by telling the repeating unit, find and describe patterns
Editorial Change	Publisher	Teacher	9781950578238	256	Book 2 Unit 4	Day 2, row 4, 1st bullet	Add "simple" before "task"; make "task" plural
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 4, row 1, 1st bullet	Change "Describe.discuss topics from" to "Describe a topic after listening to"; change "retell and event" to "retell story or event with pictures"
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 4, row 1, 2nd bullet	Add "or person's" before "traits"
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 4, row 1, 3rd bullet	Add "in time" after "events"
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 5, row 2, last bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 5, row 3, last bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 4, row 4, 1st bullet	Make "task" plural
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Day 4, last row	Add comma afer "Carle"
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Science attends to simple task	remove "s" from Uses to read Use
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Does not fit pattern of starting with verb. Day 5 Body awareness, balance, regard for people and things in play	Add verb "Develop" and change "in" to "through" for clarity to read " Develop body awareness, balance, regard for people and things through play.
Editorial Change	Publisher	Teacher	9781950578238	257	Book 2 Unit 4	Science attends to simple task	remove s from attends to read "attend"
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	2. We are going to use two words to make a new word.	boldface sentence, as teacher is speaking
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	Week 19: Day 4: LL	Change Lesson title to: Make Compound Words
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	L&L #4	remove "an" and extra space after slash
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	L&L Support/ELL	insert commas after "each object"
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	R&W #2	remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	258	Book 2 Unit 4	R&W # 4, last sentence	insert comma after "over" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	259	Book 2 Unit 4	N&M #1 First sentence	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	260	Book 2 Unit 4	R&W Materials, 2nd bullet	bold "B"
Editorial Change	Publisher	Teacher	9781950578238	260	Book 2 Unit 4	R&W #2	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	260	Book 2 Unit 4	Vocabulary: roll, Big Line, Little Curve, top bottom, middle, smiley face, jump	add comma between top, bottom
Editorial Change	Publisher	Teacher	9781950578238	261	Book 2 Unit 4	N/A	Social Studies, Enrichment: All the words after "Discuss:" should be in bold

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	261	Book 2 Unit 4	N/A	SS Materials: does https need to be in the URL?
Editorial Change	Publisher	Teacher	9781950578238	261	Book 2 Unit 4	N&M #1	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	261	Book 2 Unit 4	N&M Support/ELL	insert comma after "butterfly first"
Editorial Change	Publisher	Teacher	9781950578238	261	Book 2 Unit 4	N&M #1	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	262	Book 2 Unit 4	Error in Objective	Change "Q" to "B"
Editorial Change	Publisher	Teacher	9781950578238	262	Book 2 Unit 4	Objective:Children trace capital Letter Q and review writing name	Heading says Q, but lesson is on B. Change objective to match" Letter B"
Editorial Change	Publisher	Teacher	9781950578238	262	Book 2 Unit 4	R&W We're Learning, last bullet	Add "index" after "Isolate"; at end, add: numbers on a card
Editorial Change	Publisher	Teacher	9781950578238	263	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Add "concrete" after "using" and add "sets of objects" after first mention of "compare"
Editorial Change	Publisher	Teacher	9781950578238	264	Book 2 Unit 4	Error in Step #1	Change to Review B and the sound it makes. Introduce lowercase b.
Editorial Change	Publisher	Teacher	9781950578238	264	Book 2 Unit 4	L&L #1	adjust bold of "B" and "b"
Editorial Change	Publisher	Teacher	9781950578238	264	Book 2 Unit 4	R&W #3	capitalize "smiely face"
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	R&W #2	insert comma after "Line up beads"
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	Enrichment: First sentence is stylistically inconsistent (and potentially inaccurate).	Delete first sentence of Enrichment.
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	N/A	Science Materials: is the last / necessary on the URL?
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	Squirt a tablespoon dish soap into the bottle with water. Turn it upside down and quickly empty the water into a bucket and the bottle will fill with bubbles	insert "of" between tablespoon and dish soap; insert periods after bucket. Remove word "and;" capitalize The
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	N&M We're Learning	Put these in this order (by icon): heart, math, creative, physical, emergent writing.
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	N&M We're Learning, last bullet	Change "object" to "paper"
Editorial Change	Publisher	Teacher	9781950578238	265	Book 2 Unit 4	Science We're Learning, 1st bullet	Make "shows" singular
Editorial Change	Publisher	Teacher	9781950578238	266	Book 2 Unit 4	R&W We're Learning	Swap the third and fourth bullets in order.
Editorial Change	Publisher	Teacher	9781950578238	266	Book 2 Unit 4	We're Learning: Body awareness, balance, regard for people and things in play	Add verb "Develop" and change "in" to "through" for clarity to read " Develop body awareness, balance, regard for people and things through play.
Editorial Change	Publisher	Teacher	9781950578238	266	Book 2 Unit 4	R&W #4	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	N&M Objective	adjust bold in "9"
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	N&M #1	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Objective feels incomplete (form 9 what?).	Change Objective to: Children review and write the number 9.
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Enrichment wording is awkward.	Change first "group" to "put"
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Sun has an uppercase S in the activity (and CfU), but lower case in image.	Change Sun to sun in lesson.
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Enrichment is vague/inaccurate. Is it because it is the closest star that it begins with a capital letter?	Change Enrichment to: Discuss. The sun is the most important source of energy and life for the earth. Let's read The Tiny Seed (Books All Year, pp. 102-103) again and discuss how the sun is important to plants.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Oral Language 2	After "Do" change to: Have children gather at the window or outside and point to the Sun. Repeat later. Point out that the Sun is in a different place, depending on the time of day
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Oral Language 4	Change the sentence that starts "The Sun is always..." to " The Sun is always shining during the day. " After "...it is dark outside? To "We see other stars at night. (then continue "A star can be part of a group..."
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Oral Language Check for Understanding	Change to: Observe as children talk about objects in the sky. Can they identify different objects in the sky?
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	Oral Language ELL	Change to: Label pictures of the Sun and a star.
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Add end, add: up to 9
Editorial Change	Publisher	Teacher	9781950578238	267	Book 2 Unit 4	N&M We're Learning	Flip order of 3rd and 4th bullets
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	Day 1, row 3, last bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	Day 2, row 3, 3rd bullet	At end, add: , write numerals
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	Day 2, row 3, last bullet	Change to: Use same hand to hold tool, use fingers to hold tools, hold a tool with proper grip to write, use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	verb agreement attends to task to tas	remove s from attends to read "attend"
Editorial Change	Publisher	Teacher	9781950578238	268	Book 2 Unit 4	verb agreement Demonstrates ongoing	remove s to say "Demonstrate ongoing environmental awareness..."
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 5 redundant word Hold tool/tool with proper grip,	Remove "/tool" to say "Hold tool with proper grip,..."
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 3, row 2, last bullet	Change to: Hold a tool with proper grip to write, use helping hand to stabilize object, use same hand to hold tool, enjoy and engage in writing activities
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 5, row 2, last bullet	Change icon to physical development icon
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 3, row 3, 2nd bullet	At end, add: , duplicate and extend patterns, write numerals
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 5, row 3, last bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 4, row 4, 1st bullet	Add "simple" before "task"
Editorial Change	Publisher	Teacher	9781950578238	269	Book 2 Unit 4	Day 4, last row	Add comma after "activity"
Editorial Change	Publisher	Teacher	9781950578238	270	Book 2 Unit 4	L&L We're Learning, last bullet	Change "spoken" to "said"
Editorial Change	Publisher	Teacher	9781950578238	270	Book 2 Unit 4	R&W We're Learning, 1st bullet	Add "skills" at the end.
Editorial Change	Publisher	Teacher	9781950578238	270	Book 2 Unit 4	R&W We're Learning, last bullet	Change to: Move an object in one hand to position it for use, placement, or release, look at hands and use visual cues to guide reaching for, grasping, and moving objects

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	270	Book 2 Unit 4	R&W #2	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	270	Book 2 Unit 4	R&W # 4, last sentence	insert comma after "card over" and remove quotes from "read"
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	N&M Objective	adjust bold for "9"
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	N&M #1	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	N&M We're Learning, 3rd bullet	At end, add: , develop fill-in coloring skills
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	Objective describes activity, not objective	In objective, delete "learn math" and replace with "review the number 9"
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	Support/ELL doesn't make sense.	Change Support/ELL to: Use pictures, gestures, and movement to reinforce understanding of the words separate and recycle.
Editorial Change	Publisher	Teacher	9781950578238	271	Book 2 Unit 4	verb agreement Demonstrates ongoing	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	272	Book 2 Unit 4	Support/ELL is unclear. Do you mean names of items that begin with R?	Change Support/ELL to: Identify items in the classroom that begin with R. Hold up or point to each item as you say its name. Emphasize the letter sound at the beginning of each.
Editorial Change	Publisher	Teacher	9781950578238	272	Book 2 Unit 4	L&L We're Learning, last bullet	Change to: Move an object in one hand to position it for use
Editorial Change	Publisher	Teacher	9781950578238	272	Book 2 Unit 4	R&W We're Learning, last bullet	Change "Position an object for use" to "Move an object in one hand to position it for use"
Editorial Change	Publisher	Teacher	9781950578238	272	Book 2 Unit 4	L&L Support/ELL	adjust bold in "R"
Editorial Change	Publisher	Teacher	9781950578238	272	Book 2 Unit 4	R&W #2	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	N&M Objective	adjust bold in "9"
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	N&M #1	insert comma after "Review 9"
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	N&M We're Learning	Order these as follows (by icon): heart, emergent writing, math, physical
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	N&M We're Learning, 1st bullet	At end, add: , use manipulatives to find a solution
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	N&M We're Learning, last bullet	Change to: Use correct top-to-bottom, left-to-right directionality, write numerals, trace correctly, step by step
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	Objective describes activity, not objective	In objective, delete "learn math" and replace with "review the number 9"
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	verb agreement Demonstrates ongoing	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	verb agreement attends to task	remove s to read "attend to task"
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	2. ... environmental scientist do.	add s to make "scientists" plural
Editorial Change	Publisher	Teacher	9781950578238	273	Book 2 Unit 4	verb agreement Remain engaged, show curiosity, attends to task	remove s to read "attend to task"
Editorial Change	Publisher	Teacher	9781950578238	274	Book 2 Unit 4	R&W We're Learning	Flip order of 3rd and 4th bullets
Editorial Change	Publisher	Teacher	9781950578238	274	Book 2 Unit 4	R&W We're Learning, last bullet	At beginning, add "Enjoy/engage in writing activities," then lowercase "Trace"
Editorial Change	Publisher	Teacher	9781950578238	274	Book 2 Unit 4	L&L #2 and #3	insert "Color" in front of "Tile"
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	N&M #1	insert comma after "Review 9"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	N&M Enrichment, last sentence	replace "they" with "have them"
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Change to: Use consistent handedness, hold crayon with proper grip, use helper hand, use both sides of the body, place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	N&M We're Learning	Flip order of 3rd and 4th bullets
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	N&M We're Learning, last bullet	Add "write numerals," after "directionality" and add a comma after "correctly"
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	verb agreement We're Learning: Demonstrates ongoing	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	275	Book 2 Unit 4	verb agreement Demonstrates ongoing environmental	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	276	Book 2 Unit 4	L&L We're Learning, last bullet	Change to: Move an object in one hand to position it for use
Editorial Change	Publisher	Teacher	9781950578238	276	Book 2 Unit 4	L&L #1	insert comma after "Review R"
Editorial Change	Publisher	Teacher	9781950578238	276	Book 2 Unit 4	R&W Support/ELL	change "hand over hand" to "hand-over-hand"
Editorial Change	Publisher	Teacher	9781950578238	277	Book 2 Unit 4	N/A	Science activity title needs to change. This has the same title as the Social Studies that week. Change activity title to: Let's Recycle
Editorial Change	Publisher	Teacher	9781950578238	277	Book 2 Unit 4	Objective is awkward.	Delete: "and play in"
Editorial Change	Publisher	Teacher	9781950578238	277	Book 2 Unit 4	verb agreement We're Learning: Demonstrates ongoing	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	278	Book 2 Unit 4	CfU is inaccurate.	in CfU Change "Are they using it correctly" to "Are they holding the crayon correctly?"
Editorial Change	Publisher	Teacher	9781950578238	278	Book 2 Unit 4	R&W We're Learning, last bullet	Change to: Hold tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	278	Book 2 Unit 4	L&L Materials	change "lowercase R" to "lowercase r"
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	N&M Objective	adjust bold for "9"
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Delete ", write numerals"
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	N&M We're Learning, 3rd bullet	At beginning, add "Write numerals," and lowercase "Trace"
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	Objective describes activity, not objective	Change Objective to: Children review the number 9 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	Check for Understanding: ... Do they touch one item at time when counting to 9?	insert "a" to read "Do they touch one item at a time when counting to 9?"
Editorial Change	Publisher	Teacher	9781950578238	279	Book 2 Unit 4	verb agreement We're Learning: Demonstrates ongoing	remove s to read "Demonstrate ongoing..."
Editorial Change	Publisher	Teacher	9781950578238	280	Book 2 Unit 4	... Look at hands and use visual cues	change "Look" to "look"
Editorial Change	Publisher	Teacher	9781950578238	280	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	280	Book 2 Unit 4	Day 1, row 2, last bullet	Add comma after "release"
Editorial Change	Publisher	Teacher	9781950578238	280	Book 2 Unit 4	Day 2, row 3, 3rd bullet	Change to: Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 4, row 1, last bullet	Change to: Use fingers to hold cards, use fingers to hold/open/close scissors, notice and attach meaning to visual information
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 5, row 1, last bullet	Change beginning to read "Notice and attach"
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 4, row 2, last bullet	Change to: Use visual cues to guide reaching for, grasping, and moving objects, use both sides of the body
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 5, row 2, 3rd bullet	Delete "/tool"
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 3, row 3, 2nd bullet	At end, add: ", write numerals"
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 3, row 3, 3rd bullet	Change to: Use same hand to hold tool, hold crayon with proper grip, use helper hand, use both sides of the body, move and place body to perform tasks
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	Day 4, row 3, 3rd bullet	Delete ""/tool"
Editorial Change	Publisher	Teacher	9781950578238	281	Book 2 Unit 4	verb agreement Science "and makes predictions"	removes s change "makes" to "make"
Editorial Change	Publisher	Teacher	9781950578238	282	Book 2 Unit 4	L&L We're Learning, 2nd bullet	After "word" add "(up to four)"
Editorial Change	Publisher	Teacher	9781950578238	282	Book 2 Unit 4	R&W #2	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	282	Book 2 Unit 4	R&W #4, last sentence	insert comma after "card over" and remove quotes from "read"
Editorial Change	Publisher	Teacher	9781950578238	283	Book 2 Unit 4	N&M We're Learning, last bullet	At end, add: , write numerals up to <bold>10
Editorial Change	Publisher	Teacher	9781950578238	284	Book 2 Unit 4	L&L We're Learning, last bullet	Change to: Use fingers to open and close fasteners, hold cards, attach meaning to visual information
Editorial Change	Publisher	Teacher	9781950578238	284	Book 2 Unit 4	R&W We're Learning, last bullet	Change to: Move an object in one hand to position it for use, placement, or release, use both sides of the body in activities, look at hands to guide reaching for, grasping, and moving objects, reach across midline to get an object from other side
Editorial Change	Publisher	Teacher	9781950578238	284	Book 2 Unit 4	N/A	LL Materials: B glyph
Editorial Change	Publisher	Teacher	9781950578238	284	Book 2 Unit 4	R&W #2	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	284	Book 2 Unit 4	R&W Materials, 2nd bullet	bold "K"
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	N&M #1	insert comma after "Review 10"
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Social Studies Enrichment	bold sentence after "Discuss"
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Objective awkward/inaccurate	Change Objective to: Children learn about the study of weather.
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Social Studies 1	After "...about the weather." add: A climatologist studies the effects of weather on Earth.
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Social Studies 2.	After "Doppler radars, etc." add/change to: Climatologists use information from weather stations as they study how weather changes things. Discuss examples, like the heat of the Sun's effect on rocks, sand, etc.
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Social Studies 3	Change first part of sentence to: A meteorologist, or a climatologist, can work...

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Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	Social Studies 4	Change middle of sentence to, "...about weather, the effects of weather, or being..."
Editorial Change	Publisher	Teacher	9781950578238	285	Book 2 Unit 4	N&M We're Learning, 2nd bullet	This should be the emergent writing icon. Move this bullet to the 4th position. At end, add: , trace correctly, step by step, write numerals up to <bold>10
Editorial Change	Publisher	Teacher	9781950578238	286	Book 2 Unit 4	L&L We're Learning, 2nd bullet	After "word" add "(up to four)"
Editorial Change	Publisher	Teacher	9781950578238	286	Book 2 Unit 4	R&W We're Learning, 2nd bullet	Change to: Use index finger to trace letters, hold tool/tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	286	Book 2 Unit 4	R&W Vocab	capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	286	Book 2 Unit 4	N/A	LL Support/ELL: fix widow
Editorial Change	Publisher	Teacher	9781950578238	287	Book 2 Unit 4	Objective describes activity, not objective	Change to: Children compare the sizes of groups.
Editorial Change	Publisher	Teacher	9781950578238	287	Book 2 Unit 4	Oral Language 2	Change to: Have children gather at a window or outside, and describe the clouds. Are they gray or white?
Editorial Change	Publisher	Teacher	9781950578238	287	Book 2 Unit 4	Oral Language Materials	Delete: Flip Crayons: Gray, Cloud Outline, Glue, Cotton balls
Editorial Change	Publisher	Teacher	9781950578238	288	Book 2 Unit 4	Error in Step #1	Change to Review K. Introduce lowercase k and the sound it makes.
Editorial Change	Publisher	Teacher	9781950578238	288	Book 2 Unit 4	Error in Step #4	Change "when" to "if" and "Kks" to "Ks"
Editorial Change	Publisher	Teacher	9781950578238	288	Book 2 Unit 4	Enrichment is not an enrichment activity; better as a Support/ELL (and better aligned with what's there). New Enrichment needed.	Move sentence under Enrichment to replace Support/ELL. New Enrichment: Have children write both the capital and lowercase letter K.
Editorial Change	Publisher	Teacher	9781950578238	288	Book 2 Unit 4	L&L #1	adjust bold in "K" and "k"
Editorial Change	Publisher	Teacher	9781950578238	288	Book 2 Unit 4	R&W Materials, Support/ELL & Enrichment	adjust bold in "K"
Editorial Change	Publisher	Teacher	9781950578238	289	Book 2 Unit 4	Objective: I believe the objective is to learn to write 10; tracing is a means of getting there.	Change Objective to: Children review and write the number 10.
Editorial Change	Publisher	Teacher	9781950578238	289	Book 2 Unit 4	verb agreement We're Learning verb agreement Science "and makes predictions "and makes predictions"	delete s change to "and make predictions"
Editorial Change	Publisher	Teacher	9781950578238	289	Book 2 Unit 4	Science Enrichment	After "...it's raining outside?" add What does it look like after it rains?
Editorial Change	Publisher	Teacher	9781950578238	289	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Change to: Hold tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	290	Book 2 Unit 4	L&L We're Learning, 1st bullet	Change to read: Take turns, use humor in learning
Editorial Change	Publisher	Teacher	9781950578238	290	Book 2 Unit 4	R&W We're Learning	Change order as follows (by icon): heart, emergent literacy, physical, creative, emergent writing
Editorial Change	Publisher	Teacher	9781950578238	290	Book 2 Unit 4	R&W We're Learning, 4th bullet	Change to: Hold tool/tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	N&M We're Learning, last bullet	Change to: Reach, grasp, and move objects, use both sides of the body

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	N&M, #1	insert comma after "Review 10"
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	Oral Language 2	Delete: Have Helper fan him/herself. Have Helper fan each child.
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	Oral Language 3	Delete: What is a breeze?
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	Oral Language 4	At end, after "...move a sailboat." add: Discuss what happens on a windy day (the clouds move, the leaves move).
Editorial Change	Publisher	Teacher	9781950578238	291	Book 2 Unit 4	Oral Language Enrichment	Change to: Discuss how Earth changes when it is windy in different seasons. (In fall, leaves fall from the trees. In winter, the wind blows the snow.)
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	N/A	Under Focus, remove "transportation" from the end of the last sentence of the description and replace with "and sky" to align more with the theme of Earth.
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	At top, first sentence	Add comma after "activities"
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	Day 1, row 3, 2nd bullet	Add "verbally" before "count"
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	Day 1, row 3, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	Day 2, row 3, 2nd bullet	Add "verbally" before "count"
Editorial Change	Publisher	Teacher	9781950578238	292	Book 2 Unit 4	Day 2, row 3, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	Day 3, row 3, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	Day 5, row 3, 1st bullet	At end, add: , recognize simple shapes, draw simple shapes
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	Day 5, row 3, 3rd bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	Day 1, last row	Add comma after "like"
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	Day 2, last row	Add comma after first mention of "them"
Editorial Change	Publisher	Teacher	9781950578238	293	Book 2 Unit 4	misspelling Day 4 blow some up without typing them and have children let them go	change "typing" to "tying"
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	Check for understanding remove redundant word 'Observe as children as they name the object'	remove "as" to read "Observe children as they name.."
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	Support/ELL verb form imitate you clap the symbols	change "clap" to "clapping"
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	Objective awkward	Add "A" after "letter"
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	L&L Objective	adjust bold in "A"
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	R&W #2	capitalize "letter card" and remove quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	294	Book 2 Unit 4	R&W #4, last sentence	insert comma after "card over" and remove quotes from "read"
Editorial Change	Publisher	Teacher	9781950578238	295	Book 2 Unit 4	N&M Objective	bold "10"
Editorial Change	Publisher	Teacher	9781950578238	295	Book 2 Unit 4	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 10 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	295	Book 2 Unit 4	Objective describes activity, not objective	In objective, delete "learn math" and replace with "practice the number 10"
Editorial Change	Publisher	Teacher	9781950578238	295	Book 2 Unit 4	Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using <i>I Know My Numbers</i> .	Change to: Children review number 10 by coloring, counting, building, rhyming, and singing.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	295	Book 2 Unit 4	N&M We're Learning, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	296	Book 2 Unit 4	N/A	LL Materials: B glyph
Editorial Change	Publisher	Teacher	9781950578238	296	Book 2 Unit 4	L&L We're Learning, 1st bullet	Add "skills" at the end.
Editorial Change	Publisher	Teacher	9781950578238	296	Book 2 Unit 4	R&W Materials	bold "A"
Editorial Change	Publisher	Teacher	9781950578238	296	Book 2 Unit 4	R&W #4	capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	297	Book 2 Unit 4	N&M We're Learning, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	297	Book 2 Unit 4	Objective is inaccurate	Change objective to: Children learn about the study of flight and what a pilot does,
Editorial Change	Publisher	Teacher	9781950578238	298	Book 2 Unit 4	Enrichment typo	completed should be "complete"
Editorial Change	Publisher	Teacher	9781950578238	298	Book 2 Unit 4	Support/ELL observe child complete	change "child" to "children" to match pattern
Editorial Change	Publisher	Teacher	9781950578238	298	Book 2 Unit 4	L&L We're Learning, last bullet	Change "/observations" to "and observations with words, talk about experiences/observations"
Editorial Change	Publisher	Teacher	9781950578238	298	Book 2 Unit 4	R&W We're Learning, 3rd bullet	Change to: Hold tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	298	Book 2 Unit 4	R&W Materials	bold "A"
Editorial Change	Publisher	Teacher	9781950578238	299	Book 2 Unit 4	N&M #1	insert comma after "Review 10"
Editorial Change	Publisher	Teacher	9781950578238	299	Book 2 Unit 4	N&M We're Learning, last bullet	Change "crayon" to "tool"
Editorial Change	Publisher	Teacher	9781950578238	299	Book 2 Unit 4	N&M 4	After "Which row is longer?" insert "Count each row together."
Editorial Change	Publisher	Teacher	9781950578238	300	Book 2 Unit 4	R&W We're Learning, last bullet	Change to: Reach, grasp, and move objects, use both sides of the body
Editorial Change	Publisher	Teacher	9781950578238	300	Book 2 Unit 4	Error in Step #1	Change to Review A. Introduce lowercase a.
Editorial Change	Publisher	Teacher	9781950578238	300	Book 2 Unit 4	L&L #1	adjust bold in "A" and "a"
Editorial Change	Publisher	Teacher	9781950578238	301	Book 2 Unit 4	N&M Objective	adjust bold in "10"
Editorial Change	Publisher	Teacher	9781950578238	301	Book 2 Unit 4	N&M #1	insert comma after "Review 10"
Editorial Change	Publisher	Teacher	9781950578238	301	Book 2 Unit 4	Objective	Change Objective to: Children review and write 10.
Editorial Change	Publisher	Teacher	9781950578238	302	Book 2 Unit 4	CfU: punctuation error.	Add ? after second sentence.
Editorial Change	Publisher	Teacher	9781950578238	302	Book 2 Unit 4	Enrichment not connected to activity. Should involve forming an A in some way.	Change Enrichment to: Have children write A 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	302	Book 2 Unit 4	R&W We're Learning, 3rd bullet	Change to: Hold tool with proper grip, use helping hand to stabilize paper/object, use same hand consistently to perform skilled task
Editorial Change	Publisher	Teacher	9781950578238	302	Book 2 Unit 4	R&W Enrichment	adjust bold in "A"
Editorial Change	Publisher	Teacher	9781950578238	303	Book 2 Unit 4	N&M Objective	adjust bold in "10"
Editorial Change	Publisher	Teacher	9781950578238	303	Book 2 Unit 4	Objective describes activity, not objective	Change Objective to: Children review number 10 by coloring, counting, building, rhyming, and singing.
Editorial Change	Publisher	Teacher	9781950578238	303	Book 2 Unit 4	N&M We're Learning, 2nd bullet	Change to: Identify and describe squares
Editorial Change	Publisher	Teacher	9781950578238	303	Book 2 Unit 4	N&M We're Learning, 3rd bullet	Change "crayon" to "tool"; At end, add: , recognize simple shapes, draw simple shapes

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	303	Book 2 Unit 4	Oral Language 2	Change to: Have children gather at the window or outside. Have them describe the clouds. Discuss if the clouds are rainclouds. If they are gray, they are full of water.
Editorial Change	Publisher	Teacher	9781950578238	306	Book 2 Unit 5	N/A	M glyph x3
Editorial Change	Publisher	Teacher	9781950578238	306	Book 2 Unit 5	At top, first sentence	Change "the" to "its"
Editorial Change	Publisher	Teacher	9781950578238	307	Book 2 Unit 5	Day 3, last row.	Add a comma after :manners"
Editorial Change	Publisher	Teacher	9781950578238	307	Book 2 Unit 5	N/A	day 4, N&M, fix tracking of last 2-3 lines of copy
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	Enrichment activity is confusing.	Change Enrichment to: Two children lock arms and say a word like top. Dropping arms, the first child says /t/ and the second says -op. Locking arms again, they both say top.
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	Enrichment does not align (teaches phonics, but lesson is on letter awareness)	Change to: Children find the letter M in a book.
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	Clarification- Two children locking arms say a word top. Dropping arms, the first child says/t/ and the second says -op. Locking arms again, they both say top.	add quotation marks around "top"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	corret punctuation Check for understanding Are they placing the pieces correctly.	replace period with ?
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	L&L Enrichment	In first sentence, change "a" to "the"; bold "-op" and bold "top"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W Materials	Add a period after "p" (page number)
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W 2	Delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W 4	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W 6	bold "My turn, Your turn"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W Check for Understanding	Replace the period with a question mark after "Are they placing the pieces correctly"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W ELL	Add a comma after "child" and add "the" after "prompt"
Editorial Change	Publisher	Teacher	9781950578238	308	Book 2 Unit 5	R&W We're Learning, 1st bullet	Delete ", sequence"
Editorial Change	Publisher	Teacher	9781950578238	309	Book 2 Unit 5	#1: Definition of shovel should not use word as definition.	Change second sentence to: Shovel means to dig out dirt with a tool.
Editorial Change	Publisher	Teacher	9781950578238	309	Book 2 Unit 5	N&M 5	Capitalize "line"; add comma after "trace" and after "draw"
Editorial Change	Publisher	Teacher	9781950578238	309	Book 2 Unit 5	Oral Language 1	Change "lift up something with a shovel" to "dig up dirt with a tool."
Editorial Change	Publisher	Teacher	9781950578238	310	Book 2 Unit 5	R&W 2	Capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	310	Book 2 Unit 5	R&W 3	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	310	Book 2 Unit 5	R&W We're Learning, last bullet	Make "object" plural.
Editorial Change	Publisher	Teacher	9781950578238	311	Book 2 Unit 5	N&M 1	unbold "Demonstrate"
Editorial Change	Publisher	Teacher	9781950578238	311	Book 2 Unit 5	N&M 3	Ital "diamond"
Editorial Change	Publisher	Teacher	9781950578238	311	Book 2 Unit 5	plural possessive Have child look carefully through their dirt samples.	replace "child" with "children"

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Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	plural possessive Enrichment: Write child's name in title case and see if they can identify each letter in their name.	replace "child's " with "children's names
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	L&L 4	Add a comma after "dishes"
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	L&L Check for Understanding	Add quotes around "please" and "thank you"
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	L&L ELL	Add quotes around "thank you"
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	R&W 1	Capitalize "smiley face"; lowercase "Down"
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	R&W 3	Add a comma after "letter"
Editorial Change	Publisher	Teacher	9781950578238	312	Book 2 Unit 5	R&W We're Learning, 3rd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	313	Book 2 Unit 5	N/A	OL- widow in objective
Editorial Change	Publisher	Teacher	9781950578238	313	Book 2 Unit 5	Objective is awkward/confusing	Change to: Children identify triangles, circles, squares, and rectangles.
Editorial Change	Publisher	Teacher	9781950578238	313	Book 2 Unit 5	N&M Check for Understanding	Change to: Observe as children clean up shapes. Do they put them in the bin labeled shapes? Do they take care of classroom materials?
Editorial Change	Publisher	Teacher	9781950578238	314	Book 2 Unit 5	No support/ELL activity. Enrichment is support.	Change Enrichment activity to become new Support/ELL activity. New Enrichment activity: Have children write as many Ms as possible on their chalkboards.
Editorial Change	Publisher	Teacher	9781950578238	315	Book 2 Unit 5	Objective describes activity, not objective.	Change to: Children identify shapes.
Editorial Change	Publisher	Teacher	9781950578238	315	Book 2 Unit 5	Objective is confusing (are these three things they're identifying or two?)	Delete ", the inclined plan, or ramp"
Editorial Change	Publisher	Teacher	9781950578238	315	Book 2 Unit 5	N&M 3	Replace "A square body?" with "Which has a square body?"
Editorial Change	Publisher	Teacher	9781950578238	315	Book 2 Unit 5	Science, We're Learning, 1st bullet	At the end, ask ", ask and answer simple questions"
Editorial Change	Publisher	Teacher	9781950578238	315	Book 2 Unit 5	Science We're Learning, 2nd bullet	Change to: Talk about experiences/observations
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	L&L Materials	Delete quotes around "Little Miss Muffet" and instead, italicize
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	L&L We're Learning, New bullet; place in second place	<emergent icon> Use correct top-to-bottom, left-to-right directionality
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	L&L We're Learning, 3rd bullet	Delete everything up to "describe" and capitalize "describe"
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	R&W We're Learning, 1st bullet	Change to: <Mathematics icon>Use correct top-to-bottom, left-to-right directionality
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	R&W We're Learning, 4th bullet	Delete everything up to "trace" and capitalize "Trace"
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	R&W 3	Capitalize "smiley face" and "slide"
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	N/A	LL Materials - quotes are backwards
Editorial Change	Publisher	Teacher	9781950578238	316	Book 2 Unit 5	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	317	Book 2 Unit 5	N/A	Change so that second sentence of Support/ELL is the Enrichment activity.
Editorial Change	Publisher	Teacher	9781950578238	317	Book 2 Unit 5	N&M ELL	Add a comma after "children"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	318	Book 2 Unit 5	Day 2, row 4, last bullet	Delete the comma after "material"; capitalize "earth" (x2)
Editorial Change	Publisher	Teacher	9781950578238	319	Book 2 Unit 5	Day 4, row 3, 2nd bullet	After "count" change to: <bold>1-20<use en dash, not hyphen>
Editorial Change	Publisher	Teacher	9781950578238	319	Book 2 Unit 5	Day 5, row 3, 2nd bullet	lowercase "verball" and change "1-15" to "1-20"
Editorial Change	Publisher	Teacher	9781950578238	320	Book 2 Unit 5	L&L 3	Bold "Sun, fun, and bun are in the "un" family."
Editorial Change	Publisher	Teacher	9781950578238	320	Book 2 Unit 5	R&W 2	Delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	320	Book 2 Unit 5	R&W 4	Capitalize "smiley face"; delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	320	Book 2 Unit 5	R&W ELL	Capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	320	Book 2 Unit 5	N/A	Change to: Children match pictures of objects that belong to the same word families, such as pan/can or pen/ten.
Editorial Change	Publisher	Teacher	9781950578238	321	Book 2 Unit 5	redundant word Check for Understanding "Observe as children as they point to a number."	delete "as" to read "Observe children as they..."
Editorial Change	Publisher	Teacher	9781950578238	321	Book 2 Unit 5	N&M ELL	After "tracing" add a comma and "which is"
Editorial Change	Publisher	Teacher	9781950578238	322	Book 2 Unit 5	N/A	Change to Use real objects to reinforce word meaning and the sound /n/.
Editorial Change	Publisher	Teacher	9781950578238	322	Book 2 Unit 5	L&L 4	Add a comma after "sentence"
Editorial Change	Publisher	Teacher	9781950578238	322	Book 2 Unit 5	R&W 2	Capitalize "letter card" and add a comma after "card"
Editorial Change	Publisher	Teacher	9781950578238	322	Book 2 Unit 5	R&W 3	Capitalize "big lines" and "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	N/A	Change to: Children learn about natural resources and their uses.
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	missing word Objective: Children discuss and explain ways natural resources used for building houses	add "are" to read "...resources are used for ..."
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	N&M 2	Add a comma after "number"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	N&M ELL	After "tracing" add a comma and add "which is"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	N&M We're Learning, last bullet	hyphenate "fill in"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	Science objective	Add "are" after "resources"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	Science We're Learning, 3rd bullet	Capitalize "earth" (x2), delete the comma after "materials" and replace it with "and"
Editorial Change	Publisher	Teacher	9781950578238	323	Book 2 Unit 5	Science Enrichment	Move "as a class" to the beginning, so it reads "As a class, gather materials outside to build a bird's nest..."
Editorial Change	Publisher	Teacher	9781950578238	324	Book 2 Unit 5	Enrichment does not align (teaches phonics, but lesson is on letter awareness)	Change "around the classroom" to "in books"
Editorial Change	Publisher	Teacher	9781950578238	325	Book 2 Unit 5	Objective is written in imperative mood.	Add "Children" at the beginning.
Editorial Change	Publisher	Teacher	9781950578238	325	Book 2 Unit 5	N&M 1	Delete comma
Editorial Change	Publisher	Teacher	9781950578238	325	Book 2 Unit 5	N&M 4	Add a comma after "helper"
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	Objective describes activity, not objective.	Change to: Children identify the letter Nn.
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	air writing is not Enrichment.	Change to: Children write a huge N on the playground with sidewalk chalk.

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Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	capitalization 4. Teacher models and Children participate	make "children" lowercase
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	L&L 1	Add a comma after "N"
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	R&W 3	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	R&W 4	Lowercase "Children"
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	R&W ELL	Add "and" after "wet"
Editorial Change	Publisher	Teacher	9781950578238	326	Book 2 Unit 5	R&W Enrichment	Replace "number" with "letter"
Editorial Change	Publisher	Teacher	9781950578238	327	Book 2 Unit 5	N&M Count a Set of Objects	Move "Counting, Counting" up the previous line.
Editorial Change	Publisher	Teacher	9781950578238	327	Book 2 Unit 5	N\$M 2	Change "her" to "his/her"
Editorial Change	Publisher	Teacher	9781950578238	327	Book 2 Unit 5	Social Studies	Delete comma
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	R&W 3	Capitalize "smiley face"
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	R&W Enrichment	Add a comma after "questions" and add "their" after "nod"
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	R&W We're Learning, 1st bullet	Change to : Sequence
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	R&W We're Learning, 2nd bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize distinct letter sounds, recognize and name capital letters
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	R&W We're Learning, last bullet	Delete everything up to "trace" then capitalize "trace"
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	Objective isn't aligned.	Change to: Children count the number of words in a sentence.
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	Support/ELL does not provide support for the activity/learning objective.	Change to: Model counting the words in the sentence. Then have children count the words in the same sentence chorally with you.
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	Enrichment is not aligned.	Change to: Have children work with a partner. Children take turns thinking of a sentence. The other child tells how many words are in the sentence.
Editorial Change	Publisher	Teacher	9781950578238	328	Book 2 Unit 5	Support/ELL doesn't provide any information.	Change to: Reframe questions as yes/no questions for children to answer, such as "Does a truck have wheels?"
Editorial Change	Publisher	Teacher	9781950578238	329	Book 2 Unit 5	N/A	Oral Language: Change activity title (Adjectives: Truck/Highway) to: "Q&A with Nouns: Truck/Highway"
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W 2	Capitalize "letter cards" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W 3	Add a period at the end.
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W 4	Lowercase "Down"
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W 5	Add a comma after "over" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W 6	Add a comma after "Now"
Editorial Change	Publisher	Teacher	9781950578238	332	Book 2 Unit 5	R&W ELL	Capitalize "letter card"
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	N&M We're Learning, 2nd bullet	bold "15"
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	N&M ELL	Add a comma after "all"
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	Oral Language Check for Undersanding	Add comma after "words"
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	Oral Language ELL	Add comma after "children"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	Oral Language Enrichment	Add comma after "material"
Editorial Change	Publisher	Teacher	9781950578238	333	Book 2 Unit 5	Objective unclear.	Change Objective to: Children recognize that the order of objects does not affect the total number of objects.
Editorial Change	Publisher	Teacher	9781950578238	334	Book 2 Unit 5	L&L 4	Add "and" after "W"
Editorial Change	Publisher	Teacher	9781950578238	334	Book 2 Unit 5	R&W 2	Add comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	335	Book 2 Unit 5	N&M We're Learning, 2nd bullet	After "1:1" add "correspondence up to 20"
Editorial Change	Publisher	Teacher	9781950578238	335	Book 2 Unit 5	N&M ELL	Add comma after "card"
Editorial Change	Publisher	Teacher	9781950578238	335	Book 2 Unit 5	Science 3	Add period at the end
Editorial Change	Publisher	Teacher	9781950578238	335	Book 2 Unit 5	Science 4	Add period at the end
Editorial Change	Publisher	Teacher	9781950578238	336	Book 2 Unit 5	L&L 3	Add comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	336	Book 2 Unit 5	L&L 4	Add comma after "box"
Editorial Change	Publisher	Teacher	9781950578238	336	Book 2 Unit 5	R&W 3	Add comma after "letter" and "time"
Editorial Change	Publisher	Teacher	9781950578238	336	Book 2 Unit 5	R&W 3	Change first sentence to: Now, let's write our name, beginning with a CAPITAL letter.
Editorial Change	Publisher	Teacher	9781950578238	337	Book 2 Unit 5	Enrichment: too advanced for PreK: Children will not know where Lombard Street, San Francisco, or why zigzag would help with incline. This might work if a picture was provided, but would be better to have children do something. Perhaps make or differentiate between steep, steeper, & steepest inclines.	Change Enrichment to: Have students use classroom materials to building something that is steep.
Editorial Change	Publisher	Teacher	9781950578238	337	Book 2 Unit 5	N&M 1	Add comma after "row"
Editorial Change	Publisher	Teacher	9781950578238	337	Book 2 Unit 5	N&M 4	Add "the" after "Increase" and add "of blocks" after "number"
Editorial Change	Publisher	Teacher	9781950578238	337	Book 2 Unit 5	Oral Language Enrichment	Change last sentence to read: They made a zig-zag road so cars can drive down slowly.
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	L&L 1	Add comma after "W"
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	L&L 2	Add "the" after "poster of"
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	L&L 3	Add "and" after "x,"
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	R&W 1	Add comma after "steep"
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	R&W We're Learning, 2nd bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize distinct letter sounds, recognize and name capital letters
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	R&W, We're Learning, 4th bullet	Delete everything up to "trace" then capitalize "trace"
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	#1 inaccurate.	Change step 1 to: Review V and W and their sounds. Introduce v and w.
Editorial Change	Publisher	Teacher	9781950578238	338	Book 2 Unit 5	Enrichment.	Change "Play with" to "Match"
Editorial Change	Publisher	Teacher	9781950578238	339	Book 2 Unit 5	Enrichment has different voice & is unclear. Having children look for lines doesn't teach ordinal numbers.	Change to: Have children line up blocks. Ask children to identify blocks using ordinal numbers out of order, such as Which block is third?
Editorial Change	Publisher	Teacher	9781950578238	339	Book 2 Unit 5	N&M 1	Add comma after "Now"
Editorial Change	Publisher	Teacher	9781950578238	339	Book 2 Unit 5	N&M ELL	Add comma after "Then"
Editorial Change	Publisher	Teacher	9781950578238	339	Book 2 Unit 5	Science Enrichment	Change "furthest" to "farthest"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	Enrichment incorrect grammar.	Change "further" to "farther"
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	Objective	Change to: Children match capital and lowercase letters.
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	L&L 4	Bold everything.
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	L&L 5	Bold "This is capital V and this is lowercase v"
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	R&W We're Learning, 2nd bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize distinct letter sounds, recognize and name capital letters
Editorial Change	Publisher	Teacher	9781950578238	340	Book 2 Unit 5	R&W We're Learning, 4th bullet	Delete everything up to "trace" then capitalize "trace"
Editorial Change	Publisher	Teacher	9781950578238	341	Book 2 Unit 5	N&M 1	Add "has" after "the other"
Editorial Change	Publisher	Teacher	9781950578238	341	Book 2 Unit 5	N&M 2	At the end, change ".)" to ")."
Editorial Change	Publisher	Teacher	9781950578238	341	Book 2 Unit 5	N&M 3	Add comma after "placed"
Editorial Change	Publisher	Teacher	9781950578238	342	Book 2 Unit 5	N/A	Suggestions for 3-Year-Olds, Day 2: Replace with this sentence: Have children review diagonals with Big Lines before they make X.
Editorial Change	Publisher	Teacher	9781950578238	342	Book 2 Unit 5	Day 2, row 3, 2nd bullet	Change "1-20" to "1-10"
Editorial Change	Publisher	Teacher	9781950578238	343	Book 2 Unit 5	Day 3, row 3, 2nd bullet	Change "20" to "10"
Editorial Change	Publisher	Teacher	9781950578238	343	Book 2 Unit 5	verb agreement "... recognizes some community workers and describes what they do, takes on the role..."	delete s from recognizes, describes, takes
Editorial Change	Publisher	Teacher	9781950578238	343	Book 2 Unit 5	verb agreement "Makes inferences..."	delete s from " Makes"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	Grammar error in Objective	Change first comma to and
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	L&L 3	add "the" after "point to" and unbold "Say"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	L&L ELL	Insert "place" before "another"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	L&L Enrichment	Delete "a"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	R&W 2	Delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	R&W 4	Delete quotes around "read"; add comma after "over"
Editorial Change	Publisher	Teacher	9781950578238	344	Book 2 Unit 5	R&W ELL	Add comma after "child"
Editorial Change	Publisher	Teacher	9781950578238	345	Book 2 Unit 5	Objective doesn't align (and they haven't learned numerals beyond 10).	Change to: Children recognize and name written numerals, 1-10. ;In Materials section, revise Counter Cards to 1-10 after the colon
Editorial Change	Publisher	Teacher	9781950578238	346	Book 2 Unit 5	L&L 4	Bold "ends with"
Editorial Change	Publisher	Teacher	9781950578238	346	Book 2 Unit 5	L&L 2 and 3	Add comma after "Erase"
Editorial Change	Publisher	Teacher	9781950578238	347	Book 2 Unit 5	Social Studies ELL	Add comma after "vertical"
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	L&L 2	Bold last two sentences.
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	L&L ELL	After "rhyming word" change to: (e.g., fox and box).
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	L&L Enrichment	Add "a" before "poem" and "song"
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	R&W 4	Add comma after "letter"
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	R& W We're Learning, 2nd bullet	Delete comma at end

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	N/A	Language & Literacy, We're Learning: Add "Books All Year (V.1, pp. 102-105)" to the end of the Green Eggs and Ham by Dr. Seuss bullet.
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	Objective in future tense	Change "will identify" to "recognize"
Editorial Change	Publisher	Teacher	9781950578238	348	Book 2 Unit 5	Objective describes activity, not objective.	Delete "by tracing and writing"
Editorial Change	Publisher	Teacher	9781950578238	349	Book 2 Unit 5	Enrichment not consistent with others	Delete "attempt to"
Editorial Change	Publisher	Teacher	9781950578238	349	Book 2 Unit 5	Oral Language Enrichment	Change last question to: Which machines take things apart?
Editorial Change	Publisher	Teacher	9781950578238	350	Book 2 Unit 5	L&L 5	After "limbo?" change to (x)
Editorial Change	Publisher	Teacher	9781950578238	350	Book 2 Unit 5	Objective in future tense.	Delete "will"
Editorial Change	Publisher	Teacher	9781950578238	350	Book 2 Unit 5	#1 inaccurate	Change to: Review X. Introduce x.
Editorial Change	Publisher	Teacher	9781950578238	350	Book 2 Unit 5	Grammar error in Enrichment	Change "them" to "children"
Editorial Change	Publisher	Teacher	9781950578238	350	Book 2 Unit 5	Enrichment is not an enrichment activity. Suggest revising.	Have children use sidewalk chalk to make a giant X on the playground.
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	Objective unclear.	Change to: Children recognize shapes.
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	Objective in future tense & not consistent with others.	Change to: Children learn about the job of a train conductor.
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	N/A	Social Studies, Support/ELL: Add "Books All Year, (V.1, pp. 102-105)." after "...around this subject"
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	N&M 1	Add comma after "Olsen"
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	N&M 3	Delete "Put a" before "hexagon"
Editorial Change	Publisher	Teacher	9781950578238	351	Book 2 Unit 5	verb agreement 4. Demonstrate how a conductor would walk through the aisle, punching passengers' tickets and count them, and calling out station stops.	add ing to "count" to read "counting"
Editorial Change	Publisher	Teacher	9781950578238	352	Book 2 Unit 5	Objective in future tense.	Delete "will"
Editorial Change	Publisher	Teacher	9781950578238	352	Book 2 Unit 5	R&W We're Learning, last bullet	Move this to be third in the list.
Editorial Change	Publisher	Teacher	9781950578238	352	Book 2 Unit 5	R&W ELL	Add comma after "bottom"
Editorial Change	Publisher	Teacher	9781950578238	353	Book 2 Unit 5	N&M 1	Add "the" after "with"
Editorial Change	Publisher	Teacher	9781950578238	353	Book 2 Unit 5	N&M 2	Add comma before "if needed"
Editorial Change	Publisher	Teacher	9781950578238	353	Book 2 Unit 5	Objective unclear/inaccurate.	Change to: Children count objects and write the numeral to represent the total.
Editorial Change	Publisher	Teacher	9781950578238	353	Book 2 Unit 5	N/A	Change Enrichment: Delete last sentence, then make the first sentence the last
Editorial Change	Publisher	Teacher	9781950578238	354	Book 2 Unit 5	Day 1, row 3, 2nd bullet	Make "uses," "creates" and "shares" singular; Add comma after "models"; Change "5" to "10"
Editorial Change	Publisher	Teacher	9781950578238	354	Book 2 Unit 5	Day 2, row 3, 2nd bullet	Change 1-10 to 10-20
Editorial Change	Publisher	Teacher	9781950578238	355	Book 2 Unit 5	Day 5, row 3, 2nd bullet	Change 5 to 10
Editorial Change	Publisher	Teacher	9781950578238	355	Book 2 Unit 5	Day 4, row 4, 2nd bullet	Add comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	Enrichment not aligned (focus is on phonics, but activity is letter recognition)	Change Enrichment to: Have children find Y in books in the Book Center.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	Enrichment unclear. Are they looking for the letter or things with names that begin with Y?	Change Enrichment to: Two children lock arms and say a word like yak. Dropping arms, the first child says /y/ and the second says -ak. Locking arms again, they both say yak.
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	N/A	Change Step 5 to: Practice more onsets with -am, such as /h/, /r/ and show objects.
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	N/A	delete from Vocabulary: boy, lamb
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	L&L 3	Bold everything after "Yam and..."
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	L&L 4	Bold all
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	L&L 5	Add "and" after "/l/,"
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	L&L Check for Understanding	Add "children" after "as"
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	L&L Enrichment	Bold "book" (x2) and "-ook"; Change "Look" to "Looking" in last sentence.
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	R&W 2	Delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	R&W 5	Add comma after "over" and delete quotes around "read"
Editorial Change	Publisher	Teacher	9781950578238	356	Book 2 Unit 5	R&W ELL	Add comma after "child"
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	N&M We're Learning, 2nd bullet	Change "uses" and "creates" to singular; add comma after "models"
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	Oral Language Check for Undersanding	Change "different" to "difference"
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	Enrichment not aligned. Suggest revising.	Change Enrichment to: Have children review writing numbers in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	N/A	Change Step 6 to: Three and four makes seven in all. Repeat with other numbers up to 10.
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	verb agreement We're Learning "... uses concrete objects, creates pictorial models and shares a verbal word problem for	delete "s" from uses, creates, and shares to read " use, create, share
Editorial Change	Publisher	Teacher	9781950578238	357	Book 2 Unit 5	wrong word choice Check for understanding: the different between	replace "different" to read "difference"
Editorial Change	Publisher	Teacher	9781950578238	358	Book 2 Unit 5	R&W 2	Add comma after "card"
Editorial Change	Publisher	Teacher	9781950578238	359	Book 2 Unit 5	Science We're Learning, 2nd bullet	Change "ad" to "and"
Editorial Change	Publisher	Teacher	9781950578238	359	Book 2 Unit 5	Science Enrichment	Delete comma after "masts"
Editorial Change	Publisher	Teacher	9781950578238	359	Book 2 Unit 5	Activity has them working with 12 & 11 crackers, but I think they've only learned up to 10?	Change Step 1. to: Pass out ten crackers to each child. I have ten crackers. Have children repeat. Change Step 3 to: How many are left? Have children count their remaining crackers and tell how many are left. Say together: I have nine crackers left. Change Enrichment to: Increase the crackers to more than 10.
Editorial Change	Publisher	Teacher	9781950578238	359	Book 2 Unit 5	CfU doesn't align.	Change to: Observe as children take away a cracker. Can they determine how many are left?
Editorial Change	Publisher	Teacher	9781950578238	359	Book 2 Unit 5	Objective is in future tense & is vague [Not loving my solution!]	Change to: Children learn about actions and tools make boats move.
Editorial Change	Publisher	Teacher	9781950578238	360	Book 2 Unit 5	Objective is an activity	Delete "by tracing and writing"

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Editorial Change	Publisher	Teacher	9781950578238	360	Book 2 Unit 5	L&L 3	Add comma after "item" and "help"
Editorial Change	Publisher	Teacher	9781950578238	360	Book 2 Unit 5	L&L ELL	Change "ad" to "and"
Editorial Change	Publisher	Teacher	9781950578238	360	Book 2 Unit 5	R&W 3	Add a comma after "letter" and "time" and bold "My turn, Your turn"
Editorial Change	Publisher	Teacher	9781950578238	361	Book 2 Unit 5	N&M We're Learning, last bullet	Change "20" to "1-20"
Editorial Change	Publisher	Teacher	9781950578238	361	Book 2 Unit 5	Objective is inaccurate.	Change Check for Understanding to: Observe as children count Tag Bags in various ways. Do they
Editorial Change	Publisher	Teacher	9781950578238	363	Book 2 Unit 5	N/A	Science, Support/ELL: Add "My Blue Boat by Chris Demarest, Books All Year, (V.1, pp. 102-105)." after "...before the activity"
Editorial Change	Publisher	Teacher	9781950578238	363	Book 2 Unit 5	N&M 3	Bold last sentence
Editorial Change	Publisher	Teacher	9781950578238	363	Book 2 Unit 5	N&M ELL	Bold "whole" (x2) and "half"
Editorial Change	Publisher	Teacher	9781950578238	363	Book 2 Unit 5	Science 4	Add comma after "stick" and add "glue" after "then"
Editorial Change	Publisher	Teacher	9781950578238	363	Book 2 Unit 5	Science We're Learning, 2nd bullet	Add comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	364	Book 2 Unit 5	L&L 2	Add a comma after "letter"
Editorial Change	Publisher	Teacher	9781950578238	364	Book 2 Unit 5	R&W 2	Move "Children finger trace Y, step by step" down one line. Add "a" before "crayon"
Editorial Change	Publisher	Teacher	9781950578238	365	Book 2 Unit 5	N&M We're Learning, 1st bullet	lowercase "take"
Editorial Change	Publisher	Teacher	9781950578238	365	Book 2 Unit 5	N&M Enrichment	Add comma after "carpet"
Editorial Change	Publisher	Teacher	9781950578238	365	Book 2 Unit 5	N/A	NM Materials and #1: Remove Inches-- pattern board is 2 x 3 blocks
Editorial Change	Publisher	Teacher	9781950578238	367	Book 2 Unit 5	Day 4, row 4, 2nd bullet	Add comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	368	Book 2 Unit 5	L&L 3	Add comma after "item"
Editorial Change	Publisher	Teacher	9781950578238	369	Book 2 Unit 5	N&M Enrichment	Add "the" before "hula"
Editorial Change	Publisher	Teacher	9781950578238	369	Book 2 Unit 5	Oral Language Check for Understanding	bold "lift" and "day"
Editorial Change	Publisher	Teacher	9781950578238	370	Book 2 Unit 5	L&L We're Learning, 3rd bullet	delete "pinch"
Editorial Change	Publisher	Teacher	9781950578238	370	Book 2 Unit 5	R&W Check for understanding	Change "This will give them" to "Do they have"
Editorial Change	Publisher	Teacher	9781950578238	370	Book 2 Unit 5	R&W Enrichment	Add "them" after "bring" and bold last "zero"
Editorial Change	Publisher	Teacher	9781950578238	371	Book 2 Unit 5	N&M 4	Hyphenate "bottom to top"
Editorial Change	Publisher	Teacher	9781950578238	371	Book 2 Unit 5	N&M 5	Hyphenate "left to right" and "right to left"
Editorial Change	Publisher	Teacher	9781950578238	371	Book 2 Unit 5	Social Studies ELL	bold "lift" and "lay"
Editorial Change	Publisher	Teacher	9781950578238	371	Book 2 Unit 5	N/A	Change Check for Understanding to: Observe as children count Tag Bags in various ways.
Editorial Change	Publisher	Teacher	9781950578238	371	Book 2 Unit 5	N/A	Change "once it is built" to "and ask them to act out some of the roles of people who work or play at the school."
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	N/A	Help children find the Zs to cut out of the magazine or newspaper.
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	N/A	Add a space between two sentences of CfU. ALSO: delete the word "easily"
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	L&L We're Learning, 2nd bullet	Delete everything after "letter"

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Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	R&W We're Learning , 1sr bullet	Delete everything after "directions"
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	R&W We're Learning , 2nd bullet	Delete.
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	R&W We're Learning , last bullet	At beginning, add: Use correct top-to-bottom, left-to-right directionality, <then lowercase "trace">
Editorial Change	Publisher	Teacher	9781950578238	372	Book 2 Unit 5	R&W 1	Add comma after "middle" and after "letter"
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	N&M We're Learning, 1st bullet	At end, add: , draw a picture to solve a problem
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	N&M We're Learning, 2nd bullet	Delete everything after "bottom"
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	N&M We're Learning, 3rd bullet	After "release" change to: use visual cues to guide reaching for, grasping, and moving object
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	N&M 3	Delete extra space after slashes (x3) and add a comma after "box"
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	Oral Language Enrichment	Add comma after "space"
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	N/A	Delete "will"
Editorial Change	Publisher	Teacher	9781950578238	373	Book 2 Unit 5	verb agreement We're Learning: " demonstrates coordination.."	delete "s" from demonstrates to read "demonstrate"
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	L&L ELL	Add "the" after "in"
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	R&W We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	R&W We're Learning, last bullet	Change to: Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	R&W We're Learning, new bullet (in last position)	<creative icon> Use art as a form of creative expression
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	N/A	Change to: Have children identify classmates whose names begin with each of the focus letters.
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	L&L 1	After first sentence, add/change to: Zz makes the /z/ sound as in zebra. Have children repeat the letter, sound, and word.
Editorial Change	Publisher	Teacher	9781950578238	374	Book 2 Unit 5	L&L 3	After first sentence, add/change to: Aa makes the /a/ sound, as in apple. Show a picture or pretend apple. Do Aa look alike? Repeat with other letters and their sounds.
Editorial Change	Publisher	Teacher	9781950578238	375	Book 2 Unit 5	N&M Enrichment	Add "the" before "right" and before "left"
Editorial Change	Publisher	Teacher	9781950578238	375	Book 2 Unit 5	Science We're Learning, 2nd bullet	Add comma after "describe"
Editorial Change	Publisher	Teacher	9781950578238	376	Book 2 Unit 5	N/A	Change to: Have children describe the steps to their classmates.
Editorial Change	Publisher	Teacher	9781950578238	377	Book 2 Unit 5	N/A	Change Obj. to: Children sort shapes by attributes.
Editorial Change	Publisher	Teacher	9781950578238	377	Book 2 Unit 5	child specific #2, 3, and 4 "Angie"	replace "Angie" with "insert child's name"
Editorial Change	Publisher	Teacher	9781950578238	377	Book 2 Unit 5	N&M We're Learning, 2nd bullet	Delete everything after "orientation"
Editorial Change	Publisher	Teacher	9781950578238	377	Book 2 Unit 5	N&M ELL	Add an apostrophe after "shapes"
Editorial Change	Publisher	Teacher	9781950578238	377	Book 2 Unit 5	Oral Language Enrichment	Add comma after "world"
Editorial Change	Publisher	Teacher	9781950578238	379	Book 2 Unit 6	N/A	L&L: glyphs for B, G, I, J, & M
Editorial Change	Publisher	Teacher	9781950578238	380	Book 2 Unit 6	N/A	The section divider page for Unit 6 says, "Lesson Plans: Unit 6" change it to "Unit 6: Animals"

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Editorial Change	Publisher	Teacher	9781950578238	381	Book 2 Unit 6	Day 5, row 3, 2nd bullet	Change to: Verbally count 1–5
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	N/A	commas between letters in Focus
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	Enrichment is not an enrichment activity. Suggest changing	Change to: Play a game to see how fast children can match their shapes.
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	L&L We're Learning, 1st bullet	Change to: <heart>Listen to/follow directions
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	L&L We're Learning, 2nd bullet	Change to: <book icon>Use correct top-to-bottom, left-to-right directionality, recognize and name capital and lowercase letters
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	L&L We're Learning, 3rd bullet	Change to: <language icon>Demonstrate active listening, ask and respond to questions
Editorial Change	Publisher	Teacher	9781950578238	382	Book 2 Unit 6	L&L We're Learning, add 4th bullet	<physical development icon>Notice and attach meaning to visual information
Editorial Change	Publisher	Teacher	9781950578238	383	Book 2 Unit 6	Oral Language 1	Add a period after "water"
Editorial Change	Publisher	Teacher	9781950578238	383	Book 2 Unit 6	Oral Language 2	Add "the" after "to"
Editorial Change	Publisher	Teacher	9781950578238	383	Book 2 Unit 6	Oral Language Enrichment	Add a comma after "sound"
Editorial Change	Publisher	Teacher	9781950578238	383	Book 2 Unit 6	redundant word Check for Understanding: Observe as children as they match shapes	remove first "as" to read " Observe children as they..."
Editorial Change	Publisher	Teacher	9781950578238	383	Book 2 Unit 6	align paragraph 1.	needs to be indented and extra spaces removed between words
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	N/A	ADD to Materials after book title, a reference to Read Aloud Interactive Tips, (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	N/A	Change Support/ELL to: Practice Cc on the Blackboard before copying and tracing c.
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	L&L #4	Add a comma after "words"
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	L&L #5	Add a comma after "cat"
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	L&L We're Learning, 2nd bullet	Change to: Recognize and name lowercase letters, identifying rhyming words, produce words that rhyme with a given word
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	L&L We're Learning, 3rd bullet	Change to: Position an object for use, placement, or release, use helping hand to stabilize object
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	L&L ELL	Add a comma after "pages"
Editorial Change	Publisher	Teacher	9781950578238	384	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "lowercase and capital" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	N&M 1	Add a comma after "triangle"
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	N&M We're Learning, 2nd bullet	Change "count up..." to "count a set of 1–10 objects, verbally count 1–20"
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	Science 2	Delete the apostrophe
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	Science 3	Unbold "Discuss how whales inhale and exhale air through the blowhole."
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	Science 5	Add a period at the end.
Editorial Change	Publisher	Teacher	9781950578238	385	Book 2 Unit 6	Science ELL	Add a comma after "water"
Editorial Change	Publisher	Teacher	9781950578238	386	Book 2 Unit 6	L&L We're Learning, 2nd bullet	Insert "capital and" before "lowercase"

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Learning Without Tears
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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578238	386	Book 2 Unit 6	L&L We're Learning, 2nd bullet	Replace "recognize distinct letter sounds" with "identify the beginning sound in a spoken word"
Editorial Change	Publisher	Teacher	9781950578238	386	Book 2 Unit 6	L&L 4	Add "the" after "name"
Editorial Change	Publisher	Teacher	9781950578238	386	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "lowercase and capital" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	386	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Oo 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	387	Book 2 Unit 6	indentation of paragraph Check for Understanding	Move "Observe..." up next to "Check for Understanding"
Editorial Change	Publisher	Teacher	9781950578238	387	Book 2 Unit 6	subject agreement Talk Whales are huge water animal.	add "s" to make "animals" plural
Editorial Change	Publisher	Teacher	9781950578238	387	Book 2 Unit 6	Oral Language Check for Understanding	italicize "tiny" and "huge"
Editorial Change	Publisher	Teacher	9781950578238	387	Book 2 Unit 6	Oral Language ELL	add a comma after "ants"
Editorial Change	Publisher	Teacher	9781950578238	388	Book 2 Unit 6	L&L We're Learning, 1st bullet	Change to: Listen to/follow directions, attend to simple tasks, demonstrate active listening
Editorial Change	Publisher	Teacher	9781950578238	388	Book 2 Unit 6	R&W We're Learning, 1st bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	388	Book 2 Unit 6	R&W We're Learning, 3rd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	388	Book 2 Unit 6	R&W ELL	Add comma before "such"
Editorial Change	Publisher	Teacher	9781950578238	388	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Ss 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	389	Book 2 Unit 6	missing words 4. bigger, or smaller	add "than" to read "...bigger than, or smaller than."
Editorial Change	Publisher	Teacher	9781950578238	389	Book 2 Unit 6	N&M 1	Unbold "Point to the square as you count aloud."
Editorial Change	Publisher	Teacher	9781950578238	389	Book 2 Unit 6	Science 1	italicize "tiny" and "huge"
Editorial Change	Publisher	Teacher	9781950578238	389	Book 2 Unit 6	Science We're Learning, 1st bullet	<add new bullet in first position with heart icon> Cooperate with peers, then move the one that starts with "Use words..." to the second position, and the first one here should be the last one listed.
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	N/A	Oral Language: Fix the spacing in the text after 1.
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	L&L Materials	Make "p." as "pp."
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	L&L 3	Add a comma after "letters"
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	L&L ELL	Add a comma after "fingers"
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	R&W We're Learning, 1st bullet	Add "lowercase and capital" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	390	Book 2 Unit 6	L&L Enrichment	Change to : Have children identify the sounds and say words that begin with the letters c, o, s, v, and w.
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	N&M We're Learning, 1st bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	N&M We're Learning, 2nd bullet	Change to: Use helping hand to stabilize paper, trace correctly, step by step, write numerals
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	N&M We're Learning, 3rd bullet	This should have the emergent literacy icon, and move this to the top
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	Oral Language 2	Add "the" before "ocean"
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	N/A	l glyph in PreKITT (L&L)
Editorial Change	Publisher	Teacher	9781950578238	391	Book 2 Unit 6	correct alignment of #1 and #3	indent 2nd and 3rd line of 1. and 2nd line of 3.

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Editorial Change	Publisher	Teacher	9781950578238	392	Book 2 Unit 6	Day 1, row 3, 2nd bullet	Change "observe" to "observing" and "sort" to "sorting"
Editorial Change	Publisher	Teacher	9781950578238	392	Book 2 Unit 6	Day 1, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	393	Book 2 Unit 6	Day 4, row 4, last bullet	Add a comma after "air"
Editorial Change	Publisher	Teacher	9781950578238	393	Book 2 Unit 6	Day 5, last column	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	394	Book 2 Unit 6	L&L 1	Add a comma after "hand"
Editorial Change	Publisher	Teacher	9781950578238	394	Book 2 Unit 6	L&L ELL	Delete the comma
Editorial Change	Publisher	Teacher	9781950578238	394	Book 2 Unit 6	R&W We're Learning, 1st bullet	Add "lowercase and capital" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	394	Book 2 Unit 6	R&W We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	394	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Tt 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	395	Book 2 Unit 6	redundant word Check for Understanding: Observe as children as they count.	remove first "as" to read " Observe children as they..."
Editorial Change	Publisher	Teacher	9781950578238	395	Book 2 Unit 6	N&M Grouping	lowercase "Small"
Editorial Change	Publisher	Teacher	9781950578238	395	Book 2 Unit 6	N&M 1	Add comma after "group"
Editorial Change	Publisher	Teacher	9781950578238	395	Book 2 Unit 6	N&M We're Learning, 2nd bullet	Change "observe" to "observing" and "sort" to "sorting"
Editorial Change	Publisher	Teacher	9781950578238	395	Book 2 Unit 6	N&M Check for Understanding	Delete "as" after "Observe"
Editorial Change	Publisher	Teacher	9781950578238	396	Book 2 Unit 6	N/A	Change "either" to a colon:
Editorial Change	Publisher	Teacher	9781950578238	396	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	396	Book 2 Unit 6	R&W, We're Learning, new bullet	<place in second position, creative icon>Use art as a form of creative expression
Editorial Change	Publisher	Teacher	9781950578238	396	Book 2 Unit 6	R&W, We're Learning, 2nd bullet (new 3rd bullet)	Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize objects
Editorial Change	Publisher	Teacher	9781950578238	396	Book 2 Unit 6	R&W We're Learning, last bullet	Delete everything after second "step"
Editorial Change	Publisher	Teacher	9781950578238	397	Book 2 Unit 6	N&M, Enrichment	Add a comma after "cards"
Editorial Change	Publisher	Teacher	9781950578238	397	Book 2 Unit 6	N/A	Change "with objects" to "to total numbers of objects"
Editorial Change	Publisher	Teacher	9781950578238	397	Book 2 Unit 6	Objective inaccurate/unclear; NOTE: Some schools/curricula avoid discussing animals eating other animals.	Change to: Children discuss what animals eat.
Editorial Change	Publisher	Teacher	9781950578238	398	Book 2 Unit 6	N/A	I glyph in PreKITT (N&M)
Editorial Change	Publisher	Teacher	9781950578238	398	Book 2 Unit 6	L&L We're Learning	As first in the list, add the heart icon and: Take turns, cooperate with peers
Editorial Change	Publisher	Teacher	9781950578238	398	Book 2 Unit 6	L&L Enrichment	Change "ate" to "eat" (x2)
Editorial Change	Publisher	Teacher	9781950578238	398	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	398	Book 2 Unit 6	R&W, We're Learning, 3rd bullet	After last "step," insert ", develop fill-in coloring skills, color and draw creative!
Editorial Change	Publisher	Teacher	9781950578238	399	Book 2 Unit 6	N/A	Language & Literacy, Materials: Add "Books All Year, (V.1, pp. 102-105) after Jane Yolen
Editorial Change	Publisher	Teacher	9781950578238	400	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Gg 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	400	Book 2 Unit 6	R&W 2	Capitalize "bump," "back," and "turn"

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Editorial Change	Publisher	Teacher	9781950578238	400	Book 2 Unit 6	R&W We're Learning, 1st bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize and name lowercase and capital letters, recognize distinct letter sounds
Editorial Change	Publisher	Teacher	9781950578238	401	Book 2 Unit 6	N&M 3	Add a comma after "Then"
Editorial Change	Publisher	Teacher	9781950578238	401	Book 2 Unit 6	Science 2	bold all
Editorial Change	Publisher	Teacher	9781950578238	401	Book 2 Unit 6	Science 4	bold "I have a picture of a whale. A whale lives in the water."
Editorial Change	Publisher	Teacher	9781950578238	401	Book 2 Unit 6	Science 4, 4th sentence	italicize "whale"
Editorial Change	Publisher	Teacher	9781950578238	402	Book 2 Unit 6	R&W Grouping	lowercase "Small"
Editorial Change	Publisher	Teacher	9781950578238	402	Book 2 Unit 6	R&W We're Learning, 1st bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	402	Book 2 Unit 6	R&W, new bullet	After the bullet that begins "Recognize..." create a new bullet: <creative icon>Use art as a form of creative expression
Editorial Change	Publisher	Teacher	9781950578238	403	Book 2 Unit 6	N&M 1 (6--)	Capitalize "curl"
Editorial Change	Publisher	Teacher	9781950578238	403	Book 2 Unit 6	N&M We're Learning, last bullet	Delete everything after second "step"
Editorial Change	Publisher	Teacher	9781950578238	403	Book 2 Unit 6	Oral Language ELL	Delete comma
Editorial Change	Publisher	Teacher	9781950578238	403	Book 2 Unit 6	Oral Language, Enrichment	Make "lives" singular
Editorial Change	Publisher	Teacher	9781950578238	404	Book 2 Unit 6	Day 2, row 4, last bullet	Add a comma after "position"
Editorial Change	Publisher	Teacher	9781950578238	404	Book 2 Unit 6	Day 1, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	404	Book 2 Unit 6	N/A	OL- fix widow in objective
Editorial Change	Publisher	Teacher	9781950578238	405	Book 2 Unit 6	Day 5, row 1, 2nd bullet	Insert "an" between "is" and "environment" and insert "a" before "speech"
Editorial Change	Publisher	Teacher	9781950578238	405	Book 2 Unit 6	Day 5, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	406	Book 2 Unit 6	teacher speak is boldface 5.	boldface sentences in #5
Editorial Change	Publisher	Teacher	9781950578238	406	Book 2 Unit 6	L&L 4	Add a comma after "item"
Editorial Change	Publisher	Teacher	9781950578238	406	Book 2 Unit 6	L&L ELL	Add "it" after "place"
Editorial Change	Publisher	Teacher	9781950578238	406	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	407	Book 2 Unit 6	N&M 1	Add a comma after "objects"
Editorial Change	Publisher	Teacher	9781950578238	408	Book 2 Unit 6	N/A	Change Enrichment to: Have children write li 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	408	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	409	Book 2 Unit 6	verb agreement We're Learning "compares differences and similarities of animals	delete s to read "compare differences..."
Editorial Change	Publisher	Teacher	9781950578238	410	Book 2 Unit 6	L&L ELL	Delete comma
Editorial Change	Publisher	Teacher	9781950578238	410	Book 2 Unit 6	R&W We're Learning, 1st bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	410	Book 2 Unit 6	R&W We're Learning, 2nd bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	410	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Ee 5 times n the Writing Center.

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Editorial Change	Publisher	Teacher	9781950578238	411	Book 2 Unit 6	N/A	Make 2 sentences: Change "Use" to "Provide". Change ", have" to ". Have"
Editorial Change	Publisher	Teacher	9781950578238	411	Book 2 Unit 6	N/A	Change question to: A salamander lives near moist soil or under logs to keep from drying out. What other animals live under logs?
Editorial Change	Publisher	Teacher	9781950578238	412	Book 2 Unit 6	N/A	Change Enrichment to: Have children write LI 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	412	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	412	Book 2 Unit 6	R&W Enrichment	Bold "LI"
Editorial Change	Publisher	Teacher	9781950578238	413	Book 2 Unit 6	N/A	Change "a set" to "sets"
Editorial Change	Publisher	Teacher	9781950578238	413	Book 2 Unit 6	N/A	Change "random" to "randomly"
Editorial Change	Publisher	Teacher	9781950578238	413	Book 2 Unit 6	N/A	Have children predict whether an elephant or a mouse eats more. Ask them to explain why they think so.
Editorial Change	Publisher	Teacher	9781950578238	413	Book 2 Unit 6	missing article, incorrect adverb Enrichment	add " the" between find and the add "ly"to random, add "s" to card to read "Have children find the number of objects with randomly selected number cards."
Editorial Change	Publisher	Teacher	9781950578238	413	Book 2 Unit 6	N&M Grouping	lowercase "Group"
Editorial Change	Publisher	Teacher	9781950578238	414	Book 2 Unit 6	N/A	Change "between" to "among"
Editorial Change	Publisher	Teacher	9781950578238	414	Book 2 Unit 6	N/A	Change Step 6 to: Repeat beginning sound with k animal words and clap the syllables for each.
Editorial Change	Publisher	Teacher	9781950578238	414	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	414	Book 2 Unit 6	R&W We're Learning, 2nd bullet	N/A
Editorial Change	Publisher	Teacher	9781950578238	415	Book 2 Unit 6	N&M Materials	Insert "pp." before "82-83"
Editorial Change	Publisher	Teacher	9781950578238	415	Book 2 Unit 6	N&M Multisensory Introduction	Add a comma after "13"
Editorial Change	Publisher	Teacher	9781950578238	415	Book 2 Unit 6	N&M Enrichment	Change "Longer?" to "Which is longer?"
Editorial Change	Publisher	Teacher	9781950578238	415	Book 2 Unit 6	Oral Language 1 Look	Add "a" after "A pond is"
Editorial Change	Publisher	Teacher	9781950578238	416	Book 2 Unit 6	N/A	day 2, suggestions for 3 Yos, drop "fly v." to next line, "v." should be "vs" as this isn't a legal case citing
Editorial Change	Publisher	Teacher	9781950578238	416	Book 2 Unit 6	redundant word Day 1-Numbers and Math	delete "and" to read "position an object..."
Editorial Change	Publisher	Teacher	9781950578238	417	Book 2 Unit 6	Day 3, row 1, 2nd bullet	Add a comma after "listen to" and after "gain"
Editorial Change	Publisher	Teacher	9781950578238	417	Book 2 Unit 6	Day 3, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	417	Book 2 Unit 6	Day 5, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	N/A	NM, Day 2- use en dash between 1-15
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	teacher speak is boldface 5.	boldface sentences in #5
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	L&L 4	Add "an" after "take" and add "the" after "name"
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	R&W 2	Capitalize "slide"
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	R&W new bullet	<Add creative icon as the 2nd bullet>Use art as a form of creative expression

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Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	R&W ELL	Change "make" to "makes"
Editorial Change	Publisher	Teacher	9781950578238	418	Book 2 Unit 6	R&W Enrichment	Bold the sentence that starts "Lettr y goes down..."; in same sentence, change "make" to "makes"
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	N&M We're Learning, 1st bullet	Change to: Listen to/follow direction, cooperate/problem solve with peers
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	N&M We're Learning, 2nd bullet	Change to: Identify and describe shapes, describe position and location, sort by color, sort objects by shape
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	N&M We're Learning, 3rd bullet	Change to: <physical icon>Position and an object for use, placement, or release
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	N&M We're Learning, 4th bullet	Change to: <art icon>Use art as form of creative expression
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	N&M 1	Add a comma after "objects"
Editorial Change	Publisher	Teacher	9781950578238	419	Book 2 Unit 6	Oral Language Enrichment	Bold "Name other birds that perch or paddle."
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	L&L Grouping	lowercase "Small"
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	L&L We're Learning, new 1st bullet	<First bullet: heart icon>Demonstrate active listening, take turns
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	L&L We're Learning, old 1st bullet	At end, add: , recognize distinct letter sounds
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	L&L ELL	Add a comma after "jobs"
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	R&W, We're Learning, new bullet	<As second bullet, add creative icon>Use art as a form of creative expression
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	N/A	Fix alignment of Check for Understanding (R&W)
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Jj 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	420	Book 2 Unit 6	misspelling, We're Learning "...writing with other"	add "s" to make "others" plural
Editorial Change	Publisher	Teacher	9781950578238	421	Book 2 Unit 6	N&M We're Learning, 2nd bullet	Change the slash to "and"
Editorial Change	Publisher	Teacher	9781950578238	421	Book 2 Unit 6	N&M Check for Understanding	Delete quotes around "heavy" and "light"; and ital both words
Editorial Change	Publisher	Teacher	9781950578238	421	Book 2 Unit 6	Social Studies 4	Bold "Then I was small, now I am big."
Editorial Change	Publisher	Teacher	9781950578238	422	Book 2 Unit 6	L&L Grouping	lowercase "Small"
Editorial Change	Publisher	Teacher	9781950578238	422	Book 2 Unit 6	L&L We're Learning, 2nd bullet	Add a comma after "listen to" and after "gain"
Editorial Change	Publisher	Teacher	9781950578238	422	Book 2 Unit 6	R&W 2	Should "Around bump" be "Bump around"?
Editorial Change	Publisher	Teacher	9781950578238	422	Book 2 Unit 6	R&W We're Learning, 1st bullet	Change to: Use correct top-to-bottom, left-to-right directionality, recognize and name lowercase letters
Editorial Change	Publisher	Teacher	9781950578238	423	Book 2 Unit 6	N&M 4	Add a comma after "14"
Editorial Change	Publisher	Teacher	9781950578238	424	Book 2 Unit 6	L&L Check for Understanding	Add a comma after "play"
Editorial Change	Publisher	Teacher	9781950578238	424	Book 2 Unit 6	R&W We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	424	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Rr 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	425	Book 2 Unit 6	Science Enrichment	Add a comma after "parts"
Editorial Change	Publisher	Teacher	9781950578238	426	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"

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Editorial Change	Publisher	Teacher	9781950578238	427	Book 2 Unit 6	Oral Language ENrichment	Unbold everything after "Enrichment:"
Editorial Change	Publisher	Teacher	9781950578238	427	Book 2 Unit 6	N/A	Change to: Children count forward from 1 to 15 and backward from 15 to 1.
Editorial Change	Publisher	Teacher	9781950578238	427	Book 2 Unit 6	N/A	Change to: Have children place the correct number of counters under each card.
Editorial Change	Publisher	Teacher	9781950578238	427	Book 2 Unit 6	N/A	Change to: Show children a picture of the Amazon Rain Forest. Have children identify everything they see in the picture.
Editorial Change	Publisher	Teacher	9781950578238	428	Book 2 Unit 6	Day 2, row 4, last bullet	After "using" add "correct terms and"
Editorial Change	Publisher	Teacher	9781950578238	428	Book 2 Unit 6	Day 1, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	429	Book 2 Unit 6	Day 3, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	429	Book 2 Unit 6	Day 4, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	429	Book 2 Unit 6	Day 5, last row	Change beginning from "Children" to "Have children..."
Editorial Change	Publisher	Teacher	9781950578238	430	Book 2 Unit 6	R&W We're Learning	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	430	Book 2 Unit 6	R&W ELL	Add a comma after "m"
Editorial Change	Publisher	Teacher	9781950578238	430	Book 2 Unit 6	N/A	Delete "will"
Editorial Change	Publisher	Teacher	9781950578238	431	Book 2 Unit 6	N/A	Change to: People sometimes move to a new house or a new town. What do you think it would be like to move?
Editorial Change	Publisher	Teacher	9781950578238	431	Book 2 Unit 6	Oral Language ELL	Add a comma after "children"
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L We're Learning, new bullet	<Add in second position, use emergent icon>Recognize distinct sounds, recognize that stories and events can be documented in print, pictures, and play
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L ELL	Add "the" after "re-enact"
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	R&W We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	N/A	Fix alignment of Check for Understanding (R&W)
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L 3	Change to: Next, help children write a storyline and select roles.
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L 4	After first sentence, add/change to: Ask questions to help them decide what will happen next and brainstorm an ending.
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L 5	After first sentence, add/change to: Over the next few days, rewrite and reenact the play with alternate endings suggested by the children.
Editorial Change	Publisher	Teacher	9781950578238	432	Book 2 Unit 6	L&L Enrichment	Change to: While writing the class story, prompt children to add more detail with questions, such as: How might the letter carrier act when the dog surprised him?
Editorial Change	Publisher	Teacher	9781950578238	433	Book 2 Unit 6	N/A	Science, Materials: Add "Books All Year, (V.1, pp. 102-105) after P.D. Eastman
Editorial Change	Publisher	Teacher	9781950578238	433	Book 2 Unit 6	N/A	Change "a set" to "sets"
Editorial Change	Publisher	Teacher	9781950578238	433	Book 2 Unit 6	N&M Enrichment	Add a comma after first mention of "cards"

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Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	L&L Materials	Change "p." to "pp."
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	L&L 2	bold "your help"
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	L&L Enrichment	Add a comma after "story"
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	R&W 2	Should "Around bump" be "Bump around"?
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Bb 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	434	Book 2 Unit 6	misspelling, #4 "...with reading the words."	change with to read "without"
Editorial Change	Publisher	Teacher	9781950578238	435	Book 2 Unit 6	teacher speak is boldface #1	boldface sentences in #1
Editorial Change	Publisher	Teacher	9781950578238	435	Book 2 Unit 6	N&M 1	Change to: "What is the class favorite: bear, bird, or beaver?"
Editorial Change	Publisher	Teacher	9781950578238	435	Book 2 Unit 6	N&M 2	Add "a" before "bird; add a comma after "bird" and add "a" before "beaver"
Editorial Change	Publisher	Teacher	9781950578238	435	Book 2 Unit 6	N&M 3	Bold "more," "fewest," "longest," and "shortest"
Editorial Change	Publisher	Teacher	9781950578238	435	Book 2 Unit 6	Oral Language Enrichment	Add comma after "buckets"
Editorial Change	Publisher	Teacher	9781950578238	436	Book 2 Unit 6	R&W 1 "p"	Should "Around bump" be "Bump around"? Or should there be a comma between them?
Editorial Change	Publisher	Teacher	9781950578238	436	Book 2 Unit 6	R&W 1	Lowercase "Down" after "Dive" (x5); lowercase "Up" after "Swim" (x5); lowercase "Over" (x6); lowercase "With"
Editorial Change	Publisher	Teacher	9781950578238	436	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	436	Book 2 Unit 6	R&W We're Learning, 2nd bullet	Delete
Editorial Change	Publisher	Teacher	9781950578238	436	Book 2 Unit 6	N/A	Objective has incorrect grammar
Editorial Change	Publisher	Teacher	9781950578238	437	Book 2 Unit 6	N/A	Objective inaccurate/unclear
Editorial Change	Publisher	Teacher	9781950578238	437	Book 2 Unit 6	N/A	Objective inaccurate/unclear
Editorial Change	Publisher	Teacher	9781950578238	437	Book 2 Unit 6	Science 4	Add "birds" after "many"
Editorial Change	Publisher	Teacher	9781950578238	437	Book 2 Unit 6	Science Check for Understanding	Add a hyphen after "long"
Editorial Change	Publisher	Teacher	9781950578238	437	Book 2 Unit 6	Science Enrichment	Hyphenate "short-legged" and "long-legged"
Editorial Change	Publisher	Teacher	9781950578238	438	Book 2 Unit 6	R&W We're Learning, 1st bullet	Insert "capital and lowercase" before "letters"
Editorial Change	Publisher	Teacher	9781950578238	438	Book 2 Unit 6	R&W We're Learning, 3rd bullet	After last "step," insert ", develop fill-in coloring skills, color and draw creative!
Editorial Change	Publisher	Teacher	9781950578238	438	Book 2 Unit 6	L&L 3	After first sentence, add/change to: Libba. Libba begins with CAPITAL L. It's spelled L-i-b-b-a, Libba. Point to each letter as you say it. Have class repeat after you.
Editorial Change	Publisher	Teacher	9781950578238	438	Book 2 Unit 6	L&L 4	Change to: Have children identify each letter in their own name.
Editorial Change	Publisher	Teacher	9781950578238	439	Book 2 Unit 6	N&M 4	Insert " Count each row together. " between "Which row is longest?" and "Which row has the most?"
Editorial Change	Publisher	Teacher	9781950578238	439	Book 2 Unit 6	N&M 5	Change to: What if two more people voted for dogs? How many votes would there be? Have children count on to find the total.

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Editorial Change	Publisher	Teacher	9781950578238	439	Book 2 Unit 6	N&M 1	Change to: Which pet is the class favorite: dog, cat, or fish?
Editorial Change	Publisher	Teacher	9781950578238	442	Book 2 Unit 6	N/A	Enrichment has a typo.
Editorial Change	Publisher	Teacher	9781950578238	444	Book 2 Unit 6	N/A	Error LL; Enrichment p. 442 - there's a word "same" is missing and is corrected below:
Editorial Change	Publisher	Teacher	9781950578238	444	Book 2 Unit 6	N/A	Change to: Children match capital and lowercase letters.
Editorial Change	Publisher	Teacher	9781950578238	444	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Qq 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	445	Book 2 Unit 6	unnecessary comma We're Learning teacher speak is boldface #1 recognize shapes, can be same even if sizes different	delete comma between shapes and can
Editorial Change	Publisher	Teacher	9781950578238	445	Book 2 Unit 6	misspelling 5. habitats and hoe to care	change to read "how"
Editorial Change	Publisher	Teacher	9781950578238	446	Book 2 Unit 6	missing period 3. "...on page"	on page.
Editorial Change	Publisher	Teacher	9781950578238	446	Book 2 Unit 6	N/A	Change Enrichment to: Have children write Xx 5 times in the Writing Center.
Editorial Change	Publisher	Teacher	9781950578238	447	Book 2 Unit 6	N/A	Add to end of sentence: "are left"
Editorial Change	Publisher	Teacher	9781950578238	447	Book 2 Unit 6	N/A	N&M, Change Objective to: Children take objects away from a set and count to find the total.
Editorial Change	Publisher	Teacher	9781950578238	448	Book 2 Unit 6	N/A	Enrichment: Read a story and have children draw another character. Discuss what they do that is the same as the other character.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	L&L 2	Change second sentence to: We will build our names with out Letter Tags that have the CAPITAL letter and lowercase letters in your name.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	L&L 4	After "...printed on them." add/change to: Remind them that the first letter in a name is capitalized.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	L&L Enrichment	Change to: Have children practice writing their names in the Writing Center using the model on their Name Cards.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	R&W 1	Change last sentence to: In the gray block, write the first letter (capital) of their name and say its sound.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	R&W 2	After "...for each letter." add/change to: Say the ending sound.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	R&W3	After "...below the model." add/change to: Prompt them to say the beginning and ending sounds.
Editorial Change	Publisher	Teacher	9781950578238	450	Book 2 Unit 6	R&W Enrichment	Change to: Have children trace each letter with their finger.
Editorial Change	Publisher	Teacher	9781950578238	451	Book 2 Unit 6	N/A	Change to: Children count forward from 1 to 15 and backward from 15 to 1.
Editorial Change	Publisher	Teacher	9781950578238	451	Book 2 Unit 6	teacher speak is boldface #3	boldface "I have 1. Place the card in front of you."
Editorial Change	Publisher	Teacher	9781950578238	451	Book 2 Unit 6	teacher speak is boldface #4	boldface "Now, let's count together."

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Editorial Change	Publisher	Teacher	9781950578238	452	Book 2 Index	Index	<p>Add Index Content: Approaches to Play and Learning initiative, curiosity, and exploration demonstrate initiative and independence, 39 show curiosity, 237, 241, 261, 265, 273, 277 show interest and curiosity about the world around them, 14, 15 show interest in activities, 235 motivation and play cooperative participation, 12, 14, 15 share with peers, 12, 15, 18, 19 use imagination in play and interactions, 15 self-regulation behavior/emotional control understands/identifies feelings of others, 15 classroom materials (management/care of), 313 handle play materials without an avoidance response, 20, 31, 143 develop body awareness, balance, regard for people and things in play, 29, 240, 242, 266 follow rules and routines complete a task by following oral directions, 130 manage transitions smoothly, 151, 353 Emergent Literacy Reading alphabet knowledge identify letter sounds, 278, 288 identify letters in name (name, identify, recognize), 44, 60, 62, 64, 68, 90, 102, 116, 126, 138, 150, 174, 188, 212, 224</p>
Editorial Change	Publisher	Teacher	9781950578238	453	Book 2 Index	Index	<p>Add Index Content: 372, 374, 384, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 say whether two spoken words are the same or different, 30, 80, 90, 102, 110, 336, 348, 352 say whether a sound is an environmental or a speech sound, 14, 37, 39, 414, 426, 436 sentences count words in a sentence, 92, 160, 164, 188, 328 print concepts/awareness attach meaning to visual information, 98, 284 attend to and show interest in books, 32 compare/contrast familiar stories and/or illustrations from stories, 351 dictate labels for objects, 412, 420 differentiates letters from numbers, 16, 72 distinguish print from pictures, 18, 20, 24 follows text from top-to-bottom, left-to-right directionality, and page to page, 32, 235 recognize difference between print and pictures, 18 recognize names in print, 52 recognize parts of a book (front, back, top and bottom of a book), 24, 28, 32 recognize stories can be documented through print, pictures, and</p>

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Editorial Change	Publisher	Teacher	9781950578238	454	Book 2 Index	Index	Add Index Content: Language and Communication application of new knowledge track alphabet from left-to-right, top-to-bottom, 36, 48 use new words linked to content being taught, 12, 17, 18, 20, 25, 27, 33, 48, 50, 52, 54, 56, 60, 94, 104, 122, 130, 138, 200, 208, 240, 246, 254, 258, 262, 288, 291, 298, 300, 320, 332, 360, 368, 386, 389, 406, 412, 420, 424, 432 grammar adjectives, 17, 29, 53, 65, 77, 91, 103, 115, 127, 139, 151, 165, 177, 189, 201, 213, 225, 239, 251, 263, 275, 287, 299, 313, 325, 337, 349, 361, 373, 387, 399, 411, 423, 435, 447 nouns, 21, 45, 57, 69, 81, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291, 303, 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451 prepositions, 29 verbs, 13, 25, 37, 41, 49, 61, 73, 87, 99, 111, 123, 135, 147, 161, 173, 185, 197, 209, 221, 235, 247, 259, 271, 283, 295, 309, 321, 333, 345, 357, 369, 383, 395, 407, 419, 431, 443 imitate movements, 12, 14, 15, 16, 20, 32, 36, 38, 50 listening comprehension/receptive language demonstrate active listening skills, 14, 39, 40, 42, 52, 56, 60, 326, 328, 356, 372, 382, 386, 388, 394, 400, 410, 418, 430, 446 follows multi-step directions, 79 listen to conversations with an adult or peer, 76
Editorial Change	Publisher	Teacher	9781950578238	455	Book 2 Index	Index	Add Index Content: data representation and probability create a chart, 215, 311 create a class list, 15 create a t-chart, 137 explore pictographs, 299, 439 graph with objects, 15, 215, 227, 263, 297, 435, 437, 439 identify events as likely or unlikely, 251 move to answer questions, 17, 209, 287 observe and collect data, 67 Venn diagrams, 19 geometry and spatial sense/thinking skills shapes, 12, 19, 151, 385, 419 circles, 149, 179, 181, 223, 313 compare, 179, 223 cover an area with shapes to explore area, 193, 235 draw simple shapes, 79, 81, 119, 301 explore transformations: slides, flips, turns, 383 identify shapes in objects, 151, 315 identify shapes within a group, 81, 149, 151, 313, 351 match shapes, 27, 89, 125, 377, 383 name common shapes, 28, 351 recognize shapes, 19, 48, 52, 54, 56, 79, 81, 303, 311 recognize that shapes can be the same even if positioned differently, 137 recognize that shapes can be the same even if sizes differ, 24, 125, 175, 445 rectangles, 119, 149, 223, 313 rhombus, 311

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Editorial Change	Publisher	Teacher	9781950578238	456	Book 2 Index	Index	<p>Add Index Content: Physical Development</p> <p>fine-motor development skills</p> <p>build capital letters with dough, 76, 100, 114, 136, 148, 162, 174, 198, 210, 222, 260, 272, 284, 296, 310, 322, 358</p> <p>color and draw creatively, 93, 94, 104, 117, 118 119, 141, 142, 154 173, 197, 203, 204, 205, 216, 217, 223, 228, 229, 313, 315, 316, 317, 321, 323, 328, 338, 340, 352, 364, 370, 374, 384, 386, 388, 390, 394, 398, 400, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>coordinate a sequence of movements to perform tasks, 371, 375</p> <p>develop correct pinch grip, 65, 69, 92, 105, 115, 128, 140, 146, 164, 166, 178, 189, 213, 214, 220, 226, 252, 264, 276, 326, 329, 349, 362, 368, 370</p> <p>develop fill-in coloring skills, 60, 93, 94, 104, 117, 118, 119, 141, 142, 154, 241, 242, 243, 247, 253, 254, 255, 266, 267, 278, 279, 289, 290, 295, 299, 301, 302, 303, 313, 315, 316, 317, 321, 323, 328, 338, 340, 352, 364, 370, 374, 384, 386, 388, 390, 394, 398, 400, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>draw a person, 32</p> <p>grip</p> <p>aim and color/scribble, 38, 40, 42, 44, 48, 50, 52, 54, 56</p> <p>hold cards, 288, 290, 450</p> <p>identify right or left, 10, 11, 12, 13, 16</p> <p>isolate index finger to point, 67, 141, 159, 191, 265, 321, 323</p> <p>isolate finger to trace, 36, 42, 48, 54, 69, 90, 105, 126, 130, 176, 186, 188, 190, 217, 224, 390, 438, 450</p> <p>look at hands and use visual cues to guide reaching for, grasping, and moving objects, 270, 272, 282, 284, 296</p> <p>move an object in one hand to position it for use, placement</p>
Editorial Change	Publisher	Teacher	9781950578238	457	Book 2 Index	Index	<p>Add Index Content: safety</p> <p>identify and alert others of potentially hazardous behaviors/ situations, 187</p> <p>practice good habits of personal safety, 125, 147, 149</p> <p>recognize safety signs, 388</p> <p>safety rules, 25, 175, 347</p> <p>Science</p> <p>Earth (weather and climate)</p> <p>air, 301</p> <p>impact of weather, 12, 251, 285</p> <p>rain, 289</p> <p>discuss and explain ways earth materials are used for building houses, 323</p> <p>energy</p> <p>observe, investigate, describe, and discuss position and motion of an object, 93, 339, 359</p> <p>natural resources, 323</p> <p>observe, investigate, describe, and discuss earth materials and their properties and uses, 323</p> <p>water cycle, 237</p> <p>Life Science (properties of living things)</p> <p>animals</p> <p>characteristics, 167</p> <p>compare animal bodies and movements, 89, 389, 437</p> <p>describe and follow how to interact with animals, 191</p> <p>describe characteristics and differences between living and nonliving, 137</p> <p>explore how animals breathe, 385</p> <p>identify basic needs of animals, 397, 401, 449</p> <p>match baby animals to parent animals using correct terms and vocabulary, 433</p> <p>classify living creatures and plants into categories according to at</p>

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Editorial Change	Publisher	Teacher	9781950578238	457	Book 2 Index	Index	Continued from row above: least one characteristic, 191, 227, 401, 437, 445 describe color, size, and shape of organisms, 60, 409, 445 describe life cycle of organisms, 264, 433 extend sensory observations of living things, 67 identify and create common features in the natural environment, 327 plants care for a class plant, 249 discuss life cycle of a plant, 253 soil, 311 Physical Science boats, 359, 363 experiment with balls to see which is faster/slower and why, 179 flight (study of), 297 light (study of), 261, 265 machines, 315, 335 physical properties of objects and materials, 241 recycling, 277 sort by attributes, 16, 18, 21, 95 determine differences in objects, 17, 19 identify object by touch, 31 learn through senses, 27, 140, 149, 237, 241, 265, 277, 289, 301, 408 sort common objects, 55, 101, 117, 335, 339, 363, 375 uses senses to observe, investigate, and discuss, 12, 13, 14, 18, 25, 29, 79, 176, 241, 311, 315, 363, 375 scientific skills and methods (scientific inquiry) ask questions, gather information, and make predictions, 27, 241, 289 conduct simple scientific experiments, 39, 67, 265, 301 create simple pulley, 375 demonstrate ongoing environmental awareness and responsibility,
Editorial Change	Publisher	Teacher	9781950578238	457	Book 2 Index	Index	Continued from row above: 271, 273, 275, 277, 279 identify and describe a pattern by telling the repeating unit, 173, 199, 203, 259, 261 identify repeating patterns in nature, 129 investigate and discuss the mass of a variety of items, 413 observe, investigate, describe, and discuss properties and characteristics of objects, 215, 227, 237, 327 observe, investigate, describe, and discuss the relationship of organisms to their environment, 89, 135, 203, 385, 389, 397, 401, 403, 417 predict if object will float, 241 use scientific vocabulary, 215, 237, 241, 265, 289, 301 Social and Emotional Development relationships with others build relationships, 19, 142, 167 greet people, 12 make friends/maintain positive relationships, 15 name feelings/emotions displayed by others, 118, 142, 316 participate positively in group activities, 37, 39, 79, 223 problem-solving/ conflict resolution, 187 develop ability to solve social problems, 187 draw picture to solve, 261, 115, 173, 203, 353 work with others to solve, 17, 127, 135, 137, 185, 187, 199, 211, 249, 327, 333, 341, 357, 361, 363, 365 relationship with adults, 79 interact with familiar adults, 262 seek adult help when needed to resolve conflict, 187 relationship with peers (other children), 12, 13, 15, 19 shake hands, 12, 13, 16 share, 18 respond to emotions and cues of others, 15, 199, 118 self-concept (developing a sense/knowledge of self) belief in self and abilities, 203, 211

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Editorial Change	Publisher	Teacher	9781950578238	457	Book 2 Index	Index	Continued from row above: express basic feelings, needs, and wants, 187 positive self-concept, 211 social awareness design and build a variety of homes and shelters, 371 develop initial understanding of bullying with support, 187 discuss real-world events as either likely or unlikely, 251 identify similarities and differences between people, 15, 167 manners, 13, 15, 16 recognize, appreciate, and respect similarities and differences in people, 199 recognize that people have roles and responsibilities, 351 respect property, 151 show empathy, 15 show understanding by responding appropriately, 113, 389, 449 Social Studies citizenship/civics/community/government community helpers/workers, 351 identify community jobs, 31 create simple representations of home, school, or community, 19, 75, 347 describe local, state, and national cultural events, celebrations, and holidays, 199 discuss the roles and responsibilities of family, school, and community helpers, 31, 153 school, 13, 19, 371 economic/marketplace/consumer demonstrate that all people need food, shelter, and clothing, 51 describe jobs people do, 163, 175, 187, 211, 223, 237, 249, 261, 273, 285, 29
Editorial Change	Publisher	Teacher	9781950578238	458	Book 2 Index	Index	Add Index Content: family design and build a variety of homes and shelters, 371 greetings, 13 home, 11, 19 share about family members, 141 geography (sense of place) compare size of countries using big and small, 105 create map, 63, 75 create representations of places, 63, 449 different languages, 113 tools and resources, 75, 105, 237, 249, 261, 273, 285, 297 use map or globe, 63 use variety of words to label and describe places, 105 people, past and present connect life to events, time, and routines, 421 create simple representations of home, school, or community, 19, 75 describe an object or person's traits, 31, 141, 153, 264 determine/ identify similarities and differences between people, 15, 19, 21, 113, 141, 199 develop ability to solve social problems, 187 develop initial understanding of bullying with support, 187

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Editorial Change	Publisher	Teacher	9781950578238	458	Book 2 Index	Index	Continued from row above: express confidence in own skills and positive feelings about self, 211 identify new and old, 17 recognize that people have roles and responsibilities, 351 train conductors, 351 Technology technology and device skills, 12, 13, 14, 15, 16, 17, 20, 21
Editorial Change	Publisher	Teacher	9781950578238	144-145	Book 2 Unit 2	N/A	Fix alignment under Check for Understanding (R&W)
Editorial Change	Publisher	Teacher	9781950578238	240, 266	Book 2 Unit 4	We're Learning: Body awareness, balance, regard for people and things in play	Add verb "Develop" and change "in" to "through" for clarity to read " Develop body awareness, balance, regard for people and things through play.
Editorial Change	Publisher	Teacher	9781950578238	268, 269	Book 2 Unit 4	verb agreement Remain engaged, show curiosity, attends to task	remove s to read "attend to task"
Editorial Change	Publisher	Teacher	9781950578238	295 -303	Book 2 Unit 4	N/A	suggestions for 3-year-olds: this looks like it's the same as pp 158-159 but shouldn't be. Day 2, should be I // Day 3, I // day 4 "five" should be "4"
Editorial Change	Publisher	N/A	9781950578221	37	Book 1	Digital Information: ...there are multiple developmentally appropriate resources available to assist you and your children.	Replace "you and your" to "teachers and"
New Content	Publisher	Teacher	9781950578238	V.2, p. 149	Science (Enrichment) See file for New Content	Science, Enrichment	Enrichment: Ask children to give examples of when they should wash their hands. Model: "Before I eat a snack, I must wash my hands ." Encourage children to follow your model.
New Content	Publisher	Teacher	9781950578238	V.2, p. 223	Social Studies (Step 3) See File for New Content	Social Studies, Lesson steps 3, 4 and Check for Understanding	3. Discuss the story. Tell us about one of your favorite meals and where you ate it. Model: "When I ate my favorite meal, I was at _____ (name the place) and it was _____(name the food). 4. Let's pretend to have a restaurant and do what chefs and cooks do. Have one group cook, another group tell friends what to do when taking orders, and the last serve food. Some children will be the customer, then they will switch places. ☑Check for Understanding: Observe children during dramatic play time. Do they cooperate with each other? Do they sustain attention? Do they take care of dramatic play materials?

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New Content	Publisher	Teacher	9781950578238	V. 2, p. 118 (Identify Emotions in a Story) See File for New Content	Language & Literacy	Language & Literacy, Lesson steps 4, 5, Check for Understanding, Enrichment	4. Read "Little Miss Muffet" Story Cards. Talk about the first card. What is happening? (She is eating.) How do you feel when you're eating? Discuss how children have different feelings. How does Miss Muffet feel? (Happy.) Hold up the smiley face! 5. Talk about the remaining cards. What is happening? How does Miss Muffet feel? Would you feel the same? Listen to the variety of emotions children share. ☑Check for Understanding: Observe if children use plurals correctly. Ask, "What was Little Miss Muffet eating?" (curds and whey). Ask, "What are happy, sad, scared" (feelings). Enrichment: Describe a scenario to a volunteer, and ask him/her to make a face showing how they would feel. Have the class name what the volunteer is feeling.
New Content	Publisher	Teacher	9781950578238	V. 2, p. 32	Readiness & Writing, Draw Mat Man (Check for Understanding) (see file for new content)	Readiness & Writing, Check for Understanding	Check for Understanding: Observe children as they imitate you. Did they sustain attention? Did they complete the activity?
New Content	Publisher	Teacher	9781950578221	V.1, pp. 32-33	Classroom Management Tips (See file for new content)	Remove the illustration on the page and replace it with new content: Materials and Organizing Materials.	Introducing Materials Introduce new materials slowly. Unveil them with excitement and plenty of opportunities for exploration. For example, when introducing Flip Crayons: 1. Show the Flip Crayons to children in the area where they will be stored. With excitement, encourage discussion about what the materials are ("I know these are special crayons!") and how they can be used (e.g., drawing Mat Man or writing your name). 2. Model proper use and care ("I'm using one Flip Crayon at a time so my friends can use them, too."). Have children take turns holding the Flip Crayons, drawing or writing. Then, model putting them away. Establish a signal, such as a song (such as "Clean Up is Fun" by The Learning Station) or call and response, to indicate to children it is time to clean up. 3. Facilitate activities with new materials while children practice using them independently, reinforcing proper use and care of materials as needed.
New Content	Publisher	Teacher	9781950578238	V.2, p. 149	Numbers & Math, Recognize Shapes in a Group, (Step 3 and Check For Understanding) (see file for new content)	Numbers & Math, Lesson step 3, Check for Understanding	3. Give directions. Simon says: Jump to a triangle. Put your hand on a square. Point to the circle. Sit on a shape with four sides. Put a circle in the bin labeled circles (repeat with other shapes). ☑Check for Understanding: Observe as children clean up the pieces. Do they put them away in the bin labeled shapes?

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New Content	Publisher	Teacher	9781950578238	V.2, p. 177	Numbers & Math (Sequence of Events) See file for New Content	Numbers & Math, Lesson step 6 and Enrichment	6. Write a class story about the sequence. After the first draft, revise with children to make sure events are in the right order. Ask, What comes first, next, and last? Enrichment: Have children draw pictures to illustrate the class story.
New Content	Publisher	Teacher	9781950578238	V.2, p. 21	Oral Language (Q & A With Nouns) See File for New Content	Oral Language Lesson steps 2,3, Check for Understanding and Support/ELL:	2. Do Have Squawker ask you: What is your name? Write the question as Squawker talks and emphasize that sentences begin with a CAPITAL letter. Answer with the sentence: My name is _____. Write this sentence under the question with your name. Answers end with a period. How is the question mark and period different? Repeat Step 2 with Helper. 3. Say What is your name? My name is _____. Have each child say the sentence, with his/her own name as you write each one in the sentence. Check for Understanding: Observe as children answer the questions. Can children tell the difference between the punctuation marks? Support/ELL: Assist students in saying their names.
New Content	Publisher	Teacher	9781950578238	V.2, p. 313	Numbers & Math, Recognize Shapes in a Group (Check for Understanding) (See file for new content)	Numbers & Math, Check for Understanding	☑Check for Understanding: Observe as children clean up shapes. Do they put them in the bin labeled shapes? Do they take care of classroom materials? Support/ELL: Preview the actions before starting the activity. Model and say the name of the movement: jump, hop, hold up your hand, tickle, sit. Have children repeat and imitate.
New Content	Publisher	Teacher	9781950578238	V.2, p. 33	Oral Language (Q & A With Nouns) See File for New Content	Oral Language Lesson steps 1 and 3	1. Look Say the words with Squawker. Manners are polite words and actions. Respect is treating other people the way that we want to be treated. Helper, will you help Squawker ask a question? 3. Say What are manners? Manners show respect. Remember, sentences begin with a CAPITAL letter. Questions end with question marks and answers end with periods. Watch as I write both sentences on the board.
New Content	Publisher	Teacher	9781950578238	V.2, p. 374	Language & Literacy (Identify Letters) See File for new Content.	Language & Literacy, Lesson steps 1, 3	1. Review Zz and its sound. Zz makes the /z/ sound as in zebra. Have children repeat the letter, sound, and word. 3. Find capital A and lowercase a. Aa make the /a/ sound as in apple. Show a picture or pretend apple. Do Aa look alike? Repeat with other letters and their sounds.

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New Content	Publisher	Teacher	9781950578238	V.2, p. 43	Numbers & Math (Sort by Color) See File for New Content	Numbers & Math, Lesson steps 3 and 5	3. Let's put all of the blue objects together. Watch me. Take one blue object and put it on a tray. 5. Point to the tray with blue objects. How are these the same? (They are all blue.)
New Content	Publisher	Teacher	9781950578238	V.2, p. 432	Language & Literacy (Retell through Play). See file for New Content	Language & Literacy, Lesson steps 3, 4, 5 and Enrichment	3. Next, help children write a storyline and select roles. 4. Talk about what each person will do in the play. Ask questions to help them decide what will happen next and brainstorm an ending. 5. After play ends, talk about what happened, and how the story could change. Over the next few days, rewrite and reenact the play with alternate endings suggested by the children. Enrichment: While writing the class story, prompt children to add more detail with questions such as, "How might the mailman act when the dog surprised him?"
New Content	Publisher	Teacher	9781950578238	V.2, p. 90	Language & Literacy (Discriminate Words) See File for New Content	Language & Literacy, Lesson steps 1, 2, Enrichment, Vocabulary	1. Review F and its sound. Frog begins with the /f/ sound like in frog. Let's write FROG on the side of the Sound Around Box. Say the sound of F after you write it then write the rest of the word. Have children take turns writing a F then saying the sound. 2. Frogs are the color green. We're going to play Same or Different with colors. Enrichment: Say two words that are the same and one that is different that begins with F. Vocabulary: frog, color words, same, different
New Content	Publisher	Teacher	9781950578238	Volume 2, 291	Oral Language (Q & A with Nouns) See File for New Content	Oral Language, Lesson steps 2, 3 4 and Enrichment	2. Do Have Helper show picture of blowing tree. Have children make wind sounds and pretend to be blown by the wind. 3. Say A breeze is a light wind. 4. Talk Squawker says: A breeze can blow on a hot or cold day. How does a breeze feel on a hot day? A wind can move sailboats. Discuss what happens on windy day. (The clouds move, the leaves move.) Enrichment: Discuss how the earth changes when it is windy in different seasons. (In fall, leaves fall from the trees. In winter, the wind blows the snow.) Discuss how the earth changes when it is windy in different seasons. (In fall, leaves fall from the trees. In winter, the wind blows the snow.)

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New Content	Publisher	Teacher	9781950578238	Volume 2, p. 21	Oral Language (Q & A With Nouns) See file for New Content	Oral Language, Lesson steps 2, 3 and Check for Understanding	2. Do Have Squawker ask you: What is your name? Write the question as Squawker talks and emphasize that sentences begin with a CAPITAL letter. Answer with the sentence: My name is _____. Write this sentence under the question with your name. Answers end with a period. How is the question mark and period different? Repeat Step 2 with Helper. 3. Say What is your name? My name is _____. Have each child say the sentence, with his/her own name as you write each one in the sentence. Check for Understanding: Observe as children answer the questions. Can children tell the difference between the punctuation marks? Support/ELL: Assist students in saying their names.
New Content	Publisher	Teacher	9781950578238	Volume 2, p. 289	Science (Study Weather) See file for New Content	Science, Enrichment	Enrichment: Discuss. What can you do when it's raining outside? What does it look like after it rains?
New Content	Publisher	Teacher	9781950578238	Volume 2, p. 33	Oral Language (Q & A With Nouns) See file for New Content	Oral Language, Lesson steps 1 and 3	1. Look Say the words with Squawker. Manners are polite words and actions. Respect is treating other people the way that we want to be treated. Helper, will you help Squawker ask a question? 3. Say What are manners? Manners show respect. Remember, sentences begin with a CAPITAL letter. Questions end with question marks and answers end with periods. Watch as I write both sentences on the board.
New Content	Publisher	Teacher	9781950578238	Volume 2, p. 450	Readiness & Writing (Review Writing Names by Tracing & Copying) See file for New Content	Readiness & Writing, Lesson steps 1, 2, 3 and Support/ELL	1. My First Lowercase Book: Demonstrate writing child's name in title case. In the gray block, write the first letter (capital) of their name and say its sound. 2. Continue to write the lowercase letters of the child's name, saying the step-by-step formations for each letter. Say the ending sound. 3. Child imitates writing their name on the double lines below the model. Prompt them to say the beginning and ending sounds. Support/ELL: Have children trace each letter with their finger.
New Content	Publisher	Teacher	9781950578238	Volume 2, p. 68	Readiness & Writing (Write My Name) See file for New Content	Readiness & Writing, Lesson step 4	4. Demonstrate each letter on your strip and wait for the child to imitate you saying My turn, Your turn. Do this left to right, letter by letter. NOTE: When progressing to writing name in title case, use double lines (A Click Away Help Me Write My Name in Title Case), using the same approach. Demonstrate each letter, one at a time.

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New Content	Publisher	Teacher	9781950578238	Volume 2, p. 69	Oral Language (Q & A Nouns) See file for New Content	Oral Language, Lesson step 3 and Enrichment	3. Say What is a turn? A turn is your time to go. Remember, questions end with question marks and answers with periods. Watch as I write both sentences on the board. Ask children which punctuation is a question mark and which is a period. Enrichment: Discuss. Time can feel like it is going slower, like when you are bored, or faster, like when you're having fun. When else does time feel like it's going faster?
New Content	Publisher	Teacher	9781950578238	Volume 2, page 267	Oral Language (Q & A with Nouns) See File for New Content	Oral Language, Lesson steps 2, 4, Check for Understanding and Support/ELL	2. Do Have children gather at the window or outside and point to the sun. Repeat later. Point out that the sun is in a different place, depending on the time of day. 4. Talk Squawker says: The Sun is always shining during the day. Where is the Sun when it is dark outside? We see other stars at night. A star can be part of a group of stars. Some groups of stars form pictures in the sky. What pictures do you see in the stars? Check for Understanding: Observe as children talk about objects in the sky. Can they identify different objects in the sky? Support/ELL: Label pictures of the sun and a star.
New Content	Publisher	Teacher	9781950578238	Volume 2, page 287	Oral Language (Adjectives: White and Grey) See file for New Content	Oral Language, Lesson step 2 and Materials	Delete bullets 3 - 6 from Materials list. 2. Do Have children gather at a window or outside and describe the clouds. Are they gray or white?
Editorial Change	Publisher	N/A	N/A	N/A	N/A	N/A	Organizing Materials Organization of materials in the classroom should reflect whether they are shared or individual. Individual materials should be stored in a personal space, such as a cubby clearly labeled with the child's name. Organize shared classroom materials by dedicating a shelf to each of the learning areas you cover in a day. Clearly label each shelf as well as the shared materials it houses. Following are recommendations for organizing each shelf: Language & Literacy (pp. 12-13) <ul style="list-style-type: none"> Stack the children's copies of My Book on the shelf. Assemble the Sound Around Box and keep the Magnetic Wood Pieces inside the box, placing teh box of Magnetic Picture Tiles and Color Tiles beside it.

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[Interactive Teaching Tool](#)

User Name: TXESC1@lwtears.com

Password: password1

[Student-facing Apps](#)

Educator PIN: TXESC1

Select Student: Student 1 **Secret Code:** AA

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Editorial Change	Publisher	Student	9781950578535	5	Mat Man Sombreros	Construí esta casa en el árbol. Soy muy fuerte. Sierro y martilleo el que ahora es mi fuerte.	Change to: Sierro y martilleo, trabajar me divierte.
Editorial Change	Publisher	Student	9781950578535	8	Mat Man Sombreros	Con este casco de baseball Mat Man es un jugador de baseball.	change baseball to: béisbol (2x)
Editorial Change	Publisher	Student	9781950578535	9	Mat Man Sombreros	¡Batea! Muevo el bat. Fallo. Repito. Acierto. Corro. Me deslizo. Otro punto para mi equipo.	change Acierto to Bateo and change bat to bate
Editorial Change	Publisher	Student	9781950578528	10	Mat Man a Pasear	En el zoológico, Mat Man se sube a un bus.	change bus to: autobús
Editorial Change	Publisher	Student	9781950578535	11	Mat Man Sombreros	La alarma de incendios suena a cualquier hora ¡Rápido! Toma tus botas. Vamos sin demora.	Add period after hora.
Editorial Change	Publisher	Student	9781950578528	12	Mat Man a Pasear	En el parque de entreteniones, Mat Man se sube a la montaña rusa.	change entreteniones to: atracciones
Editorial Change	Publisher	Student	9781950578535	15	Mat Man Sombreros	La gente me anima al pasar. Pedaleo tan rápido que creo volar.	Change creo to: Pedaleo tan rápido que casi puedo volar.
Editorial Change	Publisher	Student	9781950578511	17	Mat Man Formas	Se pararía en la calle como un policía. De que paren todos los autos y buses se aseguraría.	change buses to: autobuses
Editorial Change	Publisher	Student	9781950578535	19	Mat Man Sombreros	Calor o frío, lluvia o nieve. Yo entrego el correo y nada me detiene.	Calor o frío, lluvia o nieve, entrego el correo y nada me detiene.
Editorial Change	Publisher	Student	9781950578535	27	Mat Man Sombreros	¿Qué bocadillo te gustaría probar? Quizá un pastel te podría gustar.	Change bocadillo to: pastelillo
Editorial Change	Publisher	Student	9781950578535	27	Mat Man Sombreros	¿Qué bocadillo te gustaría probar? Quizá un pastel te podría gustar.	Change Quizá to: Quizás
Editorial Change	Publisher	Student	9781950578467	N/A	Unit 1 Spanish Word Time Cards	N/A	Update the theme name on the back of all unit 1 cards to "Get Set for School"
Editorial Change	Publisher	N/A	9781950578412	26	Book 1	Item 4	Add a period at the end.
Editorial Change	Publisher	N/A	9781950578412	30	Book 1	Title: Mano Auxiliar	"auxiliar" l/c
Editorial Change	Publisher	N/A	9781950578412	30	Book 1	Title: Conteo y Números	"números" l/c
Editorial Change	Publisher	Teacher	9781950578412	2	Book 1	Conoce al Equipo	"equipo" l/c
Editorial Change	Publisher	Teacher	9781950578412	3	Book 1	Diseñadores del Currículo	"currículo" l/c
Editorial Change	Publisher	Teacher	9781950578412	3	Book 1	Asesores de Contenido	"contenido" l/c
Editorial Change	Publisher	Teacher	9781950578412	3	Book 1	Under above heading, "Cherly Lundy Warfield"	"Warfield" s/b "Swift"
Editorial Change	Publisher	Teacher	9781950578412	3	Book 1	Revisores del Programa	"programa" l/c

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Editorial Change	Publisher	Teacher	9781950578412	4	Book 1	Temas y Descripciones de los Volúmenes	"descripciones" and "volúmenes" l/c
Editorial Change	Publisher	Teacher	9781950578412	4	Book 1	Top of first column, "Introducción al Currículo"	"currículo" l/c
Editorial Change	Publisher	Teacher	9781950578412	4	Book 1	Top of second column, "Lecciones Multisensoriales con Aprendizaje Práctico"	"multisensoriales," "aprendizaje," and "práctico" l/c
Editorial Change	Publisher	Teacher	9781950578412	4	Book 1	After previous heading	"multisensoriales," "aprendizaje," and "práctico" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 10, "Alfabetización"	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 14, "Preparación" and "Escritura"	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 20, "Matemáticas"	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 24, "Oral"	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 26, "Sociales"	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 39, "Actividades" and "Multisensoriales"	"actividades" and "multisensoriales" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 44, "Alfabetización"	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 54, "Preparación" and "Escritura"	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	5	Book 1	Entry page 82, "Matemáticas"	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578290	5	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	Construí esta casa en el árbol. Soy muy fuerte. Siervo y martilleo el que ahora es mi fuerte.	Change to: Siervo y martilleo, trabajar me divierte.
Editorial Change	Publisher	Teacher	9781950578412	6	Book 1	First paragraph title: Filosofía y Principios de Prekínder de Get Set for School	"principios" l/c and "prekínder" l/c
Editorial Change	Publisher	Teacher	9781950578412	6	Book 1	Second paragraph title: Diferente y Mejor	"mejor" l/c
Editorial Change	Publisher	Teacher	9781950578412	6	Book 1	Third paragraph title: Qué Enseñamos y Cómo lo Hacemos	"enseñamos" l/c, "cómo" l/c and "hacemos" l/c
Editorial Change	Publisher	Teacher	9781950578412	7	Book 1	First paragraph title: Currículo de Acuerdo al Desarrollo	"acuerdo" l/c and "desarrollo" l/c
Editorial Change	Publisher	Teacher	9781950578412	7	Book 1	Right column title: Apoyo Familiar	"familiar" l/c
Editorial Change	Publisher	Teacher	9781950578412	7	Book 1	Right column: Algunos de los materiales se diseñaron para llevarse al hogar y compartirse con los familiares para que los niños pongan en práctica las habilidades adquiridas en la escuela, les muestren a las familias lo que aprenden, y les pidan ayuda y participación.	strikethrough
Editorial Change	Publisher	Teacher	9781950578412	7	Book 1	Last paragraph: Sabemos que el preescolar es generalmente la primera experiencia del niño fuera del hogar.	strikethrough
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	Page title: Áreas de Aprendizaje de Get Set for School	"aprendizaje" l/c
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	First paragraph: Lenguaje y Alfabetización, Habilidades de Preparación y Escritura, Números y Matemáticas, Lenguaje Oral, Ciencias y Estudios Sociales.	"alfabetización" l/c, "preparación" l/c, "escritura" l/c, "matemáticas" l/c, "oral" l/c, "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	Right column title: Lenguaje y Alfabetización	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	First paragraph in the right column: Usamos el juego teatral, el canto, los juegos con los dedos...	Change "Usamos" to "Get Set for School usa"
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	Middle of the first paragraph in the right column: Presentamos a los niños literatura valiosa para fomentar el amor por la lectura...	Change "Presentamos" to "El currículo presenta"

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Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	Title of the second paragraph in the right column: Habilidades de Preparación y Escritura	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	8	Book 1	Near the end of the last paragraph: incluido el agarre de la crayola, el reconocimiento de números y letras...	Change "de la crayola" to "del crayón"
Editorial Change	Publisher	Teacher	9781950578290	8	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	Con este casco de baseball Mat Man es un jugador de baseball.	change baseball to: béisbol (2x)
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	First paragraph title: Números y Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Beginning of the first paragraph: Usamos materiales manipulativos, música y rimas para que los niños aprendan a contar...	Change "Usamos" to "Get Set for School usa"
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Right column title: Ciencias y Estudios Sociales	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Middle of the first paragraph: ...e incluso habilidades para la Geometría...	"geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Middle of the first paragraph: ...jugar con objetos reales y poner a prueba sus ideas para que las Matemáticas...	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Second paragraph title: Lenguaje Oral	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Middle of the second paragraph: Las lecciones de Ciencias y Estudios Sociales...	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	9	Book 1	Middle of the second paragraph: cubren aspectos básicos de la Geografía...	"geografía" l/c
Editorial Change	Publisher	Teacher	9781950578290	9	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	¡Batea! Muevo el bat. Fallo. Repito. Acierto. Corro. Me deslizo. Otro punto para mi equipo.	change Acierto to Bateo and change bat to bate
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	Main title: Familiarizarse con Lenguaje y Alfabetización	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	First paragraph title: Áreas de Lenguaje y Alfabetización	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	Middle of the first paragraph: Estas habilidades de aprendizaje también se denominan puntos de referencia.	strikethrough
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	Middle of the first paragraph: Tanto la alfabetización emergente como la escritura emergente se incluyen en las secciones...	Change "Tanto la" to "La" and "como" to "y"
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	First title in the right column: Conciencia Fonológica	"fonológica" l/c
Editorial Change	Publisher	Teacher	9781950578412	10	Book 1	Title of the second paragraph in the right column: Conocimiento del Alfabeto	"alfabeto" l/c
Editorial Change	Publisher	Teacher	9781950578290	10	PreKTT Español, Libro de Mat Man, Mat Man a Pasear	En el zoológico, Mat Man se sube a un bus.	change bus to: autobús
Editorial Change	Publisher	Teacher	9781950578412	11	Book 1	Title of the first paragraph: Conciencia de lo Impreso	"impreso" l/c
Editorial Change	Publisher	Teacher	9781950578412	11	Book 1	Middle of the first paragraph: ...3) cómo pasar las paginas desde el principio hasta el final...	Change "paginas" to "páginas"
Editorial Change	Publisher	Teacher	9781950578412	11	Book 1	First paragraph in the right column: Cuando piensas en la escritura de los niños de prekínder, probablemente no pienses en...	Replace with "La escritura comienza con"

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Editorial Change	Publisher	Teacher	9781950578412	11	Book 1	Middle of the last paragraph in the right column: ...la creación de oraciones e historias...	Delete "oraciones e"
Editorial Change	Publisher	Teacher	9781950578412	11	Book 1	Middle of the last paragraph in the right column: Sin embargo, los niños pequeños...	s/b "Los niños pequeños"
Editorial Change	Publisher	Teacher	9781950578290	11	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	La alarma de incendios suena a cualquier hora ¡Rápido! Toma tus botas. Vamos sin demora.	Add period after hora.
Editorial Change	Publisher	Teacher	9781950578412	12	Book 1	Main title: Familiarizarse con Lenguaje y Alfabetización	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	12	Book 1	First title: Productos Multisensoriales	"multisensoriales" l/c
Editorial Change	Publisher	Teacher	9781950578290	12	PreKTT Español, Libro de Mat Man, Mat Man a Pasear	En el parque de entretenimientos, Mat Man se sube a la montaña rusa.	change entretenimientos to: atracciones
Editorial Change	Publisher	Teacher	9781950578412	13	Book 1	Last paragraph in the left column: ...canciones divertidas sobre Matemáticas y alfabetización...	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	13	Book 1	Last line in the left column	Delete "de"
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	Main title: Familiarizarse con Habilidades de Preparación y Escritura	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	First title in the left column: Las áreas de Habilidades de Preparación y Escritura	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	Second title in the left column: Habilidades de Preparación	"preparación" l/c
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	Middle of the last paragraph in the left column: ...el agarre de una crayola y la presentación de las piezas de madera...	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	Second title in the left column: Conocimiento del Alfabeto	"alfabeto" l/c
Editorial Change	Publisher	Teacher	9781950578412	14	Book 1	Per English: Please fix the image. The letters must be in brown.	N/A
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	First title in the left column: Colores y Colorear	"colorear" l/c
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	Beginning of the first paragraph: Desarrollamos crayolas y páginas para colorear que hacen que colorear sea divertido.	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	Rest of the first paragraph: Las crayolas Flip Crayons® tienen dos colores, uno en cada extremo. Voltar o girar las crayolas es divertido y promueve habilidades de motricidad fina. Mi Primer Libro Escolar empieza por las habilidades básicas relacionadas con el uso de las crayolas, como apuntar y garabatear, y procede a las necesarias para colorear por completo. Los niños aprenden 10 colores y tienen la oportunidad de probarlos todos con imágenes y formas simples.	Replace all instances of "las crayolas" with "los crayones" in this paragraph

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	First paragraph in the right column: Las atractivas actividades de preescritura también funcionan para los números. Los niños aprenden los conceptos de número y conteo de muchas maneras con música, rimas infantiles, animales y muchos productos multisensoriales. Los números se presentan en Mi Primer Libro Escolar y, para reforzar el sentido de los números, puedes usar los libritos de Yo Sé Los Números, que se pueden presentar en la escuela y enviarse al hogar para que el aprendizaje no se vea interrumpido.	Replace this paragraph with: Escribir letras mayúsculas Enseñarás buenos hábitos de agarre y formación de letras desde el principio usando <i>Mi Primer Libro Escolar</i> . El libro está organizado por niveles de desarrollo para que los niños progresen con éxito. Guiarás a los niños en los hábitos más importantes: sostener correctamente el crayón, usar su mano auxiliar y comenzar a escribir las letras desde arriba. Todos los maestros de kínder se alegran cuando los niños llegan con buenos hábitos, en especial el de comenzar las letras desde arriba.
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	Wrong image below the first paragraph in the right column.	Please see original English file and replace it with the correct image
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	After previous correction made, art not in Spanish	N/A
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	Missing paragraph below the image after the first paragraph in the right column.	Insert this paragraph: Escribir letras minúsculas Presentarás las letras minúsculas al final del prekínder mientras los niños se preparan para entrar al kínder. Usando <i>Mi Primer Libro en Minúsculas</i> , los niños usarán un lápiz para trazar y copiar las letras en minúscula y aprender a escribir sus nombres con la primera letra en mayúscula y el resto en minúscula.
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	Missing image after the new inserted paragraph, at the end of the right column.	Insert image: (see original English file)
Editorial Change	Publisher	Teacher	9781950578412	15	Book 1	After previous correction made, art not in Spanish	N/A
Editorial Change	Publisher	Teacher	9781950578290	15	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	La gente me anima al pasar. Pedaleo tan rápido que creo volar.	Change creo to: Pedaleo tan rápido que casi puedo volar.
Editorial Change	Publisher	Teacher	9781950578412	16	Book 1	Main title: Familiarizarse con Habilidades de Preparación y Escritura	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	16	Book 1	First title in the right column: Enseñanza Progresiva	"progresiva" l/c
Editorial Change	Publisher	Teacher	9781950578412	16	Book 1	End of the last paragraph in the left column: ...las correspondencias entre mayúsculas y minúsculas se presentan en las lecciones de Lenguaje y Alfabetización, que se integra a Números y Matemáticas, Lenguaje Oral, Ciencias y Estudios Sociales en el currículo.	"alfabetización", "matemáticas", "oral" and "sociales" l/c. Change "oral," to "oral y"
Editorial Change	Publisher	Teacher	9781950578412	16	Book 1	End of the first paragraph in the right column: ...como para la habilidad de escritura.	Change "la habilidad" to "las habilidades"
Editorial Change	Publisher	Teacher	9781950578412	17	Book 1	First title in the left column: Secuencia progresiva de las letras:	strikethrough
Editorial Change	Publisher	Teacher	9781950578412	17	Book 1	First title in the right column: Secuencia progresiva de letras:	strikethrough

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Editorial Change	Publisher	Teacher	9781950578412	17	Book 1	Replace text in second column after " <i>Mi Primer Libro en Minúsculas</i> "	<p>Presenta <i>Mi Primer Libro en Minúsculas</i> al final del prekínder mientras los niños se preparan para entrar al kínder. Los niños usarán lápices pequeños para manos pequeñas a fin de trazar y copiar letras minúsculas y aprender a escribir sus nombres con mayúscula inicial.</p> <p>Mi Primer Libro en Minúsculas sigue el orden de enseñanza que se usa en nuestro libro de actividades para el kínder.</p> <p>Nuestro orden de enseñanza de minúsculas promueve buenos hábitos de formación de letras y éxito al escribir. Logramos esto al agrupar las letras. Comenzamos con las letras minúsculas que tienen la misma formación que las mayúsculas, solo que más pequeña: Cc, Oo, Ss, Vv, Ww, Xx y Zz. Luego continúan aprendiendo las letras minúsculas basándose en formaciones similares y la frecuencia de uso. Encuentra nuestra Tabla de Formación de Minúsculas en [logo] A Click Away.</p>
Editorial Change	Publisher	Teacher	9781950578412	17	Book 1	Title of the second group of letters on the left side: La C Mágica	changed to "mágica" at first round, but then reverted back to "Mágica"
Editorial Change	Publisher	Teacher	9781950578412	17	Book 1	Title of the third group of letters on the left side	s/b "Curvas Pequeñas y Grandes"
Editorial Change	Publisher	Teacher	9781950578290	17	PreKTT Español, Libro de Mat Man, Mat Man Formas	Se pararía en la calle como un policía. De que paren todos los autos y buses se aseguraría.	change buses to: autobúses
Editorial Change	Publisher	Teacher	9781950578412	18	Book 1	Main title: Familiarizarse con Habilidades de Preparación y Escritura	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	18	Book 1	First title: Productos Multisensoriales	"multisensoriales" l/c
Editorial Change	Publisher	Teacher	9781950578412	18	Book 1	End of the first paragraph: Encontrarás una descripción detallada de cada producto en LWTears.com.	Bold "LWTears.com"
Editorial Change	Publisher	Teacher	9781950578412	19	Book 1	End of item 5: Puedes guiar al los niños mientras arman letras magnéticas.	Change "al" to "a"
Editorial Change	Publisher	Teacher	9781950578412	19	Book 1	Item 7: Crayolas Flip Crayons®	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578412	19	Book 1	Beginning of item 7: Las crayolas Flip Crayons tienen el tamaño perfecto para las manos pequeñas.	Change "Las crayolas" to "Los crayones"
Editorial Change	Publisher	Teacher	9781950578412	19	Book 1	Middle of item 7: Las crayolas Flip Crayons deleitan a los niños...	Change "Las crayolas" to "Los crayones"
Editorial Change	Publisher	Teacher	9781950578412	19	Book 1	Middle of item 7: ...y los animan a mover los dedos para cambiar el color de la crayola.	Change "de la crayola" to "del crayón"
Editorial Change	Publisher	Teacher	9781950578290	19	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	Calor o frío, llueva o nieve. Yo entrego el correo y nada me detiene.	Calor o frío, lluvia o nieve, entrego el correo y nada me detiene.
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Main title: Familiarizarse con Números y Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	First title in the left column: Las áreas de Números y Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	First title in the right column: Números y Operaciones	"operaciones" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	First title in the left column	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Fourth line, first paragraph, left column	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Second paragraph, last line	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Item 1: Números y Operaciones	"operaciones" l/c

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Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Item 3: Patrones y Álgebra	"álgebra" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Item 5	Add period at the end
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Middle of the first paragraph in the right column: Lo que enseñamos a los niños en Números y Operaciones son palabras y símbolos que ya saben...	"operaciones" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Last line of the first paragraph in the right column: Yo Sé Los Números.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	First sentence under Geometría	"geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	20	Book 1	Near the end of the last paragraph: ...y operaciones son fundamentales para el futuro aprendizaje de Matemáticas...	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	21	Book 1	Title: Patrones y Álgebra	"álgebra" l/c
Editorial Change	Publisher	Teacher	9781950578412	21	Book 1	Title: Probabilidad y Representación de Datos	"representación" and "datos" l/c
Editorial Change	Publisher	Teacher	9781950578412	21	Book 1	First sentence of the first paragraph	"álgebra" and "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	21	Book 1	Title: Medición y Tiempo	"tiempo" l/c
Editorial Change	Publisher	Teacher	9781950578412	22	Book 1	Main title	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	22	Book 1	Second title: Productos Multisensoriales	"multisensoriales" l/c
Editorial Change	Publisher	Teacher	9781950578412	22	Book 1	First sentence	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	23	Book 1	First paragraph	"matemáticas" l/c X3
Editorial Change	Publisher	Teacher	9781950578412	23	Book 1	Item 3	"geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	23	Book 1	Item 4	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	23	Book 1	Item 5: Yo Sé Los Números	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578412	23	Book 1	Item 6	"geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	24	Book 1	Main title: Familiarizarse con el Desarrollo del Lenguaje Oral	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	24	Book 1	Title: Lenguaje Oral	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	24	Book 1	Title: Productos Multisensoriales con Word Time™	"multisensoriales" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Main title: Familiarizarse con Ciencias y Estudios Sociales	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Second paragraph in the left column	"ciencias" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Item 1	"científica" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Item 2	"físicas" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Item 3	"vida" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Title: Ciencias Físicas	"físicas" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	First line under Ciencias físicas	"físicas" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Title: Ciencias de la Vida	"vida" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	First line under Ciencias de la vida	"vida" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Title: Investigación Científica	"científica" l/c
Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Paragraph under Investigación científica	"científica" l/c. Replace "varios temas como" with "muchas áreas, incluyendo". Delete ", etc. usando sus sentidos."

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Editorial Change	Publisher	Teacher	9781950578412	26	Book 1	Paragraph under Ciencias de la Tierra	Replace "Tierra desde el suelo hasta" with "Tierra, el Sol y"
Editorial Change	Publisher	Teacher	9781950578412	27	Book 1	First line	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578412	27	Book 1	Second paragraph	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578412	27	Book 1	Item 4	Add a period at the end.
Editorial Change	Publisher	Teacher	9781950578412	27	Book 1	Paragraph under Comunidad	Replace "se relaciona a" with "se relaciona con"
Editorial Change	Publisher	Teacher	9781950578412	27	Book 1	Title: Mi Familia y Yo	"familia" and "yo" I/c
Editorial Change	Publisher	Teacher	9781950578290	27	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	¿Qué bocadillo te gustaría probar? Quizá un pastel te podría gustar.	Change bocadillo to: pastelillo
Editorial Change	Publisher	Teacher	9781950578290	27	PreKTT Español, Libro de Mat Man, Mat Man Sombreros	¿Qué bocadillo te gustaría probar? Quizá un pastel te podría gustar.	Change Quizá to: Quizás
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Main title: Etapas del Desarrollo del Niño	"desarrollo" and "niño" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Lenguaje y Alfabetización	"alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Números y Matemáticas	"matemáticas" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Habilidades de Preparación y Escritura	"preparación" and "escritura" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Under Agarre	Replace "Crayola" with "Crayón"
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Clasificación y Comparación	"comparación" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Bloques y Construcciones	"construcciones" I/c
Editorial Change	Publisher	Teacher	9781950578412	28	Book 1	Title: Juguetes y Rompecabezas	"rompecabezas" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Lenguaje y Alfabetización	"alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Números y Matemáticas	"matemáticas" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Conteo y Números	"números" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Habilidades de Preparación y Escritura	"preparación" and "escritura" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Under Agarre	Replace "Crayola" with "Crayón". Replace "la crayola" with "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Clasificación y Comparación	"comparación" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Bloques y Construcciones	"construcciones" I/c
Editorial Change	Publisher	Teacher	9781950578412	29	Book 1	Title: Juguetes y Rompecabezas	"rompecabezas" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Main title: Etapas del Desarrollo del Niño	"desarrollo" and "niño" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Lenguaje y Alfabetización	"alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Hablar y Escribir	"escribir" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Uso de Palabras	"palabras" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Clasificación y Comparación	"comparación" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Bloques y Construcciones	"construcciones" I/c
Editorial Change	Publisher	Teacher	9781950578412	30	Book 1	Title: Juguetes y Rompecabezas	"rompecabezas" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Lenguaje y Alfabetización	"alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Hablar y Escribir	"escribir" I/c

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Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Uso de Palabras	"palabras" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Mano Auxiliar	"auxiliar" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Conteo y Números	"números" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Clasificación y Comparación	"comparación" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Bloques y Construcciones	"construcciones" I/c
Editorial Change	Publisher	Teacher	9781950578412	31	Book 1	Title: Juguetes y Rompecabezas	"rompecabezas" I/c
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Main title: Organización del Salón de Clases	"salón" and "clases" I/c
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Second paragraph	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Title: Lenguaje y Alfabetización:	"alfabetización" I/c. Replace : with #(pp. 12–13) at the end
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Under Lenguaje y alfabetización: Delete art	N/A
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Delete all instances of "(pp. ...)" in the entire page, except the ones added to the titles.	N/A
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Title: Habilidades de Preparación y Escritura:	"preparación" and "escritura" I/c. Replace : with #(pp. 18–19) at the end
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Second item under Habilidades de Preparación y Escritura	Replace "las crayolas" with "los crayones"
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Title: Números y Matemáticas:	"matemáticas" I/c. Replace : with #(pp. 22–23) at the end
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	First item under Números y Matemáticas	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Second and third paragraph: Las estanterías pueden ser de gran ayuda para organizar tu salón de clases. Ten un estante para cada una de las áreas de aprendizaje que enseñas durante el día. Etiquétalas: Lenguaje y alfabetización, Habilidades de preparación y escritura, Números y matemáticas, Lenguaje oral y Ciencias/Estudios sociales. A continuación, sigue las sugerencias para cada estante.	Replace with: Presentación de materiales La presentación de nuevos materiales debe ser de forma gradual. Hazlo con emoción y con muchas oportunidades para descubrimiento. Por ejemplo, al presentar los Flip Crayons: 1. Muestra a los niños los Flip Crayons en el área donde se almacenarán. Con emoción, conversa acerca del material ("¡Estos son crayones especiales!") y cómo se pueden usar (por ejemplo, dibujar a Mat Man o escribir tu nombre). 2. Modela su uso y cómo ser considerado. ("Estoy usando un Flip Crayon a la vez para que mis amigos también puedan usarlos".) Haz que los niños se turnen para sostener los Flip Crayons, dibujar o escribir. Luego, modela cómo guardarlos. Establece una señal, como una canción (como "Clean Up is Fun" por The Learning Station), o indica a los niños que toca recoger. 3. Facilita actividades con los nuevos materiales mientras los niños practican usarlos independientemente, reforzando el uso y cuidado adecuado de los mismos cuando sea necesario.

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Editorial Change	Publisher	Teacher	9781950578412	32	Book 1	Second and third paragraph: Las estanterías pueden ser de gran ayuda para organizar tu salón de clases. Ten un estante para cada una de las áreas de aprendizaje que enseñas durante el día. Etiquétalas: Lenguaje y alfabetización, Habilidades de preparación y escritura, Números y matemáticas, Lenguaje oral y Ciencias/Estudios sociales. A continuación, sigue las sugerencias para cada estante.	Continued from above: Organización de materiales La organización de los materiales en el salón debe reflejar si son para compartir o para uso individual. Los materiales para uso individual deben almacenarse en un lugar personal, como un cubículo claramente etiquetado con el nombre del niño. Organiza los materiales compartidos en el salón, dedicando un estante en cada una de las áreas de aprendizaje. Etiqueta claramente cada estante, así como los materiales compartidos que contiene. A continuación hay recomendaciones para organizar cada estante:
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Main title: Sugerencias para el Control del Salón de Clases	"control", "salón" and "clases" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	First paragraph: Lenguaje Oral: • Saca a Squawker de la caja y colócalo junto a las tarjetas de letras Word Time en el estante.	Per English: Move this paragraph to the end of previous page. "oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	First paragraph in the right column: Mesas de Enseñanza Elige una mesa específica para el centro dirigido por el maestro y no la cambies para que los niños se acostumbren a ese espacio. Es posible que el salón de clases cuente con otra mesa como esta si el maestro tiene un ayudante. Mantén las otras mesas como centros dirigidos por los niños.	Per English: Move this paragraph to the end of first column in this page. "enseñanza" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Title: Ciencias y Estudios Sociales:	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Under "General"; replace first sentence	Tómate 10 a 15 minutos para cada área de aprendizaje, aumentando hasta 20 minutos hacia el final del año.
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Title: Divide y Vencerás	"vencerás" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Title: Planificar con Anticipación	"anticipación" l/c
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Under the last paragraph in the right column	Per English: Add this paragraph: Plan diario Tu agenda de clases debe ser consistente y dar tiempo para actividades de varios grupos. Las lecciones deben alternar el nivel de actividad física requerida lo más posible. Si una lección se hace sentados, la próxima debe incluir movimiento. Ver la p. 136, donde hay un ejemplo de horario y de ritmos alternados.
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Art not in Spanish	N/A
Editorial Change	Publisher	Teacher	9781950578412	33	Book 1	Under the last paragraph in the left column	Add a new section . . . Cuidado de materiales Es importante enseñar explícitamente sobre el cuidado y la organización de los materiales. Asegúrate de demostrar y recordar el uso apropiado de los mismos. Permite tiempo suficiente para recoger antes de pasar a otra actividad. Repite esto cada vez que agregues un nuevo material al salón.
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Main title: Herramientas de Enseñanza Digitales para Educadores	"enseñanza", "digitales" and "educadores" l/c

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	First paragraph: Consejos para la transición Los salones de clases con actividades positivas de transición ayudan a los niños a aprender las rutinas y las reglas diarias y reducen posibles problemas conductuales. Las actividades de transición son fáciles de incorporar usando canciones y cantos divertidos e interactivos entre las actividades a lo largo del día escolar. Las canciones y los cantos de Get Set for School proporcionan una transición perfecta para los salones de clases de preescolar.	Per English: Move to previous page
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	First paragraph: Revisa las descripciones de las canciones en las Actividades multisensoriales (pp. 54-55) y selecciona las que mejor se ajusten al salón de clases.	Strikethrough
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Title: PreKITT: La herramienta de Enseñanza Interactiva para Prekínder	"enseñanza", "interactiva" and "prekínder" I/c
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Title: Cómo Ingresar	"ingresar" I/c
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Under Cómo Ingresar	Delete "/ext/TGPKGSS/2021?locale=es_US"
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Under Enseñar con PreKITT	Delete "/ext/TGPKGSS/2021?locale=es_US". Add a period at the end of the link.
Editorial Change	Publisher	Teacher	9781950578412	34	Book 1	Second item in the right column	Delete "que dan vida a la formación de letras"
Editorial Change	Publisher	Teacher	9781950578412	35	Book 1	Main title: My LWT	Replace with "myLWT"
Editorial Change	Publisher	Teacher	9781950578412	35	Book 1	Title: Recursos Adicionales: myLWTears.com	"adicionales" I/c
Editorial Change	Publisher	Teacher	9781950578412	35	Book 1	End of the left column	Add "#Descubre actividades gratuitas, evaluaciones, webinarios y más. Echa un vistazo a las herramientas adicionales que complementan y mejoran la enseñanza." at the end.
Editorial Change	Publisher	Teacher	9781950578412	35	Book 1	Right column: • Descubre actividades gratuitas, evaluaciones, webinarios y más. • Echa un vistazo a las herramientas adicionales que complementan y mejoran la enseñanza.	Delete.
Editorial Change	Publisher	Teacher	9781950578412	35	Book 1	Right column: • Accede a todos tus productos y recursos digitales y adminístralos. • Marca tus productos y recursos favoritos para acceder a ellos con facilidad y usarlos con regularidad.	Delete bullet points.
Editorial Change	Publisher	Teacher	9781950578412	36	Book 1	Main title: Consejos para la Enseñanza Digital	"enseñanza" and "digital" I/c
Editorial Change	Publisher	Teacher	9781950578412	36	Book 1	Title: Consejos para la Enseñanza Digital	"enseñanza" and "digital" I/c
Editorial Change	Publisher	Teacher	9781950578412	36	Book 1	Title: Expresión Digital Creativa	"digital" and "creativa" I/c
Editorial Change	Publisher	Teacher	9781950578412	37	Book 1	Title: Seguridad y Consulta de la Información Digital	"consulta", "información" and "digital" I/c
Editorial Change	Publisher	Teacher	9781950578412	39	Book 1	Centros y Actividades Multisensoriales	"actividades" and "multisensoriales" I/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Main title: Familiarizarse con Lenguaje y Alfabetización	"alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Title: Centros y Actividades Multisensoriales	"actividades" and "multisensoriales" I/c

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Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Delete this paragraph: Si bien en general los maestros de prekínder tienen alumnos de cuatro años, la gama es amplia. Algunos son niños; otras, niñas. Algunos tienen casi cuatro; otros, casi cinco. Algunos aprenden con más rapidez; otros, con más lentitud. Algunos hablan inglés; otros, se encuentran aprendiendo el idioma.	N/A
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	First item	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Second item	"preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Third item	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Delete fourth item	N/A
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Fifth item	"oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	First paragraph in the right column	Change "Estas" to "Las". Delete "multisensorial".
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	Title: Centros Dirigidos por los Maestros	"dirigidos" and "maestros" l/c
Editorial Change	Publisher	Teacher	9781950578412	40	Book 1	First line under Centros dirigidos por los maestros	Change "Estos centros" to "Los Centros dirigidos por los maestros"
Editorial Change	Publisher	Teacher	9781950578412	41	Book 1	Title: Centros Dirigidos por los Niños	"dirigidos" and "niños" l/c
Editorial Change	Publisher	Teacher	9781950578412	41	Book 1	First line under Centros dirigidos por los niños	Change "Estos" to "Los Centros dirigidos por los niños"
Editorial Change	Publisher	Teacher	9781950578412	42	Book 1	Title: Conexiones y Centros con Libros	"centros" and "libros" l/c
Editorial Change	Publisher	Teacher	9781950578412	42	Book 1	Title: Leamos: Hora de leer en voz alta	Change font color
Editorial Change	Publisher	Teacher	9781950578412	42	Book 1	Fifth item: "¿Que está sucediendo aquí?"	Change "Que" to "Qué"
Editorial Change	Publisher	Teacher	9781950578412	43	Book 1	Titles: "Comprensión: Revisión" and "Vuelve a contar la historia a través de las artes creativas y los sentidos"	Change font color
Editorial Change	Publisher	Teacher	9781950578412	43	Book 1	First paragraph in the right column	"matemáticas", "oral" and "sociales" l/c. Replace "de las lecciones" with "que ya se han leído".
Editorial Change	Publisher	Teacher	9781950578412	43	Book 1	Delete the entire last paragraph in the right column.	N/A
Editorial Change	Publisher	Teacher	9781950578412	44	Book 1	Main title: Actividades Multisensoriales de Lenguaje y Alfabetización	"multisensoriales" and "alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	45	Book 1	Item 2	Replace "Vevo veo" with "Vevo, vevo".
Editorial Change	Publisher	Teacher	9781950578412	45	Book 1	Second item in the right column	Replace "c, o, s, v, w," with "c, o, s, v y w"
Editorial Change	Publisher	Teacher	9781950578412	46	Book 1	Main title: Actividades Multisensoriales de Lenguaje y Alfabetización	"multisensoriales" and "alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	46	Book 1	Title: Lenguaje Oral con Word Time	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578412	46	Book 1	First paragraph in the left column	"oral" (X2) and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	46	Book 1	Third item in the right column	Add "#como" after "palabras interrogativas,"
Editorial Change	Publisher	Teacher	9781950578412	46	Book 1	Right column, third bullet, third line	replace "interrogativa, qué" with "interrogativa, como qué"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578412	47	Book 1	Item 4: Cierre	Replace "Letters, Words, and Sentences" with "Las letras forman palabras". Replace Las palabras son letras que están juntas. Aprendemos cada vez más. Juntamos las palabras Y oraciones podemos formar. with Las letras forman palabras Que aprendemos cada vez Juntamos las palabras Y oraciones podemos hacer.
Editorial Change	Publisher	Teacher	9781950578412	47	Book 1	First item under Consejos	"oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	48	Book 1	Main title: Actividades Multisensoriales de Lenguaje y Alfabetización	"multisensoriales" and "alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	48	Book 1	Items under Este juego incluye: "Cuenta con paneles laterales tanto magnéticos como para escribir con marcador.", "Promueven la memoria, la conciencia fonológica y el lenguaje oral.", "Útiles para actividades simples sobre sonidos y sílabas.", "Identifican la actividad que se presenta.", "Muestra una palabra escrita por el maestro.", "Promueven el conocimiento del alfabeto." and "Te permite comenzar a utilizar sus 10 actividades."	Add an Indent with bullet ■ before each of these sentences.
Editorial Change	Publisher	Teacher	9781950578412	49	Book 1	Items 1, 2, 3 and 4.	Replace them with: 1. ¿Qué hay en la caja? – Coloca un objeto familiar, como un oso de peluche, en la caja. Pídele a un niño que lo describa en oraciones sin mostrárselo a los demás. Los niños deben adivinar qué objeto es. 2. ¿Qué falta? – Coloca el Plato de memoria en la caja. Dibuja césped, nubes y un árbol con un marcador de borrado en seco. Selecciona tres fichas con imágenes que muestren objetos que se puedan encontrar en la escena, por ejemplo un tronco, un arcoíris y una rana. Pídeles a los niños que cierren los ojos, quita una de las imágenes y pregúntales cuál falta. 3. Caza de imágenes – Coloca fichas con imágenes en la caja. Pídeles a los niños que metan la mano en la caja, saquen una ficha y la coloquen sobre la caja. Los niños deben nombrar la imagen y decir algo sobre ella. 4. Sonidos iniciales – Coloca el Plato de actividades de sonido en un lado de la caja. Prepara una fila de tres fichas debajo: dos palabras con el mismo sonido inicial y una con un sonido inicial distinto. Pídeles a los niños que elijan las fichas con el mismo sonido inicial. Ayúdalos si es necesario.
Editorial Change	Publisher	Teacher	9781950578412	50	Book 1	Main title: Actividades Multisensoriales de Lenguaje y Alfabetización	"multisensoriales" and "alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Third item in the left column	Change "crayola" to "crayón"
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Sixth item in the left column	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Item: 3. Letras sensoriales.	Change "tu niño" to "los niños"
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Delete the title "Consejos:"	N/A
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Bullet points in the right column	Replace the bullet points with numbers, continuing the previous numeration. Start with "6. Veo, veo."
Editorial Change	Publisher	Teacher	9781950578412	51	Book 1	Last bulleted item in left column	"matemáticas" y "ciencias" l/c

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Editorial Change	Publisher	Teacher	9781950578412	52	Book 1	Main title: Actividades Multisensoriales de Lenguaje y Alfabetización	"multisensoriales" and "alfabetización" I/c
Editorial Change	Publisher	Teacher	9781950578412	52	Book 1	Title: Las Sílabas	"sílabas" I/c
Editorial Change	Publisher	Teacher	9781950578412	53	Book 1	Second sentence	Add ", emparejan" after "Los niños identifican"
Editorial Change	Publisher	Teacher	9781950578412	54	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" I/c
Editorial Change	Publisher	Teacher	9781950578412	54	Book 1	First paragraph in the left column	"matemáticas" I/c. Replace ""La canción de las formas"" with "la "Canción de las formas""
Editorial Change	Publisher	Teacher	9781950578412	54	Book 1	Fifth row, left column of the table	Replace "I'm Happy to See You" with "Estoy feliz de verte"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	First paragraph in the left column	"preparación", "escritura", "alfabetización" and "matemáticas" I/c. Delete "las matemáticas" on line 7. Replace ""La canción de la crayola"" with ""¡La canción del crayón!"". Replace "una crayola" with "un crayón".
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Sixth row, left column of the table	Replace "La canción de la crayola" with "¡La canción del crayón!"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Tenth row, left column of the table	Replace "Cuenta" with "Cuentas"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Eleventh row, left column of the table	Replace "Los cinco" with "Cinco"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Thirteenth row, left column of the table	Replace "ave" with "pájaros"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Seventeenth row, left column of the table	Replace "Tengo diez pequeños dedos" with "Diez dedos pequeños"
Editorial Change	Publisher	Teacher	9781950578412	55	Book 1	Twentieth row, right column of the table	Replace "stá" with "está"
Editorial Change	Publisher	Teacher	9781950578412	56	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" I/c
Editorial Change	Publisher	Teacher	9781950578412	56	Book 1	Title: Estrecha mi Mano	"mano" I/c
Editorial Change	Publisher	Teacher	9781950578412	56	Book 1	Items after "Actividades dirigidas por los maestros:" and before "Consejos"	<p>Replace them with:</p> <p>1. Saludar – Saluda a cada niño estrechando la mano. Sonríe y haz contacto visual, o canta la “Canción para saludar” del álbum Get Set for School Sing Along. Pídeles a los niños que estén de pie, en parejas. Al principio, solo canten. Luego, anima a los niños a interactuar con los demás estrechando sus manos, diciendo “Hola” y haciendo contacto visual.</p> <p>2. Di hola – Esta es tu mano derecha. Voy a hacer algo con tu mano derecha. Elige un estímulo diferente para cada día (táctil, olfativo, visual o auditivo).</p> <ul style="list-style-type: none"> • Loción – Pon un poquito en el pulgar derecho. Frota los dedos. • Sello de goma – Estampa la mano derecha, y mírala. • Aroma – Pon un aroma en la mano derecha y huélelo. • Agua – Sumerge las puntas de los dedos de la mano derecha del niño en agua, y que sacuda los dedos. <p>3. Indique a los niños que levanten la mano derecha y digan contigo: Esta es mi mano derecha. Estrecho mi mano con la derecha.</p>
Editorial Change	Publisher	Teacher	9781950578412	56	Book 1	Fifth item in the right column	Replace "En México, los niños pueden practicar el saludo de la Bandera Nacional" with "En USA, los niños pueden practicar el Juramento de lealtad"

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Editorial Change	Publisher	Teacher	9781950578412	56	Book 1	Fifth item in the right column	Add "la mano derecha a la altura del corazón." after "colocando"
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	Main title: Enseñanza del Agarre de la Crayola	"agarre" l/c. Change "de la crayola" to "del crayón".
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	Title: Enseñanza del Agarre	"agarre" l/c.
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	First paragraph in the left column	Change "una crayola" to "un crayón" and "de crayola" to "del crayón". Change "pequeña" to "pequeño".
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	Second and third paragraphs in the left column	Change all instances of "la crayola" to "el crayón" and all instances of "de la crayola" to "del crayón".
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	Title: Crayolas/lápices pequeños	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578412	57	Book 1	Right column	Change "la crayola" to "el crayón", "Las crayolas" to "Los crayones" and "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Title: Enseña el agarre con "La canción de la crayola"	Change ""La canción de la crayola"" to ""¡La canción del crayón!""
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	First item in the left column	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Second item in the left column	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Third item in the left column	Change ""La canción de la crayola"" to ""¡La canción del crayón!"" and "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Fourth item in the left column	Change "la crayola" to "el crayón" and "la recogen" to "lo recogen".
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Fifth item in the left column	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	First item in the right column	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Second item in the right column	Change "la crayola" to "el crayón". Change "sostenerla" to "sostenerlo".
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Third item in the right column	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Fifth item in the right column	Change "la crayola" to "el crayón". Add "que" after "o un objeto pequeño para". Change "la agarren" to "lo agarren".
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Sixth item in the right column	Change "de la crayola" to "del crayón"
Editorial Change	Publisher	Teacher	9781950578412	58	Book 1	Last section at the bottom of the page	Change " La canción de la crayola " to " ¡La canción del crayón! ". Change all instances of "una crayola" to "un crayón". Change "la crayola" to "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	First paragraph in the left column	Change "las crayolas" to "los crayones" and "la crayola" to "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	First item after "1. Recoger"	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Second item after "1. Recoger"	Change "40-41" to "57-59"
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Title: 2. Apuntar y Garabatear	"garabatear" l/c
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	First item after "2. Apuntar y Garabatear"	Change "crayolas" to "crayones" and "la crayola" to "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Third item after "2. Apuntar y Garabatear"	Change "las crayolas" to "los crayones" and "crayola" to "crayón".
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Item 3. Apuntar y Colorear	"colorear" l/c

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Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Item 4. Apuntar y Trazar	"trazar" l/c
Editorial Change	Publisher	Teacher	9781950578412	59	Book 1	Under "Consejos"	Change "de la crayola" to "del crayón" and all instances of "la crayola" to "el crayón". Change "Apunto y Garabateo" to "Apuntar y garabatear".
Editorial Change	Publisher	Teacher	9781950578412	60	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	60	Book 1	Title: Habilidades para Colorear	"colorear" l/c
Editorial Change	Publisher	Teacher	9781950578412	60	Book 1	First paragraph in the left column	"colorear" l/c. Change "la crayola" to "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	60	Book 1	Third paragraph in the left column	Place highlighted paragraph below image. Change "de la crayola" to "del crayón".
Editorial Change	Publisher	Teacher	9781950578412	60	Book 1	First paragraph in the right column	Change "la crayola" to "el crayón".
Editorial Change	Publisher	Teacher	9781950578412	61	Book 1	Title: Juego con Piezas de Madera	"madera" l/c
Editorial Change	Publisher	Teacher	9781950578412	61	Book 1	Items 1 and 2 in the left column.	Point 1 should be point 2 and vice versa.
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	First paragraph in the right column	Change "HACIA" to "hacia" and "DE" to "de".
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Second paragraph in the right column	Change "B C D G O P Q R S U." to "B, C, D, G, O, P, Q, R, S y U"
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Under the first image from left to right	Add a period at the end of "aire" and "ABAJO".
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Under the second image from left to right	Change "HACIA" to "Hacia". Add a period at the end of "costado" and "círculo".
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Under the third image from left to right	Add a period at the end of "ABAJO".
Editorial Change	Publisher	Teacher	9781950578412	62	Book 1	Under the fourth image from left to right	Change "Múvela" to "Muévela". Add a period at the end of "HORIZONTAL" and "OTRO".
Editorial Change	Publisher	Teacher	9781950578412	63	Book 1	First paragraph in the left column	Change "E F H I L T" to "E, F, H, I, L y T" and "A K M N Ñ R V W X Y Z" to "A, K, M, N, Ñ, R, V, W, X, Y y Z"
Editorial Change	Publisher	Teacher	9781950578412	64	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	64	Book 1	Title: Hacer, Cantar y Dibujar a Mat Man	"cantar" and "dibujar" l/c
Editorial Change	Publisher	Teacher	9781950578412	66	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	66	Book 1	Title: Tarjetas de Letras Mayúsculas para Piezas de Madera	"letras", "mayúsculas", "piezas" and "madera" l/c
Editorial Change	Publisher	Teacher	9781950578412	66	Book 1	Under "El set incluye:"	"alfabetización" l/c. Change both instances of "in" to "pulg."
Editorial Change	Publisher	Teacher	9781950578412	66	Book 1	Item 1. Armar las letras. Mi turno, tu turno.	Add a space between "1." and "Armar"
Editorial Change	Publisher	Teacher	9781950578412	67	Book 1	Title: Mat para Piezas de Madera	"madera" l/c
Editorial Change	Publisher	Teacher	9781950578412	67	Book 1	First line	Add "a" after "Organizamos"
Editorial Change	Publisher	Teacher	9781950578412	67	Book 1	Under Item 2 in the left column	Change "B D E F H K L M N Ñ P R." to "B, D, E, F, H, K, L, M, N, Ñ, P y R"
Editorial Change	Publisher	Teacher	9781950578412	67	Book 1	First item under "Consejos:"	Change "A C G I O Q S T" to "A, C, G, I, O, Q, S y T"
Editorial Change	Publisher	Teacher	9781950578412	68	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c. "Habilidades" u/c in second pass.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578412	68	Book 1	Under "El juego incluye:"	Replace the entire second item with: • Bandeja • Platicina
Editorial Change	Publisher	Teacher	9781950578412	69	Book 1	Under "El juego incluye:"	Change both instances of "in" to "pulg."
Editorial Change	Publisher	Teacher	9781950578412	69	Book 1	Last bullet point of "1. Mi turno, tu turno."	Change "la letra" to "las letras"
Editorial Change	Publisher	Teacher	9781950578412	69	Book 1	Second item under "Consejos:"	"Piezas" u/c
Editorial Change	Publisher	Teacher	9781950578412	70	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	70	Book 1	Last item under "Consejos:"	Change "crayola" to "crayón"
Editorial Change	Publisher	Teacher	9781950578412	71	Book 1	Title: Escritura en el Aire	"aire" l/c
Editorial Change	Publisher	Teacher	9781950578412	71	Book 1	Title: Letras Mayúsculas en la Puerta	"mayúsculas" and "puerta" l/c
Editorial Change	Publisher	Teacher	9781950578412	71	Book 1	Second paragraph in the left column	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578412	71	Book 1	Second paragraph in the right column	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578412	71	Book 1	First item under "Consejos:"	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578412	72	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578412	72	Book 1	Title: Wet-Dry-Try en la Pizarra para Tiza	"pizarra" and "tiza" l/c
Editorial Change	Publisher	Teacher	9781950578412	72	Book 1	Inside Item 2. Letras misteriosas.	Change "F E D P B R N Ñ M" to "F, E, D, P, B, R, N, Ñ y M".
Editorial Change	Publisher	Teacher	9781950578412	72	Book 1	Last item under "Consejos:"	"uses" should not be in bold.
Editorial Change	Publisher	Teacher	9781950578412	74	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c. "Habilidades" u/c in second pass.
Editorial Change	Publisher	Teacher	9781950578412	74	Book 1	Title: Actividad con las Manos	"manos" l/c
Editorial Change	Publisher	Teacher	9781950578412	74	Book 1	Title: Letras minúsculas pequeñas	Change "pequeñas" to "descendientes"
Editorial Change	Publisher	Teacher	9781950578412	75	Book 1	First paragraph in the right column	Change "Canción del alfabeto" to ""Canción del alfabeto""
Editorial Change	Publisher	Teacher	9781950578412	76	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c.
Editorial Change	Publisher	Teacher	9781950578412	76	Book 1	Title: Juego Magnético de Pizarra y Letras Minúsculas	"magnético", "pizarra", "letras" and "minúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578412	76	Book 1	First item under "El juego incluye:"	Change both instances of "in" to "pulg."
Editorial Change	Publisher	Teacher	9781950578412	76	Book 1	First, second, third and fourth items under "El juego incluye:"	Change "3a, 3e, 3o, 3i, 2u" to " 3a, 3e, 3o, 3i, 2u " in the first item. Change "1c, 2m, 2n, 1ñ, 2r, 2s, 1v, 1w, 1x, 1z" to " 1c, 2m, 2n, 1ñ, 2r, 2s, 1v, 1w, 1x, 1z " in the second item. Change "1b, 1d, 1f, 1h, 1k, 2l, 2t" to " 1b, 1d, 1f, 1h, 1k, 2l, 2t " in the third item. Change "1g, 1j, 2p, 1q, 1y" to " 1g, 1j, 2p, 1q, 1y " in the fourth item.
Editorial Change	Publisher	Teacher	9781950578412	78	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" l/c.
Editorial Change	Publisher	Teacher	9781950578412	78	Book 1	Title: Escritura del Nombre: Las Mayúsculas	"nombre" and "mayúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578412	78	Book 1	Second paragraph in the left column	Change "las crayolas" to "los crayones". Add "para" between "la mano" and "ayudarlos".
Editorial Change	Publisher	Teacher	9781950578412	78	Book 1	Fourth item after "Consejos:"	Change ""La canción de la crayola"" to "¡La canción del crayón!"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578412	79	Book 1	Title: Escritura del Nombre: Juego Magnético de Pizarra y Letras Minúsculas	"nombre", "magnético", "pizarra", "letras" and "minúsculas" I/c
Editorial Change	Publisher	Teacher	9781950578412	79	Book 1	Bullet points and their content in the right column	Form into paragraph with p 78 styling
Editorial Change	Publisher	Teacher	9781950578412	80	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales", "preparación" and "escritura" I/c.
Editorial Change	Publisher	Teacher	9781950578412	80	Book 1	Escritura del Nombre: Las Minúsculas	"nombre" and "minúsculas" I/c
Editorial Change	Publisher	Teacher	9781950578412	80	Book 1	Item 3 under "Actividades dirigidas por el maestro:"	Change "doble" to "dobles"
Editorial Change	Publisher	Teacher	9781950578412	80	Book 1	Last item in the right column	Change "Pre-KITT" to "PreKITT"
Editorial Change	Publisher	Teacher	9781950578412	81	Book 1	Second paragraph in the left column	Add commas before and after "desde la parte de arriba"
Editorial Change	Publisher	Teacher	9781950578412	81	Book 1	Third paragraph in the left column	"español I/c
Editorial Change	Publisher	Teacher	9781950578412	81	Book 1	First, second and third items in the right column	"Úsalas" u/c
Editorial Change	Publisher	Teacher	9781950578412	82	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales" I/c. Change "Habilidades de Preparación y Escritura" to "Números y matemáticas"
Editorial Change	Publisher	Teacher	9781950578412	83	Book 1	Third item in the left column: "Haz preguntas orientadoras: ¿qué has hecho con..."	"Qué" u/c
Editorial Change	Publisher	Teacher	9781950578412	84	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales" I/c. Change "Habilidades de Preparación y Escritura" to "Números y matemáticas"
Editorial Change	Publisher	Teacher	9781950578412	84	Book 1	First line under "Formas Mix & Make Shapes"	"geometría" I/c
Editorial Change	Publisher	Teacher	9781950578900	84	Book 2 Unit 2	Unidad 2: Semana 7 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	84	Book 2 Unit 2	First paragraph	Change "y practicando" to ", practican", "prácticas" to "prácticas, ". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	84	Book 2 Unit 2	Leftmost column	"alfabetización", "matemáticas" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	84	Book 2 Unit 2	"Día 2" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	85	Book 1	Item 3. Canción de las formas.: "un cuadrado o un círculo..."	Change "o" to "y". Add a period after "círculo"
Editorial Change	Publisher	Teacher	9781950578412	85	Book 1	First paragraph in the right column	Change "Dispone" to "Dispón"
Editorial Change	Publisher	Teacher	9781950578900	85	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c. "Aprendizaje" (from Aprendizaje socioemocional) u/c in second pass.
Editorial Change	Publisher	Teacher	9781950578900	85	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	85	Book 2 Unit 2	"Día 4" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	85	Book 2 Unit 2	"Día 5" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	86	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales" I/c. Change "Habilidades de Preparación y Escritura" to "Números y matemáticas"
Editorial Change	Publisher	Teacher	9781950578412	86	Book 1	First paragraph in the left column	"geometría" and "álgebra" I/c
Editorial Change	Publisher	Teacher	9781950578900	86	Book 2 Unit 2	Introduce la letra F y su sonido.	Change "Introduce" to "Presenta"
Editorial Change	Publisher	Teacher	9781950578900	86	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	86	Book 2 Unit 2	Recursos de PreKITT: video, "F Mayúscula"	"mayúscula" I/c. Changed to u/c in second pass

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Editorial Change	Publisher	Teacher	9781950578900	86	Book 2 Unit 2	Línea grande hacia abajo, salta a la, línea pequeña arriba, línea pequeña en el medio. Hacemos la F.	"Grande", both instances of "Línea" and both instances of "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578900	86	Book 2 Unit 2	Under "Vocabulario:"	"Línea" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	87	Book 1	Remove these paragraphs: "En el libro de actividades 4 Squares More Squares y esta guía para el maestro hay actividades dirigidas por el maestro. A medida que los niños observan a otros y se familiarizan con los materiales y las actividades dirigidas por el maestro, su juego se modifica. Idealmente, jugarán con más variedad y creatividad." and "El Juego de descubrimiento no tiene objetivos establecidos o etapas planificadas. Los niños son responsables de lo que hacen y de lo que aprenden. Las posibilidades de aprendizaje son infinitas, personales y poderosas. Queremos que los niños aprendan más allá de lo que les enseñamos, que aprendan lo que quieren saber."	N/A
Editorial Change	Publisher	Teacher	9781950578412	87	Book 1	Left column	"matemáticas" and "geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	87	Book 1	Second to last item in the left column	Delete both instances of "in"
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	• Aplicación PreKITT: formación de letras y números 2	Delete
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Introduce el número 2 utilizando el Mat con las piezas de madera. Di las instrucciones: Una curva grande hacia abajo, una línea pequeña cruza.	Change "Introduce" to "Presenta". "Curva", "Grande", "Línea" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Los niños jugarán en turnos colocando las Tag Bags lado a lado: una Tag Bag roja, una Tag Bag azul.	"Una Tag Bag roja" u/c
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	escucha a los niños comparar las Tag Bags rojas y azules. ¿Están usando el vocabulario más y menos?	"Escucha" u/c
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Los niños describen la posición usando la izquierda y la derecha.	Replace with "Los niños cuentan objetos."
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	87	Book 2 Unit 2	Squawker dice: pateamos una pelota jugando al fútbol.	"Pateamos" u/c
Editorial Change	Publisher	Teacher	9781950578412	88	Book 1	Main title: Actividades Multisensoriales de Habilidades de Preparación y Escritura	"multisensoriales" l/c. Change "Habilidades de Preparación y Escritura" to "Números y matemáticas"
Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Lee las mayúsculas con los niños de izquierda a derecha.	Replace with: "Demuestra a los niños cómo leer las letras mayúsculas de izquierda a derecha. Luego señala las letras (de izquierda a derecha) y pídeles a los niños que las lean a coro."
Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Enriquecimiento: Introduce los primeros sonidos.	Change "Introduce" to "Presenta".

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Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Esta es mi frente.	Replace with: "Haz que los niños usen nota adhesivas que muestren palabras que comiencen con L, F, y/o E en un libro." (in bold in first pass; changed to no bf in second pass)
Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Under "Materiales:"	"mayúscula" l/c.
Editorial Change	Publisher	Teacher	9781950578900	88	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	89	Book 1	Hay actividades dirigidas por los maestros en el cuaderno de actividades y en esta guía para el maestro. El Juego de descubrimiento con bolsas de etiquetas Tag Bags es diferente porque no tiene objetivos establecidos ni etapas planificadas. A medida que los niños se familiarizan con los materiales, siguen las actividades dirigidas por los maestros y observan a los demás, su juego va cambiando. Idealmente, jugarán incluso con más variedad y creatividad. 1. Instala algunas cajas. Deja que dos o tres niños seleccionen cada uno una caja. Detén la actividad un momento. ¿Qué pueden hacer con esto? No les muestres a los niños cómo jugar. Analiza las ideas, procura no hacerte cargo ni enseñar, pero haz comentarios. 2. Describe lo que ves con palabras clave del vocabulario: ¡Qué interesante! Has hecho una fila. Haz preguntas orientadoras: ¿Qué has hecho con tus bolsas de etiquetas Tag Bags? ¿Por qué las has puesto aquí? Deja que te cuenten lo que hicieron. Si cometen errores, solo di Entiendo, y luego dilo correctamente.	Replace with: 1. Letras – Coloca letras pequeñas en los bolsillos de las Tag Bags. Pídeles a los niños que encuentren la letra, la nombren y pronuncien su sonido. 2. Nombres – Escribe los nombres de los niños en pequeñas tiras de papel y colócalas en los bolsillos. Pídeles a los niños que abran una bolsa y traten de reconocer el nombre. Puede ser su nombre o el de un amigo. 3. Diversión al contar – Dale fichas para contar a los niños. Ordena las Tag Bags del uno al veinte. Los niños deben encontrar la Tag Bag correspondiente a su número de fichas. 4. Tiro de Tag Bag – Los niños tienen que lanzar y atrapar, pasar de mano a mano o saltar con una Tag Bag según su número correspondiente. Por ejemplo, se mueve 5 veces si tiene la Tag Bag número 5.
Editorial Change	Publisher	Teacher	9781950578412	89	Book 1	Remove this paragraph: Los niños deberían tener tiempo para explorar todos los días. Los ayuda a generalizar lo que aprendieron. Los niños controlan lo que hacen y lo que aprenden. Las posibilidades de aprendizaje son infinitas, personales y poderosas. Queremos que los niños aprendan más allá de lo que les enseñamos, que aprendan lo que quieran saber. A continuación, se detallan algunas ideas para usar las tarjetas 1-2-3 Touch & Flip Cards en una caja del Juego de descubrimiento:	N/A
Editorial Change	Publisher	Teacher	9781950578900	89	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	90	Book 1	Main title: Actividades Multisensoriales de Números y Matemáticas	"multisensoriales" and "matemáticas" l/c. "Números" u/c in second pass.
Editorial Change	Publisher	Teacher	9781950578412	90	Book 1	First paragraph	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Canten y bailen "Cualquier sonido inicial".	Replace with: "Flor empieza con el sonido /f/. Escribamos la palabra FLOR en un lado del Sound Around Box. Di el sonido /f/ al escribir F, luego escribe el resto de la palabra. Haz que los niños tomen turnos escribiendo la letra F y diciendo su sonido." (in bold)
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Vamos a jugar a Igual o diferente con colores.	Add "Las flores pueden ser de muchos colores." before this in the same item (in bold)
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Usa herramientas prácticas para mostrar si algo es igual o diferente (por ejemplo, una crayola y un libro).	Change "una crayola" to "un crayón". Add "que empiecen con F." at the end of the sentence
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Under "Vocabulario:"	Add "Flor," before the other items
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Usa las Tiras de práctica de capital y número. Coloca tu tira por encima de la tira del niño.	"tiras" l/c (changed back to u/c in second pass). Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Observa el agarre de los niños. ¿Están sosteniendo las crayolas correctamente?	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Under "Materiales:" (second table)	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	90	Book 2 Unit 2	Envía a casa algunas Tiras de práctica de capital y número y Cartilla para la formación de letras mayúsculas en imprenta.	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	91	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	91	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	91	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	92	Book 2 Unit 2	Letras Ff y número 2	Change "Letras" to "Letra"
Editorial Change	Publisher	Teacher	9781950578900	92	Book 2 Unit 2	Revisa la F e introduce la f y su sonido	Change "introduce" to "presenta"
Editorial Change	Publisher	Teacher	9781950578900	92	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	92	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	92	Book 2 Unit 2	Línea Grande hacia abajo, salto hacia la carita sonriente, Línea Pequeña arriba, Línea Pequeña en el medio	Add a period at the end of the sentence
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Coloca la crayola en la 2 en la parte superior de la página (di las instrucciones). Escribamos 2. Coloca la crayola en la (smiley).	Change both instances of "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Under "Materiales:" (first table)	Change "Cuenta" to "Cuentas"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Canten y bailen "Cuenta conmigo".	Change "Cuenta" to "Cuentas"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Canta "Patatas de ave" del álbum Get Set for School Sing Along.	Change "ave" to "pájaros"
Editorial Change	Publisher	Teacher	9781950578900	93	Book 2 Unit 2	Los niños describen partes del cuerpo que están en la parte superior y en la parte inferior.	Replace with "Los niños utilizan las palabras "alto" y "bajo" para describir una posición."
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Main title: Conexiones entre la Escuela y el Hogar	"escuela" and "hogar" l/c

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Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	First paragraph	Change "perspectiva única sobre el niño" to "comprensión mejor informada del niño por parte de los maestros y las familias"
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Item 6	Change "Realiza" to "Anime a miembros de la familia que realicen"
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Item 7	Change "Lee" to "Anime a miembros de la familia a leer"
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Item 9	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Item 10	Change "Ayuda" to "Anime a miembros de la familia a ayudar"
Editorial Change	Publisher	Teacher	9781950578412	94	Book 1	Item 11	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Letras Ff y número 2	Change "Letras" to "Letra"
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	fix the image: Replace: las crayolas for los crayones	N/A
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Dile foca al primero niño, tiene al segundo niño, y frío al tercer niño.	Change "primero" to "primer"
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Los niños ponen la crayola sobre la (smiley)	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Observa el agarre de la crayola mientras trazan la F.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	94	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Main title: Evaluaciones de Prekínder	"prekínder" l/c
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	First paragraph, right column	Delete "www."
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Under "Verifica las habilidades de aprendizaje"	"preparación" and "escritura" l/c. Change "de la crayola" to "del crayón".
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Title: Verifica la Alfabetización	"alfabetización" l/c
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Title: Verifica las Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Under "Verifica la Alfabetización"	"alfabetización", "evaluación" and "personalizada" l/c
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Under "Verifica las Matemáticas"	"matemáticas", "evaluación" and "personalizada" l/c
Editorial Change	Publisher	Teacher	9781950578412	95	Book 1	Second to last paragraph, left column	"alfabetización", "matemáticas", "preparación" and "escritura" l/c
Editorial Change	Publisher	Teacher	9781950578900	95	Book 2 Unit 2	Los niños ordenan figuras por lados y esquinas.	Replace with: "Los niños clasifican las formas por sus atributos."
Editorial Change	Publisher	Teacher	9781950578900	95	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	95	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen y contestan preguntas.	Change "mientras hacen y contestan" to "al hacer y contestar"
Editorial Change	Publisher	Teacher	9781950578900	95	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	96	Book 1	Main title: Informes de Correlación	"correlación" l/c
Editorial Change	Publisher	Teacher	9781950578900	96	Book 2 Unit 2	Unidad 2: Semana 8 A simple vista	"a" l/c

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	96	Book 2 Unit 2	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	96	Book 2 Unit 2	Leftmost column	"alfabetización", "matemáticas" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	96	Book 2 Unit 2	"Día 2" column	Change "mano de ayuda" to "mano auxiliar". Align "Observar, investigar, describir y discutir las propiedades y las características de objetos comunes"
Editorial Change	Publisher	Teacher	9781950578412	97	Book 1	Main title: Conexiones con Libros	"libros" l/c
Editorial Change	Publisher	Teacher	9781950578412	97	Book 1	Table title: Chef/Cocinero/Comida Saludable	"saludable" l/c
Editorial Change	Publisher	Teacher	9781950578412	97	Book 1	Table title: Obras de Teatro (Disfrazarse, Ayudantes de la Comunidad, Obra Imaginaria)	"teatro", "comunidad" and "imaginaria" l/c
Editorial Change	Publisher	Teacher	9781950578412	97	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Change book titles to: <i>"Abecedario salvaje", "Bajo el mismo cielo", "¿Eres mi mamá?", "Jorge el curioso visita el acuario /Curious George At The Aquarium (Bilingual Edition)", "Los animales en otoño/Animals In Fall (Todo acerca del otoño/ All About Fall) (Multilingual Edition)", "Los delfines", "María Had A Little Llama/María tenía una llanita por Ángela Domínguez", "Muu. Beee. ¡Así fue!", "Pequeño camaleón", "Perro grande... Perro pequeño", "Plantas, animales y personas, ¿Qué comen las aves? por Santiago Ochoa y Savina Collins" (as a single entry), "Plantas, animales y personas, Dientes de animales por Santiago Ochoa y Michelle Garcia Anderson" (as a single entry), "Plantas, animales y personas, Hormigas increíbles por Santiago Ochoa y Tammy Brown" (as a single entry), "Plantas, animales y personas, Las abejas zumban por Santiago Ochoa y Lisa K. Schnell" (as a single entry), "The Three Little Pigs Los tres cerditos", "Todo acerca de las serpientes y los lagartos", "Todo acerca de los mamíferos", "Una casa para cangrejo ermitaño", "Una visita al zoológico", "Vamos a cazar un oso", "¡Ve, Perro. Ve!", "Visita al veterinario", "¡A dibujar!", "La familia bola", "¡Mézclalo bien!", "¡Soy un blap!", "Tengo una idea", "Indestructibles: ¡Bebé, vamos a comer! / Baby, Let's Eat! (English And Spanish Edition)", "Quiero ser cocinero", "¡Quiero una cociiiiina!", "¡Todos a comer! A Mexican Food Alphabet Book (Bilingual)</i>
Editorial Change	Publisher	Teacher	9781950578412	97	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Continued from row above: <i>English And Spanish Edition)", "Yo quiero ser chef", "Abecedario de profesiones y oficios", "Ayudantes de mi comunidad", "Bomberos al rescate", "Cocorina en el jardín de los espejos", "Cuento de noche", "Dentro de mi imaginación", "El ovillo mágico", "La niña que caminaba entre aromas", "La sombrerería mágica", "Los vestidos de mamá", "Lugares dónde trabajamos", "Mi comunidad", "¡Oh! Un libro con sonidos" and "Oso quiere volar".</i>
Editorial Change	Publisher	Teacher	9781950578900	97	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	97	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar". "Mi" u/c (in the last row)
Editorial Change	Publisher	Teacher	9781950578900	97	Book 2 Unit 2	"Día 4" column	Change "mano de ayuda" to "mano auxiliar". "sociales" l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	97	Book 2 Unit 2	"Día 5" column	Change both instances of "mano de ayuda" to "mano auxiliar"

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Editorial Change	Publisher	Teacher	9781950578412	98	Book 1	Main title: Conexiones con Libros	"libros" l/c
Editorial Change	Publisher	Teacher	9781950578412	98	Book 1	Table title: Tierra/Medio Ambiente/Reciclaje	Change "Medio Ambiente" to "Medioambiente"
Editorial Change	Publisher	Teacher	9781950578412	98	Book 1	Table title: Letras y Vocabulario	"vocabulario" l/c
Editorial Change	Publisher	Teacher	9781950578412	98	Book 1	Table title: Motores y Máquinas	"máquinas" l/c
Editorial Change	Publisher	Teacher	9781950578412	98	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Change book titles to: <i>"Presiona aquí", "¡Qué fastidio ser princesa!", "Quiero conducir un camión de bomberos", "Tren de invierno", "Turlututú cuentos mágicos", "Un libro", "Una Tierra, muchas culturas", "Y los delfines (por Mar Pavón in ROM in second pass)", "Gotas de vida", "Las cuatro estaciones", "Las personas y el planeta", "Plantas, animales y personas, Explorando la playa", "Un mensaje para Luna", "Vivo cerca de un bosque", "Vivo cerca de un desierto", "Vivo cerca de un lago", "Vivo cerca de un océano", "Vivo cerca de un pantano", "Vivo cerca de una pradera", "20 Cuentos infantiles clásicos de siempre", "Abecedario escolar", "Aprendo en el prekind", "Buenas noches a todos", "Buenas noches, Luna", "Huevos verdes con jamón", "Lotería: First Words / Primeras palabras (English And Spanish Edition)", "Manualidades en la biblioteca", "Mother Goose Rhymes / Las rimas de Mamá Oca", "¡Pío peep!: Traditional Spanish Nursery Rhymes", "¡Todos a celebrar! A Hispanic Customs & Traditions", "Silbale a Willie", "Te amo, Sol te amo, Luna / I Love You, Sun I Love You, Moon", "Tortillitas para mamá And Other Nursery Rhymes (Bilingual Edition In Spanish And English) por Margot C. Griego, Betsy L. Bucks, Sharon S. Gilbert, Laurel H. Kimball" (in a single entry), "Un día de nieve", "Yoruga la tortuga y otros cuentos", "El bibliotecario nos lee cuentos", "El ratoncito de la moto", "El traslado de personas y cosas", "Quiero conducir un auto de policía", "Quiero conducir una quitanieves", "Todo acerca de las casas" and "Todo acerca de las embarcaciones".</i>
Editorial Change	Publisher	Teacher	9781950578900	98	Book 2 Unit 2	Introduce la letra E y su sonido.	Change "introduce" to "presenta"
Editorial Change	Publisher	Teacher	9781950578900	98	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	98	Book 2 Unit 2	Haz que los niños tracen las tarjetas de letras con una crayola de borrado en seco.	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	98	Book 2 Unit 2	Los niños aprenden a construir y secuenciar letras mayúsculas correctamente.	Change "aprenden a construir y secuenciar" to "construyen y secuencian"
Editorial Change	Publisher	Teacher	9781950578900	98	Book 2 Unit 2	¿Están colocando lopiesa de manera correcta?	Change "lopieza" to "las piezas"
Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Main title: Conexiones con Libros	"libros" l/c
Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Table title: Música y Músicos	"músicos" l/c
Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Table title: Números, Contar, Colores, Formas	"contar", "colores" and "formas" l/c
Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Table title: Mi Cuerpo	"cuerpo" l/c

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Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Change book titles to: <i>"Arroz con leche: Canciones y ritmos populares de América Latina/Popular Songs And Rhymes From Latin America (English And Spanish Edition)"</i> , <i>"¡Danza del corral! (por Sandra Boynton in ROM in second pass)" (separated from the next one)</i> , <i>"De colores And Other Latin American Folksongs For Children por José-Luis Orozco"</i> , <i>"Diez Deditos And Other Play Rhymes And Action Songs por José-Luis Orozco" (as a single entry)</i> , <i>"El Chapulín Colorado: Sounds - Sonidos (English And Spanish Edition) por Patty Rodríguez" (as a single entry)</i> , <i>"El silbido de Juan"</i> , <i>"La música del mar"</i> , <i>"Little Chickies / Los pollitos (Canticos)"</i> , <i>"Little Mice / Ratoncitos (Canticos) por Susie Jaramillo" (separated from next one)</i> , <i>"Margarito por Carmen Gil"</i> , <i>"My Little Donkey / Mi burrito (Canticos)"</i> , <i>"Singing - Cantando de colores: A Bilingual Book Of Harmony (English And Spanish Edition) por Patty Rodríguez"</i> , <i>"Singing - Cantando de colores: A Bilingual Book Of Harmony(English And Spanish) por Patty Rodríguez"</i> , <i>"The Birthday Book / Las mañanitas (Canticos) por Susie Jaramillo"</i> , <i>"Tito Puente, Mambo King/Tito Puente, Rey del Mambo: Bilingual Spanish-English"</i> , <i>"De la cabeza a los pies"</i> , <i>"¡Diez manzanas en la cabeza!"</i> , <i>"Los dientes de trino rojo"</i> , <i>"Lucha libre: Anatomy - Anatomía (English And Spanish Edition) por Patty Rodríguez"</i> , <i>"Mi visita al dentista"</i> , <i>"¿Jugamos?"</i> , <i>"Azul el sombrero, verde el sombrero"</i> , <i>"Cinco monitos brincando en la cama/Five Little Monkeys Jumping On The Bed (A Five Little Monkeys Story) (Spanish And English Edition)"</i> , <i>"Cuauhtémoc: Shapes - Formas (English And Spanish Edition) por</i>
Editorial Change	Publisher	Teacher	9781950578412	99	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Continued from row above: Patty Rodríguez, "El artista que pintó un caballo azul", "El día y la noche", "El gallo sale a ver el mundo", "El monstruo de colores", "La familia geométrica/The Geometric Family: El niño", "Cuadrado va a la escuela/Square Boy Goes To School por Rosa Munguía", "La Llorona: Counting Down/Contando hacia atrás (English And Spanish Edition) por Patty Rodríguez" (as a single entry), "La oruga muy hambrienta", "Little Elephants / Elefantitos: A Bilingual Lift-The-Flap Book (Canticos) por Susie Jaramillo" (as a single entry), "¡Opuestos!: Un divertido libro de aprendizaje para niños de 2 A 5 Años por Libros para más pequeños" (as a single entry), "Oso pardo, oso pardo, ¿Qué ves ahí? por Bill Martin, Jr. & Eric Carle", "Oso polar, oso polar, ¿Qué es ese ruido? por Bill Martin, Jr. & Eric Carle", "Perritos: un libro para contar y ladrar" and "Ten Little Fingers/Tengo diez deditos (Dual Language: English/Spanish)".
Editorial Change	Publisher	Teacher	9781950578900	99	Book 2 Unit 2	Muestra peluche grandes y pequeños	Change "peluche" to "peluches"
Editorial Change	Publisher	Teacher	9781950578900	99	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	99	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	100	Book 1	Main title: Conexiones con Libros	"libros" l/c
Editorial Change	Publisher	Teacher	9781950578412	100	Book 1	Table title: Ciencias/Ciclo del Agua	"agua" l/c
Editorial Change	Publisher	Teacher	9781950578412	100	Book 1	Table title: Ciencia/Clima	Change "Ciencia" to "Ciencias"
Editorial Change	Publisher	Teacher	9781950578412	100	Book 1	Table title: Aprendizaje Socioemocional (turnarse, conocer, saludar)	"socioemocional" l/c

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Editorial Change	Publisher	Teacher	9781950578412	100	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Change book titles to: " <i>Tres reyes magos: Colors - Colores (English And Spanish Edition)</i> por Patty Rodríguez", " <i>Un elefante: Numbers- Números (English And Spanish Edition)</i> por Patty Rodríguez", " <i>Zapata: Colors - Colores (English And Spanish Edition)</i> por Patty Rodríguez", " <i>¡Mira hacia arriba!</i> ", " <i>Quiero ser científico</i> ", " <i>El gran viaje de guisante</i> ", " <i>Quiero ser astronauta</i> ", " <i>The Boy Who Touched The Stars/El niño que alcanzó las estrellas</i> por José M. Hernández", " <i>La luz de Lucía</i> ", " <i>La luz forma un arcoíris</i> ", " <i>¿Cómo se forma una planta?</i> ", " <i>Curiosidades en verso. Las plantas</i> ", " <i>Dentro de una planta</i> ", " <i>La cosecha de calabazas/Pumpkin Harvest (Todo acerca del otoño/ All About Fall) (Multilingual Edition)</i> por Calvin Harris" (as a single entry), " <i>La semillita</i> ", " <i>Las plantas</i> ", " <i>National Geographic Readers: De semilla a planta</i> ", " <i>Necesitamos las plantas</i> ", " <i>Plantas, animales y personas, Fruta o vegetal</i> por Santiago Ochoa y Charlotte Hunter", " <i>Buen trabajo: La vida de las plantas</i> ", " <i>Dino Wise And The Water Cycle/Dinosabio y el ciclo del agua</i> ", " <i>El ciclo del agua</i> por Santana Hunt y Alberto Jimenez", " <i>El ciclo del agua</i> ", " <i>El ciclo del agua</i> ", " <i>El ciclo del agua</i> ", " <i>El ciclo del agua</i> ", " <i>El ciclo del agua</i> ", " <i>¿Cómo está el tiempo?</i> ", " <i>Descubre la meteorología</i> ", " <i>El tiempo cambiante</i> ", " <i>National Geographic Kids: El tiempo</i> ", " <i>National Geographic Kids: Las tormentas</i> ", " <i>Around The World With - Alrededor del mundo con Cantinflas (English And Spanish Edition)</i> por Patty Rodríguez" (as a single entry), " <i>Así me siento yo</i> por Janan Cain" (separated from the next one), " <i>Cipariso</i> por Marta Sanmamed", " <i>Circo de pulgas</i> ", " <i>Cocorina y el puchero mágico</i> ", " <i>Diez lágrimas y un abrazo</i> ", " <i>¿De qué tienes miedo ratoncito?</i> ", " <i>Dragones y tacos</i> ", " <i>El faro de las almas</i> ", " <i>El perro con sombrero meets los gatos con gelatos</i> ", " <i>El perro con sombrero: A Bilingual Doggy Tale</i> " and " <i>¿Eres mi mamá?</i> ".
Editorial Change	Publisher	Teacher	9781950578900	100	Book 2 Unit 2	Under "Materiales:" (first table)	Add a reference: Leer consejos interactivos en voz alta (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578900	100	Book 2 Unit 2	Under "Materiales:" (first table)	"no es fácil" l/c (in italics)
Editorial Change	Publisher	Teacher	9781950578900	100	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	101	Book 1	Main title: Conexiones con Libros	"libros" l/c

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Editorial Change	Publisher	Teacher	9781950578412	101	Book 1	Book titles (leave "por (author name)" unchanged unless it is included inside the quotation marks) from the top left of the page to the bottom left, and then from the top right to the bottom right.	Change book titles to: <i>"Escuchando a mi cuerpo: Una guía para ayudar a los niños a entender la conexión entre las sensaciones físicas y sus sentimientos por Gabi García" (as a single entry), "Fiesta secreta de pizza", "Historia de una cucaracha", "Huevos verdes con jamón", "¡No me gusta como se oye no! por Julia Cook y Kelsey De Weerd", "La araña muy ocupada", "La Catrina: Emotions - Emociones (English And Spanish Edition) por Patty Rodríguez", "La gallina Cocorina", "La isla por Arthur Dorros" (separated from next one), "La llama llama rojo pijama por Anna Dewdney", "La llavecita dorada", "La mariquita malhumorada", "La silla de Pedro", "Marisol McDonald no combina", "¡Me gusta cómo soy!", "Me gusta cuando . . .", "Mi camita", "Only One You/Nadie como tú (English And Spanish Edition)", "Qué cosas dice mi abuela por Ana Galán" (only include this title once), "¡Qué nervios! El primer día de escuela", "Quiero a mi mamá porque", "Quiero a mi papá porque", "Señor sí", "¡Sigue el mapa!", "¡Solo pregunta!: Sé diferente, sé valiente, sé tú", "Sonia Sotomayor: A Judge Grows In The Bronx / La juez que creció en el Bronx (Spanish And English Edition)", "Soy un buen amigo", "Spot va a la escuela", "The Little Red Hen: La gallinita roja – Bilingual English And Spanish", "¡Ubícalo en el mapa!", "Un beso en mi mano", "Un pez dos peces pez rojo pez azul", "Un sillón para mi mamá" and "Ve, perro. ¡Ve!".</i>
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Los niños aprenden al colorear y contar usando Yo Sé Los Números.	Replace with "Los niños repasan el número 2 al colorear, contar, construir, rimar y cantar." (the number 2 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Aprender el 2 con Yo Sé Los Números	" sé los " l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Entregue a cada niño Yo Sé Los Números, cuadernillo 2.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	101	Book 2 Unit 2	Canta "Patatas de ave" del álbum Sing, Sound & Count With Me.	Change "ave" to "pájaros"
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	Main title: Libros de Todo el Año	"todo" and "año" l/c
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	First paragraph	"conexiones" l/c
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	Left column title	"libro" l/c
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	Right column title	"libros" and "lecciones" l/c
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	Left column (from top to bottom)	"puerta" l/c. Change "Angela Dominguez" to "Ángela Domínguez". "oruga" and "hambrienta" l/c. <i>"el curioso va a una fiesta de disfraces"</i> l/c and in italics. <i>"hombre de pan de jengibre"</i> l/c and in italics. <i>"qué va a pasar?"</i> l/c and in italics. Change "Diaz" to "Díaz" and "Nuría" to "Nuria" (in second pass). Change <i>"principe"</i> to <i>"príncipe"</i> (italics). <i>"Pita"</i> u/c and in italics. Change "and" to "y". <i>"Tierra"</i> u/c and in italics. <i>"gran viaje de guisante"</i> l/c and in italics.
Editorial Change	Publisher	Teacher	9781950578412	102	Book 1	Right column (from top to bottom)	"social" l/c. All instances of "alfabetización", "matemáticas" and "sociales" l/c.

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Editorial Change	Publisher	Teacher	9781950578900	102	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	102	Book 2 Unit 2	Under "Materiales:" (second table)	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	102	Book 2 Unit 2	Observa el agarre de los niños. ¿Están sosteniendo las crayolas correctamente?	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	102	Book 2 Unit 2	Under "Qué estamos aprendiendo:" (second table)	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	102	Book 2 Unit 2	Envía a casa algunas Tiras de práctica de capital y número y Cartilla para la formación de letras mayúsculas en imprenta.	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578412	103	Book 1	Right column title	"libros" and "lecciones" l/c
Editorial Change	Publisher	Teacher	9781950578412	103	Book 1	Left column (from top to bottom)	Add "por Kristin Baird Rattini" at the end of the first row (in ROM in second pass). Change "¡Pío Peep" to "¡Pío Peep!" and "and" to "y". Add "por Luz Orihuela, María Rius" at the end of the third row (in ROM in second pass). "gato" and "ensombrerado" l/c and in italics. "chivones" l/c and in italics. Change "Gonzalez" to "González". "mariposa" l/c and in italics; "and Marcos Almada" s/b "y Marcos Almada (in second pass). Add <i>j</i> before <i>Los dragones no comparten!</i> "gallinita" and "roja" l/c and in italics. Add "por Carol Ottolenghi" at the end of the last row (in ROM in second pass).
Editorial Change	Publisher	Teacher	9781950578412	103	Book 1	Right column (from top to bottom)	Change both instances of "Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)" to "Apoyo". "preparación", "escritura" and all instances of "alfabetización" l/c.
Editorial Change	Publisher	Teacher	9781950578412	103	Book 1	First paragraph in the left side after table	Both instances of "aprendizaje" l/c. Change "socio emocional" to "socioemocional".
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Aprender el 2 con Yo Sé Los Números	" sé los " l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Elige qué páginas quieres completar con los niños en Yo Sé Los Números Cuadernillo 2.	"sé los" and "cuadernillo" l/c
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Una curva grande hacia abajo, una línea pequeña cruza.	"Curva", "Grande", "Línea" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	103	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	104	Book 1	Main title: Libros de Todo el Año	"todo" and "año" l/c
Editorial Change	Publisher	Teacher	9781950578412	104	Book 1	Title before the second bullet point in the left column	Change "García" to "García"
Editorial Change	Publisher	Teacher	9781950578412	104	Book 1	First line under "Aprendizaje socioemocional: Recursos de investigación y apoyo"	"aprendizaje" l/c
Editorial Change	Publisher	Teacher	9781950578900	104	Book 2 Unit 2	Revisa la E e introducir la e y su sonido	Change "introduce" to "presenta"
Editorial Change	Publisher	Teacher	9781950578900	104	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	104	Book 2 Unit 2	Los niños ponen sus crayolas en la flechas mientras dices:	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	104	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"

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Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	First paragraph	Both instances of "aprendizaje" l/c.
Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	Immediately after the second bullet point under 1. Apertura: Bienvenida	PreKITT [Insert I glyph]
Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	Under 5. Canciones	"ayudante" l/c. PreKITT [Insert I glyph]
Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	Point 6	"aprendizaje" l/c. Change "pp. 95-100." to "pp. 97-105."
Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	Last bullet point	Both instances of "tarjetas" l/c.
Editorial Change	Publisher	Teacher	9781950578412	105	Book 1	Last image in the right	Comp: Move image below end of paragraph of Bullet 5. Canciones (see original English file)
Editorial Change	Publisher	Teacher	9781950578900	105	Book 2 Unit 2	Los niños forman números correctamente sin retrocesos.	Replace with: "Los niños forman el número 2."
Editorial Change	Publisher	Teacher	9781950578900	105	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	105	Book 2 Unit 2	Yo Sé Los Números Cuadernillo 2: Elige qué páginas quieres completar con los niños.	"sé los" and "cuadernillo" l/c
Editorial Change	Publisher	Teacher	9781950578900	105	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	105	Book 2 Unit 2	Fix the image: Change: Atlantic Ocean for Océano Atlántico Pacific Ocean for Océano Pacífico (twice) Indian Ocean for Océano Índico	N/A
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Main title: Gráfico de Letras Mayúsculas de Piezas de Madera	"letras", "mayúsculas" and "madera" l/c.
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Under "Q" image	"choca" l/c.
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Under "O" image	"choca" l/c.
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Under "U" image	"nota" l/c.
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Under "J" image	"nota" l/c.
Editorial Change	Publisher	Teacher	9781950578412	106	Book 1	Note at the right of the page	"Piezas" u/c
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	"Hojas y ramas, tronco y raíz".	Change "y ramas" to ", ramas"
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	Los niños aprenden a trazar en el aire y a escribir la letra E.	Delete "trazar en el aire y a"
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	Los niños ponen las crayolas en la (smiley).	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	Traza con crayola las piezas de madera en la parte superior de la página paso a paso.	Change "crayola" to "crayón"
Editorial Change	Publisher	Teacher	9781950578900	106	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	107	Book 1	Main title: Gráfico de Formación de Letras Mayúsculas	"formación", "letras" and "mayúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578412	107	Book 1	Under "O" image	"choca" l/c.
Editorial Change	Publisher	Teacher	9781950578412	107	Book 1	Under "U" image	"dobla" l/c.
Editorial Change	Publisher	Teacher	9781950578412	107	Book 1	Under "J" image	"dobla" l/c.
Editorial Change	Publisher	Teacher	9781950578412	107	Book 1	Under "Q" image	"choca" l/c.
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Los niños aprenden Matemáticas coloreando, contando, construyendo, haciendo rimas, cantando y jugando con Yo Sé Los Números.	Replace with "Los niños repasan el número 2 al colorear, contar, construir, rimar y cantar." (the number 2 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Revisa el 2 con Yo Sé Los Números	"sé los" l/c (in bold)

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Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" and "cuadernillo" l/c
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Yo Sé Los Números, cuadernillo 2: elige qué páginas quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Envía a casa de Yo Sé Los Números, cuadernillo 2 para que los niños lo completen con sus padres.	Delete "de". "sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	haz que los niños escriban números en las Tiras para practicar las mayúsculas.	"Haz" u/c. "tiras" l/c
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen y contestan preguntas.	Change "mientras hacen y contestan" to "al hacer y contestar"
Editorial Change	Publisher	Teacher	9781950578900	107	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	108	Book 1	Main title: Gráfico de Formación de Letras Minúsculas	"formación", "letras" and "minúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578900	108	Book 2 Unit 2	Unidad 2: Semana 9 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	108	Book 2 Unit 2	Leftmost column	"alfabetización", "matemáticas" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	108	Book 2 Unit 2	"Día 2" column	Change "mano de ayuda" to "mano auxiliar". "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	109	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	109	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	109	Book 2 Unit 2	"Día 4" column	Change both instances of "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	109	Book 2 Unit 2	"Día 5" column	Change both instances of "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Main title: Cuentos de Números	"números" l/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 1 description	"esquina" and "inicio" l/c. "Línea" and "Grande" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 2 description	"esquina" and "inicio" l/c. "Curva" and "Grande" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 3 description	"esquina" l/c. Both instances of "Curva" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 4 description	"esquina" l/c. "Línea", "Pequeña" and "Grande" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 5 description	"esquina" l/c. All instances of "Línea", "Pequeña" and "Curva" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 6 description	"Línea" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 7 description	Both instances of "Línea" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	110	Book 1	Number 9 description	"Línea", "Curva", "Grande" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578900	110	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	110	Book 2 Unit 2	mira como construyo la H.	"Mira" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Main title: Tabla para la Formación de los números	"formación" l/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 1 description	"Grande" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 2 description	"Grande" and "Pequeña" u/c

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Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 3 description	Both instances of "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 4 description	Both instances of "Pequeña" u/c. "Grande" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 5 description	All instances of "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 6 description	"Grande" u/c. "gira" l/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 7 description	"Grande" and "Pequeña" u/c
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 9 description	"Grande" and "Pequeña" u/c; delete period at end
Editorial Change	Publisher	Teacher	9781950578412	111	Book 1	Number 10 description	Both instances of "Grande" u/c
Editorial Change	Publisher	Teacher	9781950578900	111	Book 2 Unit 2	• Aplicación PreKITT: Piezas de madera 3	Delete
Editorial Change	Publisher	Teacher	9781950578900	111	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	111	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	112	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	112	Book 1	Table "Semana 1" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", both instances of "oral" and "sociales" l/c. Change "Ten Little Fingers" to "Diez dedos pequeños".
Editorial Change	Publisher	Teacher	9781950578412	112	Book 1	Table "Semana 2" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c.
Editorial Change	Publisher	Teacher	9781950578412	112	Book 1	Table "Semana 3" (from left to right)	"alfabetización", "preparación", "escritura", all instances of "matemáticas", "oral" and "sociales" l/c.
Editorial Change	Publisher	Teacher	9781950578900	112	Book 2 Unit 2	Los niños reconocen y nombran las letras mayúsculas.	Replace with "Los niños reconocen la letra H y su sonido." (the H is in bold)
Editorial Change	Publisher	Teacher	9781950578900	112	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	112	Book 2 Unit 2	Under "Materiales:" (second table)	"mayúscula" l/c (reverted to u/c in second pass)
Editorial Change	Publisher	Teacher	9781950578900	112	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	113	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	113	Book 1	Column "Día 4" (from top to bottom)	Both instances of "álgebra", "igual", "diferente" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578412	113	Book 1	Column "Día 5" (from top to bottom)	All instances of "respuestas", "dentro" and "fuera" l/c
Editorial Change	Publisher	Teacher	9781950578900	113	Book 2 Unit 2	Has cogido una manzana.	Replace with "Tomaste una manzana"
Editorial Change	Publisher	Teacher	9781950578900	113	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	113	Book 2 Unit 2	Los niños aprenden que las personas hablan diferentes idiomas y hacen un gráfico.	Delete "y hacen un gráfico". Add a period at the end of the sentence
Editorial Change	Publisher	Teacher	9781950578900	113	Book 2 Unit 2	Repite después de mí: hola.	"Hola" u/c
Editorial Change	Publisher	Teacher	9781950578900	113	Book 2 Unit 2	Repite después de mí: ni hao.	Change "ni hao" to "Ni hão"
Editorial Change	Publisher	Teacher	9781950578412	114	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	114	Book 1	Table "Semana 4" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c.
Editorial Change	Publisher	Teacher	9781950578412	114	Book 1	Table "Semana 5" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "1" to "1"

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Editorial Change	Publisher	Teacher	9781950578412	114	Book 1	Table "Semana 6" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Ll" to "Ll". Change "L" to "L". Change "1" to "1". Both instances of "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578900	114	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	115	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	115	Book 1	Column "Día 3" (from top to bottom)	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578412	115	Book 1	Column "Día 4" (from top to bottom)	Change "Ll" to "Ll"
Editorial Change	Publisher	Teacher	9781950578412	115	Book 1	Column "Día 5" (from top to bottom)	Change "Hot Air Balloon" to "Globo Aerostático". All instances of "respuestas", "antes" y "después" l/c. Change "Ll" to "Ll"
Editorial Change	Publisher	Teacher	9781950578900	115	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	115	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	115	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	116	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	116	Book 1	Table "Semana 7" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Ff" to "Ff". Change "F" to "F". Change "2" to "2"
Editorial Change	Publisher	Teacher	9781950578412	116	Book 1	Table "Semana 8" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Ee" to "Ee". Change "E" to "E". Change "2" to "2". "actividad" and "sé los" l/c
Editorial Change	Publisher	Teacher	9781950578412	116	Book 1	Table "Semana 9" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Hh" to "Hh". Change "H" to "H". Change "3" to "3".
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Unidad 2: Semana 9, Día 4	Change ", " to ":",
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Under "Materiales:" (second table)	Change "capital" to "mayúscula". Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Usa las tiras para practicar las mayúsculas (Capital Practice Strips).	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Demuestra cada letra en tu tira y espera a que el niño te imite diciendo Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Envía a casa tiras para practicar las mayúsculas (Capital Practice Strips) y el recurso Letras Mayúsculas en Imprinta para los padres.	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula". "mayúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578900	116	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	117	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	117	Book 1	Column "Día 3" (from top to bottom)	"escritura", "nombre", "sé los" and "geometría" l/c
Editorial Change	Publisher	Teacher	9781950578412	117	Book 1	Column "Día 4" (from top to bottom)	Add "la" before Ee. "sociales" l/c. Add "la" before Hh.
Editorial Change	Publisher	Teacher	9781950578412	117	Book 1	Column "Día 5" (from top to bottom)	All instances of "respuestas" l/c. Add "la" before Ee. Both instances of "sé los" l/c. The "2" after "Yo sé los Números" should not be in bold. Add "la" before Hh.

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Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones". Change "Cuenta" to "Cuentas"
Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Canten y bailen al ritmo de "Cuenta conmigo".	Change "Cuenta" to "Cuentas"
Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Los niños sujetan tres crayolas	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Coloquen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	117	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	118	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	118	Book 1	Table "Semana 10" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c. Change "Tt" to "Tt". Change "T" to "T". Change "3" to "3"
Editorial Change	Publisher	Teacher	9781950578412	118	Book 1	Table "Semana 11" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c. Change "li" to "li". Change "I" to "I". Change "4" to "4". Add "la" before "I" in both instances in "Sonido de I"
Editorial Change	Publisher	Teacher	9781950578412	118	Book 1	Table "Semana 12" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Uu" to "Uu". Change "U" to "U". Change "4" to "4". "sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Unidad 2: Semana 9, Día 5	Change ", " to ":"
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	felicidad, tristeza, temor, enojo u otros.	"Felicidad" u/c
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	¿Qué está sucediendo? (Está comiendo). ¿Cómo te sientes cuando estás comiendo? ¿Cómo se siente la señorita Muffet? (Feliz). ¡Levanta la carita sonriente!	Replace with: "Describe un escenario a un niño voluntario y pídele que haga una mueca que demuestre cómo se sentirían. Haz que la clase nombre el sentimiento."
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	¿Qué está sucediendo? ¿Cómo se siente la señorita Muffet?	Add " ¿Te sentirías igual? " (in bold) after this
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Describe situaciones y pide a los niños que levanten la "carita de sentimiento" que muestra cómo se sentirían.	Replace with: "Discute con los niños acerca de cómo tenemos distintos sentimientos."
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Los niños aprenden a trazar en el aire y a escribir la letra H.	Delete "trazar en el aire y a"
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Los niños colocan la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	118	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	119	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	119	Book 1	Column "Día 3" (from top to bottom)	Add "la" before Tt. All instances of "nombre" l/c. "sé los" and "oral" l/c. All instances of "escritura" l/c. "conocimiento" l/c.
Editorial Change	Publisher	Teacher	9781950578412	119	Book 1	Column "Día 4" (from top to bottom)	Add "la" before Tt. Both instances of "oral" l/c. "sé los" and both instances of "sociales" l/c. Add "la" before Uu.
Editorial Change	Publisher	Teacher	9781950578412	119	Book 1	Column "Día 5" (from top to bottom)	Add "la" before Tt. "oral" l/c. All instances of "sé los" and "respuestas" l/c. The "3" and "4" after "Yo sé los Números" should not be in bold. Add "la" before li. "conocimientos" l/c.

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Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Canten y bailen al ritmo de "Cabeza, hombros, rodillas y pies".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	119	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	120	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	120	Book 1	Title: Unidad 3: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578412	120	Book 1	Table "Semana 13" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Cc" to "Cc". "Mágica" u/c. Change "5" to "5"
Editorial Change	Publisher	Teacher	9781950578412	120	Book 1	Table "Semana 14" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Oo" to "Oo". Change "O" to "O". Missing translation for "Circle" (translated as "Círculo" in second pass). Change "5" to "5". Both instances of "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	120	Book 1	Table "Semana 15" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Qq" to "Qq". Change "Q" to "Q". Change "6" to "6". Add "la" before Q in "Sonido de Q"
Editorial Change	Publisher	Teacher	9781950578900	120	Book 2 Unit 2	First paragraph	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	120	Book 2 Unit 2	Leftmost column	"matemáticas" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	120	Book 2 Unit 2	"Día 2" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	121	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	121	Book 1	Column "Día 3" (from top to bottom)	Both instances of "nombre" l/c. "escritura" and "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	121	Book 1	Column "Día 4" (from top to bottom)	Add "la" before Cc. "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	121	Book 1	Column "Día 5" (from top to bottom)	Add "la" before Cc. "oral" l/c. Both instances of "sé los" l/c. Change "P y R" to "Preguntas y respuestas".
Editorial Change	Publisher	Teacher	9781950578900	121	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	121	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	121	Book 2 Unit 2	"Día 4" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	121	Book 2 Unit 2	"Día 5" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	122	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	122	Book 1	Title: Unidad 3: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578412	122	Book 1	Table "Semana 16" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Gg" to "Gg". Change "G" to "G". Change "6" to "6". Both instances of "sé los" l/c.

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Editorial Change	Publisher	Teacher	9781950578412	122	Book 1	Table "Semana 17" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Ss" to "Ss". Change "S" to "S". Change "7" to "7".
Editorial Change	Publisher	Teacher	9781950578412	122	Book 1	Table "Semana 18" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Jj" to "Jj". Change "J" to "J". Change "7" to "7". Both instances of "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Unidad 2: Semana 10, Día 1	Change "," to ":"
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Canten y bailen al ritmo de "Patatas de ave".	Change "ave" to "pájaros"
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Under "Materiales:" (first table)	Change "ave" to "pájaros"
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Aprender la letra T usando Mayúsculas con las Tarjetas de Letras y el Mat para Piezas de Madera	"mayúsculas", "tarjetas" (reverted to u/c in second pass), "letras", "piezas" and "madera" l/c
Editorial Change	Publisher	Teacher	9781950578900	122	Book 2 Unit 2	Repite el paso cuatro en el Mat usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578412	123	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	123	Book 1	Column "Día 3" (from top to bottom)	"sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	123	Book 1	Column "Día 4" (from top to bottom)	"sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	123	Book 1	Column "Día 5" (from top to bottom)	All instances of "sé los" l/c. Change all instances of "P y R" to "Preguntas y respuestas". Change "Yo Sé Los Números del 6" to "Yo Sé Los Números 6" (the 6 should not be in bold). Change "Yo Sé Los Números del 7" to "Yo Sé Los Números 7" (the 7 should not be in bold).
Editorial Change	Publisher	Teacher	9781950578900	123	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	123	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	124	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	124	Book 1	Table "Semana 19" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Dd" to "Dd". Change "D" to "D". Change "8" to "8"
Editorial Change	Publisher	Teacher	9781950578412	124	Book 1	Table "Semana 20" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Pp" to "Pp". Change "P" to "P". Change "8" to "8". Both instances of "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	124	Book 1	Table "Semana 21" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Bb" to "Bb". Change "B" to "B". Change "9" to "9"
Editorial Change	Publisher	Teacher	9781950578900	124	Book 2 Unit 2	Unidad 2: Semana 10, Día 2	Change "," to ":"
Editorial Change	Publisher	Teacher	9781950578900	124	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	124	Book 2 Unit 2	Under "Materiales:" (second table)	"mayúscula" l/c (reverted to u/c in second pass)
Editorial Change	Publisher	Teacher	9781950578900	124	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	125	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	125	Book 1	Column "Día 3" (from top to bottom)	"sé los" l/c.

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Editorial Change	Publisher	Teacher	9781950578412	125	Book 1	Column "Día 4" (from top to bottom)	"sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	125	Book 1	Column "Día 5" (from top to bottom)	Change all instances of "P y R" to "Preguntas y respuestas". Both instances of "sé los" l/c. Change "Yo Sé Los Números del 8" to "Yo Sé Los Números 8" (the 8 should not be in bold). Insert G glyph in "C, O, Q, G, S, J, D, P".
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Los niños encuentran formas similares de diferentes tamaños.	Replace with: "Los niños emparejan figuras de diferentes formas."
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Under "Materiales:"	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Elige las páginas de Yo Sé Los Números cuadernillo 3, que quieres completar.	sé los l/c
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Under "Materiales:" (second table)	Add to Materials: - (add A Click Away icon) Aprender a usar hilo dental -Frijoles blancos, cuentas, mini malvaiscos para simular dientes -Pegamento
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Conversen sobre cómo los niños se cepillan y usan hilo dental.	Replace with: "Conversen sobre los pasos a seguir al cepillarse los dientes y hablen sobre cómo los niños usarán el hilo dental cuando sean un poco mayores."
Editorial Change	Publisher	Teacher	9781950578900	125	Book 2 Unit 2	Forma parejas con los niños. Los niños toman turnos para ser "la persona que usa el hilo dental" y "los dientes"	Replace with: "Conversen sobre los pasos a seguir al cepillarse los dientes y hablen sobre cómo los niños usarán el hilo dental cuando sean un poco mayores."
Editorial Change	Publisher	Teacher	9781950578412	126	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	126	Book 1	Table "Semana 22" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Rr" to "Rr". Change "R" to "R". Change "9" to "9". "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578412	126	Book 1	Table "Semana 23" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Kk" to "Kk". Change "K" to "K". Change "10" to "10".
Editorial Change	Publisher	Teacher	9781950578412	126	Book 1	Table "Semana 24" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" l/c. Change "Aa" to "Aa". Change "A" to "A". Change "10" to "10". "sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Unidad 2: Semana 10, Día 3	Change "," to ":"
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Introduce la actividad nombrando objetos en la caja y pidiendo a los niños que repitan.	Change "Introduce" to "Presenta"
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"

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Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Usa las tiras para practicar las mayúsculas (Capital Practice Strips).	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	...espera a que el niño te imite diciendo Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	126	Book 2 Unit 2	Envía a casa tiras para practicar las mayúsculas (Capital Practice Strips) y el recurso Letras Mayúsculas en Imprenta para los padres.	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula". "mayúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578412	127	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	127	Book 1	Column "Día 3" (from top to bottom)	"álgebra" l/c.
Editorial Change	Publisher	Teacher	9781950578412	127	Book 1	Column "Día 4" (from top to bottom)	"sé los" l/c. Change ""Tengo diez pequeños dedos" to "Diez dedos pequeños"
Editorial Change	Publisher	Teacher	9781950578412	127	Book 1	Column "Día 5" (from top to bottom)	Change all instances of "P y R" to "Preguntas y respuestas". All instances of "sé los" l/c. Change "Yo Sé Los Números del 9" to "Yo Sé Los Números 9". Change "Yo Sé Los Números del 10 " to "Yo Sé Los Números 10" (the 10 should not be in bold).
Editorial Change	Publisher	Teacher	9781950578900	127	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	127	Book 2 Unit 2	Elige las páginas de Yo Sé Los Números cuadernillo 3, que quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	127	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	127	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	128	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c
Editorial Change	Publisher	Teacher	9781950578412	128	Book 1	Title: Unidad 5: Máquinas	Change "Máquinas" to " Las máquinas " (in bold)
Editorial Change	Publisher	Teacher	9781950578412	128	Book 1	Table "Semana 25" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c. Change "Mm" to " Mm ". Change "M" to " M ".
Editorial Change	Publisher	Teacher	9781950578412	128	Book 1	Table "Semana 26" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c. Change "Nn" to " Nn ". Change "N" to " N ". Change ": La unión hace la fuerza" to "con la familia de palabras -ana" (delete colon in second pass).
Editorial Change	Publisher	Teacher	9781950578412	128	Book 1	Table "Semana 27" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c. Change "Vv/Ww" to " Vv/Ww ". Change "V y W" to " V y W ". (the "y" should not be in bold)
Editorial Change	Publisher	Teacher	9781950578900	128	Book 2 Unit 2	Unidad 2: Semana 10, Día 4	Change ", " to ":"
Editorial Change	Publisher	Teacher	9781950578900	128	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	128	Book 2 Unit 2	Introduce la canción usando gestos manuales o imágenes que ayuden a los niños a comprender el vocabulario.	Change "Introduce" to "Presenta"
Editorial Change	Publisher	Teacher	9781950578900	128	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	129	Book 1	Main title: Alcance y Secuencia	"secuencia" l/c

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Editorial Change	Publisher	Teacher	9781950578412	129	Book 1	Column "Día 5" (from top to bottom)	Change ""Little Miss Muffet"" to ""Pequeña Señorita Muffet"". Change all instances of "P y R" to "Preguntas y respuestas"
Editorial Change	Publisher	Teacher	9781950578900	129	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	129	Book 2 Unit 2	Elige las páginas de Yo Sé Los Números cuadernillo 3, que quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	129	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	129	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578412	130	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	130	Book 1	Title: Unidad 5: Máquinas	Change "Máquinas" to " Las máquinas " (in bold)
Editorial Change	Publisher	Teacher	9781950578412	130	Book 1	Table "Semana 28" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c. Change "Xx" to " Xx ". Change "X" to " X ".
Editorial Change	Publisher	Teacher	9781950578412	130	Book 1	Table "Semana 29" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c. Change "Yy" to " Yy ". Change "Y" to " Y ".
Editorial Change	Publisher	Teacher	9781950578412	130	Book 1	Table "Semana 30" (from left to right)	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and both instances of "sociales" I/c. Change "Zz" to " Zz ". Change "Z" to " Z ".
Editorial Change	Publisher	Teacher	9781950578900	130	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	130	Book 2 Unit 2	Revisa la forma correcta de sostener la crayola con la canción "¡La canción de la crayola!"	Change "la crayola" to "el crayón". Change "de la crayola" to "del crayón". Add a "!" after "¡La canción del crayón"
Editorial Change	Publisher	Teacher	9781950578900	130	Book 2 Unit 2	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	130	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "de la crayola" to "del crayón"
Editorial Change	Publisher	Teacher	9781950578900	130	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	131	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	131	Book 1	Column "Día 4" (from top to bottom)	"sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578412	131	Book 1	Column "Día 5" (from top to bottom)	Change all instances of "P y R" to "Preguntas y respuestas"
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Under "Materiales:" (first table)	"oro" (in italics) and "sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Lee Ricitos de Oro y los tres osos.	"oro" I/c (in italics)
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Mira el tamaño de los osos y habla sobre ello en Yo Sé Los Números.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Envía a casa Yo Sé Los Números cuadernillo 3 para que los niños lo completen con sus padres.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	131	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	132	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	132	Book 1	Title: Unidad 6: Animales	Change "Animales" to " Los animales " (in bold)

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Editorial Change	Publisher	Teacher	9781950578412	132	Book 1	Table "Semana 31" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578412	132	Book 1	Table "Semana 32" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578412	132	Book 1	Table "Semana 33" (from left to right)	alfabetización, "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578900	132	Book 2 Unit 2	First paragraph	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	132	Book 2 Unit 2	Leftmost column	"matemáticas" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	132	Book 2 Unit 2	"Día 2" column	Change "¡C de conejo! Conversen sobre los conejos domésticos y los conejos salvajes." to "I es de insecto. Los insectos viven en toda la Tierra." (the I is in bold)
Editorial Change	Publisher	Teacher	9781950578412	133	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	133	Book 1	Column "Día 4" (from top to bottom)	"crear" I/c.
Editorial Change	Publisher	Teacher	9781950578412	133	Book 1	Column "Día 5" (from top to bottom)	Change all instances of "P y R" to "Preguntas y respuestas"
Editorial Change	Publisher	Teacher	9781950578900	133	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	133	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar". Change "Coloca recortes de la letra C alrededor del aula y haz que los niños busquen todas las C que haya." to "Coloca recortes de la letra I alrededor del aula y haz que los niños busquen todas las I que haya."
Editorial Change	Publisher	Teacher	9781950578900	133	Book 2 Unit 2	"Día 4" column	Change "mano de ayuda" to "mano auxiliar". "sociales" I/c. Change "cinco" to "4"
Editorial Change	Publisher	Teacher	9781950578900	133	Book 2 Unit 2	"Día 5" column	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	134	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	134	Book 1	Title: Unidad 6: Animales	Change "Animales" to " Los animales " (in bold)
Editorial Change	Publisher	Teacher	9781950578412	134	Book 1	Table "Semana 34" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and both instances of "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578412	134	Book 1	Table "Semana 35" (from left to right)	"alfabetización", "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578412	134	Book 1	Table "Semana 36" (from left to right)	alfabetización, "preparación", "escritura", both instances of "matemáticas", "oral" and "sociales" I/c.
Editorial Change	Publisher	Teacher	9781950578900	134	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	134	Book 2 Unit 2	Aprender la letra I usando Mayúsculas con las Tarjetas de Letras y el Mat para Piezas de Madera	"mayúsculas", "tarjetas", "letras", "piezas" and "madera" I/c
Editorial Change	Publisher	Teacher	9781950578900	134	Book 2 Unit 2	Under "Materiales:" (second table)	Add this item before "Aplicación PreKITT: Piezas de madera, I": Recursos PreKITT: "Un gran músico soy"
Editorial Change	Publisher	Teacher	9781950578900	134	Book 2 Unit 2	Repite el paso cuatro en el Mat usando Mi turno, Tu turno.	"tu" I/c
Editorial Change	Publisher	Teacher	9781950578412	135	Book 1	Main title: Alcance y Secuencia	"secuencia" I/c
Editorial Change	Publisher	Teacher	9781950578412	135	Book 1	Column "Día 5" (from top to bottom)	Change all instances of "P y R" to "Preguntas y respuestas"
Editorial Change	Publisher	Teacher	9781950578900	135	Book 2 Unit 2	Under "Materiales:" (first table)	Delete "• Aplicación PreKITT: Letter & Number Formations (Formación de letras y números), 4"

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Editorial Change	Publisher	Teacher	9781950578900	135	Book 2 Unit 2	Introduce el número 4 usando el Mat para piezas de madera.	Change "Introduce" to "Presenta"
Editorial Change	Publisher	Teacher	9781950578900	135	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	135	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Main title: Ejemplo de Horario y Horarios Alternativos	"horario", "horarios" and "alternativos" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	First line	Change "Pre-kínder" to "prekínder"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Title: Programas de Preescolar de 3 Días y con Menos de 36 Semanas en un Año Escolar	"preescolar", "días", "menos", "semanas", "año" and "escolar" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Last line of the second paragraph	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Title: Programas de Preescolar de Medio Día y Día Completo	"preescolar", "medio", "día", "día" and "completo" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Third paragraph	Change both instances of "Pre-kínder" to "prekínder"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Title: Medio día Pre-Kínder: Horario de Clases AM (PM)	Change "Pre-kínder" to "prekínder". "clases" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	Title: Horario Completo de Clases de Pre-Kínder	"completo" and "clases" I/c. Change "Pre-kínder" to "prekínder"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	First line after "8:15–8:55" (left column)	Change "libres" to "libre"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	After "9:25–9:40"	Change "libres" to "libre". Delete one space between "por" and "el maestro"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	After "9:40–10:10"	Change "libres" to "libre"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	After "10:10–10:20"	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	First line after "8:15–8:55" (right column)	Change "libres" to "libre"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	First line after "8:55–9:35"	Change "libres" to "libre"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	After "10:05–10:55"	Change "libres" to "libre"
Editorial Change	Publisher	Teacher	9781950578412	136	Book 1	After "12:25–12:40"	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	136	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578412	137	Book 1	Title: Literacy, Writing, and Pre-K Readiness	Replace with "Alfabetización, escritura y preparación"
Editorial Change	Publisher	Teacher	9781950578900	137	Book 2 Unit 2	Under "Materiales:" (first table)	Change "2" x 3"" to "2 x 3". Delete "• Aplicación PreKITT: Letter & Number Formations (Formación de letras y números), 4"
Editorial Change	Publisher	Teacher	9781950578900	137	Book 2 Unit 2	Coloca un tablero de formas de 2"x 3" en frente de cada par de niños con el lado del rompecabezas hacia arriba.	Change "2" x 3"" to "2 x 3"
Editorial Change	Publisher	Teacher	9781950578900	137	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"

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Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	Usa las tiras para practicar las mayúsculas (Capital Practice Strips).	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	...espera a que el niño te imite usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	138	Book 2 Unit 2	Envía a casa tiras para practicar las mayúsculas (Capital Practice Strips) y el recurso Letras Mayúsculas en Imprenta para los padres.	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula". "mayúsculas" l/c
Editorial Change	Publisher	Teacher	9781950578900	139	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	139	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	140	Book 2 Unit 2	Los niños usan palabras para describir las características de un objeto o de una persona.	Replace with "Los niños usan sus sentidos para identificar las características de los objetos."
Editorial Change	Publisher	Teacher	9781950578900	140	Book 2 Unit 2	Revisa la l e introduce la i y su sonido	Change "introduce" to "presenta"
Editorial Change	Publisher	Teacher	9781950578900	140	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	140	Book 2 Unit 2	Observa la lateralidad y el uso de la mano de ayuda.	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Pongan la crayola sobre la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Before bullet point 1	Insert step 1: "La familia son las personas con las que vivimos." Then, make item 1 be 2 and so on
Editorial Change	Publisher	Teacher	9781950578900	141	Book 2 Unit 2	Da a los niños papel y crayolas para dibujar.	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Los niños hacen conexiones personales con las historias.	Change "con las historias" to "entre sí mismos y los personajes de las historias."
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	¿Cómo creen que se siente Isabel? Sabemos cómo se debe sentir Isabel porque también hemos tenido cumpleaños.	Replace with: "Haz que los niños le pregunten a un compañero sobre algún momento en el cual se sintieron emocionados. Luego, haz que los niños compartan su respuesta con la clase."
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Pide a los niños que hagan un dibujo que muestre cómo se sintieron en su cumpleaños.	Replace with: "Discute con los niños acerca de cómo tenemos distintos sentimientos."
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	142	Book 2 Unit 2	Los niños ponen la crayola en la flecha	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Los niños practican contar.	Add "hasta 4." after this
Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Pide a los niños que señalen las piernas del animal de peluche.	Replace with: "Luego haz que los niños señalen y cuenten las patas del animal de juguete."
Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Observa a los niños mientras cantan contigo. ¿Los niños entienden el concepto de adelante y atrás?	Replace with: "Observa a los niños mientras cuentan contigo. ¿Cuentan hasta el 4 correctamente?" (the 4 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	143	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	144	Book 2 Unit 2	First paragraph	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	144	Book 2 Unit 2	Leftmost column	"matemáticas" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	144	Book 2 Unit 2	"Día 1" column	Change both instances of "mano de ayuda" to "mano auxiliar". Drop "escuchar/" to the next line
Editorial Change	Publisher	Teacher	9781950578900	144	Book 2 Unit 2	"Día 2" column	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	145	Book 2 Unit 2	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	145	Book 2 Unit 2	"Día 3" column	Change "mano de ayuda" to "mano auxiliar". Drop "escuchar/" to the next line
Editorial Change	Publisher	Teacher	9781950578900	145	Book 2 Unit 2	"Día 4" column	Change "mano de ayuda" to "mano auxiliar". "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	146	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	146	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578412	147	Book 1 Índice	Add Index	Add content: 4 Squares More Squares®, 23, 86 actividad con las manos, 74 actividades dirigidas por el maestro, Ver actividades dirigidas por los maestros. actividades dirigidas por los maestros, 45, 47, 49, 51, 52, 56, 59, 61, 64-66, 67, 68, 69, 70, 71, 72, 75, 77, 78, 79, 80-81, 83, 85, 87, 89 actividades dirigidas por los niños, 68, 70, 73, 83, 85, 87, 89 actividades multisensoriales de habilidades de preparación y escritura, 54-83 A-B-C Touch & Flip Cards®, 70 actividad con las manos, 74 actividades dirigidas por los maestros, 56, 59, 61, 64-66, 67, 68, 69, 70, 71, 72, 75, 76, 77, 78, 79, 80-81 actividades dirigidas por los niños, 68, 70, 73 álbum de música Sing, Sound & Count With Me, 54 álbum de música Get Set for School Sing Along, 55 consejos, 54, 55, 56, 58, 59, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 75, 76, 78, 79, 80 enseñanza del agarre del crayón, 57 demostración del agarre: estándar o alternativo, 57 crayones/lápices pequeños, 57 Enseña el agarre con "¡La canción del crayón!", 58 escritura del nombre, 78-80 mayúsculas, 78 juego magnético de pizarra y letras minúsculas, 79 escritura en el aire, 71 estrecha mi mano, 56 habilidades para colorear, 60 hacer, cantar y dibujar a Mat Man, 64 juego con piezas de madera, 61-63 juego magnético de pizarra y letras minúsculas, 76
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Los niños aprenden matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 4 al colorear, contar, construir, rimar y cantar." (the 4 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Revisa el 4 utilizando Yo Sé Los Números	"sé los" I/c.

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Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Entrega a cada niño Yo Sé Los Números cuadernillo 4. Mirarn la pizarra en la portada.	"sé los" l/c. Change "Mirarn" to "Miren"
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	147	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578412	148	Book 1 Índice	Add Index	Add content: consejos para la transición, 33 consejos para letras mayúsculas y minúsculas, 45 consejos para Sound Around Box™ y PreK TT, 49 consulta de la información digital, 37 conteo y números, 28, 29, 30, 31 control del salón de clases, 33 ciencias y estudios sociales, 33 consejos para la transición, 33 cuidado de materiales, 33 lenguaje oral, 33 plan diario, 33 planificar con anticipación, 33 crayones Flip Crayons®, 19, 57 cuentos de números, 110 currículo de acuerdo al desarrollo, 7 Departamento de Educación de EE. UU., 37 dibujar y dibujo, 14, 17, 36, 50, 55, 64, 65 ejemplo de horario y horarios alternativos, 136 enseñanza del agarre del crayón, 57 crayones/lápices pequeños, 57 demostración del agarre: estándar o alternativo, 57 Enseña el agarre con "¡La canción del crayón!", 58 enseñanza multisensorial, 40 centros dirigidos por los maestros, 40 centros dirigidos por los niños, 41 centros y actividades multisensoriales, 40 enseñanza progresiva, 16 Mi Primer Libro Escolar, 17 Mi Primer Libro en Minúsculas, 17
Editorial Change	Publisher	Teacher	9781950578900	148	Book 2 Unit 2	Los niños reconocen y ordenan las letras mayúsculas	Add a period at the end of the sentence
Editorial Change	Publisher	Teacher	9781950578900	148	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578412	149	Book 1 Índice	Add Index	Add content: conciencia de lo impreso, 11 conciencia fonológica, 10 conocimiento del alfabeto, 10, 14 habilidades de preparación y escritura, 8, 14, 28, 29, 32 garabatear, 28 línea vertical, horizontal, 29 lenguaje oral, 9, 24, 33 mano auxiliar, 30, 31 orden de desarrollo de las letras mayúsculas, 17 patrones y álgebra, 21 habilidades de estudios sociales geografía, 27 habilidades de matemáticas bloques y construcciones, 30, 31 conteo y números, 28, 29, 30, 31 geometría, 20 medición y tiempo, 21 números y operaciones, 20 patrones y álgebra, 21 clasificación y comparación, 30, 31 juguetes y rompecabezas, 30, 31 probabilidad y representación de datos, 21 habilidades de preparación y escritura, 8, 14, 28, 29, 30, 31, 32 actividades multisensoriales, 54-83 agarre, 28, 29, 30, 31 áreas, descripciones de las, 14 colores y colorear, 15 conocimiento del alfabeto, 14
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Los niños reconocen círculos, triángulos, rectángulos y cuadrados dentro de un grupo.	Delete "dentro de un grupo". Delete the additional space before the period
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones". Add the bullet: Recipientes etiquetados con los nombres de las figuras
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Elige las páginas de Yo Sé Los Números cuadernillo 4, que quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Siéntense sobre una forma con cuatro lados.	After this, add: " Pon un círculo en el recipiente etiquetado "Círculos" (repite con otras formas).
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Cuando entiendan la actividad, permite que un niño sea Simón. Repite.	Replace with: "Demuestra y ayuda a un ayudante a lavarse bien las manos mientras cantan "Feliz cumpleaños" dos veces.". After that, insert step 5: "Pídeles a todos que practiquen lavarse las manos igual que el ayudante."
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	¡Mirarn! ¡Mis manos están llenas de gérmenes!	Change "Mirarn" to "Miren"
Editorial Change	Publisher	Teacher	9781950578900	149	Book 2 Unit 2	Conversen acerca de los momentos en que los niños necesitan lavarse las manos: antes de comer, después de ir al baño, después de estornudar o toser, etc.	Replace with: "Pide a los niños que te den ejemplos de cuándo deben lavarse las manos. Modela: Antes de comer una merienda, debo lavarme las manos. Motiva a los niños a seguir tu ejemplo."

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Editorial Change	Publisher	Teacher	9781950578412	150	Book 1 Índice	Add Index	Add content: línea vertical, horizontal, 29 listas de observación y de verificación en el aula, 95 mano auxiliar, 28, 29, 30, 31 Mat Man hacer, cantar y dibujar a, 64 serie de libros, 13 mat para piezas de madera, 67 materiales, cuidado de, 33 mayúsculas, mat para piezas de madera, 19 medición y tiempo, 21 mesas de enseñanza, 33 mi familia y yo, 27 Mi Libro, 13 Mi Primer Libro de Minúsculas, 17 Mi Primer Libro Escolar, 17 motricidad fina, 14, 15, 16, 23, 29, 55, 57, 68, 72, 88 motricidad gruesa, 47, 55, 136 música, 6, 8, 9, 13, 19, 23, 33, 34, 43, 54, 55, 58, 61, 94, 97, 98, 105, 136 My LWT, 35 recursos adicionales, 35 NAEYC, 36, 96, 104 números y matemáticas, 9, 20, 28, 29, 30, 31, 32 áreas, descripciones de las, 20 geometría, 20 medición y tiempo, 21 números y operaciones, 20 patrones y álgebra, 21 probabilidad y representación de datos, 21
Editorial Change	Publisher	Teacher	9781950578900	150	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	150	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	150	Book 2 Unit 2	Usa las tiras para practicar las mayúsculas (Capital Practice Strips).	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula".
Editorial Change	Publisher	Teacher	9781950578900	150	Book 2 Unit 2	...espera a que el niño te imite diciendo Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	150	Book 2 Unit 2	Envía a casa tiras para practicar las mayúsculas (Capital Practice Strips) y el recurso Letras Mayúsculas en Imprenta para los padres.	Change "Capital Practice Strips" to "Tiras de práctica de mayúscula". "mayúscula" l/c
Editorial Change	Publisher	Teacher	9781950578900	151	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	151	Book 2 Unit 2	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	152	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	152	Book 2 Unit 2	Under "Qué estamos aprendiendo:"	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	153	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	153	Book 2 Unit 2	Elige qué páginas de Conozco Los Números cuadernillo 4, quieres completar con los niños.	Change "Conozco Los Números" to "Yo sé los Números"
Editorial Change	Publisher	Teacher	9781950578900	153	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	153	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	153	Book 2 Unit 2	Entrega papel y crayolas a cada niño	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Fix the image in Spanish. Replace text with UVA	N/A
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Mirarn, tenemos una uva.	Change "Mirarn" to "Miren"

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Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Observa la lateralidad y el uso de la mano de ayuda.	Change "mano de ayuda" to "mano auxiliar"
Editorial Change	Publisher	Teacher	9781950578900	154	Book 2 Unit 2	Wet-Dry-Try en la pizarra.	run in
Editorial Change	Publisher	Teacher	9781950578900	155	Book 2 Unit 2	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	155	Book 2 Unit 2	Elige las páginas de Yo Sé Los Números cuadernillo 4, que quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	155	Book 2 Unit 2	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	155	Book 2 Unit 2	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	155	Book 2 Unit 2	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	157	Book 2 Unit 3	Unidad 3: Comunidad y Juego	"juego" I/c
Editorial Change	Publisher	Teacher	9781950578900	158	Book 2 Unit 3	Unidad 3: Semana 13 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	158	Book 2 Unit 3	First paragraph	"sociales" and "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	158	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	158	Book 2 Unit 3	"Día 1" column	"oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	158	Book 2 Unit 3	"Día 2" column	"sociales" I/c. The "C" in "¡C de conejo!" must not be in bold.
Editorial Change	Publisher	Teacher	9781950578900	159	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	159	Book 2 Unit 3	"Día 3" column	"oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	159	Book 2 Unit 3	"Día 5" column	Change "las crayolas" to "los crayones". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Los niños aprenden a dividir oraciones en palabras.	Replace with: "Los niños cuentan cuántas palabras hay en una oración."
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Observa a los niños mientras dicen las oraciones sin señalar.	Change "mientras dicen las oraciones sin señalar" to "mientras cuentan las palabras en una oración"
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" I/c
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Canta y escribe en el aire al ritmo de "La C Mágica", con el Conejo de la C Mágica.	"conejo" I/c
Editorial Change	Publisher	Teacher	9781950578900	160	Book 2 Unit 3	Repite el paso cuatro el Mat usando Mi turno, Tu turno.	"tu" I/c
Editorial Change	Publisher	Teacher	9781950578900	161	Book 2 Unit 3	Los niños reconocen que el orden y la disposición de los objetos no afectan al total.	Replace with: "Los niños reconocen que el orden y la posición de objetos no afecta el número total de objetos."
Editorial Change	Publisher	Teacher	9781950578900	161	Book 2 Unit 3	Revisa el 5 con las piezas de madera sobre el Mat.	"mat" I/c (reverted to u/c in second pass)
Editorial Change	Publisher	Teacher	9781950578900	161	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	161	Book 2 Unit 3	Los niños hacen una fila y cuentan. Cambiar lugares y hacer que los niños cuenten nuevamente.	Replace with: "Pídeles a los niños que alineen más Tag Bags rojas y verdes y las cuenten de nuevo para hallar el total."
Editorial Change	Publisher	Teacher	9781950578900	161	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	162	Book 2 Unit 3	Los niños reconocen y nombran letras mayúsculas.	Replace with: "Los niños reconocen la letra C y su sonido." (the C is in bold)
Editorial Change	Publisher	Teacher	9781950578900	162	Book 2 Unit 3	Observa a los niños mientras participan. ¿Entienden qué tienen los elementos en común?	Replace with: "¿Reconocen el sonido "C" al principio de cada uno de los nombres de los objetos?"
Editorial Change	Publisher	Teacher	9781950578900	162	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	162	Book 2 Unit 3	Under "Materiales:" (second table)	"mayúscula" l/c
Editorial Change	Publisher	Teacher	9781950578900	163	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	163	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	163	Book 2 Unit 3	Under "Materiales:" (second table)	ADD to Materials after book title: Leer consejos interactivos en voz alta (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	Pete, el gato: My Four Groovy Buttons	Change ": My" to "and his"
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	Demuestra cada letra en tu tira y espera a que el niño te imite diciendo "Mi turno, Tu turno".	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	164	Book 2 Unit 3	Observa si los niños trazan con sus dedos de manera precisa. ¿Nombran las letras mientras las trazan?	Replace with: "Observa a los niños mientras trazan con el dedo. ¿Trazan la letra de forma precisa?"
Editorial Change	Publisher	Teacher	9781950578900	165	Book 2 Unit 3	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	165	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	165	Book 2 Unit 3	Los niños se mueven para aprender acerca del número 5.	Replace with: "Los niños cuentan y escriben el número 5."
Editorial Change	Publisher	Teacher	9781950578900	165	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	165	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	166	Book 2 Unit 3	Under "Materiales:" (first table)	Change "magnéticas" to "magnética". Both instances of "C" u/c
Editorial Change	Publisher	Teacher	9781950578900	166	Book 2 Unit 3	Revisa la C y presenta la c minúscula y su sonido.	Replace with: "Revisa la C y su sonido. Presenta la c minúscula." (both c and C in bold)
Editorial Change	Publisher	Teacher	9781950578900	166	Book 2 Unit 3	Demuestra y explica verbalmente cómo formar la Cc en el conjunto de letras minúsculas y pizarra magnéticas.	Change "magnéticas" to "magnética".
Editorial Change	Publisher	Teacher	9781950578900	166	Book 2 Unit 3	Demuestra cómo se forman las letras Oo, Ss, Vv y Ww en el conjunto de letras minúsculas y pizarra magnéticas, haciendo énfasis en que se forman igual, pero son de diferentes tamaños.	"y" in "Oo, Ss, Vv y Ww" should not be in bold. Change "magnéticas" to "magnética".
Editorial Change	Publisher	Teacher	9781950578900	166	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c

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Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Los niños aprenden el número 5 y escriben el 5.	Replace with: "Los niños cuentan hasta 5 y escriben el número 5 ." (both 5s in bold)
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Ayuda a los niños a contar 5 dedos de sus manos o pies con "Los cinco dedos juegan".	Delete "Los"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Los niños aprenden sobre animales que cambian de color.	Replace with: "Los niños aprenden sobre las características de los animales."
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Lee Su propio color, de Leo Lionni, u otro libro sobre camaleones, y debatan.	Change "Lee Su propio color" to "Lee y comenta <i>Su propio color</i> ," (in italics). Delete "y debatan"
Editorial Change	Publisher	Teacher	9781950578900	167	Book 2 Unit 3	Debatan. Todos estamos hechos de formas diferentes y maravillosas. Si pudieras ser de cualquier color del arcoíris, ¿qué color serías?	Replace with: "Pídeles a los niños que dibujen un objeto o animal que cambie de color."
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Los niños cuentan historias sobre objetos que comienzan con Cc.	Replace with: "Los niños describen imágenes de palabras que comienzan con C ." (C is in bold)
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Es hora de una historia	Delete
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Alienta a los niños a compartir sus experiencias. Da un ejemplo y haz preguntas.	Replace with: "Dale a los niños palabras entre las cuales elegir para describir las imágenes (grande, pequeño, rojo, azul, etc)."
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Haz que los niños actúen sus historias con C con accesorios que apoyen las imágenes.	Delete "sus"
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Under "Vocabulario:" (first table)	Change "historia, compartir, palabras con Cc" to "carro, cocodrilo, <i>cupcake</i> " (cupcake is in italics)
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Los niños aprenden a trazar la letra C.	Change "aprenden a trazar" to "trazan"
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Canta "La C Mágica" y escribe en el aire con el Conejo de la C Mágica.	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	We are not updating the art due to the non availability of font with us.	N/A
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	168	Book 2 Unit 3	¡Conéctense al Conejo de la C Mágica!	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Los niños aprenden matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 5 al colorear, contar, construir, rimar y cantar." (5 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Revisa el 5 utilizando Yo Sé Los Números	"sé los" l/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 5.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Haz que los niños revisen los números del 1 al 4.	Replace with: "Haz que los niños encuentren el número 5 en el salón." (5 is in bold)

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Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	169	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	170	Book 2 Unit 3	Unidad 3: Semana 14 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	170	Book 2 Unit 3	First paragraph	"sociales" and "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	170	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	170	Book 2 Unit 3	"Día 1" column	"oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	170	Book 2 Unit 3	"Día 2" column	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	171	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" I/c
Editorial Change	Publisher	Teacher	9781950578900	171	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	171	Book 2 Unit 3	"Día 3" column	"oral" I/c. Change "cinco" to "5"
Editorial Change	Publisher	Teacher	9781950578900	171	Book 2 Unit 3	"Día 5" column	Change "las crayolas" to "los crayones". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	172	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	172	Book 2 Unit 3	Repite el paso cuatro el Mat usando Mi turno, Tu turno.	"tu" I/c
Editorial Change	Publisher	Teacher	9781950578900	173	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" I/c
Editorial Change	Publisher	Teacher	9781950578900	173	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	173	Book 2 Unit 3	Elige las páginas de Yo Sé Los Números, cuadernillo 5, quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	173	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	174	Book 2 Unit 3	El maestro muestra la secuencia de la letra O con las piezas de madera.	Delete "El maestro". "Muestra" u/c
Editorial Change	Publisher	Teacher	9781950578900	174	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	174	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" I/c
Editorial Change	Publisher	Teacher	9781950578900	174	Book 2 Unit 3	Canta y escribe en el aire al ritmo de "La C Mágica", con el Conejo de la C Mágica	"conejo" I/c
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" I/c
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Los niños encuentran formas similares de diferentes tamaños.	Change "encuentran" to "emparejan"
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Elige las páginas de Yo Sé Los Números, cuadernillo 5, quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Elige una página de Yo Sé Los Números, cuadernillo 5, para que los niños completen.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Los niños aprenden sobre ocupaciones y cómo ir y volver de la escuela de manera segura.	Change "ocupaciones y cómo ir y volver de la escuela de manera segura." to "la ocupación de alguien que ayuda en la comunidad."
Editorial Change	Publisher	Teacher	9781950578900	175	Book 2 Unit 3	Invita al guardia de cruce de la escuela a hablar con la clase sobre cómo mantenerse seguro.	Replace with: "Haz que los niños jueguen HACER ALTO y CONTINUAR en parejas."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Los niños buscan letras O en revistas.	Replace with: "Los niños reconocen la letra O ." (O is in bold)
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Los niños buscan la letra O en revistas y periódicos.	Replace with: "Dales periódicos y revistas a los niños, y pídeles que hallen la letra O ." (O is in bold)
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Los niños cortan las letras y las pegan en un libro de letras.	Replace with: "Haz que los niños recorten y peguen las letras O en un cuaderno, que será su cuaderno de letras." (O is in bold)
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	¿Encontraron e identificaron la letra O?	Replace with: "¿Pueden hallar la letra O ?" (O is in bold)
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	176	Book 2 Unit 3	Demuestra cada letra en tu tira y espera a que el niño te imite usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Elige qué páginas de Yo Sé Los Números, cuadernillo 5, quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Hablen sobre cuántos pasos seguiste (tres).	After this, add: "6. Escribe una historia con la clase acerca de la secuencia. Después del primer borrador, revisa con los niños para asegurarte que los eventos estén en el orden correcto. Pregunta: ¿Qué pasa primero? ¿Luego? ¿Por último? "
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Pide a los niños que te corrijan diciéndote lo que viene primero, siguiente y al último.	Replace with: "Haz que los niños dibujen e ilustren la historia que escribieron."
Editorial Change	Publisher	Teacher	9781950578900	177	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	178	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	178	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	178	Book 2 Unit 3	Canta y escribe en el aire al ritmo de "La C Mágica", con el Conejo de la C Mágica	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	179	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	179	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	179	Book 2 Unit 3	Elige las páginas de Yo Sé Los Números, cuadernillo 5, que quieres que los niños completen.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	179	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	180	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	180	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	180	Book 2 Unit 3	Canta y escribe en el aire al ritmo de "La C Mágica", con el Conejo de la C Mágica	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	180	Book 2 Unit 3	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c

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Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Under "Qué estamos aprendiendo:"	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Los niños ponen sus crayolas en la flecha	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Elige páginas para que los niños completen de Yo Sé Los Números, cuadernillo 5.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	181	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	182	Book 2 Unit 3	Unidad 3: Semana 15 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	182	Book 2 Unit 3	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	182	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	182	Book 2 Unit 3	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	182	Book 2 Unit 3	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	183	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	183	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	183	Book 2 Unit 3	"Día 3" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	183	Book 2 Unit 3	"Día 5" column	Change "la crayola" to "el crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	184	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	184	Book 2 Unit 3	Repite el paso cuatro el Mat usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	185	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	185	Book 2 Unit 3	Los niños comparten un conjunto de objetos de forma pareja con dos o tres compañeros.	Delete "con dos o tres compañeros"
Editorial Change	Publisher	Teacher	9781950578900	185	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	185	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	186	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Under "Materiales:" (first table)	"hombre", "pan" and "jengibre" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Lee El Hombre de Pan de Jengibre, de Jim Aylesworth.	"hombre", "pan" and "jengibre" l/c
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Los niños aprenden sobre las ocupaciones y sobre el bullying.	Change "sobre las ocupaciones y sobre el bullying." to "cómo resolver conflictos."
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Under "Materiales:" (second table)	Add "¿" before "Que". Change "Que" to "Qué" (in italics)
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Que hay en el bosque?	Add "¿" before "Que". Change "Que" to "Qué"
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	LWT: The book and exercise don't match.	N/A

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Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	¿Como te hizo sentir la historia?	After this, add: "Discute con los niños acerca de cómo tenemos distintos sentimientos."
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Hablen sobre la historia y sobre qué pueden hacer los niños cuando experimentan bullying.	Change "experimentan bullying" to "se sienten intimidados"
Editorial Change	Publisher	Teacher	9781950578900	187	Book 2 Unit 3	Ayuda los niños con diferentes escenarios de juego de roles para resolver conflictos sociales preescolares.	Add "a" between "Ayuda" and "los"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Los niños dividen las oraciones en palabras y cuentan el número de palabras.	Replace with: "Los niños cuentan las palabras de una oración."
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Repite su oración lentamente mientras dejan una ficha por cada palabra de su oración.	Change "dejan una ficha" to "se coloca una ficha"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Demuestra cada letra en tu tira y espera a que el niño te imite diciendo "Mi turno, Tu turno".	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	188	Book 2 Unit 3	Incluye el apellido de los niños si ya se encuentran listos para ello.	Replace with: "Escribe los apellidos de los niños para que los copien."
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	Haz que los niños escriban el 6 en el aire con un pedacito de tiza.	Add "número" before "6". Change "aire con un pedacito de tiza" to "Centro de escritura en cinco colores distintos". Align "colores distintos." left
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	189	Book 2 Unit 3	Debatan. El oro es un metal con el que se pueden hacer joyas. El oro verdadero vale mucho dinero. El oro de los tontos es falso.	Replace with: "Haz que los niños representen cosas reales e imaginarias que hagan los monos, y coméntenlas como clase. ¿Cuáles fueron reales y cuáles imaginarias?"
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	Los niños emparejan letras: letras mayúsculas con mayúsculas y letras mayúsculas con minúsculas.	Replace with: "Los niños emparejan las letras mayúsculas y minúsculas."
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL)	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	Under "Materiales:" (second table)	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	Canta y escribe en el aire al ritmo de "La C Mágica", con el Conejo de la C Mágica	"conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	Haz la conexión con respecto al hecho de que la letra Q y la letra O empiezan con un Curva Grande (C Mágica).	Change "un" to "una"
Editorial Change	Publisher	Teacher	9781950578900	190	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"

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Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Los niños aprenden a trazar el 6 y a contar hasta 6.	Change "aprenden a trazar el 6 y a contar hasta 6" to "trazan y cuentan hasta 6 ." (6 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Usa el método Wet-Dry-Try o Stamp and See Screen para preparar el trazado con crayolas.	Change "crayolas" to "crayones". "crayones" l/c
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Los niños analizan y comparan animales falsos y verdaderos.	Delete "analizan y"
Editorial Change	Publisher	Teacher	9781950578900	191	Book 2 Unit 3	Selecciona y lee un libro con imágenes de Conexiones con libros sobre el cuidado de las mascotas.	"conexiones" l/c
Editorial Change	Publisher	Teacher	9781950578900	192	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	192	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". "conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	192	Book 2 Unit 3	Under "Qué estamos aprendiendo:"	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	192	Book 2 Unit 3	Los niños ponen la crayola en la flecha	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	193	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	193	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	193	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	193	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	Unidad 3: Semana 16 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	194	Book 2 Unit 3	Insert G glyph throughout page x4	N/A
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	"Día 3" column	"oral" l/c.
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	"Día 4" column	Change "seis" to "6"
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	195	Book 2 Unit 3	Insert G glyph throughout page x2	N/A
Editorial Change	Publisher	Teacher	9781950578900	196	Book 2 Unit 3	Letra insertan una palabra hablada en una oración.	Replace with: "Los niños construyen oraciones con palabras."
Editorial Change	Publisher	Teacher	9781950578900	196	Book 2 Unit 3	Presenta la G y su sonido. La G tiene el sonido /g/ en gato, guepardo, guiso, gol y gusano. La G tiene el sonido /j/ en gelatina y gigante.	Both instances of "La" should be in regular font (not bold). Change "guepardo" to "globo". After this paragraph, add: "Haz que los niños repitan las palabras."
Editorial Change	Publisher	Teacher	9781950578900	196	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	196	Book 2 Unit 3	Repite el paso cuatro el Mat usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	196	Book 2 Unit 3	Insert G glyph throughout page x11	N/A

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 6 al colorear, contar, construir, rimar y cantar." (6 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Revisa el 6 usando Yo Sé Los Números	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 6.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	197	Book 2 Unit 3	Insert G glyph throughout page x1	N/A
Editorial Change	Publisher	Teacher	9781950578900	198	Book 2 Unit 3	La G tiene el sonido /g/ en gato, guepardo, guiso, gol y gusano.	Change "guepardo" to "globo"
Editorial Change	Publisher	Teacher	9781950578900	198	Book 2 Unit 3	La G tiene el sonido /j/ en gelatina y gigante.	After this, add: " Haz que los niños repitan las palabras."
Editorial Change	Publisher	Teacher	9781950578900	198	Book 2 Unit 3	Los niños buscan la letra G	After this, add: " #y digan su sonido"
Editorial Change	Publisher	Teacher	9781950578900	198	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	198	Book 2 Unit 3	Insert G glyph throughout page (x16)	N/A
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Revisa el 6 con el video de enseñanza en vivo: historia n.º 6 y luego pide a los niños que seleccionen la página de Yo Sé Los Números, cuadernillo 6	"sé los números" l/c. "Números" u/c in second pass
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Los niños aprenden sobre una ocupación y la practican.	Replace with: "Los niños aprenden sobre las celebraciones."
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	199	Book 2 Unit 3	Insert G glyph throughout page (x1)	N/A
Editorial Change	Publisher	Teacher	9781950578900	200	Book 2 Unit 3	Los niños aprenden nuevas palabras.	Change "nuevas palabras" to "palabras que comienzan con /g/."
Editorial Change	Publisher	Teacher	9781950578900	200	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	200	Book 2 Unit 3	Insert G glyph throughout page (x8)	N/A
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Elige qué páginas de Yo Sé Los Números, cuadernillo 6, quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Joven describe la edad de un niño. Anciano describe la edad de un abuelo.	Replace with "Un niño es joven. Un abuelo es anciano."
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"

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Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Debate. Los ancianos a menudo comparten sus talentos como voluntarios cuando se jubilan.	Replace with "Pide a los niños que dibujen a personas jóvenes y ancianas."
Editorial Change	Publisher	Teacher	9781950578900	201	Book 2 Unit 3	Insert G glyph throughout page (x1)	N/A
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Luego de que lo completen, haz que los niños canten la "Canción del Alfabeto" mientras señalan las letras.	"alfabeto" l/c
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Alienta la escritura de arcoíris, trazos repetitivos de la letra con crayolas de diferentes colores.	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Ayuda a los niños a levantar la crayola antes de que hagan la Línea Pequeña.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	202	Book 2 Unit 3	Insert G glyph throughout page (x11)	N/A
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Elige qué páginas de Yo Sé Los Números, cuadernillo 6, quieres completar con los niños.	"sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Revisa el día en el que los niños tuvieron patrones en la ropa y debate.	Replace with: "Muestra y nombra imágenes de diferentes animales y plantas. Haz que los niños comenten sobre sus patrones."
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	203	Book 2 Unit 3	Haz que los niños creen dibujos de patrones animales en la naturaleza.	Add "de" between "patrones" and "animales"
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Revisa la Gg y su sonido.	After this, add: " Recuerda que la G tiene dos sonidos, suena /g/ como en gato y gusano, y /j/ como en gelatina y gigante. Haz que los niños repitan las palabras después de ti." Switch steps 2 and 3 too
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Observa mientras los niños trazan la Línea Pequeña horizontal de la letra G.	Change "mientras los niños trazan" to "a los niños mientras trazan"
Editorial Change	Publisher	Teacher	9781950578900	204	Book 2 Unit 3	Insert G glyph throughout page (x18)	N/A
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 6 al colorear, contar, construir, rimar y cantar." (6 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Revisar el 6 con Yo Sé Los Números	"sé los" l/c. (bold)
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 6.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Envía a casa Yo Sé Los Números, cuadernillo 6, para que los niños lo completen allí con los padres.	"sé los" l/c

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Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	205	Book 2 Unit 3	¿Entienden las preguntas?	run up to previous line
Editorial Change	Publisher	Teacher	9781950578900	206	Book 2 Unit 3	Unidad 3: Semana 17 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	206	Book 2 Unit 3	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	206	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	206	Book 2 Unit 3	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	206	Book 2 Unit 3	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	207	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	207	Book 2 Unit 3	"Día 3" column	"oral" l/c.
Editorial Change	Publisher	Teacher	9781950578900	207	Book 2 Unit 3	"Día 4" column	Insert space between "al" and "10"
Editorial Change	Publisher	Teacher	9781950578900	207	Book 2 Unit 3	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	208	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	208	Book 2 Unit 3	Mira mientras construyo la S. Curva Pequeña hacia la carita sonriente, Curva Pequeña hacia abajo.	"pequeña" l/c (reverted to u/c in second pass)
Editorial Change	Publisher	Teacher	9781950578900	208	Book 2 Unit 3	Repite el paso cuatro el Mat usando Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	209	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	209	Book 2 Unit 3	Los niños responden a las preguntas moviendo el cuerpo hacia diferentes áreas.	Change "responden a las preguntas moviendo el cuerpo hacia diferentes áreas" to "comparan los tamaños de los grupos"
Editorial Change	Publisher	Teacher	9781950578900	209	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	209	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	209	Book 2 Unit 3	Page number (209)	Delete
Editorial Change	Publisher	Teacher	9781950578900	210	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	211	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	211	Book 2 Unit 3	Los niños miden un objeto usando unidades no convencionales.	Change "miden un objeto usando unidades no convencionales" to "exploran las unidades de medida no convencionales."
Editorial Change	Publisher	Teacher	9781950578900	211	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	211	Book 2 Unit 3	Los niños aprenden sobre una ocupación y la practican.	Change "y la practican" to "relacionada a la música y la practican"
Editorial Change	Publisher	Teacher	9781950578900	211	Book 2 Unit 3	Hagamos de cuenta que músicos.	Add "somos" between "que" and "músicos"
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"

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Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	...y espera a que el niño te imite diciendo Mi turno, Tu turno.	"tu" l/c
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	¿Sostienen las crayolas correctamente?	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	Haz que los niños que estén listos escriban su apellido.	Delete "que estén listos"
Editorial Change	Publisher	Teacher	9781950578900	212	Book 2 Unit 3	Under "Vocabulario:" (second table)	"curva" and "pequeña" l/c (both reverted to u/c in second pass)
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	Los niños aprenden a formar el 7.	Add "número" before "6"
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	Canta "Bote, bote, el lago cruzarás" de una forma alegre. Haz que los niños se reúnan. Canta "Bote, bote, el lago cruzarás" de una forma triste. Haz que los niños se unan.	Change both instances of "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	213	Book 2 Unit 3	¿Qué otra cosa te hace sentir triste?	After this, add: "Discute con los niños acerca de cómo tenemos distintos sentimientos."
Editorial Change	Publisher	Teacher	9781950578900	214	Book 2 Unit 3	Under "Materiales:" (first table) "Tarjetas de nombres"	LWT: The following note is in the English . . . In a few places in Vol2, we will at some point need to make sure the correct images are used and that the material's section refers to the ACA by the correct title. An example would be Vol2 p. 214, where the image has the title "I Know My Name and Your Name Too," and the materials say "Name Plates." While the document is correct (and will be mapped correctly), the title is not right in either place, and should be changed to Name Cards.
Editorial Change	Publisher	Teacher	9781950578900	214	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	214	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Los niños combinan una serie de objetos para descubrir el total al contarlos.	Change "combinan una serie de objetos para descubrir el total al contarlos" to "combinan grupos de objetos y hallan el total"
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Haz que los niños decoren con platos de papel, y que te ayuden para encantar u observa de cerca cuando grapan.	Change "u" to "y"
Editorial Change	Publisher	Teacher	9781950578900	215	Book 2 Unit 3	Un niño con sensibilidad al sonido podría necesitar solo experimentar con instrumentos de sonidos suaves.	Change "Un niño" to "Los niños". Change "podría necesitar" to "podrían necesitar"
Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Muestra la tarjeta de imagen de autobús.	Change "la tarjeta de imagen de autobús" to "la tarjeta con la imagen del autobús"
Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Muestra la tarjeta con imagen de ciempiés	Change "la tarjeta con imagen de ciempiés" to "la tarjeta con la imagen del ciempiés"

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Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Revisa la S y su sonido	"la" not in bold
Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	216	Book 2 Unit 3	Los niños ponen la crayola en la flecha	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Haz que un ayudante tararee una melodía favorita. Haz que la clase cree música cantando "Feliz cumpleaños"	Add a period at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	217	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones". Add the bullet: Recipientes etiquetados con los nombres de las figuras
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	Elige las páginas de Yo Sé Los Números cuadernillo 4, que quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	Unidad 3: Semana 18 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	Leftmost column	"alfabetización", "preparación", "escritura", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	218	Book 2 Unit 3	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	219	Book 2 Unit 3	Tema: Comunidad y jugar	Change "jugar" to "juego"
Editorial Change	Publisher	Teacher	9781950578900	219	Book 2 Unit 3	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	219	Book 2 Unit 3	"Día 3" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	219	Book 2 Unit 3	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	220	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	220	Book 2 Unit 3	Habla sobre cómo las palabras están relacionadas.	Replace with: "Habla sobre cómo las palabras dentro de una palabra compuesta se relacionan."
Editorial Change	Publisher	Teacher	9781950578900	220	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 7 al colorear, contar, construir, rimar y cantar." (7 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Aprender el 7 usando Yo Sé Los Números	"sé los" l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 7.	"sé los" l/c

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Haz que los niños revisen los números del 1 al 7.	"a" not in bold
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	221	Book 2 Unit 3	Brinda bananas para los niños para que practique pelar y cortar con un cuchillo de plástico.	Change "para" to "a". Change "practique" to "practiquen"
Editorial Change	Publisher	Teacher	9781950578900	222	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Los niños reconocen los círculos, triángulos, rectángulos, y cuadrados dentro de un grupo.	Delete "dentro de un grupo"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones". Change "ios" to "los" in second pass
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Elige qué páginas de Yo Sé Los Números, cuadernillo 7, quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Los niños aprenden sobre un trabajo.	Change "un trabajo" to "la cocina y el trabajo de un chef"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Canta "Contamos en la mesa".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Lee Chefs and What They Do u otro libro sobre cocina de Conexiones entre libros.	Change "entre" to "con"
Editorial Change	Publisher	Teacher	9781950578900	223	Book 2 Unit 3	Debate el cuento y pregúntales a los niños sobre sus experiencias en un restaurante o en la casa.	Replace with: "Discute el cuento. Cuéntanos acerca de tus comidas favoritas y a dónde la comiste. Modela: " Cuando comí mi comida favorita, estaba en _____ (nombre del lugar) y fue _____ (nombre de la comida)."
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	Escucha: manta, raya, mantarraya Una mantarraya vive en el océano. Aquí hay una imagen.	Add a period between "mantarraya" and "Una"
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	Under "Vocabulario:" (second table)	"cortauñas" l/c
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	tiras para practicar las mayúsculas	Replace with: "Tiras de práctica de mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	224	Book 2 Unit 3	¿Sostienen las crayolas correctamente?	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Revisar el número 7 usando Yo Sé Los Números	"sé los" l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 7.	"sé los" l/c. "7" not in bold
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	225	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	226	Book 2 Unit 3	¿Dónde están los amigos de la letra J?	Insert J glyph on "J"
Editorial Change	Publisher	Teacher	9781950578900	226	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	226	Book 2 Unit 3	Haz que los niños encuentren letras mayúsculas y minúsculas en una revista.	Change "letras mayúsculas y minúsculas" to "la letra Jj". Add "u otros medios." at the end of the sentence
Editorial Change	Publisher	Teacher	9781950578900	226	Book 2 Unit 3	El maestro realiza una demostración y los niños participan:	Delete "El maestro". "Realiza" u/c
Editorial Change	Publisher	Teacher	9781950578900	227	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	227	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	227	Book 2 Unit 3	Explorar el juego de dramatización	Replace with: "Representar los datos de forma gráfica". Replace the graphic next to it with the ruler icon
Editorial Change	Publisher	Teacher	9781950578900	228	Book 2 Unit 3	¿Pueden identificar el sonido Jj?	Change "Jj" to "/j/"
Editorial Change	Publisher	Teacher	9781950578900	228	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	228	Book 2 Unit 3	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	228	Book 2 Unit 3	Los niños ponen la crayola en la flecha	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Tema: Comunidad y Juego	"juego" l/c
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 7 al colorear, contar, construir, rimar y cantar." (7 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Revisar el número 7 usando Yo Sé Los Números	"sé los" l/c (in bold)
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 7.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Envía a casa Yo Sé Los Números, cuadernillo 7, para que los niños lo completen allí con los padres.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Los niños aprenden dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	229	Book 2 Unit 3	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	232	Book 2 Unit 4	Unidad 4: Semana 19 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	232	Book 2 Unit 4	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	232	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	232	Book 2 Unit 4	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	232	Book 2 Unit 4	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	233	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	233	Book 2 Unit 4	"Día 3" column	"oral" l/c.
Editorial Change	Publisher	Teacher	9781950578900	233	Book 2 Unit 4	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	233	Book 2 Unit 4	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	234	Book 2 Unit 4	Entrégale la tarjeta de imagen de palabra compuesta al niño mago y pídele que la muestre a la clase.	Change "la tarjeta" to "las tarjetas". Change "que la" to "que las"
Editorial Change	Publisher	Teacher	9781950578900	234	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	234	Book 2 Unit 4	Canta y escribe en el aire al ritmo de la "C mágica" con el Conejo de la C Mágica.	"Mágica" u/c. "conejo" l/c
Editorial Change	Publisher	Teacher	9781950578900	234	Book 2 Unit 4	Recoger las piezas de madera	Add a period at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	234	Book 2 Unit 4	Línea Grande abajo, salta a la. Curva Grande abajo	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	235	Book 2 Unit 4	Explorar el área de exploración cubriendo una forma con cuadrados.	Change "Explorar" to "Los niños exploran"
Editorial Change	Publisher	Teacher	9781950578900	235	Book 2 Unit 4	Cubrir un área para explorar el área, (...)	Replace with: "Explorar el área al cubrir el área de una forma,"
Editorial Change	Publisher	Teacher	9781950578900	235	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	235	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	236	Book 2 Unit 4	Los niños aprenden sobre la letra en los libros.	Add "D" (in bold) between "letra" and "en"
Editorial Change	Publisher	Teacher	9781950578900	236	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	236	Book 2 Unit 4	Línea Grande abajo, salta a la. Curva Grande abajo	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	236	Book 2 Unit 4	¿Colocan las piezas de forma correcta?	Replace with: "¿Pueden los niños identificar las palabras que comienzan con el sonido /d/?"
Editorial Change	Publisher	Teacher	9781950578900	236	Book 2 Unit 4	...te digan el sonido de la letra D. Pídeles que encuentren palabras que comiencen con la letra D en los libros del salón de clases.	Replace with: "dibujen y rotulen una imagen de algo que comience con la letra D ." (D is in bold)
Editorial Change	Publisher	Teacher	9781950578900	237	Book 2 Unit 4	Explorar la medición de un objeto utilizando unidades no estándares.	Replace with: "Los niños exploran las unidades de medición no estándares."
Editorial Change	Publisher	Teacher	9781950578900	237	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	237	Book 2 Unit 4	Los niños aprenden sobre quién estudia el agua.	Change "quién estudia el agua" to "el agua, el ciclo del agua y los científicos que estudian los problemas en el agua"
Editorial Change	Publisher	Teacher	9781950578900	237	Book 2 Unit 4	Under "Materiales:" (second table)	ADD to Materials after book title: Leer consejos interactivos en voz alta (Vol. 1, pp. 42-43). Change "Crayolas" to "Crayones". Delete the last "/" in "https://www.education.com/lesson-plan/the-water-cycle/"
Editorial Change	Publisher	Teacher	9781950578900	238	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	238	Book 2 Unit 4	Línea Grande abajo, salta a la. Curva Grande abajo	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	238	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	239	Book 2 Unit 4	Revisa y cuenta el número 8.	Add "hasta" between "cuenta" and "el"
Editorial Change	Publisher	Teacher	9781950578900	239	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	239	Book 2 Unit 4	Haz que los niños escriban el número 8 en el aire con un pedazo de tiza.	Change "el aire con un pedazo de tiza" to "el Centro de escritura cinco veces"
Editorial Change	Publisher	Teacher	9781950578900	239	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	239	Book 2 Unit 4	Proporciona imágenes e indicaciones verbales de despejado y nublado (agua, cielo, etc.).	Change "(agua, cielo, etc.)" to ",#por ejemplo el agua, el cielo, etc."
Editorial Change	Publisher	Teacher	9781950578900	240	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "Conciencia" to "Desarrollar conciencia". Change "en juego" to "mediante el juego"
Editorial Change	Publisher	Teacher	9781950578900	240	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	240	Book 2 Unit 4	Línea Grande abajo, salta a la. Curva Grande abajo	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones". Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Toca y cuenta 8 crayolas o bloques.	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Coloca la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Los niños comparan la densidad de los objetos para determinar si se hundirán o flotarán.	Change "comparan la densidad de los objetos para determinar si se hundirán o flotarán" to "predicen si un objeto flotará o se hundirá y luego ponen a prueba sus predicciones."
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Observa mientras los niños hacen predicciones. ¿Cuántas fueron correctas?	Change "predicciones. ¿Cuántas fueron correctas?" to "y ponen a prueba sus predicciones. ¿Entienden cómo se determina si un objeto flota o se hunde?"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Haz que los niños junten pequeños elementos del salón de clases que creen que flotarán y luego aquellos que creen que se hundirán.	Change "juntan pequeños elementos del salón de clases que creen que flotarán y luego aquellos que creen que se hundirán" to "pongan a prueba sus predicciones en la mesa de agua y arena"
Editorial Change	Publisher	Teacher	9781950578900	241	Book 2 Unit 4	Under "Vocabulario:" (second table)	Delete "densidad"
Editorial Change	Publisher	Teacher	9781950578900	242	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	242	Book 2 Unit 4	Los niños ponen la crayola en la flecha	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	242	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	242	Book 2 Unit 4	Línea Grande abajo, salta a la. Curva Grande abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	242	Book 2 Unit 4	¿Están sosteniendo la crayola correctamente?	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	Los niños aprenden dos sustantivos mientras hacen y responden preguntas	Change "mientras hacen y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	Orienta a los niños si necesitan ayuda para hacer y responder preguntas.	Replace with: "Dales imágenes de arroyos y ríos para apoyar su comprensión del significado de las palabras."
Editorial Change	Publisher	Teacher	9781950578900	243	Book 2 Unit 4	¿Qué vive en el río? ¿Qué pasaría si el agua se contaminara?	Replace with: "¿Qué animales viven en el río? ¿Dónde más viven animales?"
Editorial Change	Publisher	Teacher	9781950578900	244	Book 2 Unit 4	Unidad 4: Semana 20 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	244	Book 2 Unit 4	First paragraph	"sociales" and "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	244	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	244	Book 2 Unit 4	"Día 1" column	"oral" I/c. Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	244	Book 2 Unit 4	"Día 2" column	"sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	245	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	245	Book 2 Unit 4	"Día 3" column	"oral" I/c

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Editorial Change	Publisher	Teacher	9781950578900	245	Book 2 Unit 4	"Día 4" column	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	245	Book 2 Unit 4	"Día 5" column	Change "una crayola" to "un crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	246	Book 2 Unit 4	Los niños crean palabras compuestas con dos palabras conocidas.	Delete "con dos palabras conocidas"
Editorial Change	Publisher	Teacher	9781950578900	246	Book 2 Unit 4	Observa mientras los niños forman palabras compuestas	Change "mientras los niños" to "a los niños mientras"
Editorial Change	Publisher	Teacher	9781950578900	246	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	246	Book 2 Unit 4	En primer lugar, segmenta dos palabras compuestas de la lista y muestra una imagen.	Change "En primer lugar, segmenta" to "Haz que los niños lean"
Editorial Change	Publisher	Teacher	9781950578900	246	Book 2 Unit 4	Salta a la. Curva Pequeña en el medio.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Los niños revisan el número 8 con su actividad multisensorial favorita.	Replace with "Los niños repasan el número 8 al colorear, contar, construir, rimar y cantar." (8 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 8.	"sé los" l/c.
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	¿Adónde más podemos cavar?	Change "Adónde" to "Dónde"
Editorial Change	Publisher	Teacher	9781950578900	247	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	248	Book 2 Unit 4	Convierte dos palabras en una	Replace with "Identifica las palabras que riman"
Editorial Change	Publisher	Teacher	9781950578900	248	Book 2 Unit 4	canta "Adivina la rima".	"Canta" u/c
Editorial Change	Publisher	Teacher	9781950578900	248	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	248	Book 2 Unit 4	Salta a la. Curva Pequeña en el medio.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Los niños comparten un grupo de 8 objetos uniformemente con dos compañeros.	Delete "con dos compañeros"
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 8, quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Los niños aprenden quién estudia las plantas y dónde lo hace.	Change "quién estudia las plantas y dónde lo hace" to "sobre el estudio de las plantas"
Editorial Change	Publisher	Teacher	9781950578900	249	Book 2 Unit 4	Un botánico puede trabajar en junglas, en el océano, en invernaderos, en desiertos o en un laboratorio.	Change "el océano" to "los océanos". Change "un laboratorio" to "los laboratorios"
Editorial Change	Publisher	Teacher	9781950578900	250	Book 2 Unit 4	canta "Adivina la rima".	"Canta" u/c
Editorial Change	Publisher	Teacher	9781950578900	250	Book 2 Unit 4	Esto es un pote de ketchupppppp.	Leave only one "p" at the end of "ketchup"
Editorial Change	Publisher	Teacher	9781950578900	250	Book 2 Unit 4	Estiremos "ketchup" con nuestras bandas elásticas imaginarias. Ketchupppppp.	Leave only one "p" at the end of "ketchup"
Editorial Change	Publisher	Teacher	9781950578900	250	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	250	Book 2 Unit 4	Salta a la. Curva Pequeña en el medio	Replace the period with "#carita sonriente,"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	251	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	251	Book 2 Unit 4	Revisa el 8 con el cuadernillo Yo Sé Los Números.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	251	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	251	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	252	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	252	Book 2 Unit 4	Salta a la. Curva Pequeña en el medio.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	253	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	253	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 8, quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	253	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	253	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	254	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	254	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	254	Book 2 Unit 4	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	254	Book 2 Unit 4	Salta a la. Curva Pequeña en el medio.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Los niños cuentan 8 objetos y escriben el 8.	Replace with: "Los niños repasan el número 8 al colorear, contar, construir, rimar y cantar."
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 8, quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Envía a casa Yo Sé Los Números, cuadernillo 8, para que los niños lo completen allí con los padres.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Los niños aprenden dos nombres mientras preguntan y responden preguntas.	Change "mientras preguntan y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Canta y baila "Hojas, ramas, tronco y raíz"	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Haz que el ayudante muestre la imagen del árbol. Haz que los niños miren los árboles por la ventana, si es posible. Haz que el ayudante pase la planta entre sus compañeros.	Replace with: "Haz que los niños se reúnan cerca de la ventana o afuera y apunten a los árboles y a las plantas."
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	¿Qué es un árbol? Un árbol es una planta.	Replace with: " ¿Qué es un árbol? Un árbol es una planta ¿Cuántos árboles ves? ¿Uno o dos o tres, etc.? ¿Cuántas plantas ves? ¿Una o dos o tres, etc.? " (all in bold)
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	255	Book 2 Unit 4	Observa mientras los niños hablan. ¿Entienden las similitudes entre las plantas y los árboles?	Replace with: "Observa mientras los niños hablan. ¿Entienden las similitudes entre las plantas y los árboles ? ¿Usan los plurales correctamente?"
Editorial Change	Publisher	Teacher	9781950578900	256	Book 2 Unit 4	Unidad 4: Semana 21 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	256	Book 2 Unit 4	First paragraph	"sociales" and "oral" I/c

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Editorial Change	Publisher	Teacher	9781950578900	256	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	256	Book 2 Unit 4	"Día 1" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	256	Book 2 Unit 4	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	257	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	257	Book 2 Unit 4	"Día 3" column	"oral" l/c. Change "un historia" to "una historia"
Editorial Change	Publisher	Teacher	9781950578900	257	Book 2 Unit 4	"Día 4" column	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	257	Book 2 Unit 4	"Día 5" column	Change "Conciencia" to "Desarrollar conciencia". Change "en juego" to "mediante el juego". Change both instances of "una crayola" to "un crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Los niños forman palabras compuestas a partir de dos palabras conocidas.	Delete "a partir de dos palabras conocidas"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Identificar las letras minúsculas	Replace with: "Formar palabras compuestas"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Vamos a utilizar dos palabras para hacer una palabra nueva.	Make bold
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Salta a la. Curva Pequeña hasta el medio, Curva Pequeña hasta abajo	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	¡Es la letra Bmayúscula!	Add a space between "B" and "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Under "Vocabulario:" (second table)	Add a space between "B" and "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	258	Book 2 Unit 4	Junta las piezas correctas para cada niño e indícales que coloquen la Línea Grande en la dirección correcta para empezar la letra B.	"grande" l/c
Editorial Change	Publisher	Teacher	9781950578900	259	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	259	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	260	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Show Me Magnetic Pieces for Capitals" to "Muestra Piezas magnéticas para las mayúsculas"
Editorial Change	Publisher	Teacher	9781950578900	260	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	260	Book 2 Unit 4	Muestra a los niños cómo amasar una Línea Grande y dos Curvas Pequeñas con plastilina	"pequeñas" l/c
Editorial Change	Publisher	Teacher	9781950578900	260	Book 2 Unit 4	Salta a la. Curva Pequeña hasta el medio, Curva Pequeña hasta abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	261	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	261	Book 2 Unit 4	Under "Materiales:" (second table)	Delete "https://"
Editorial Change	Publisher	Teacher	9781950578900	261	Book 2 Unit 4	Debate: Si fueras físico, ¿sobre qué fuentes de energía te gustaría saber más?	b/f
Editorial Change	Publisher	Teacher	9781950578900	262	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	262	Book 2 Unit 4	Los niños trazan la Q mayúscula y revisan cómo escribir su nombre	Change "Q" to "B" (in bold)
Editorial Change	Publisher	Teacher	9781950578900	262	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	262	Book 2 Unit 4	Salta a la. Curva Pequeña hasta el medio, Curva Pequeña hasta abajo	Replace the period with "#carita sonriente,"

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Editorial Change	Publisher	Teacher	9781950578900	263	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	263	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	264	Book 2 Unit 4	Revisa la B y presenta la b y su sonido.	Replace with "Repasa la B y su sonido. Presenta la b minúscula." (B is in bold)
Editorial Change	Publisher	Teacher	9781950578900	264	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Niguana" to "Ninguno"
Editorial Change	Publisher	Teacher	9781950578900	264	Book 2 Unit 4	LWT: This photo no longer makes sense. Butterfly in Spanish is "Mariposa."	N/A
Editorial Change	Publisher	Teacher	9781950578900	264	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	264	Book 2 Unit 4	Salta a la. Curva Pequeña hasta el medio, Curva Pequeña hasta abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	265	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	265	Book 2 Unit 4	Escribamos el 9. Coloca la crayola en la (arrow).	Move "el" to the next line. Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	265	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	265	Book 2 Unit 4	Los números ordinales son importantes y fáciles de enseñar.	Delete
Editorial Change	Publisher	Teacher	9781950578900	265	Book 2 Unit 4	Under "Materiales:" (second table)	Delete "https://" and the last "/" at the end of the link
Editorial Change	Publisher	Teacher	9781950578900	266	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "Consciencia" to "Desarrollar consciencia". Change "en juego" to "mediante el juego"
Editorial Change	Publisher	Teacher	9781950578900	266	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	266	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	266	Book 2 Unit 4	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	266	Book 2 Unit 4	Salta a la. Curva Pequeña hasta el medio, Curva Pequeña hasta abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Los niños aprenden a formar el 9.	Change "aprenden a formar el 9" to "repasan y escriben el número 9 " (9 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Left image in the second table	"Sol" u/c
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Haz que el ayudante muestre la imagen del Sol. Haz que el ayudante muestre la imagen de las estrellas.	Replace with: "Haz que los niños se reúnan cerca de la ventana o afuera y apunten al Sol. Repite más tarde. Nota que el Sol está en un lugar diferente, según la hora del día."
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	El Sol siempre brilla	Add "durante el día." after this
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	¿Dónde está el Sol cuando está oscuro afuera?	Add "De noche vemos otras estrellas." after this
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Observa a los niños mientras hablan. ¿Entienden la diferencia entre Sol y estrella?	Change "hablan. ¿Entienden la diferencia entre Sol y estrella?" to "hablan acerca de los objetos en el cielo. ¿Pueden identificar cuáles objetos están en el cielo?"
Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Proporciona imágenes del Sol y de una estrella. Proporciona pistas verbales para ayudarlos a identificar las imágenes.	Replace with: "Rotula las palabras Sol y estrella."

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Editorial Change	Publisher	Teacher	9781950578900	267	Book 2 Unit 4	Sol es el nombre de la estrella que está más cerca de la Tierra. Por eso empieza con S mayúscula. Siempre usamos mayúsculas al comienzo de los nombres.	Replace with: "El Sol es la más importante fuente de energía y vida de la Tierra. Leamos La pequeña semilla (Books All Year, pp. 102-103) de nuevo y comentemos por qué el Sol es importante para las plantas."
Editorial Change	Publisher	Teacher	9781950578900	268	Book 2 Unit 4	Unidad 4: Semana 22 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	268	Book 2 Unit 4	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	268	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	268	Book 2 Unit 4	"Día 1" column	Change "una crayola" to "un crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	268	Book 2 Unit 4	"Día 2" column	Change "crayolas" to "crayones". Change "las crayolas" to "los crayones". Change "una crayola" to "un crayón". "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	269	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	269	Book 2 Unit 4	"Día 3" column	Change both instances of "una crayola" to "un crayón". "oral" l/c. Delete "que" in "Habla sobre cómo el dinero real es metal y lo que usamos para comprar cosas"
Editorial Change	Publisher	Teacher	9781950578900	269	Book 2 Unit 4	"Día 5" column	Delete "/sostener una herramienta". Change "la crayola" to "el crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	270	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	270	Book 2 Unit 4	Línea Grande baja, salta a la, Curva Pequeña al medio, Línea Pequeña desliza hacia abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Change "aprenden Matemáticas" to "repasan el número 9" (9 is in bold). "sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Revisar el 9 con Yo Sé Los Números	"sé los" l/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 9, quieres completar con los niños	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	271	Book 2 Unit 4	Anima a los niños a hablar sobre experiencias con las tareas de separar y reciclar. Proporciona pistas verbales y visuales para ayudar en el debate.	Replace with: "Utiliza imágenes, gestos y movimientos para reforzar la comprensión de las palabras separar y reciclar."
Editorial Change	Publisher	Teacher	9781950578900	272	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	272	Book 2 Unit 4	Repite los nombres de los objetos a medida que los encuentren en el salón de clases.	Replace with: "Identifica objetos en el salón cuyos nombres comiencen con R. Sostiene o señala los objetos al decir sus nombres. Enfatiza el sonido de la letra al comienzo de cada uno." (R is in bold)
Editorial Change	Publisher	Teacher	9781950578900	272	Book 2 Unit 4	Línea Grande baja, salta a la, Curva Pequeña al medio, Línea Pequeña desliza hacia abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Change "aprenden Matemáticas" to "repasan el número 9" (9 is in bold). "sé los" l/c

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Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "las crayolas" to "los crayones". Change "una crayola" to "un crayón".
Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Abre el cuadernillo 9 de Yo Sé Los Números en la página con la imagen 1 dragón, 9 personas.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Haz que los niños coloreen el dragón y hablen sobre la celebración del Año Nuevo chino.	"año" and "nuevo" I/c
Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	273	Book 2 Unit 4	Localiza un bosque o tu comunidad local en un mapa y habla sobre un problema que un científico medioambiental podría estudiar en ese lugar.	Add a space between "local" and "en"
Editorial Change	Publisher	Teacher	9781950578900	274	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	274	Book 2 Unit 4	Línea Grande baja, salta a la, Curva Pequeña al medio, Línea Pequeña desliza hacia abajo.	Replace the period with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	275	Book 2 Unit 4	Pega, pega, pégalas	LWT: [GLOBAL] This has already been flagged previously. It might not be changed.
Editorial Change	Publisher	Teacher	9781950578900	275	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	275	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	276	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	276	Book 2 Unit 4	Línea Grande baja, salta a la, Curva Pequeña al medio, Línea Pequeña desliza hacia abajo.	Replace the comma in "salta a la," with "la carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	277	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	277	Book 2 Unit 4	Ahora coloreemos el patrón que hiciste en la página del cuadernillo 9 de Yo Sé Los Números.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	277	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	277	Book 2 Unit 4	Los niños crean un centro de reciclaje y juegan en él.	Delete "y juegan en él"
Editorial Change	Publisher	Teacher	9781950578900	277	Book 2 Unit 4	Estudia el medioambiente	Replace with "Reciclemos"
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Haz un camino hasta el área de arte con los recortes de la R y lar de papel	Add a space between "la" and "r" (r is in bold)
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Mirar y aprender Mi Primer Libro Escolar, R:	Delete "L" in "Libro". Reverted in second pass
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	¿La están utilizando correctamente?	Replace with "¿Sostienen el crayón correctamente?"
Editorial Change	Publisher	Teacher	9781950578900	278	Book 2 Unit 4	Línea Grande baja, salta a la, Curva Pequeña al medio, Línea Pequeña desliza hacia abajo.	Replace the comma in "salta a la," with "#carita sonriente,"
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with "Los niños repasan el número 9 al colorear, contar, construir, rimar y cantar." (9 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Revisar el 9 con Yo Sé Los Números	"sé los" l/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Envía a casa Yo Sé Los Números, cuadernillo 9, para que los niños lo completen allí con los padres.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	279	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	280	Book 2 Unit 4	Unidad 4: Semana 23 A simple vista	"a" l/c
Editorial Change	Publisher	Teacher	9781950578900	280	Book 2 Unit 4	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	280	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	280	Book 2 Unit 4	"Día 1" column	Change ". Mirar" to ", mirar". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	280	Book 2 Unit 4	"Día 2" column	Change "una crayola" to "un crayón". "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	281	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	281	Book 2 Unit 4	"Día 3" column	Change "una crayola" to "un crayón". "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	281	Book 2 Unit 4	"Día 5" column	"oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	282	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	283	Book 2 Unit 4	Introduce el 10 y cuenta 10 objetos que empiecen con K.	Change "Introduce" to "Presenta"
Editorial Change	Publisher	Teacher	9781950578900	283	Book 2 Unit 4	Luego escriban el cero Hagan una Curva Grande, sigue adelante.	"hagan" l/c
Editorial Change	Publisher	Teacher	9781950578900	283	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	283	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Under "Materiales:" (first table)	insert B glyph
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Podemos trazar la letra con el dedo o con una crayola	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Under "Materiales:" (second table)	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Usa las (smiley) tiras de práctica de capital y número.	"Tiras" u/c. Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	284	Book 2 Unit 4	Envía a casa algunas (smiley) Tiras de práctica de capital y número y las (smiley) Cartilla para la formación de letras mayúsculas en imprenta.	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Los niños aprenden quién estudia el estado del tiempo y los lugares en donde se estudia.	Replace with: "Los niños aprenden sobre el estudio del tiempo."
Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Un meteorólogo es una persona que aprende lo más que puede acerca de los estados del tiempo.	After this, add: "Un climatólogo estudia los efectos del tiempo en la Tierra."
Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Utilizan satélites, radares Doppler, etc.	After this, add: "Los climatólogos utilizan la información de las estaciones meteorológicas al estudiar cómo cambia el tiempo. Comenten ejemplos: el efecto del calor del sol en la rocas, arena, etc."
Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Un meteorólogo puede trabajar en cualquier parte del mundo, desde su ciudad natal hasta China.	Add "o un climatólogo" between "meteorólogo" and "puede"

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Editorial Change	Publisher	Teacher	9781950578900	285	Book 2 Unit 4	Lee y debate sobre un libro acerca del estado del tiempo o acerca de ser un meteorólogo.	Add ", los efectos del tiempo," between "tiempo" and "o". Add "o un climatólogo" after "meteorólogo"
Editorial Change	Publisher	Teacher	9781950578900	286	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	286	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones". Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	286	Book 2 Unit 4	Usa las (smiley) tiras de práctica de capital y número.	"Tiras" u/c. Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	286	Book 2 Unit 4	Envía a casa algunas (smiley) Tiras de práctica de capital y número y las (smiley) Cartilla para la formación de letras mayúsculas en imprenta.	Change "capital" to "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	Los niños responden preguntas moviendo sus cuerpos a diferentes áreas.	Change "responden preguntas moviendo sus cuerpos a diferentes áreas" to "comparan el tamaño de los grupos"
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	<ul style="list-style-type: none"> • Crayolas Flip Crayons: Gris • Contornos de nubes • Goma • Bolitas de algodón 	Change "Crayolas" to "Crayones". In second pass, delete all these bullet points
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	Haz que los niños estiren una bolita de algodón y la peguen dentro del contorno de una nube. Haz que los niños pinten la otra nube de color gris.	Replace with "Haz que los niños se reúnan cerca de la ventana o afuera y describan las nubes. ¿Son grises o blancas?"
Editorial Change	Publisher	Teacher	9781950578900	287	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	288	Book 2 Unit 4	Revisa la letra K y presenta la k minúscula y su sonido. Escribe la K y la k en el conjunto de pizarra y letras minúsculas magnéticas. Explica por qué la K y la k son diferentes.	Replace with: "Repasa la letra K . Presenta la k minúscula y el sonido que produce." (K and k in bold)
Editorial Change	Publisher	Teacher	9781950578900	288	Book 2 Unit 4	Usa las letras ya aprendidas cuando no haya nombres con Kk.	Change "cuando no haya nombres con Kk" to "si no hay nombres con K " (K is in bold)
Editorial Change	Publisher	Teacher	9781950578900	288	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	288	Book 2 Unit 4	Menciona las palabras para cada paso lentamente.	Replace with: "Haz que los niños tracen la K en el aire con un trozo de tiza." (K in bold)
Editorial Change	Publisher	Teacher	9781950578900	288	Book 2 Unit 4	Pide a los niños que dibujen en el aire la letra K con un pedazo de tiza	Replace with: "Haz que los niños escriban la K mayúscula y minúscula." (K in bold)
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Los niños aprenden a trazar el número 10.	Change "aprenden a trazar" to "repasan y escriben"
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Pongan la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Los niños aprenden sobre la lluvia.	Replace with: "El niño observa lo que sucede durante los cambios en la Tierra."
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	Canta y baila al ritmo de "Canción de la lluvia".	Delete extra space
Editorial Change	Publisher	Teacher	9781950578900	289	Book 2 Unit 4	¿Qué podemos hacer cuando está lloviendo?	After this, add: " ¿Cómo es después de que llueve? "
Editorial Change	Publisher	Teacher	9781950578900	290	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	290	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	290	Book 2 Unit 4	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	Los niños aprenden dos sustantivos mientras hacen y responden preguntas.	Change "mientras hacen y responden preguntas" to "al hacer y responder preguntas". Replaced altogether with "El niño observa lo que sucede durante los cambios en la Tierra." in second pass
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	Pídele al ayudante que se abanique. Pídele al ayudante que abanique a cada niño.	Delete
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	¿Qué es una brisa?	Delete
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	¿Qué más se puede mover por el viento?	Replace with "Debate lo que sucede en un día ventoso. (Las nubes se mueven, las hojas se mueven)."
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	291	Book 2 Unit 4	Debate. Los molinos de viento son máquinas que utilizan la energía eólica para hacer otros trabajos. Las máquinas usan la energía eólica para producir electricidad, bombear agua o moler el grano y transformarlo en harina.	Replace with "Debate cómo cambia la Tierra cuando hace viento en diferentes estaciones. (En otoño, las hojas caen de los árboles. En invierno, el viento sopla la nieve)."
Editorial Change	Publisher	Teacher	9781950578900	292	Book 2 Unit 4	Unidad 4: Semana 24 A simple vista	"a" I/c
Editorial Change	Publisher	Teacher	9781950578900	292	Book 2 Unit 4	First paragraph	"sociales" and "oral" I/c. Change "transporte aéreo" to "aire y el cielo"
Editorial Change	Publisher	Teacher	9781950578900	292	Book 2 Unit 4	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	292	Book 2 Unit 4	"Día 1" column	Change "una crayola" to "un crayón". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	292	Book 2 Unit 4	"Día 2" column	Change "una crayola" to "un crayón". "sociales" I/c
Editorial Change	Publisher	Teacher	9781950578900	293	Book 2 Unit 4	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	293	Book 2 Unit 4	"Día 3" column	Change "una crayola" to "un crayón". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	293	Book 2 Unit 4	"Día 4" column	Change "escribirlas la letra" to "atarlos"
Editorial Change	Publisher	Teacher	9781950578900	293	Book 2 Unit 4	"Día 5" column	Change "una crayola" to "un crayón". "oral" I/c
Editorial Change	Publisher	Teacher	9781950578900	294	Book 2 Unit 4	Los niños aprenden letras e identifican sílabas.	Change "letras" to "la letra A " (A is in bold)
Editorial Change	Publisher	Teacher	9781950578900	294	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	294	Book 2 Unit 4	Nombrar la imagen y "leer" la palabra.	Change "Nombrar" to "Nombra". Change "leer" to "lee"
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 10 al colorear, contar, construir, rimar y cantar." (10 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Revisar el 10 con Yo Sé Los Números	"sé los" I/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Entrega a cada niño un ejemplar de Yo Sé Los Números, cuadernillo 10	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	LWT: pp. 295 - 303 Update OL/ Sc/ SS content where appropriate to focus on air & sky to align more with the theme of Earth.	N/A
Editorial Change	Publisher	Teacher	9781950578900	295	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	296	Book 2 Unit 4	Under "Materiales:" (first table)	Insert B glyph in "B"
Editorial Change	Publisher	Teacher	9781950578900	296	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	297	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	297	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	297	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 10, quieres completar con los niños	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	297	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	297	Book 2 Unit 4	Los niños aprenden sobre el estudio del vuelo.	Change "aprenden sobre el estudio del vuelo" to "el vuelo y qué hace un piloto"
Editorial Change	Publisher	Teacher	9781950578900	298	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	298	Book 2 Unit 4	Pide a los niños que digan oraciones completas: el ananá es amarilla.	Change "amarilla" to "amarillo"
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 10, quieres completar con los niños.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Las filas nos ayudan a ver cuál es la mascota favorita.	After this, add: "5. ¿Qué pasaría si dos personas más votaran por perros? ¿Cuántos más votos habrían? Haz que los niños cuenten para encontrar el total."
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Indícale al ayudante que hale a Squawker en el vagón sobre los bloques. Quita los bloques. Indícale al ayudante que hale a Squawker en el vagón sobre el suelo plano.	Change both instances of "hale" to "jale"
Editorial Change	Publisher	Teacher	9781950578900	299	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	300	Book 2 Unit 4	Revisa la letra A y presenta la a minúscula y su sonido.	Replace with: "Repasa la A . Presenta la a minúscula." (A is in bold)
Editorial Change	Publisher	Teacher	9781950578900	300	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	300	Book 2 Unit 4	Under "Vocabulario:" (second table)	Change "wet, dry, try," to "wet, dry, try,"
Editorial Change	Publisher	Teacher	9781950578900	301	Book 2 Unit 4	Los niños aprenden el número 10 y escriben el 10.	Change "aprenden el número 10 y escriben" to "repasan y escriben"
Editorial Change	Publisher	Teacher	9781950578900	301	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" I/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	301	Book 2 Unit 4	Ayuda a los niños a encontrar la página de los 10 dedos en el cuadernillo 10 de Yo Sé Los Números.	"sé los" I/c
Editorial Change	Publisher	Teacher	9781950578900	301	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	302	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	302	Book 2 Unit 4	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	302	Book 2 Unit 4	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"

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Editorial Change	Publisher	Teacher	9781950578900	302	Book 2 Unit 4	Vuela como los aviones. Haz títeres de aviones haciendo sombras con las manos.	Replace with: "Haz que los niños escriban la letra A cinco veces en el Centro de escritura." (A is in bold)
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Los niños aprenden Matemáticas coloreando, contando, construyendo, rimando, cantando y jugando con Yo Sé Los Números.	Replace with: "Los niños repasan el número 10 al colorear, contar, construir, rimar y cantar." (10 is in bold)
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Under "Materiales:" (first table)	"sé los" l/c. Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Under "Qué estamos aprendiendo:"	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Revisar el 10 con Yo Sé Los Números	"sé los" l/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Elige qué páginas de Yo Sé Los Números, cuadernillo 10, quieres completar con los niños.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Envía a casa Yo Sé Los Números, cuadernillo 10, para que los niños lo completen allí con los padres.	"sé los" l/c
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Canta y baila al ritmo de "Toda hecha de algodón".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Indícale al ayudante que muestre el avión. Píde a los niños que estiren sus brazos e imaginen que son aviones. Indícale al ayudante que muestre la imagen de nubes.	Replace with: "Haz que los niños se reúnan cerca de la ventana o afuera. Haz que te describan las nubes. Debate si las nubes son nubes de lluvia, si son grises o si están llenas de agua."
Editorial Change	Publisher	Teacher	9781950578900	303	Book 2 Unit 4	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	306	Book 2 Unit 5	Unidad 5: Semana 25, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	306	Book 2 Unit 5	Insert M glyph throughout page (x3)	N/A
Editorial Change	Publisher	Teacher	9781950578900	306	Book 2 Unit 5	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	306	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	307	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	Letra M y revisión de Matemáticas	Change "M" to " M " (bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	Under "Materiales:" (first table)	"casa" l/c
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	LWT: These pictures don't match lesson.	N/A
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:". (global) Apoyo:
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	Dos niños dicen la palabra pez agarrados del brazo	Change "la palabra pez" to ", por ejemplo, la palabra pez" (bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	308	Book 2 Unit 5	Busquen objetos en la habitación que empiecen con M.	Replace with: "Los niños encuentran la letra M en un libro." (M is in bold)
Editorial Change	Publisher	Teacher	9781950578900	309	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	309	Book 2 Unit 5	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	309	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:". (global) Apoyo:
Editorial Change	Publisher	Teacher	9781950578900	309	Book 2 Unit 5	Palear significa levantar algo con una pala.	Change "levantar algo con una pala" to "excavar en la tierra con una herramienta."
Editorial Change	Publisher	Teacher	9781950578900	309	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"

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Editorial Change	Publisher	Teacher	9781950578900	310	Book 2 Unit 5	Letra M y revisión de Matemáticas	Change "M" to " M ". "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	310	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	311	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	311	Book 2 Unit 5	Los niños ponen la crayola en la flecha.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	311	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	312	Book 2 Unit 5	Letra M y revisión de Matemáticas	Change "M" to " M ". "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	312	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	312	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	312	Book 2 Unit 5	Escribe el nombre del niño con mayúscula inicial y fíjate si pueden identificar cada letra de su nombre.	Change "del niño" to "de los niños"
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	Los niños distinguen triángulos, círculos, cuadrados y rectángulos dentro de un grupo de formas.	Delete "dentro de un grupo de formas"
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	Pongan las manos en un cuadrado o Siéntense sobre una forma con cuatro lados.	"pongan" and "siéntense" l/c
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	¿Seleccionan las formas correctas?	Replace with: "Las ponen en el contenedor etiquetado formas."
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	313	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	314	Book 2 Unit 5	Letra Mm y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	314	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	314	Book 2 Unit 5	Guía a los niños según sea necesario.	Replace with: "Haz que los niños escriban M en el aire con un trozo de tiza." (M is in bold)
Editorial Change	Publisher	Teacher	9781950578900	314	Book 2 Unit 5	Haz que los niños escriban la M en el aire con un trozo de tiza.	Change "en el aire con un trozo de tiza" to "todas las veces que puedan en sus pizarras"
Editorial Change	Publisher	Teacher	9781950578900	315	Book 2 Unit 5	Los niños identifican las formas que se usaron para armar el cuerpo de Mat Man.	Delete "que se usaron para armar el cuerpo de Mat Man"
Editorial Change	Publisher	Teacher	9781950578900	315	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	315	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	315	Book 2 Unit 5	Los niños identifican y describen una máquina simple: la superficie inclinada o rampa.	Delete ": la superficie inclinada o rampa"
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Letra Mm y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Under "Materiales:" (first table)	ADD to Materials after book title, a reference to: Leer consejos interactivos en voz alta (Vol. 1, pp. 42-43)
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Revisa la M y su sonido. Mi Primer Libro Escolar, Trazos previos:	"trazos" l/c
Editorial Change	Publisher	Teacher	9781950578900	316	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"

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Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Haz que los niños busquen máquinas en la escuela.	Delete
Editorial Change	Publisher	Teacher	9781950578900	317	Book 2 Unit 5	Debatan. Una computadora es una máquina que encuentra información. ¿Cómo podemos encontrar información sin esta máquina?	Replace with: "Haz que los niños busquen máquinas en la escuela."
Editorial Change	Publisher	Teacher	9781950578900	318	Book 2 Unit 5	Unidad 5: Semana 26, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	318	Book 2 Unit 5	Foco: Letra Nn y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	318	Book 2 Unit 5	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	318	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	319	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	319	Book 2 Unit 5	"Día 4" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	320	Book 2 Unit 5	Foco: Letra N y revisión de números	Change "N" to "N" (in bold). Change "números" to "matemáticas"
Editorial Change	Publisher	Teacher	9781950578900	320	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	320	Book 2 Unit 5	Utiliza objetos que pertenezcan a la misma familia de palabras:	Replace with: "Los niños emparejan imágenes de objetos que pertenecen a la misma familia de palabras, como"
Editorial Change	Publisher	Teacher	9781950578900	321	Book 2 Unit 5	Canten y bailen al ritmo del juego de dedos "Los cinco dedos juegan".	Delete "Los". "Cinco" u/c
Editorial Change	Publisher	Teacher	9781950578900	321	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	321	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	321	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	322	Book 2 Unit 5	Foco: Letra N y revisión de Matemáticas	Change "N" to "N" (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	322	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	322	Book 2 Unit 5	Usa objetos reales para ayudar a los niños a identificar la palabra.	Change "ayudar a los niños a identificar la palabra" to "reforzar el significado de la palabra y el sonido /n/"
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Canten y completen el juego de dedos al ritmo de "Tengo diez pequeños dedos".	Delete "Tengo". "Diez" u/c
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Los niños debaten y explican las formas en las que se usan los recursos naturales para construir casas.	Replace with: "Los niños aprenden sobre los recursos naturales y sus usos."
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	323	Book 2 Unit 5	Entrega a los niños papel y crayolas Flip Crayons	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	324	Book 2 Unit 5	Foco: Letra N y revisión de Matemáticas	Change "N" to "N" (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	324	Book 2 Unit 5	Canten y bailen al ritmo de "Canción de las sílabas".	Add "La" before "Canción". "canción" l/c

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Editorial Change	Publisher	Teacher	9781950578900	324	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	324	Book 2 Unit 5	Under "Materiales:" (second table)	Both instances of "mayúscula" l/c
Editorial Change	Publisher	Teacher	9781950578900	324	Book 2 Unit 5	Pídeles que encuentren palabras que empiecen con N en el salón de clases.	Change "el salón de clases" to "los libros"
Editorial Change	Publisher	Teacher	9781950578900	325	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	325	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	326	Book 2 Unit 5	Foco: Letra Nn y revisión de números	Change "números" to "matemáticas"
Editorial Change	Publisher	Teacher	9781950578900	326	Book 2 Unit 5	Los niños buscan letras Nn en revistas.	Change "buscan letras Nn en revistas" to "identifican la letra Nn " (Nn in bold)
Editorial Change	Publisher	Teacher	9781950578900	326	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	326	Book 2 Unit 5	Haz que los niños escriban la N en el aire con un trozo de tiza.	Replace with: "Los niños escriben una enorme N en el patio con tiza para pavimento."
Editorial Change	Publisher	Teacher	9781950578900	327	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Foco: Letra Nn y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Los niños dividen las oraciones en palabras y cuentan el número de palabras.	Change "dividen las oraciones en palabras y cuentan el número de palabras" to "cuentan las palabras en una oración"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Rightmost speech bubble	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Avisa a los niños si es su turno.	Replace with: "Muestra a los niños cómo cuentas las palabras de una oración. Luego haz que todos cuenten las palabras de la misma oración a coro contigo."
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Haz que los niños piensen oraciones para preguntar sobre sus máquinas favoritas.	Change "piensen oraciones para preguntar sobre sus máquinas favoritas" to "trabajen en parejas. Por turnos, uno de los niños piensa una oración, y el otro tiene que decirle cuántas palabras tiene esa oración"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	328	Book 2 Unit 5	Los niños ponen las crayolas en la carita sonriente.	Change "las crayolas" to "los crayones"
Editorial Change	Publisher	Teacher	9781950578900	329	Book 2 Unit 5	Under "Materiales:" (first table)	"formación" l/c
Editorial Change	Publisher	Teacher	9781950578900	329	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	329	Book 2 Unit 5	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	329	Book 2 Unit 5	Adjetivos: camión/carretera	Change "Adjetivos:" to "P&R con sustantivos:"
Editorial Change	Publisher	Teacher	9781950578900	329	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	330	Book 2 Unit 5	Unidad 5: Semana 27, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	330	Book 2 Unit 5	Foco: Letras Vv, Ww y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	330	Book 2 Unit 5	First paragraph	"matemáticas", "estudios" (reverted to u/c in second pass), "sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	330	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral", "estudios" (reverted to u/c in second pass) and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	331	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c

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Editorial Change	Publisher	Teacher	9781950578900	332	Book 2 Unit 5	Foco: Letras V y W y revisión de Matemáticas	Change "V y W" to " V y W " (V and W in bold). "matemáticas" /c.
Editorial Change	Publisher	Teacher	9781950578900	332	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	333	Book 2 Unit 5	Los niños reconocen que el orden y la disposición de los objetos no afectan la cantidad total.	Change "y la disposición de los objetos no afectan la cantidad total" to "de los objetos no afecta su cantidad total."
Editorial Change	Publisher	Teacher	9781950578900	333	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	333	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	334	Book 2 Unit 5	Foco: Letras V y W y revisión de Matemáticas	Change "V y W" to " V y W " (V and W in bold). "matemáticas" /c.
Editorial Change	Publisher	Teacher	9781950578900	334	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	335	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	336	Book 2 Unit 5	Foco: Letras V y W y revisión de Matemáticas	Change "V y W" to " V y W " (V and W in bold). "matemáticas" /c.
Editorial Change	Publisher	Teacher	9781950578900	336	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	336	Book 2 Unit 5	Escribe tu nombre con mayúscula inicial, y los gráficos del recurso Letras minúsculas en imprenta.	LWT: Does "A Click Away" need to be placed here?
Editorial Change	Publisher	Teacher	9781950578900	336	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	337	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	337	Book 2 Unit 5	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	337	Book 2 Unit 5	Debatan. La calle Lombard Street de San Francisco es demasiado empinada como para conducir un automóvil por ella. Hicieron un camino en zigzag para que los autos puedan bajar despacio.	Replace with: "Haz que los niños utilicen materiales en el salón para construir algo empinado."
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Foco: Letras Vv y Ww y revisión de Matemáticas	"matemáticas" /c.
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Revisa la V y la W y presenta la v y la w minúsculas y sus sonidos.	Replace with: "Repasa la V y la W y sus sonidos. Presenta la v y la w ." (V, v, W and w in bold)
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Juega con las letras minúsculas que no se parecen a sus mayúsculas.	Change "Juega con" to "Empareja"
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	338	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	339	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	339	Book 2 Unit 5	Otra forma de enseñar los números ordinales es pedir a los niños que busquen filas de objetos o de personas en el salón de clases o en la escuela.	Replace with: "Haz que los niños alineen bloques. Pida que los identifiquen usando números ordinales fuera de orden, por ejemplo preguntándoles "¿Cuál es el tercero?""
Editorial Change	Publisher	Teacher	9781950578900	339	Book 2 Unit 5	Planifica la actividad con objetos que resulten familiares, como una crayola rodando sobre un escritorio.	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	340	Book 2 Unit 5	Foco: Letras Vv y Ww y revisión de Matemáticas	"matemáticas" /c.

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Learning Without Tears
Get Set for School Complete Pre-K Program (ISBN 9781950578306)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	340	Book 2 Unit 5	Los niños establecen correspondencias entre letras: Letras mayúsculas con mayúsculas y letras mayúsculas con minúsculas.	Change "establecen correspondencias entre letras: Letras mayúsculas con mayúsculas y letras mayúsculas con minúsculas" to "emparejan las letras mayúsculas y minúsculas"
Editorial Change	Publisher	Teacher	9781950578900	340	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	340	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	340	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	341	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	341	Book 2 Unit 5	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	341	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	342	Book 2 Unit 5	Unidad 5: Semana 28, A simple vista	"a" /c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	342	Book 2 Unit 5	Foco: Letra Xx y revisión de Matemáticas	"matemáticas" /c
Editorial Change	Publisher	Teacher	9781950578900	342	Book 2 Unit 5	First paragraph	"matemáticas", "sociales", "lenguaje" (reverted to u/c in second pass) and "oral" /c
Editorial Change	Publisher	Teacher	9781950578900	342	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" /c
Editorial Change	Publisher	Teacher	9781950578900	342	Book 2 Unit 5	"Día 2" column	"sociales" /c. Change "practiquen hacer diagonales con Líneas Grandes antes de que formen las letras V y W" to "repasen las diagonales con Líneas Grandes antes de escribir la X" (X is in bold)
Editorial Change	Publisher	Teacher	9781950578900	343	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" /c
Editorial Change	Publisher	Teacher	9781950578900	343	Book 2 Unit 5	"Día 4" column	"sociales" /c
Editorial Change	Publisher	Teacher	9781950578900	344	Book 2 Unit 5	Foco: Letra X y revisión de números	Change "X" to "X" (in bold). Change "números" to "matemáticas"
Editorial Change	Publisher	Teacher	9781950578900	344	Book 2 Unit 5	Under "Qué estamos aprendiendo:"	Change "seguir reglas basadas en la seguridad" to "cooperar con los compañeros"
Editorial Change	Publisher	Teacher	9781950578900	344	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	345	Book 2 Unit 5	Los niños posicionan los números con el lado correcto hacia arriba y reconocen y nombran los números escritos hasta el 20.	Change "posicionan los números con el lado correcto hacia arriba y reconocen y nombran los números escritos hasta el 20" to "reconocen y nombran los números ordinales escritos, del 1 al 10." (1 and 10 in bold)
Editorial Change	Publisher	Teacher	9781950578900	345	Book 2 Unit 5	Under "Materiales:" (first table)	Change "10 a 20" to "1 a 10" (1 and 10 in bold)
Editorial Change	Publisher	Teacher	9781950578900	345	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	345	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	346	Book 2 Unit 5	Foco: Letra X y revisión de números	Change "X" to "X" (in bold). Change "números" to "matemáticas"
Editorial Change	Publisher	Teacher	9781950578900	346	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	347	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	347	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Foco: Letra X y revisión de números	Change "X" to "X" (in bold). Change "números" to "matemáticas"

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Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Los niños identifican palabras que riman	Change "identifican" to "reconocen"
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Under "Materiales:" (first table)	Add " Books All Year (V.1, pp. 102-105)" after "Dr. Seuss"
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Grupo pequeño	"grupo" l/c
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	348	Book 2 Unit 5	Escribe tu nombre con mayúscula inicial, y los gráficos del recurso Letras minúsculas en imprenta.	LWT: Does "A Click Away" need to be placed here?
Editorial Change	Publisher	Teacher	9781950578900	349	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	349	Book 2 Unit 5	Haz que los niños intenten escribir el número en una pizarra en blanco	Change "intenten escribir" to "escriban"
Editorial Change	Publisher	Teacher	9781950578900	349	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	350	Book 2 Unit 5	Foco: Letra Xx y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	350	Book 2 Unit 5	Revisa la letra X y presenta la x y su sonido.	Replace with: "Repasa la X. Presenta la x." (X and x in bold)
Editorial Change	Publisher	Teacher	9781950578900	350	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	350	Book 2 Unit 5	Pide a los niños que dibujen en el aire la letra X con un pedazo de tiza.	Replace with: "Haz que los niños escriban una X gigante en el patio con tiza para pavimento." (X in bold)
Editorial Change	Publisher	Teacher	9781950578900	351	Book 2 Unit 5	Los niños reconocen varias formas dentro de un grupo	Change "varias formas dentro de un grupo" to "las formas"
Editorial Change	Publisher	Teacher	9781950578900	351	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	351	Book 2 Unit 5	Los niños describen o demuestran el trabajo del cobrador de un tren	Change "describen o demuestran el trabajo del cobrador de un tren" to "aprenden sobre el trabajo de un conductor de tren"
Editorial Change	Publisher	Teacher	9781950578900	352	Book 2 Unit 5	Foco: Letra Xx y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	352	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	352	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	352	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	353	Book 2 Unit 5	Los niños cuentan e identifican conjuntos	Change "cuentan e identifican conjuntos" to "cuentan objetos y escriben el numeral para representar el total"
Editorial Change	Publisher	Teacher	9781950578900	353	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	353	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	353	Book 2 Unit 5	Haz que los niños dibujen trenes y sus vías.	Delete
Editorial Change	Publisher	Teacher	9781950578900	353	Book 2 Unit 5	Haz que los niños dibujen trenes	Add "y sus vías" after this
Editorial Change	Publisher	Teacher	9781950578900	354	Book 2 Unit 5	Unidad 5: Semana 29, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	354	Book 2 Unit 5	Foco: Letra Yy y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	354	Book 2 Unit 5	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	354	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	355	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Foco: Letra Y y revisión de Matemáticas	Change "Y" to "Y" (in bold). "matemáticas" l/c

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Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	LWT: This image no longer makes sense. A foot in a cast would be better.	N/A
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Practica más inicios con -eso, tales como /l/, /s/, /hu/ y muestra objetos o imágenes.	Change "/s/" to "/y/". Delete "o imágenes"
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Di una palabra: boca. Dos niños entrelazan los brazos y dicen la palabra. Al bajar los brazos, el primer niño dice /b/ y el segundo dice -oca. Entrelazan los brazos nuevamente y los dos dicen boca.	Delete "Di una palabra: boca.". Add "#yeso." after "dicen la palabra". Change "/b/" to "/y/" (in bold). Change "oca" to "eso". Change "boca" to "yeso".
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Under "Vocabulario:" (first table)	Change "queso, seso" to "yeso"
Editorial Change	Publisher	Teacher	9781950578900	356	Book 2 Unit 5	Encuentra en el salón objetos o imágenes de objetos que empiecen o contengan la letra Y.	Replace with: "Haz que los niños encuentren la letra Y en los libros del Centro de libros." (Y is in bold)
Editorial Change	Publisher	Teacher	9781950578900	357	Book 2 Unit 5	Repite el proceso con otros números	Add "hasta 10." after this
Editorial Change	Publisher	Teacher	9781950578900	357	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	357	Book 2 Unit 5	Escucha "Bote, bote".	Replace with: "Haz que los niños repasen la escritura de números en el Centro de escritura."
Editorial Change	Publisher	Teacher	9781950578900	357	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	358	Book 2 Unit 5	Foco: Letra Y y revisión de Matemáticas	Change "Y" to " Y " (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	358	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Reparte doce galletas a cada niño. Tengo doce galletas. Haz que los niños repitan.	Change "doce" to "diez". Change "doce" to " diez " (in bold)
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Digan juntos: Me quedan once galletas	Change "once" to " nueve " (in bold)
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Observa a los niños mientras se comen las galletas. ¿Logran identificar el número nuevo?	Change "mientras se comen las galletas. ¿Logran identificar el número nuevo?" to "tomar una galleta. ¿Logran identificar cuántas quedan?"
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Aumenta el número de galletas a veinte	Change "veinte" to "más de 10"
Editorial Change	Publisher	Teacher	9781950578900	359	Book 2 Unit 5	Los niños identifican lo que propulsa a algunos botes.	Change "identifican lo que propulsa a algunos botes" to "aprenden sobre qué acciones y herramientas propulsan a los botes"
Editorial Change	Publisher	Teacher	9781950578900	360	Book 2 Unit 5	Foco: Letra Y y revisión de Matemáticas	Change "Y" to " Y " (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	360	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	360	Book 2 Unit 5	Los niños aprenden la forma correcta de escribir letras trazando y escribiendo.	Delete "trazando y escribiendo"
Editorial Change	Publisher	Teacher	9781950578900	360	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	360	Book 2 Unit 5	Escribe tu nombre con mayúscula inicial, y los gráficos del recurso Letras minúsculas en imprenta.	LWT: Does "A Click Away" need to be placed here?
Editorial Change	Publisher	Teacher	9781950578900	361	Book 2 Unit 5	Los niños comparten un conjunto de objetos equitativamente con dos o tres compañeros de clase.	Delete "con dos o tres compañeros de clase"
Editorial Change	Publisher	Teacher	9781950578900	361	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	361	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"

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Editorial Change	Publisher	Teacher	9781950578900	362	Book 2 Unit 5	Foco: Letra Yy y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	362	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	363	Book 2 Unit 5	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	363	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	364	Book 2 Unit 5	Foco: Letra Yy y revisión de Matemáticas	"matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	364	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	364	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	364	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	365	Book 2 Unit 5	Under "Materiales:" (first table)	Delete the space between "Vol." and "1"
Editorial Change	Publisher	Teacher	9781950578900	365	Book 2 Unit 5	Coloca un tablero de patrones de 2" x 3" frente a cada pareja con el lado del rompecabezas hacia arriba.	Change "2" x 3"" to "2 x 3"
Editorial Change	Publisher	Teacher	9781950578900	365	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	365	Book 2 Unit 5	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	365	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	366	Book 2 Unit 5	Unidad 5: Semana 30, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	366	Book 2 Unit 5	Foco: Letra Zz, revisión del alfabeto y revisión de Matemáticas	Change "revisión del alfabeto y revisión de Matemáticas" to "revisión de matemáticas y el alfabeto"
Editorial Change	Publisher	Teacher	9781950578900	366	Book 2 Unit 5	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	366	Book 2 Unit 5	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	366	Book 2 Unit 5	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	367	Book 2 Unit 5	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	368	Book 2 Unit 5	Foco: Letra Z y revisión de Matemáticas	Change "Z" to "Z" (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	368	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	369	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	369	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	370	Book 2 Unit 5	Foco: Letra Z y revisión de Matemáticas	Change "Z" to "Z" (in bold). "matemáticas" l/c
Editorial Change	Publisher	Teacher	9781950578900	370	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	370	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	370	Book 2 Unit 5	Los niños ponen la crayola en la (smiley).	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	371	Book 2 Unit 5	Observa a los niños mientras ordenan las Tag Bags. ¿Entienden el concepto de antes y después?	Change "mientras ordenan las Tag Bags. ¿Entienden el concepto de antes y después?" to "contar las Tag Bags de muchas maneras. ¿Entienden que el total no cambia?"
Editorial Change	Publisher	Teacher	9781950578900	371	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	371	Book 2 Unit 5	Entrega a los niños juguetes que representen personas y animales para que jueguen dentro de la escuela una vez construida.	Change "una vez construida" to "y haz que actúen los varios roles que tienen las personas que trabajan o juegan en la escuela"

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Editorial Change	Publisher	Teacher	9781950578900	372	Book 2 Unit 5	Foco: Letra Zz y revisión de Matemáticas	Change "revisión de Matemáticas" to "revisión de matemáticas y el alfabeto"
Editorial Change	Publisher	Teacher	9781950578900	372	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	372	Book 2 Unit 5	Habla con los niños sobre cada objeto antes de que recorten las imágenes, para ayudarlos a verificar su trabajo.	Replace with: "Ayuda a los niños a encontrar las Zz en revistas o periódicos para recortarlas." (Zz in bold)
Editorial Change	Publisher	Teacher	9781950578900	372	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	372	Book 2 Unit 5	¿Pueden nombrar las letras en orden alfabético con facilidad?	Delete "con facilidad"
Editorial Change	Publisher	Teacher	9781950578900	373	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	373	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	Foco: Letra Zz, revisión del alfabeto y revisión de Matemáticas	Change "revisión del alfabeto y revisión de Matemáticas" to "revisión de matemáticas y el alfabeto"
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	Revisa la letra Zz y su sonido.	After this, add: " La Zz hace el sonido /z/ como en zanahoria. Haz que los niños repitan la letra, su sonido y la palabra."
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	¿Cuál es el sonido de la d? Repite con otras letras.	Change "Repite con otras letras" to " La Dd hace el sonido /d/ como en delfín. Enseña una imagen de un delfín. Repite con otras letras y sus sonidos."
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	Observa si los niños pueden identificar si la letra es la inicial de su nombre.	Replace with: "Haz que los niños identifiquen compañeros de clase cuyos nombres comiencen con cada una de las letras de enfoque."
Editorial Change	Publisher	Teacher	9781950578900	374	Book 2 Unit 5	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	375	Book 2 Unit 5	Me doy la mano con la mano derecha.	Delete "Me". "Doy" u/c
Editorial Change	Publisher	Teacher	9781950578900	375	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	375	Book 2 Unit 5	Dales a los niños un estímulo que sea agradable para ellos.	Replace with: "Pega una R a la mano del estudiante y repite la actividad."
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Foco: revisión del alfabeto y revisión de Matemáticas	"Revisión" u/c
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	LWT: We're missing the lesson for Pencil Pickups in the S&S in Book 1. The Pencil Pickups pages need to be done before children do the Capital pages in MFLB. Either now or with the next run, could we use Pencil Pickups as the Multisensory intro on W30, D5, LL (Bk 2, p. 376)?	N/A
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Grupo pequeño	"grupo" l/c
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Mientras cantas, sustituye "crayola" por "lápiz".	Change "crayola" to "crayón"
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Puedes escribir las mayúsculas con una crayola.	Change "una crayola" to "un crayón"
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Insert glyphs for B, G, I, J, & M	N/A
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	376	Book 2 Unit 5	Si los niños están preparados, permite que completen los pasos sin tu demostración.	Replace with: "Haz que los niños describan los pasos a sus compañeros."
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Los niños ordenan las formas por sus lados y esquinas	Change "lados y esquinas" to "características"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Demuestra el dibujo mientras cantas "La maestra va a jugar".	Change "jugar" to "dibujar"
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	¡Escogiste una forma fabulosa, Angie!	Change "Escogiste" to "Seleccionaste". Change "Angie" to " <i>insertar el nombre del estudiante</i> " (in italics)
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Veamos si podemos encontrar más formas como la de Angie.	Change "Angie" to " <i>insertar el nombre del estudiante</i> " (in italics)
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Vamos a ver cuántas formas hay en el montón de Angie.	Change "Angie" to " <i>insertar el nombre del estudiante</i> " (in italics)
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Los niños aprenden dos sustantivos mientras hacen preguntas y las responden.	Change "mientras hacen preguntas y las responden" to "al hacer y responder preguntas."
Editorial Change	Publisher	Teacher	9781950578900	377	Book 2 Unit 5	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	379	Book 2 Unit 6	Planes de la lección: Unidad 6	Delete "Planes de la lección". Add ": Animales" after "Unidad 6"
Editorial Change	Publisher	Teacher	9781950578900	380	Book 2 Unit 6	Unidad 6: Semana 31, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	380	Book 2 Unit 6	Foco: Las letras c o s v w y revisión de números	Delete "Las". "Letras" u/c. Change " c o s v w " to " c, o, s, v, w " (letters in bold)
Editorial Change	Publisher	Teacher	9781950578900	380	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	380	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	381	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	381	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	382	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	382	Book 2 Unit 6	Pide a los niños que coloquen otras letras magnéticas en la pizarra.	Replace with: "Jueguen a ver qué tan rápido los niños pueden emparejar las formas."
Editorial Change	Publisher	Teacher	9781950578900	382	Book 2 Unit 6	1. Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para presentar la ubicación de las letras pequeñas, altas y con descendentes.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	383	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	383	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	383	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Under "Materiales:" (first table)	ADD to Materials after book title, a reference to Leer consejos interactivos en voz alta (Vol. 1, pp. 42-43). "gato" and "ensombrerado" l/c. Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Image of the first table	"gato" and "ensombrerado" l/c
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	2. Lee The Cat in the Hat/ El Gato Ensombrerado de Dr. Seuss.	"gato" and "ensombrerado" l/c
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Image of the second table	"C" u/c. We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"

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Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Cc.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Da las instrucciones: C mágica.	"Mágica" u/c
Editorial Change	Publisher	Teacher	9781950578900	384	Book 2 Unit 6	Practica la Cc mayúscula en la pizarra antes de copiar y trazar la c.	Delete "mayúscula"
Editorial Change	Publisher	Teacher	9781950578900	385	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	385	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	385	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	Image of the second table	"C" u/c. We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	Under "Materiales:" (second table)	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Oo.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	Da las instrucciones: c Mágica, sigue, para	"C" u/c
Editorial Change	Publisher	Teacher	9781950578900	386	Book 2 Unit 6	Muestra imágenes de orugas. Habla sobre hechos divertidos acerca de las orugas.	Replace with: "Haz que los niños escriban la Oo 5 veces en el Centro de escritura." (Oo in bold)
Editorial Change	Publisher	Teacher	9781950578900	387	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	387	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	387	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Image of the second table	We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Ss.	"Usa" u/c. "actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Da las instrucciones: c Mágica pequeña, dobla hacia, abajo, vuelve con, otra curva.	"C" u/c. "mágica" l/c
Editorial Change	Publisher	Teacher	9781950578900	388	Book 2 Unit 6	Muestra imágenes de salmones nadando. Habla sobre otros animales que nadan.	Replace with: "Haz que los niños escriban la Ss 5 veces en el Centro de escritura." (Ss in bold)
Editorial Change	Publisher	Teacher	9781950578900	389	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	389	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	389	Book 2 Unit 6	igual que, más grande o más pequeño.	"Igual" u/c
Editorial Change	Publisher	Teacher	9781950578900	390	Book 2 Unit 6	Under "Materiales:" (first table)	Insert I glyph in PreKITT. (Second pass) Change the "I" in "PreKITT" to "[rom] I [rom]"
Editorial Change	Publisher	Teacher	9781950578900	390	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	390		Under "Materiales:" (second table)	Change "crayolas" to "crayones"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578900	390	Book 2 Unit 6	usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Vv y la Ww.	"Usa" u/c. "actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	390	Book 2 Unit 6	Comparte otras palabras que comiencen con v y w, como vehículo y walabí.	Replace with: "Haz que los niños escriban la Vv y la Ww 5 veces en el Centro de escritura." (Vv and Ww in bold)
Editorial Change	Publisher	Teacher	9781950578900	391	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	391	Book 2 Unit 6	Under "Materiales:" (first table)	Insert l glyph in PreKITT. (Second pass) Change the "l" in "PreKITT" to "[rom] l [rom]"
Editorial Change	Publisher	Teacher	9781950578900	391	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	391	Book 2 Unit 6	Los niños aprenden dos sustantivos mientras hacen y responden preguntas.	Change "mientras hacen y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	391	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	392	Book 2 Unit 6	Unidad 6: Semana 32, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	392	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	392	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	393	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Las letras minúsculas pueden tener diferentes tamaños: Pequeñas, altas o descendientes.	Change "descendientes" to "descendentes"
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Tt.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Di las instrucciones: baja, choca, cruza	"Baja" u/c
Editorial Change	Publisher	Teacher	9781950578900	394	Book 2 Unit 6	Muestra y habla sobre cómo girar un trompo.	Replace with: "Haz que los niños escriban la Tt 5 veces en el Centro de escritura." (Tt in bold)
Editorial Change	Publisher	Teacher	9781950578900	395	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	395	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	395	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	395	Book 2 Unit 6	Observa mientras los niños representan las palabras de acción.	Change "mientras los niños representan" to "a los niños representar"
Editorial Change	Publisher	Teacher	9781950578900	396	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	396	Book 2 Unit 6	Image of the second table	We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	396	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	396	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Aa.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	396	Book 2 Unit 6	c Mágica, sube como un helicóptero, choca, vuelve abajo, choca.	"c" u/c
Editorial Change	Publisher	Teacher	9781950578900	397	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c

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Editorial Change	Publisher	Teacher	9781950578900	397	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	397	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	397	Book 2 Unit 6	Los niños conectan a los animales con lo que comen.	Change "conectan a los animales con lo que comen" to "comentan sobre qué comen los animales"
Editorial Change	Publisher	Teacher	9781950578900	397	Book 2 Unit 6	6. Reparte papel y crayolas.	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	Under "Materiales:" (first table)	Add "Books All Year, (V.1, pp. 102-105)". Add a period at the end of "Yolen"
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	Image of the second table	We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Dd.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	398	Book 2 Unit 6	c Mágica, sube como un helicóptero, choca, vuelve abajo, choca.	"C" u/c
Editorial Change	Publisher	Teacher	9781950578900	399	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	399	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	399	Book 2 Unit 6	Soporte/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	399	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Under "Materiales:" (first table)	Change "descendiente" to "descendente"
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Las letras minúsculas pueden tener diferentes tamaños: Pequeñas, altas o descendientes.	Change "descendiente" to "descendente"
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Under "Materiales:" (second table)	Change "descendiente" to "descendente". Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Gg.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	c Mágica, sube como un helicóptero, choca, vuelve abajo, dobla.	"C" u/c
Editorial Change	Publisher	Teacher	9781950578900	400	Book 2 Unit 6	Lee la fábula de Esopo El zorro y la cabra. Habla sobre el mensaje de la fábula y su importancia.	Replace with "Haz que los niños escriban la Gg 5 veces en el Centro de escritura." (Gg in bold)
Editorial Change	Publisher	Teacher	9781950578900	401	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	401	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	Image of the second table	"C" u/c. We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar la ubicación de las letras con la C mágica: c, o, a, d y g.	"actividad" l/c. "Mágica" u/c

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Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	c: c Mágica o: c Mágica, sigue, para a: c Mágica, sube como un helicóptero, choca, vuelva abajo, choca d: c Mágica, sube como un helicóptero, sube más alto, vuelva abajo, choca g: c Mágica, sube como un helicóptero, choca, vuelva abajo, dobla	All instances of "C" u/c (bold)
Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	¿Comenzaron las letras de la C mágica con una c?	"Mágica" u/c
Editorial Change	Publisher	Teacher	9781950578900	402	Book 2 Unit 6	Los niños dicen palabras que comienzan con una letra de C mágica.	"Mágica" u/c
Editorial Change	Publisher	Teacher	9781950578900	403	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	403	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	403	Book 2 Unit 6	Los niños aprenden dos sustantivos mientras hacen y responden preguntas.	Change "mientras hacen y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	403	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	404	Book 2 Unit 6	Unidad 6: Semana 33, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	404	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	404	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	405	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	405	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	406	Book 2 Unit 6	Under "Materiales:" (first table)	"Uva" u/c
Editorial Change	Publisher	Teacher	9781950578900	406	Book 2 Unit 6	5. ¿Habías visto esto antes? ¿Qué me puedes decir sobre esto?	Boldface sentence
Editorial Change	Publisher	Teacher	9781950578900	406	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	406	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	406	Book 2 Unit 6	Di las instrucciones: baja, dobla hacia arriba, choca, vuelve abajo, choca.	"Baja" u/c
Editorial Change	Publisher	Teacher	9781950578900	407	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	407	Book 2 Unit 6	Under "Materiales:" (first table)	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	407	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	407	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Under "Materiales:" (first table)	"Imán" u/c
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la li.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Di las instrucciones: baja, choca, punto	"Baja" u/c
Editorial Change	Publisher	Teacher	9781950578900	408	Book 2 Unit 6	Comparte imágenes para diferenciar los iglúes de hogares/viviendas.	Replace with "Haz que los niños escriban la li 5 veces en el Centro de escritura." (li in bold)

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Editorial Change	Publisher	Teacher	9781950578900	409	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	409	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Las letras minúsculas pueden tener diferentes tamaños: Pequeñas, altas o descendientes.	Change "descendientes" to "descendentes"
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Ee.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Di las instrucciones: empieza, Línea Pequeña, sube y vuelve alrededor, para	"Empieza" u/c
Editorial Change	Publisher	Teacher	9781950578900	410	Book 2 Unit 6	Hablen sobre dónde viven los elefantes y encuentren el lugar en un mapa.	Replace with "Haz que los niños escriban la Ee 5 veces en el Centro de escritura."
Editorial Change	Publisher	Teacher	9781950578900	411	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	411	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	411	Book 2 Unit 6	Usa imágenes de animales encontrados en tierra y agua, haz que los niños los ordenen en dos grupos.	Change "Usa" to "Proporciona". Change ", haz" to ". Haz"
Editorial Change	Publisher	Teacher	9781950578900	411	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	411	Book 2 Unit 6	¿Alguna vez viste una salamandra?	Replace with "¿Qué otros animales viven debajo de troncos?"
Editorial Change	Publisher	Teacher	9781950578900	412	Book 2 Unit 6	Grupo pequeño	"grupo" l/c
Editorial Change	Publisher	Teacher	9781950578900	412	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	412	Book 2 Unit 6	Under "Materiales:" (second table)	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	412	Book 2 Unit 6	Trae diferentes tipos de libros para que los niños los exploren. Encuentra similitudes y diferencias.	Replace with "Haz que los niños escriban la LI 5 veces en el Centro de escritura." (LI in bold)
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Los niños cuentan un juego de objetos.	Change "un juego" to "juegos"
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Haz que los niños encuentren la cantidad de objetos con la tarjeta de número seleccionada al azar.	Change "la tarjeta de número seleccionada al azar" to "tarjetas de números seleccionadas al azar"
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	4. Reparte papel y crayolas	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	413	Book 2 Unit 6	Habla sobre cuánto come un elefante en un día en comparación con un ratón.	Replace with "Haz que los niños predigan qué animal come más, si un elefante o un ratón. Pídeles que expliquen su razonamiento."
Editorial Change	Publisher	Teacher	9781950578900	414	Book 2 Unit 6	Repite el sonido inicial con palabras de animales que comiencen con la letra k	Add: "y aplaude en cada sílaba." at the end of this sentence.
Editorial Change	Publisher	Teacher	9781950578900	414	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	414	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"

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Editorial Change	Publisher	Teacher	9781950578900	414	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Kk.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	415	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	415	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	415	Book 2 Unit 6	Los niños aprenden dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	415	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	416	Book 2 Unit 6	Unidad 6: Semana 34, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	416	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	416	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	416	Book 2 Unit 6	"Día 2" column	"sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	417	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	417	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	Under "Materiales:" (first table)	"Uva" u/c
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	5. ¿Habías visto esto antes? ¿Qué me puedes decir sobre esto?	Boldface sentence
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Yy.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	418	Book 2 Unit 6	Di las instrucciones: desliza hacia abajo, desliza hacia abajo.	"Desliza" u/c
Editorial Change	Publisher	Teacher	9781950578900	419	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	419	Book 2 Unit 6	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	419	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	419	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	420	Book 2 Unit 6	Under "Materiales:" (first table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	420	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	420	Book 2 Unit 6	Under "Materiales:" (second table)	"Descendientes" u/c (second pass: change to "Descendentes"). Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	420	Book 2 Unit 6	Usa el Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Jj.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	420	Book 2 Unit 6	Haz que los niños ordenen las grageas de jalea por color. Haz un gráfico de barras de la clase.	Replace with "Haz que los niños escriban la Jj 5 veces en el Centro de escritura." (Jj in bold)
Editorial Change	Publisher	Teacher	9781950578900	421	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	421	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	422	Book 2 Unit 6	Under "Materiales:" (first table)	"conexiones" l/c
Editorial Change	Publisher	Teacher	9781950578900	422	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	422	Book 2 Unit 6	Under "Materiales:" (second table)	"Descendientes" u/c (second pass: change to "Descendientes"). Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	422	Book 2 Unit 6	Usa el Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Pp.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	422	Book 2 Unit 6	Di las instrucciones: Baja, sube nada a un lado, redondea chocha.	Add a comma between "redondea" and "chocha"
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Under "Materiales:" (first table)	"Lado" u/c
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	423	Book 2 Unit 6	Observa mientras los niños sostienen la crayola.	Change "la crayola" to "el crayón"
Editorial Change	Publisher	Teacher	9781950578900	424	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	424	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	424	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Rr.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	424	Book 2 Unit 6	Haz que los niños dibujen su objeto rojo favorito y lo coloreen con crayolas rojas.	Replace with "Haz que los niños escriban la Rr 5 veces en el Centro de escritura." (Rr in bold)
Editorial Change	Publisher	Teacher	9781950578900	425	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	425	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	426	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	426	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	426	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Nn.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Los niños cuentan progresiva o regresivamente del 1 al 15.	Add "y del 15 al 1" at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Debajo de cada tarjeta, haz que los niños pongan el número de fichas correcto.	Delete "Debajo de cada tarjeta,". "Haz" u/c. Add "debajo de cada tarjeta" at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Los niños aprenden dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	427	Book 2 Unit 6	Habla. El Amazonas recorre el país de Brasil. ¿Qué idioma se habla en Brasil? (Portugués).	Replace with "Muestra a los niños una foto de la selva del Amazonas. Pídeles que identifiquen todo lo que ven."
Editorial Change	Publisher	Teacher	9781950578900	428	Book 2 Unit 6	Unidad 6: Semana 35, A simple vista	"a" l/c. Delete the comma

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Editorial Change	Publisher	Teacher	9781950578900	428	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	428	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	429	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	429	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" l/c
Editorial Change	Publisher	Teacher	9781950578900	430	Book 2 Unit 6	Las letras minúsculas pueden tener diferentes tamaños: Pequeñas, altas o descendientes	Change "descendientes" to "descendentes"
Editorial Change	Publisher	Teacher	9781950578900	430	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	430	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	430	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de la Mm.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	431	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	431	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	431	Book 2 Unit 6	Cierre: Canta "Las letras forman palabras".	Change "Canta" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	431	Book 2 Unit 6	Las personas a veces se mueven a otros lugares y se cambian de casa. A esto se le llama mudarse. Puede ser emocionante aprender acerca de un nuevo entorno. ¿Alguna vez se mudó tu familia?	Replace with "A veces, las personas se mudan a una nueva casa o a una nueva ciudad. ¿Cómo piensas que sería mudarse?"
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Luego ayuda a los niños a decidir una trama y seleccionar los roles.	Change "decidir una trama" to "escribir una historia"
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Habla sobre qué hará cada persona antes de empezar a actuar	Add "y hacer una lluvia de ideas para el final." at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Escribe una historia de la clase y luego vuelve a narrarla a través del juego de dramatización	Add "Mientras escriben la historia de la clase, motiva a los niños a agregar más detalles haciendo preguntas: ¿Cómo actuaría el cartero cuando el perro lo sorprende? " at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Hh.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	432	Book 2 Unit 6	Haz que los niños escriban números en cajas para rayuela.	Replace with "Haz que los niños escriban la Hh 5 veces en el Centro de escritura." (Hh in bold)
Editorial Change	Publisher	Teacher	9781950578900	433	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	433	Book 2 Unit 6	Los niños cuentan un juego de objetos.	Change "un juego" to "juegos"
Editorial Change	Publisher	Teacher	9781950578900	433	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	433	Book 2 Unit 6	Under "Materiales:" (second table): "• Are You My Mother? de P.D. Eastman"	Add "Books All Year, (V.1, pp. 102-105)". Add a period between "Eastman" and "Books"
Editorial Change	Publisher	Teacher	9781950578900	433	Book 2 Unit 6	Soporte/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	3. Lee Ricitos de oro y los tres osos.	Add "Comenten acerca de los personajes, Ricitos de oro y los tres osos. Pregunta: ¿Cuántos osos son niños? Un oso. ¿Cuántos osos son papás? Dos osos. ¿Cuántas niñas hay? Una niña. ¿Cuántos personajes hay que son niños? Dos niños, Ricitos de Oro y el oso pequeño." at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Observa mientras los niños vuelven a contar la historia. ¿Pueden hacerlo con precisión?	Replace with "Mientras los niños vuelven a contar la historia, observa si usan los plurales correctamente."
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Usa el recurso Magnetic Lowercase & Blackboard Set y la Actividad manual para revisar el tamaño de Bb.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Soporte/Estudiante de Inglés como Segundo Idioma (ELL):	Replace with "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	434	Book 2 Unit 6	Haz que los niños revienten burbujas usando solo el dedo pulgar y el índice.	Replace with "Haz que los niños escriban la Bb 5 veces en el Centro de escritura."
Editorial Change	Publisher	Teacher	9781950578900	435	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	435	Book 2 Unit 6	1. ¿Cual es el favorito de la clase? ¿Burro, búho o ballena?	Boldface text
Editorial Change	Publisher	Teacher	9781950578900	435	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	435	Book 2 Unit 6	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	436	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	437	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	437	Book 2 Unit 6	Que los niños unan los números con los objetos.	Change "los objetos" to "la cantidad total de objetos"
Editorial Change	Publisher	Teacher	9781950578900	437	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	437	Book 2 Unit 6	Que los niños ordenen, cuenten y comparen los pájaros por sus características para luego ponerlas en una tabla.	Delete "por sus características para luego ponerlas en una tabla"
Editorial Change	Publisher	Teacher	9781950578900	438	Book 2 Unit 6	Juan, J-U-A-N, Juan. Haz que la clase repita después de ti.	Replace with: " Libba, Libba inicia con MAYÚSCULA y se deletrea L-I-B-B-A, Libba. Apunta a cada letra mientras las dices."
Editorial Change	Publisher	Teacher	9781950578900	438	Book 2 Unit 6	Under "Materiales:" (second table)	"Tarjetas" u/c
Editorial Change	Publisher	Teacher	9781950578900	438	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	439	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	439	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	439	Book 2 Unit 6	Que los niños aprendan dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	439	Book 2 Unit 6	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	440	Book 2 Unit 6	Unidad 6: Semana 36, A simple vista	"a" l/c. Delete the comma
Editorial Change	Publisher	Teacher	9781950578900	440	Book 2 Unit 6	First paragraph	"sociales" and "oral" l/c
Editorial Change	Publisher	Teacher	9781950578900	440	Book 2 Unit 6	Leftmost column	"alfabetización", "matemáticas", "oral" and "sociales" l/c
Editorial Change	Publisher	Teacher	9781950578900	441	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c

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Editorial Change	Publisher	Teacher	9781950578900	441	Book 2 Unit 6	Icon titles on the first line (left to right)	"aprendizaje", "socioemocional", both instances of "emergente", "sociales" and "físico" I/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Under "Materiales:" (first table)	"pez" and "arcoiris" I/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Image of the first table	"pez" and "arcoiris" I/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Clasificación: clase completa, grupo pequeño	"Clase" u/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	3. Lee El Pez Arcoiris y ¡Es mío!. ¿Que descubrió el Pez Arcoiris?	Both instances of "pez" and both instances of "arcoiris" I/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Muéstrales dos historias con los mismos personajes (Ricitos de Oro y los Tres Osos y Oso Pardo, Oso Pardo, ¿Qué ves?).	"oro", all instances of "oso" and all instances of "pardo" I/c
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	442	Book 2 Unit 6	Utiliza el recurso Magnetic Lowercase & Blackboard Set, y la Actividad manual para la revisión del tamaño de Ff.	"actividad" I/c
Editorial Change	Publisher	Teacher	9781950578900	443	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	443	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	443	Book 2 Unit 6	Under "Materiales:" (second table)	"Tierra" u/c
Editorial Change	Publisher	Teacher	9781950578900	443	Book 2 Unit 6	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	LWT: Should we be using a lowercase q glyph?	N/A
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Que los niños unan letras, mayúscula con mayúscula, y mayúscula con minúscula.	Replace with "Los niños emparejan las letras mayúsculas y minúsculas."
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Image of the second table	We are not updating the art due to the non availability of font with us.
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Under "Materiales:" (second table)	"Descendientes" u/c (second pass: change to "Descendentes"). Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Utiliza el recurso Magnetic Lowercase & Blackboard Set, y la Actividad manual para la revisión del tamaño de Qq.	"actividad" I/c
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Da indicaciones: C mágica, sube como un helicóptero, choca, vuelve abajo, dobla en U.	"Mágica" u/c
Editorial Change	Publisher	Teacher	9781950578900	444	Book 2 Unit 6	Debate. A los ratones les gusta el queso. ¿Qué otros animales que coman queso conocen?	Replace with "Haz que los niños escriban la Qq 5 veces en el Centro de escritura." (Qq in bold)
Editorial Change	Publisher	Teacher	9781950578900	445	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	445	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	446	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	446	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	446	Book 2 Unit 6	Utiliza el recurso Magnetic Lowercase & Blackboard Set, y la Actividad manual para la revisión del tamaño de Xx.	"actividad" I/c

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Editorial Change	Publisher	Teacher	9781950578900	446	Book 2 Unit 6	Da las instrucciones: desliza hacia abajo, desliza hacia abajo.	"Desliza" u/c
Editorial Change	Publisher	Teacher	9781950578900	446	Book 2 Unit 6	compartir imágenes de la radiografía de un pez u otra radiografía para ayudar a establecer conexiones.	Replace with "Haz que los niños escriban la Xx 5 veces en el Centro de escritura." (Xx in bold)
Editorial Change	Publisher	Teacher	9781950578900	447	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	447	Book 2 Unit 6	Que los niños retiren objetos de un juego y cuenten cuántos objetos quedan.	Change "cuántos objetos quedan" to "para hallar el total"
Editorial Change	Publisher	Teacher	9781950578900	447	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	447	Book 2 Unit 6	Cierre: Cante "Las letras forman palabras".	Change "Cante" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	448	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	448	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	448	Book 2 Unit 6	Utiliza el recurso Magnetic Lowercase & Blackboard Set, y la Actividad manual para la revisión del tamaño de Zz.	"actividad" l/c
Editorial Change	Publisher	Teacher	9781950578900	448	Book 2 Unit 6	ar las instrucciones: cruza, desliza hacia abajo, cruza.	"Cruza" u/c
Editorial Change	Publisher	Teacher	9781950578900	449	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	449	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Under "Materiales:" (first table)	"Etiquetas" and "Tarjetas" u/c
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Dentro de las bolsas de etiquetas Tag Bags hay etiquetas de letras especiales. Construimos nuestros nombres con nuestras etiquetas de letras. Son las letras de tu nombre.	Change "especiales" to " que tengan tu letra mayúscula inicial y las minúsculas en tu nombre ". Delete "Son las letras de tu nombre."
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Entrega a los niños tarjetas de nombres con sus nombres escritos sobre estas.	Add "Recuérdales que la primer letra debe ir en mayúscula." at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Repite la actividad utilizando los apellidos de cada niño.	Replace with "Haz que los niños practiquen escribir sus nombres en el Centro de escritura usando el modelo en sus tarjetas de nombres."
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	En el bloque gris, escribir la primera letra (mayúscula) de sus nombres mientras los niños miran.	Change "mientras los niños miran" to "y digan su sonido"
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Continúe escribiendo las letras minúsculas del nombre del niño, diciendo las formaciones paso a paso para cada letra.	Add "Di el sonido final." at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Los niños imitan la escritura de sus nombres en la doble línea debajo del modelo.	Add "Sugiereles que digan el sonido inicial y final." at the end of this sentence
Editorial Change	Publisher	Teacher	9781950578900	450	Book 2 Unit 6	Añade oportunidades de trazado al pedirles a los niños que tracen cada letra con sus dedos.	Replace with "Haz que los niños tracen cada letra con sus dedos."
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Tema: Los animales	Delete "Los". "Animales" u/c
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Que los niños cuenten hacia adelante y hacia atrás de 1 a 20.	Change "a 20" to "a 15 y de 15 a 1"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Ahora, vamos a contar juntos.	Boldface text
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Apoyo/Estudiante de Inglés como Segundo Idioma (ELL):	Change both instances in the page to "Apoyo:"

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Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Que los niños aprendan dos sustantivos mientras formulan y responden preguntas.	Change "mientras formulan y responden preguntas" to "al hacer y responder preguntas"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Under "Materiales:" (second table)	Change "Crayolas" to "Crayones"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Tengo crayolas rojas.	Change "crayolas" to "crayones". Change "rojas" to "rojos"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Haz que el ayudante muestre los diferentes colores de crayolas	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Entrega a un grupo pequeño crayolas rojas y a todos los demás un color diferente.	Change "crayolas" to "crayones". Change "rojas" to "rojos"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Cierre: Canten "Las letras forman palabras".	Change "Canten" to "Cante con los niños"
Editorial Change	Publisher	Teacher	9781950578900	451	Book 2 Unit 6	Under "Vocabulario:" (second table)	Change "crayolas" to "crayones"
Editorial Change	Publisher	Teacher	9781950578900	452	Book 2 Índice	Add Index	Add content: Abordajes de juegos y aprendizaje autorregulación comportamiento/control emocional comprender/identificar los sentimientos de los demás, 15 desarrollar la conciencia del cuerpo, el equilibrio y el respeto por las personas y las cosas durante un juego, 29, 240, 242, 266 materiales en el salón de clases (manejo de/cuidado de), 313 manipular materiales de juego sin una respuesta de evitación, 20, 31, 143 seguir reglas y rutinas completar una tarea al seguir instrucciones orales, 130 gestionar las transiciones con fluidez, 151, 353 iniciativa, curiosidad y exploración demostrar iniciativa e independencia, 39 mostrar curiosidad, 237, 241, 261, 265, 273, 277 mostrar interés en las actividades, 235 mostrar interés y curiosidad acerca del mundo que los rodea, 14, 15 motivación y juego compartir con los compañeros, 12, 15, 18, 19 participación cooperativa, 12, 14, 15 usar la imaginación en juegos y en interacciones, 15 Alfabetización emergente comprensión categorizar temas de textos informativos según elementos comunes. 398

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Update page 1 of the PDF in this section.	<p>change to: Evaluaciones de Estándares</p> <p>1. Plazo</p> <ul style="list-style-type: none"> Las evaluaciones de estándares se dan tres veces por año escolar (comienzo, mitad y fin de año). Tiempo de administración: 10–15 minutos por evaluación de estándar. <p>2. Prepara y Revisa los Materiales</p> <ul style="list-style-type: none"> Ve a la pestaña de Herramientas de Evaluación y descarga cada una de las tres evaluaciones de los estándares. Familiarízate con cada evaluación y prepara los siguientes materiales (las instrucciones se incluyen en cada documento): Lenguaje y Alfabetización <ul style="list-style-type: none"> Materiales por Preparar: <ul style="list-style-type: none"> Ítems 1–2: tendrá 6 filas con letras mayúsculas, doblados en triángulos como ves en la imagen de la derecha, formando una vitrina triangular (3 para MAYÚSCULAS y 3 para letras minúsculas). tems 3–6: tendrá 3 filas dobladas de media página donde las indicaciones estarán al frente, formando una vitrina triangular. Formulario de respuesta del estudiante: 1 copia por niño Preparación para la Escritura <ul style="list-style-type: none"> No hay materiales por preparar. Lo único que necesitas hacer es hacer una copia del
Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Update page 1 of the PDF in this section.	<p>Continued from row above: formulario de respuestas del estudiante por niño</p> <ul style="list-style-type: none"> Números y Matemáticas Materiales por preparar: <ul style="list-style-type: none"> Para los ítems 1–7: crea 3 vitrinas triangulares. Para los ítems 8–9: <ul style="list-style-type: none"> Imprime los formularios Recorta cuadrados grises y blancos para los patrones. Formulario de respuesta del estudiante: 1 copia por niño

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Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 2 in this section.	<p>Continued from row above: evaluación a tres niños por día, luego continúa sacando tres nombres diariamente durante la hora del círculo. ¡A los niños de tu clase les encantará jugar este "juego!"</p> <p>5. Administrar las Evaluaciones Cuando los niños inicien a trabajar en los centros de trabajo, haz que el primer niño seleccionado para las evaluaciones se anote en el centro de trabajo llamado "Tiempo con el maestro". Sé positivo y sonríe durante todo este tiempo. Comienza diciéndole al niño que los dos jugarán juegos, y que deberá hacer todo lo posible para mostrarte todo lo que sabe. IMPORTANT: Cuando los niños brinden una respuesta incorrecta, evita corregirlos. Sigue sonriendo y se alentador. Termina cada sesión con alabanza y alegría. Luego, haz que el niño en tu centro de trabajo se una a otro centro y pídele al próximo niño que se te una. Continúa esto diariamente hasta que cada niño haya completado las tres evaluaciones de estándares.</p> <p>6. Revisión de las Evaluaciones • Resalta los elementos en la evaluación de cada niño que estén en proceso o bien los conceptos que desconozcan • Asegúrate de guardar una copia de cada evaluación de estándar en el portafolio de cada niño.</p>

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Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 3 in this section.	<p>Continued from row above:</p> <p>No tienes que ser el único que documente las observaciones. Considera tener un asistente de enseñanza o voluntario que sea quien escribe las observaciones mientras enseñas. Para el día(s) de la semana serás tú u otro un adulto quien documente las observaciones, mantén las observaciones cerca de quien esté documentando y asegúrate de que vayan a donde vaya tu clase. No solo usa estas Listas de Observación y Verificación durante el tiempo de aprendizaje pre-académico y de preparación de tu día. Hay muchos otros lugares y momentos en los que puedes observar habilidades presentes en cada una de las Listas de Observación y Verificación, por ejemplo:</p> <ul style="list-style-type: none"> Lista de observación y verificación de Números y Matemáticas o Niños contando los pasos que suben por el tobogán durante el recreo Niños contando galletas u otros artículos durante el almuerzo o merienda. Lista de observación y verificación de Lenguaje y Alfabetización

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Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 4 in this section.	<p>Add: o Niños que reconocen letras en letreros en el pasillo o Niños hablando sobre partes de un libro en el centro de trabajo con libros o en la biblioteca de la escuela.</p> <ul style="list-style-type: none"> • Lista de observación y verificación de preparación para la escritura <p>o Niños que escriben letras o números durante los centros de trabajo por su cuenta y / o losincluyen en su arte.</p> <p>o Niños cantando el alfabeto o contando lo más alto posible mientras se lavan las manos.</p> <p>Uso de datos de las listas de verificación de observación para instrucción diferenciada</p> <ul style="list-style-type: none"> • Usa las Listas de Observación y Verificación para monitorear el progreso de los estudiantes entre la aplicación de las evaluaciones de estándar. • Usa códigos de color para identificar las áreas necesarias de trabajo en los nombres de los estudiantes. Uso de Material Concreto para Diferenciar la Instrucción <p>Lenguaje y Alfabetización: para abordar la identificación de letras, usa las tarjetas A-B-C Touch & Flip. Revisa las actividades y centros multisensoriales de la sección de Lenguaje y Alfabetización para ayuda con los planes de trabajo. Selecciona una actividad dirigida por el maestro y revisa las actividades dirigidas por los niños para las ideas del</p>
Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 4 in this section.	<p>Continued from row above:</p> <p>centro para el trabajo de la mañana y las ideas del centro de trabajo durante el día. No olvides la aplicación para estudiantes: Sound Around Letters (Vol. 1, págs. 44–45, 53).</p> <p>Preparación y Escritura: para abordar la escritura de nombres, usa las estrategias de la sección de Preparación y Escritura, sus actividades y centros multisensoriales para ayudar con la planificación. Selecciona una actividad dirigida por un maestro para usarla en un centro de escritura de nombres o en otro momento del día (Vol. 1, pp. 78–81) y para la práctica individual de la letra MAYÚSCULA, usa la aplicación Wet-Dry-Try (Vol. 1, p. 73).</p> <p>Números y Matemáticas: para abordar la identificación de los números, usa las tarjetas 1-2-3</p> <p>Touch & Flip. Revisa las actividades y centros de trabajo multisensoriales de la sección Números y Matemáticas para ayuda con los planes de trabajo. Selecciona una actividad dirigida por un maestro y revisa las actividades dirigidas por los niños para ideas del centro para el trabajo de la mañana y las ideas del centro de trabajo durante el día. No olvides la aplicación para estudiantes: Touch & Flip Numbers (Vol. 1, pp. 82–83, 90).</p>

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Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 5 in this section.	<p>Add: Usa los datos de tus Listas de Observación y Verificación para identificar la instrucción específica y la práctica que puedes proporcionar durante el trabajo de la mañana, los centros de trabajo, etc.</p> <p>Por ejemplo, cuando identificas habilidades que son un desafío para los niños, puedes proporcionar varias actividades de los centros de trabajo y actividades multisensoriales en el Vol.1 (págs. 44–90).</p> <p>Además, puedes agregar y ampliar las lecciones usando las actividades de Apoyo enumeradas debajo de cada lección diaria.</p> <ul style="list-style-type: none"> • Guarda una copia de todas las Listas de Observación y Verificación e información específica sobre el niño en su portafolio. Usa el contenido del portafolio, incluidas las muestras de trabajo, observaciones y evaluaciones cuando te reúnas con los padres o tutores del estudiante. <p>Compartir las fortalezas y las áreas por potenciar de cada niño ayudará a las familias a comprender a dónde están los niños y en qué se debe trabajar en casa. Asegúrate de darles a los padres de familia ideas sobre cómo pueden ayudar a sus hijos con actividades para el hogar.</p>
Editorial Change	Publisher	Teacher	9781950578290	N/A	PreKTT Español, Evaluaciones, Administracion	Add PDF page 5 in this section.	<p>Continued from row above: Oportunidades de Evaluación Diaria Utilizando la Sección Comprueba el Entendimiento</p> <ul style="list-style-type: none"> • Busca la sección con estas preguntas que aparecen en cada lección de Lenguaje y Alfabetización, Preparación para la Escritura, Matemáticas, Lenguaje Oral, Ciencias y Estudios Sociales. Úsalas diariamente para ayudarte a evaluar rápidamente lo que los niños entendieron sobre cada lección y lo que no entendieron, para que puedas modificar la instrucción de inmediato. Lenguaje Oral usando Word Time™
New Content	Publisher	Teacher	9781950578429	32	V. 2, p. 32 HABILIDADES DE PREPARACIÓN Y ESCRITURA, Dibujar a Mat Man (Comprueba el entendimiento) (see file for new content)	HABILIDADES DE PREPARACIÓN Y ESCRITURA	<input checked="" type="checkbox"/> Comprueba el entendimiento: Observa a los niños mientras te imitan. ¿Se enfocaron? ¿Completan la actividad?
New Content	Publisher	Teacher	9781950578429	37	V.2, p. 37 LENGUAJE ORAL, Comprueba el entendimiento (Verbos: pasar/ compartir) See File for New Content	LENGUAJE ORAL	<input checked="" type="checkbox"/> Comprueba el entendimiento: Observa a los niños mientras hablan. ¿Entienden cómo pasar y compartir cosas? ¿Usan los niños correctamente los pronombres personales yo y nosotros?
New Content	Publisher	Teacher	9781950578429	43	V.2, p. 43 NÚMEROS Y MATEMÁTICAS (Clasificar por color) See File for New Content	NÚMEROS Y MATEMÁTICAS	<p>4. Haz que los niños vuelvan a colocar los objetos en la canasta y los ordenen por otro color.</p> <p>5. Señala la bandeja con objetos azules. ¿En qué se parecen estos objetos? (Todos son azules).</p>

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New Content	Publisher	Teacher	9781950578429	49	V.2, p. 49 LENGUAJE ORAL, Comprueba el entendimiento (Verbos: cortar/pegar) See File for New Content	LENGUAJE ORAL	☑Verificar la comprensión: Observa mientras los niños debaten sobre cortar y pegar. ¿Entienden las palabras y dicen las oraciones?
New Content	Publisher	Teacher	9781950578429	68	V. 2, p. 68 HABILIDADES DE PREPARACIÓN Y ESCRITURA (Escribir mi nombre) See file for New Content	HABILIDADES DE PREPARACIÓN Y ESCRITURA	4. Demuestra cada letra en tu tira y espera a que el niño te imite diciendo Mi turno, tu turno. Repite de izquierda a derecha, letra por letra.
New Content	Publisher	Teacher	9781950578429	69	V. 2, p. 69 LENGUAJE ORAL (P y R con sustantivos:) See file for New Content	LENGUAJE ORA	3. Decir ¿Qué es un turno? Un turno es cuando llega tu momento. Recuerda, las oraciones inician con MAYÚSCULA. Las preguntas inician y terminan con signos de interrogación y las respuestas terminan con un punto. Mira mientras escribo un ejemplo de ambas en la pizarra. Pregunta a los niños cuál signo de puntuación es el de interrogación y cuál el punto. Enriquecimiento: Debate. El tiempo puede sentirse que pasa lento, como cuando estás aburrido, o rápido, como cuando te estás divirtiendo. ¿En qué otro momento sientes que pasa rápido?
New Content	Publisher	Teacher	9781950578429	118	V. 2, p. 118 (Identify Emotions in a Story) See File for New Content LENGUAJE Y ALFABETIZACIÓN (See file for new content)	LENGUAJE Y ALFABETIZACIÓN	4. Lee las tarjetas de la historia “Pequeña Señorita Muffet”. Hablen acerca de la primera tarjeta. Describe un escenario a un niño voluntario y pídele que haga una mueca que demuestre cómo ellos se sentirían. Haz que la clase nombre el sentimiento. 5. Hablen acerca de las otras tarjetas. ¿Qué está sucediendo? ¿Cómo se siente la señorita Muffet? ¿Te sentirías igual? Escucha la variedad de emociones que comparten los niños. Enriquecimiento: Discute con los niños acerca de cómo tenemos distintos sentimientos.
New Content	Publisher	Teacher	9781950578429	149	V.2, p. 149 NÚMEROS Y MATEMÁTICAS, Reconocer formas en un grupo, (Step 3 and Comprueba el entendimiento:) (see file for new content)	NÚMEROS Y MATEMÁTICAS	3. Brinda instrucciones. Simón dice: Salten hacia un triángulo. Pongan las manos en un cuadrado. Señalen al círculo. Siéntense sobre una forma con cuatro lados. Pon un círculo en el recipiente etiquetado “Círculos” (repite con otras formas). Materiales: • Formas Mix & Make Shapes (Vol. 1, pp. 84–85) • Círculos, triángulos, rectángulos y cuadrados (4 formas grandes de cada uno) • Yo sé los Números cuadernillo 4 (Vol. 1, p. 22) • Crayones Flip Crayons • Objetos para contar • Recipientes etiquetados con los nombres de las figuras

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New Content	Publisher	Teacher	9781950578429	177	V.2, p. 177 NÚMEROS Y MATEMÁTICAS (Secuenciar eventos) See file for New Content	NÚMEROS Y MATEMÁTICAS	5. Empieza desde el principio. ¿Qué debo hacer primero? ¿Luego? ¿Por último? Anima a los niños a hablar con oraciones completas y a usar primero, siguiente y último. Hablen sobre cuántos pasos seguiste (tres). Enriquecimiento: Haz que los niños dibujen e ilustren la historia que escribieron.
New Content	Publisher	Teacher	9781950578429	201	V.2, p. 201 LENGUAJE ORAL (Adjetivos: joven/anciano)	LENGUAJE ORAL	4. Hablar Squawker dice: Las personas jóvenes quieren aprender muchas cosas. ¿Qué quieres aprender? Una persona anciana puede enseñarnos muchas cosas porque vivió mucho tiempo. ¿Qué te enseñó una persona anciana?
New Content	Publisher	Teacher	9781950578429	223	V.2, p. 223 ESTUDIOS SOCIALES (Describir trabajos) See File for New Content	ESTUDIOS SOCIALES	3. Discute el cuento. Cuéntanos acerca de tus comidas favoritas y a dónde la comiste. Modela: “Cuando comí mi comida favorita, estaba en _____ (nombre del lugar) y fue _____ (nombre de la comida).
New Content	Publisher	Teacher	9781950578429	255	V.2, p. 255 LENGUAJE ORAL, paso 2, 3 & Comprueba el entendimiento (P y R con sustantivos) See File for New Content	LENGUAJE ORAL	2. Hacer Haz que los niños se reúnan cerca de la ventana o afuera y apunten a los árboles y a las plantas. 3. Decir ¿Qué es un árbol? Un árbol es una planta ¿Cuántos árboles ves? ¿Uno o dos o tres, etc.? ¿Cuántas plantas ves? ¿Una o dos o tres, etc.? Comprueba el entendimiento: Observa mientras los niños hablan. ¿Entienden las similitudes entre las plantas y los árboles? ¿Usan los plurales correctamente?
New Content	Publisher	Teacher	9781950578429	267	Volume 2, page 267 LENGUAJE ORAL (P y R con sustantivos) See File for New Content	LENGUAJE ORAL	2. Hacer Haz que los niños se reúnan cerca de la ventana o afuera y apunten al Sol. Repite más tarde. Nota que el Sol está en un lugar diferente, según la hora del día. 4. Hablar Squawker dice: El Sol siempre brilla durante el día. ¿Dónde está el Sol cuando está oscuro afuera? De noche vemos otras estrellas. Una estrella puede formar parte de un grupo de estrellas. Algunos grupos de estrellas forman imágenes en el cielo. ¿Qué imágenes ves en las estrellas? Comprueba el entendimiento: Observa a los niños mientras hablan acerca de los objetos en el cielo. ¿Pueden identificar cuáles objetos están en el cielo? Apoyo: Rotula las palabras Sol y estrella.
New Content	Publisher	Teacher	9781950578429	287	Volume 2, page 287 LENGUAJE ORAL (Adjetivos: blanco/gris) See file for New Content	LENGUAJE ORAL	2. Hacer Haz que los niños se reúnan cerca de la ventana o afuera y describan las nubes. ¿Son grises o blancas?

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New Content	Publisher	Teacher	9781950578429	289	Volume 2, p. 289 CIENCIAS (Estudiar el estado del tiempo) See file for New Content	CIENCIAS	Objetivo: El niño observa lo que sucede durante los cambios en la Tierra.
New Content	Publisher	Teacher	9781950578429	291	Volume 2, 291 LENGUAJE ORAL (Preguntas y respuestas sobre sustantivos) See File for New Content	LENGUAJE ORAL	Objetivo: El niño observa lo que sucede durante los cambios en la Tierra. se mueve despacio o ligeramente. El viento es aire que se mueve fuertemente. 2. Hacer Pídele al ayudante que muestre la imagen del árbol que se mueve por el viento. Pide a los niños que hagan sonidos de viento y finjan ser arrastrados por él. 3. Decir Una brisa es un viento ligero. 4. Hablar Squawker dice: Una brisa puede soplar en un día cálido o un día frío. ¿Cómo se siente una brisa en un día cálido? El viento puede mover veleros. Debate lo que sucede en un día ventoso. (Las nubes se mueven, las hojas se mueven). Cierre: Cante con los niños “Las letras forman palabras”. Enriquecimiento: Debate cómo cambia la Tierra cuando hace viento en diferentes estaciones. (En otoño, las hojas caen de los árboles. En invierno, el viento sopla la nieve).
New Content	Publisher	Teacher	9781950578429	299	V. 2, p. 299 NÚMEROS Y MATEMÁTICAS, Explorar pictogramas	NÚMEROS Y MATEMÁTICAS	4. ¿Cuál es la fila más larga? ¿Cuál fila tiene más? Las filas nos ayudan a ver cuál es la mascota favorita.
New Content	Publisher	Teacher	9781950578429	313	V.2, p. 313 NÚMEROS Y MATEMÁTICAS, Reconocer formas en un grupo (Comprueba el entendimiento) (See file for new content)	NÚMEROS Y MATEMÁTICAS	☑Comprueba el entendimiento: Observa mientras los niños recogen las formas. Las ponen en el contenedor etiquetado formas.
New Content	Publisher	Teacher	9781950578429	336	V.2, p. 336 HABILIDADES DE PREPARACIÓN Y ESCRITURA (Revisar las mayúsculas y escribir el nombre) See File for New Content	HABILIDADES DE PREPARACIÓN Y ESCRITURA	3. Ahora, escribamos nuestros nombres con mayúscula inicial. Usa la página de práctica Escribe tu nombre con mayúscula inicial. Demuestra cada letra de a una a la vez y espera a que los niños te imiten. Mi turno, tu turno.

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New Content	Publisher	Teacher	9781950578429	374	V.2, p. 374 LENGUAJE Y ALFABETIZACIÓN (Identificar letras) See File for new Content.	LENGUAJE Y ALFABETIZACIÓN	1. Revisa la letra Zz y su sonido. La Zz hace el sonido /z/ como en zanahoria. Haz que los niños repitan la letra, su sonido y la palabra. 3. Delfín comienza con d. ¿Cuál es el sonido de la d? La Dd hace el sonido /d/ como en delfín. Enseña una imagen de un delfín. Repite con otras letras y sus sonidos.
New Content	Publisher	Teacher	9781950578429	432	V.2, p. 432 Lenguaje y Alfabetización, Comprueba el entendimiento (Volver a narrar actuando) See File for New Content	LENGUAJE Y ALFABETIZACIÓN	4. Luego ayuda a los niños a escribir una historia y seleccionar los roles. Si son constructores, pueden construir una casa en un árbol. 5. Habla sobre qué hará cada persona antes de empezar a actuar y hacer una lluvia de ideas para el final. Formula preguntas para ayudarlos a decidir qué hacer luego. Enriquecimiento: Escribe una historia de la clase y luego vuelve a narrarla a través del juego de dramatización. Mientras escriben la historia de la clase, motiva a los niños a agregar más detalles haciendo preguntas: ¿Cómo actuaría el cartero cuando el perro lo sorprende?
New Content	Publisher	Teacher	9781950578412	32–33	V. 1 Organización del Salón de Clases, Organización de los materiales, Sugerencias para el Control del Salón de Clases (See file for new content)	Sugerencias para el control del salón de clas	General Tómate 10 a 15 minutos para cada área de aprendizaje, aumentando hasta 20 minutos hacia el final del año. Determina con qué área de aprendizaje empezarás y en qué momento del día enseñar cada una. Crea una rutina regular para ti y tus estudiantes. Cuidado de materiales Es importante enseñar explícitamente sobre el cuidado y la organización de los materiales. Asegúrate de demostrar y recordar el uso apropiado de los mismos. Permite tiempo suficiente para recoger antes de pasar a otra actividad. Repite esto cada vez que agregues un nuevo material al salón

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Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

[InvestiGator Club](#)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC9	Whole page	Page lists and shows components in the print program.	Component names and images will change to reflect the new print/digital hybrid program. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC11	Whole page	Page identifies how research-based practices are applied throughout the program and lists the actual components that reflect this research.	Components named will be changed to reflect digital components. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC12-13	Whole pages	Pages describe Flapboarding and how component is used to teach problem solving, math, and literacy. No content, objectives, or TPG coverage will change, but component names and teacher directives are more appropriate to print products.	Wording will change to reflect digital components. For example, when teachers are directed to "insert" the Flap Fillers, the directions will change to "select the Flap Fillers" to fit different format options. The component "Lapbooks" will be replaced with "Stories" to fit different formats. These changes will occur on these specific pages and on other pages throughout all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Paragraph under Your Schedule Your Way	Paragraph describes flexibility in schedules, but not alternate educational models, such as virtual or hybrid.	Add a new sentence at end of paragraph. "New digital components also provide flexibility for hybrid classroom settings where all or part of instruction is delivered virtually to children in their homes or other environments." This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Schedules	Sample Whole Day and Half Day Schedules	Replace these schedules in all Teacher Guides with the Sample Whole Day and Half Day Schedules on page 21 of Watch It Grow Teacher Guide.
Editorial Change	Publisher	Teacher	9781599275321	UC22-23	Investigation Components	Specific Investigation components are displayed.	Images and component names will change to reflect digital format. For example, Lapbook and CD might change to "Dilly and Friends e-Reader." Dilly's Music and Movement CD will change to Dilly's Music and Movement without the label of CD. The CD label will be removed wherever it appears throughout the program. The CDs will be accessible in the teacher portal. All of these component name changes will appear throughout all Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC46	CD Corner	CD Corner. Children can learn more about City Square by listening to the interactive stories and exploring the computer activities on the eFlapboards. Materials: eFlapboards Learning Software.	City Square: Children can learn more about City Square by visiting the Gator County Map in the Kids' Portal and exploring the interactive features and activities for City Square. Materials: Gator County Map in Kids' Portal. (Throughout the program, references to eFlapboards will be replaced with interactive components that cover the same Objectives and TPGs in the same way, but in different format.)
Editorial Change	Publisher	Teacher	9781599275321	UC51	Technology	CD Corner, p.46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC52	IEP Note	Record names and modifications here.	Record names and modifications.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC53	Tell the Story	Present Flapboards 1 to 4, following the directions on the back of each. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point to important objects on each Flapboard and introduce the vocabulary words. Invite different children to lift the flaps as you read and talk about each part of the story.	Present Flapboards 1 to 4, following the directions on the story script. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point out important objects on each Flapboard and introduce the vocabulary words. If possible, invite different children to open each flap as you read and talk about each part of the story. (This general change to reflect the digital format that may be projected, used on a device, or shared during virtual learning, will be made to all lessons that utilize the Flapboards.)
Editorial Change	Publisher	Teacher	9781599275321	UC56	Set the Stage	In advance, set up an easel in front of the “bus” with Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1.	Project or print Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1 to display the bus route in the classroom. (This type of wording change to reflect that a component can be projected on a screen or printed will be used throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC58	Oral Language: Whoosh, Whoosh!	Listen to Your World CD	The CD label will be removed, but the audio will be available in the teacher portal, and the activities will be the same. (This change will appear throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC75	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC81	Dilly's Alphabet Book	Share Dilly's Alphabet Show. Have the Dilly Puppet turn to page 4, point to herself in costume, and say:	Show page 4 of Dilly's Alphabet Show. Use the Dilly Puppet to point to herself in costume, and say: (Similar changes will appear throughout the program. There is no change to instruction.)
Editorial Change	Publisher	Teacher	9781599275321	UC83	Tell the Story	Insert Literacy Flap Fillers in their slots. Place Flapboards 1 to 4 in order on a table. . . .Ask different children to lift the flaps.	Make the following change to this paragraph to reflect digital Flapboards: Display Flapboards 1-4 with the Literacy Flap Fillers in place. . . . Ask children to open the flaps. (These types of changes will be made throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC95	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC154	At the Museum	Lift the flap.	Open the flap. (This change will be made throughout Teacher Guides and Flapboard story scripts.)
Editorial Change	Publisher	Teacher	9781599275321	UC172-175	Whole pages	Index and Acknowledgments	Component names will be changed as needed to reflect digital instead of print components.
Editorial Change	Publisher	Teacher	9781599275321	UC173	Trade Books	I Love Trucks! 66-67, 69, 84	Goodnight, Goodnight, Construction Site, 66-67, 69
Editorial Change	Publisher	Teacher	9781599275802	WW26	Investigation at a Glance, Sun and Clouds, Whole Group Vocabulary	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275802	WW74	Whole Group	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275895	SL1	Technology: How Does a Crane Work?	Look up directions for building a simple toy crane, such as those at www.ehow.com/how_6712100_build-toy-crane.html .	Delete reference to URL. New sentence: Search for directions online or how-to books for building a simple toy crane.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	In advance, trace Flap Filler 4 (triangle) and cut out blank paper copies for every child.	Provide blank paper triangle flap fillers for every child.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	Volunteers may take turns putting their Flap Fillers on Flapboard 4 and sharing their new ending.	Invite children to show their triangle flap fillers and share their new endings.
Editorial Change	Publisher	Teacher	9781599275642	IM4	Bottom half of page.	Photos and names of manipulatives.	Photos and names of manipulatives will change to digital products. Changes to these products will be made throughout the Investigate Math Guide. Activities and objectives will not change.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275642	IM12	Materials lists for both activities.	Materials lists.	Materials will change to reflect digital products. These changes will be made throughout the Investigate Math Guide. Activities and objectives will not change.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

[InvestiGator Club Spanish](#)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC9	Whole page	Page lists and shows components in the print program.	Component names and images will change to reflect the new print/digital hybrid program. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC11	Whole page	Page identifies how research-based practices are applied throughout the program and lists the actual components that reflect this research.	Components named will be changed to reflect digital components. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC12-13	Whole pages	Pages describe Flapboarding and how component is used to teach problem solving, math, and literacy. No content, objectives, or TPG coverage will change, but component names and teacher directives are more appropriate to print products.	Wording will change to reflect digital components. For example, when teachers are directed to "insert" the Flap Fillers, the directions will change to "select the Flap Fillers" to fit different format options. The component "Lapbooks" will be replaced with "Stories" to fit different formats. These changes will occur on these specific pages and on other pages throughout all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Paragraph under Your Schedule Your Way	Paragraph describes flexibility in schedules, but not alternate educational models, such as virtual or hybrid.	Add a new sentence at end of paragraph. "New digital components also provide flexibility for hybrid classroom settings where all or part of instruction is delivered virtually to children in their homes or other environments." This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Schedules	Sample Whole Day and Half Day Schedules	Replace these schedules in all Teacher Guides with the Sample Whole Day and Half Day Schedules on page 21 of Watch It Grow Teacher Guide.
Editorial Change	Publisher	Teacher	9781599275321	UC22-23	Investigation Components	Specific Investigation components are displayed.	Images and component names will change to reflect digital format. For example, Lapbook and CD might change to "Dilly and Friends e-Reader." Dilly's Music and Movement CD will change to Dilly's Music and Movement without the label of CD. The CD label will be removed wherever it appears throughout the program. The CDs will be accessible in the teacher portal. All of these component name changes will appear throughout all Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC46	CD Corner	CD Corner. Children can learn more about City Square by listening to the interactive stories and exploring the computer activities on the eFlapboards. Materials: eFlapboards Learning Software.	City Square: Children can learn more about City Square by visiting the Gator County Map in the Kids' Portal and exploring the interactive features and activities for City Square. Materials: Gator County Map in Kids' Portal. (Throughout the program, references to eFlapboards will be replaced with interactive components that cover the same Objectives and TPGs in the same way, but in different format.)
Editorial Change	Publisher	Teacher	9781599275321	UC51	Technology	CD Corner, p.46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC52	IEP Note	Record names and modifications here.	Record names and modifications.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC53	Tell the Story	Present Flapboards 1 to 4, following the directions on the back of each. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point to important objects on each Flapboard and introduce the vocabulary words. Invite different children to lift the flaps as you read and talk about each part of the story.	Present Flapboards 1 to 4, following the directions on the story script. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point out important objects on each Flapboard and introduce the vocabulary words. If possible, invite different children to open each flap as you read and talk about each part of the story. (This general change to reflect the digital format that may be projected, used on a device, or shared during virtual learning, will be made to all lessons that utilize the Flapboards.)
Editorial Change	Publisher	Teacher	9781599275321	UC56	Set the Stage	In advance, set up an easel in front of the “bus” with Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1.	Project or print Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1 to display the bus route in the classroom. (This type of wording change to reflect that a component can be projected on a screen or printed will be used throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC58	Oral Language: Whoosh, Whoosh!	Listen to Your World CD	The CD label will be removed, but the audio will be available in the teacher portal, and the activities will be the same. (This change will appear throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC75	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC81	Dilly's Alphabet Book	Share Dilly's Alphabet Show. Have the Dilly Puppet turn to page 4, point to herself in costume, and say:	Show page 4 of Dilly's Alphabet Show. Use the Dilly Puppet to point to herself in costume, and say: (Similar changes will appear throughout the program. There is no change to instruction.)
Editorial Change	Publisher	Teacher	9781599275321	UC83	Tell the Story	Insert Literacy Flap Fillers in their slots. Place Flapboards 1 to 4 in order on a table. . . . Ask different children to lift the flaps.	Make the following change to this paragraph to reflect digital Flapboards: Display Flapboards 1-4 with the Literacy Flap Fillers in place. . . . Ask children to open the flaps. (These types of changes will be made throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC95	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC154	At the Museum	Lift the flap.	Open the flap. (This change will be made throughout Teacher Guides and Flapboard story scripts.)
Editorial Change	Publisher	Teacher	9781599275321	UC172-175	Whole pages	Index and Acknowledgments	Component names will be changed as needed to reflect digital instead of print components.
Editorial Change	Publisher	Teacher	9781599275321	UC173	Trade Books	I Love Trucks! 66-67, 69, 84	Goodnight, Goodnight, Construction Site, 66-67, 69
Editorial Change	Publisher	Teacher	9781599275802	WW26	Investigation at a Glance, Sun and Clouds, Whole Group Vocabulary	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275802	WW74	Whole Group	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275895	SL1	Technology: How Does a Crane Work?	Look up directions for building a simple toy crane, such as those at www.ehow.com/how_6712100_build-toy-crane.html .	Delete reference to URL. New sentence: Search for directions online or how-to books for building a simple toy crane.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	In advance, trace Flap Filler 4 (triangle) and cut out blank paper copies for every child.	Provide blank paper triangle flap fillers for every child.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	Volunteers may take turns putting their Flap Fillers on Flapboard 4 and sharing their new ending.	Invite children to show their triangle flap fillers and share their new endings.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275642	IM4	Bottom half of page.	Photos and names of manipulatives.	Photos and names of manipulatives will change to digital products. Changes to these products will be made throughout the Investigate Math Guide. Activities and objectives will not change.
Editorial Change	Publisher	Teacher	9781599275642	IM12	Materials lists for both activities.	Materials lists.	Materials will change to reflect digital products. These changes will be made throughout the Investigate Math Guide. Activities and objectives will not change.
Editorial Change	Publisher	Teacher	9781599273938	SG1-7	Whole pages	Component photos and descriptions	Photos and descriptions on these pages will change to reflect format change from print to digital for some components in hybrid program. Changes will be implemented throughout the Guide. There are no changes to activities, objectives, or correlation to TPG.

Proclamation 2021— Editorial Changes

Quaver Ed

Quaver Pre-K Curriculum (ISBN 9781642850918)

[Quaver Pre-K Curriculum](#)

User Name:

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Password:

QuaverPreK

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Student	9781642850925	T2.1.2-15.01	Schools and Neighborhoods, Tuesday, Reflection: Review	N/A	This new content accepted by the State Review Panel will be added in our post-adoption sample.
New Content	Publisher	Student	9781642850925	T4.4.1-02.01	Being Safe, Monday, Circle Time 1: Morning Message	N/A	This new content accepted by the State Review Panel will be added in our post-adoption sample.
New Content	Publisher	Teacher	9781642850925	T1.1.1-08.01	My New Class, Monday, Lunch Time: Lunch	N/A	This new content accepted by the State Review Panel will be added in our post-adoption sample.
New Content	Publisher	Teacher	9781642850925	T2.1.1-08.01	Schools and Neighborhoods, Monday, Lunch Time: Places to Eat	N/A	This new content accepted by the State Review Panel will be added in our post-adoption sample.
New Content	Publisher	Teacher	9781642850925	T2.1.5-12.01	Schools and Neighborhoods, Friday, Circle Time 3: Project Sharing	N/A	This new content accepted by the State Review Panel will be added in our post-adoption sample.

Proclamation 2021— Editorial Changes

Quaver Ed

Quaver Pre-K Curriculum (ISBN 9781642850918)

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

[InvestiGator Club](#)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC9	Whole page	Page lists and shows components in the print program.	Component names and images will change to reflect the new print/digital hybrid program. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC11	Whole page	Page identifies how research-based practices are applied throughout the program and lists the actual components that reflect this research.	Components named will be changed to reflect digital components. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC12-13	Whole pages	Pages describe Flapboarding and how component is used to teach problem solving, math, and literacy. No content, objectives, or TPG coverage will change, but component names and teacher directives are more appropriate to print products.	Wording will change to reflect digital components. For example, when teachers are directed to "insert" the Flap Fillers, the directions will change to "select the Flap Fillers" to fit different format options. The component "Lapbooks" will be replaced with "Stories" to fit different formats. These changes will occur on these specific pages and on other pages throughout all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Paragraph under Your Schedule Your Way	Paragraph describes flexibility in schedules, but not alternate educational models, such as virtual or hybrid.	Add a new sentence at end of paragraph. "New digital components also provide flexibility for hybrid classroom settings where all or part of instruction is delivered virtually to children in their homes or other environments." This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Schedules	Sample Whole Day and Half Day Schedules	Replace these schedules in all Teacher Guides with the Sample Whole Day and Half Day Schedules on page 21 of Watch It Grow Teacher Guide.
Editorial Change	Publisher	Teacher	9781599275321	UC22-23	Investigation Components	Specific Investigation components are displayed.	Images and component names will change to reflect digital format. For example, Lapbook and CD might change to "Dilly and Friends e-Reader." Dilly's Music and Movement CD will change to Dilly's Music and Movement without the label of CD. The CD label will be removed wherever it appears throughout the program. The CDs will be accessible in the teacher portal. All of these component name changes will appear throughout all Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC46	CD Corner	CD Corner. Children can learn more about City Square by listening to the interactive stories and exploring the computer activities on the eFlapboards. Materials: eFlapboards Learning Software.	City Square: Children can learn more about City Square by visiting the Gator County Map in the Kids' Portal and exploring the interactive features and activities for City Square. Materials: Gator County Map in Kids' Portal. (Throughout the program, references to eFlapboards will be replaced with interactive components that cover the same Objectives and TPGs in the same way, but in different format.)
Editorial Change	Publisher	Teacher	9781599275321	UC51	Technology	CD Corner, p.46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC52	IEP Note	Record names and modifications here.	Record names and modifications.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC53	Tell the Story	Present Flapboards 1 to 4, following the directions on the back of each. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point to important objects on each Flapboard and introduce the vocabulary words. Invite different children to lift the flaps as you read and talk about each part of the story.	Present Flapboards 1 to 4, following the directions on the story script. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point out important objects on each Flapboard and introduce the vocabulary words. If possible, invite different children to open each flap as you read and talk about each part of the story. (This general change to reflect the digital format that may be projected, used on a device, or shared during virtual learning, will be made to all lessons that utilize the Flapboards.)
Editorial Change	Publisher	Teacher	9781599275321	UC56	Set the Stage	In advance, set up an easel in front of the “bus” with Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1.	Project or print Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1 to display the bus route in the classroom. (This type of wording change to reflect that a component can be projected on a screen or printed will be used throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC58	Oral Language: Whoosh, Whoosh!	Listen to Your World CD	The CD label will be removed, but the audio will be available in the teacher portal, and the activities will be the same. (This change will appear throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC75	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC81	Dilly's Alphabet Book	Share Dilly's Alphabet Show. Have the Dilly Puppet turn to page 4, point to herself in costume, and say:	Show page 4 of Dilly's Alphabet Show. Use the Dilly Puppet to point to herself in costume, and say: (Similar changes will appear throughout the program. There is no change to instruction.)
Editorial Change	Publisher	Teacher	9781599275321	UC83	Tell the Story	Insert Literacy Flap Fillers in their slots. Place Flapboards 1 to 4 in order on a table. . . .Ask different children to lift the flaps.	Make the following change to this paragraph to reflect digital Flapboards: Display Flapboards 1-4 with the Literacy Flap Fillers in place. . . . Ask children to open the flaps. (These types of changes will be made throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC95	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC154	At the Museum	Lift the flap.	Open the flap. (This change will be made throughout Teacher Guides and Flapboard story scripts.)
Editorial Change	Publisher	Teacher	9781599275321	UC172-175	Whole pages	Index and Acknowledgments	Component names will be changed as needed to reflect digital instead of print components.
Editorial Change	Publisher	Teacher	9781599275321	UC173	Trade Books	I Love Trucks! 66-67, 69, 84	Goodnight, Goodnight, Construction Site, 66-67, 69
Editorial Change	Publisher	Teacher	9781599275802	WW26	Investigation at a Glance, Sun and Clouds, Whole Group Vocabulary	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275802	WW74	Whole Group	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275895	SL1	Technology: How Does a Crane Work?	Look up directions for building a simple toy crane, such as those at www.ehow.com/how_6712100_build-toy-crane.html .	Delete reference to URL. New sentence: Search for directions online or how-to books for building a simple toy crane.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	In advance, trace Flap Filler 4 (triangle) and cut out blank paper copies for every child.	Provide blank paper triangle flap fillers for every child.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	Volunteers may take turns putting their Flap Fillers on Flapboard 4 and sharing their new ending.	Invite children to show their triangle flap fillers and share their new endings.
Editorial Change	Publisher	Teacher	9781599275642	IM4	Bottom half of page.	Photos and names of manipulatives.	Photos and names of manipulatives will change to digital products. Changes to these products will be made throughout the Investigate Math Guide. Activities and objectives will not change.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club (ISBN 9781599274409)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275642	IM12	Materials lists for both activities.	Materials lists.	Materials will change to reflect digital products. These changes will be made throughout the Investigate Math Guide. Activities and objectives will not change.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

[InvestiGator Club Spanish](#)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC9	Whole page	Page lists and shows components in the print program.	Component names and images will change to reflect the new print/digital hybrid program. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC11	Whole page	Page identifies how research-based practices are applied throughout the program and lists the actual components that reflect this research.	Components named will be changed to reflect digital components. This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC12-13	Whole pages	Pages describe Flapboarding and how component is used to teach problem solving, math, and literacy. No content, objectives, or TPG coverage will change, but component names and teacher directives are more appropriate to print products.	Wording will change to reflect digital components. For example, when teachers are directed to "insert" the Flap Fillers, the directions will change to "select the Flap Fillers" to fit different format options. The component "Lapbooks" will be replaced with "Stories" to fit different formats. These changes will occur on these specific pages and on other pages throughout all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Paragraph under Your Schedule Your Way	Paragraph describes flexibility in schedules, but not alternate educational models, such as virtual or hybrid.	Add a new sentence at end of paragraph. "New digital components also provide flexibility for hybrid classroom settings where all or part of instruction is delivered virtually to children in their homes or other environments." This change will occur on this same page in all 7 Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC21	Schedules	Sample Whole Day and Half Day Schedules	Replace these schedules in all Teacher Guides with the Sample Whole Day and Half Day Schedules on page 21 of Watch It Grow Teacher Guide.
Editorial Change	Publisher	Teacher	9781599275321	UC22-23	Investigation Components	Specific Investigation components are displayed.	Images and component names will change to reflect digital format. For example, Lapbook and CD might change to "Dilly and Friends e-Reader." Dilly's Music and Movement CD will change to Dilly's Music and Movement without the label of CD. The CD label will be removed wherever it appears throughout the program. The CDs will be accessible in the teacher portal. All of these component name changes will appear throughout all Teacher Guides.
Editorial Change	Publisher	Teacher	9781599275321	UC46	CD Corner	CD Corner. Children can learn more about City Square by listening to the interactive stories and exploring the computer activities on the eFlapboards. Materials: eFlapboards Learning Software.	City Square: Children can learn more about City Square by visiting the Gator County Map in the Kids' Portal and exploring the interactive features and activities for City Square. Materials: Gator County Map in Kids' Portal. (Throughout the program, references to eFlapboards will be replaced with interactive components that cover the same Objectives and TPGs in the same way, but in different format.)
Editorial Change	Publisher	Teacher	9781599275321	UC51	Technology	CD Corner, p.46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC52	IEP Note	Record names and modifications here.	Record names and modifications.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275321	UC53	Tell the Story	Present Flapboards 1 to 4, following the directions on the back of each. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point to important objects on each Flapboard and introduce the vocabulary words. Invite different children to lift the flaps as you read and talk about each part of the story.	Present Flapboards 1 to 4, following the directions on the story script. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point out important objects on each Flapboard and introduce the vocabulary words. If possible, invite different children to open each flap as you read and talk about each part of the story. (This general change to reflect the digital format that may be projected, used on a device, or shared during virtual learning, will be made to all lessons that utilize the Flapboards.)
Editorial Change	Publisher	Teacher	9781599275321	UC56	Set the Stage	In advance, set up an easel in front of the “bus” with Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1.	Project or print Oral Language Cards 28 and 36 and “Building Plans” Flapboard 1 to display the bus route in the classroom. (This type of wording change to reflect that a component can be projected on a screen or printed will be used throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC58	Oral Language: Whoosh, Whoosh!	Listen to Your World CD	The CD label will be removed, but the audio will be available in the teacher portal, and the activities will be the same. (This change will appear throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC75	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC81	Dilly's Alphabet Book	Share Dilly's Alphabet Show. Have the Dilly Puppet turn to page 4, point to herself in costume, and say:	Show page 4 of Dilly's Alphabet Show. Use the Dilly Puppet to point to herself in costume, and say: (Similar changes will appear throughout the program. There is no change to instruction.)
Editorial Change	Publisher	Teacher	9781599275321	UC83	Tell the Story	Insert Literacy Flap Fillers in their slots. Place Flapboards 1 to 4 in order on a table. . . . Ask different children to lift the flaps.	Make the following change to this paragraph to reflect digital Flapboards: Display Flapboards 1-4 with the Literacy Flap Fillers in place. . . . Ask children to open the flaps. (These types of changes will be made throughout the program.)
Editorial Change	Publisher	Teacher	9781599275321	UC95	CD Corner	CD Corner, p. 46	City Square, p. 46
Editorial Change	Publisher	Teacher	9781599275321	UC154	At the Museum	Lift the flap.	Open the flap. (This change will be made throughout Teacher Guides and Flapboard story scripts.)
Editorial Change	Publisher	Teacher	9781599275321	UC172-175	Whole pages	Index and Acknowledgments	Component names will be changed as needed to reflect digital instead of print components.
Editorial Change	Publisher	Teacher	9781599275321	UC173	Trade Books	I Love Trucks! 66-67, 69, 84	Goodnight, Goodnight, Construction Site, 66-67, 69
Editorial Change	Publisher	Teacher	9781599275802	WW26	Investigation at a Glance, Sun and Clouds, Whole Group Vocabulary	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275802	WW74	Whole Group	five, four, million, one, three, two	one, two, three, ten, snow, snowflake
Editorial Change	Publisher	Teacher	9781599275895	SL1	Technology: How Does a Crane Work?	Look up directions for building a simple toy crane, such as those at www.ehow.com/how_6712100_build-toy-crane.html .	Delete reference to URL. New sentence: Search for directions online or how-to books for building a simple toy crane.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	In advance, trace Flap Filler 4 (triangle) and cut out blank paper copies for every child.	Provide blank paper triangle flap fillers for every child.
Editorial Change	Publisher	Teacher	9781599275895	SL48	Literacy: Story Events	Volunteers may take turns putting their Flap Fillers on Flapboard 4 and sharing their new ending.	Invite children to show their triangle flap fillers and share their new endings.

Proclamation 2021— Editorial Changes

Robert-Leslie Publishing, The Early Childhood Company
InvestiGator Club Spanish (ISBN 9781599274102)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781599275642	IM4	Bottom half of page.	Photos and names of manipulatives.	Photos and names of manipulatives will change to digital products. Changes to these products will be made throughout the Investigate Math Guide. Activities and objectives will not change.
Editorial Change	Publisher	Teacher	9781599275642	IM12	Materials lists for both activities.	Materials lists.	Materials will change to reflect digital products. These changes will be made throughout the Investigate Math Guide. Activities and objectives will not change.
Editorial Change	Publisher	Teacher	9781599273938	SG1-7	Whole pages	Component photos and descriptions	Photos and descriptions on these pages will change to reflect format change from print to digital for some components in hybrid program. Changes will be implemented throughout the Guide. There are no changes to activities, objectives, or correlation to TPG.

Proclamation 2021— Editorial Changes

Savvas Learning Company LLC (formerly Pearson K12 Learning)
 Three Cheers for Pre-K Essentials Package - Texas Edition (ISBN 9780768585445)

[Three Cheers for Pre-K Essentials Package - Texas Edition](#)

User Name:
txprekreview
Password: savvas1

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Teacher	9780768583748	7	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 41 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 41 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	7	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 48 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 48 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	15	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 41 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 41 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	15	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 48 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 48 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	23	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 41 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 41 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	23	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 48 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 48 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	31	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 41 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 41 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	31	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 48 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 48 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	39	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 41 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 41 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	39	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 48 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 48 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583724	53	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 39 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 39 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	53	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 43 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 43 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583724	61	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 39 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 39 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	61	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 42 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 42 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	61	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 43 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 43 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583724	69	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 39 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 39 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	69	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 42 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 42 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	69	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 43 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 43 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583724	77	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 39 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 39 for revised text]

Proclamation 2021— Editorial Changes

Savvas Learning Company LLC (formerly Pearson K12 Learning)

Three Cheers for Pre-K Essentials Package - Texas Edition (ISBN 9780768585445)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Teacher	9780768583748	77	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 42 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 42 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	77	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 43 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 43 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583724	85	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 39 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 39 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583748	85	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 42 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 42 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	85	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 43 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 43 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583731	99	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 40 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 40 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	99	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 44 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 44 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	99	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See rows 46 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 46 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583731	107	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 40 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 40 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	107	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 44 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 44 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583731	115	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 40 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 40 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	115	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 44 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 44 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583731	123	Main column, Sing, Rhyme, and Shout, card reproduction	[Deleted incorrect reduction of Vocabulary Card family]	[Inserted correct card reduction of Sing, Rhyme, and Shout Card "My Family Is the Best."]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	123	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 44 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 44 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583731	131	Main column, Sing, Rhyme, and Shout, card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 40 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 40 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583793	131	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 44 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 44 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	131	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See rows 46 for original text]	[Sing, Rhyme, and Shout Card reduction; See rows 46 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583762	145	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 45 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 45 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583786	145	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See row 47 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 47 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	145	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 49 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 49 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	152	Main column, 5x5 Card reduction	[5x5 Card reduction; See row 15 for original image information]	[5x5 Card reduction; See row 15 for revised image information]
Duplicate Editorial Change	Publisher	Teacher	9780768583762	153	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 45 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 45 for revised text]

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Duplicate Editorial Change	Publisher	Teacher	9780768583786	153	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See row 47 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 47 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	153	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 49 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 49 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	160	Main column, 5x5 Card reduction	[5x5 Card reduction; See row 15 for original image information]	[5x5 Card reduction; See row 15 for revised image information]
Duplicate Editorial Change	Publisher	Teacher	9780768583762	161	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 45 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 45 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583786	161	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See row 47 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 47 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	161	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 49 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 49 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	168	Main column, 5x5 Card reduction	[5x5 Card reduction; See row 15 for original image information]	[5x5 Card reduction; See row 15 for revised image information]
Duplicate Editorial Change	Publisher	Teacher	9780768583762	169	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 45 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 45 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583786	169	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See row 47 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 47 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	169	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 49 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 49 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	176	Main column, 5x5 Card reduction	[5x5 Card reduction; See row 15 for original image information]	[5x5 Card reduction; See row 15 for revised image information]
Duplicate Editorial Change	Publisher	Teacher	9780768583762	177	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 45 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 45 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583786	177	Sing, Rhyme, and Shout Card reduction	[Sing, Rhyme, and Shout Card reduction; See row 47 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 47 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583809	177	Main column, Sing, Rhyme, and Shout Card reproduction	[Sing, Rhyme, and Shout Card reduction; See row 49 for original text]	[Sing, Rhyme, and Shout Card reduction; See row 49 for revised text]
Duplicate Editorial Change	Publisher	Teacher	9780768583779	183	Main column, 5x5 Card reduction	[5x5 Card reduction; See row 15 for original image information]	[5x5 Card reduction; See row 15 for revised image information]
Editorial Change	Publisher	Student	9780768584820	Week 1	Number 2, second paragraph, second sentence	If no one recognizes their name, read the name aloud.	If some children don't recognize their names, read them aloud.
Editorial Change	Publisher	Student	9780768584820	Week 1	Number 3, second sentence	Point to each child as you count them aloud.	Point to each child as you count aloud.
Editorial Change	Publisher	Student	9780768584837	Week 1	Number 1, second sentence	meaning each child	meaning they
Editorial Change	Publisher	Student	9780768584837	Week 1	Number 3, second sentence	have different hair cuts.	have different haircuts.
Editorial Change	Publisher	Student	9780768584837	Week 1	Number 3, eleventh sentence (line 11)	After, ask children	Next, ask children
Editorial Change	Publisher	Student	9780768584837	Week 1	Number 4, last sentence	have reached their partner.	have reached their partners.
Editorial Change	Publisher	Student	9780768584837	Week 1	Number 5, first sentence	very different but they can still	very different, but they can still
Editorial Change	Publisher	Student	9780768584844	Week 1	Number 4, second paragraph	Ask: What is something else you can do with leaves? Choose a way, such as kicking leaves. Have the class act out that way. Say: Let's pretend to rake the falling leaves!	Ask: What is something else you can do with leaves? Choose an action, such as raking leaves. Have the class act it out.

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Editorial Change	Publisher	Student	9780768584844	Week 1	Number 5, second paragraph, last sentence	recite the rhyme all together.	recite the rhyme together.
Editorial Change	Publisher	Student	9780768584844	Week 1	Number 5, last paragraph, line three	Beginning of school	Beginning of school,
Editorial Change	Publisher	Student	9780768584899	Week 1	Number 2, third sentence	Lead children in singing verses of “This Is the Way” (sung to the tune of “Here We Go ‘Round the Mulberry Bush”).	Lead children in singing verses of “This Is the Way.”
Editorial Change	Publisher	Student	9780768584868	Week 1	Number 4, first paragraph, second sentence	Trees are a plant.	Trees are plants.
Editorial Change	Publisher	Student	9780768584868	Week 1	Number 4, second paragraph, sentences one and two	Then have each child choose a different fruit or vegetable. Have them say and use their body to act out how it grows.	Then have children choose different fruits or vegetables. Have them say and use their bodies to act out how they grow.
Editorial Change	Publisher	Student	9780768584875	Week 1	Number 5, second paragraph, first sentence	running, dancing, and jump roping.	running, dancing, and jumping rope.
Editorial Change	Publisher	Student	9780768584882	Week 1	Number 5, second paragraph, last sentence	Encourage children to use their arm as a trunk and act out grabbing leaves.	Encourage children to use their arms as trunks and act out grabbing leaves.
Editorial Change	Publisher	Student	9780768584936	Week 1	Entire text of card	Leaves are falling to the ground, To the ground, to the ground. Leaves are falling to the ground. What colors do you see? Sing to the tune of “Mary Had a Little Lamb.”	Rake, rake, rake the leaves. It is the season fall! Leaves are falling to the ground. They're all around us now! Sing to the tune of “Row, Row, Row Your Boat.”
Editorial Change	Publisher	Student	9780768584998	Week 1	Entire text of card	Trees are big, and Trees have roots, and Trees shed leaves when it is fall. Trees bear fruit when it is summer. Trees will shade us, one and all! Sing to the tune of “Clementine.”	You put your right branch in You put your right branch out You put your right branch in And you shake it all about. You shake your leaves and branches, and you turn your trunk around. That’s what it’s all about. Sing to the tune of “The Hokey Pokey.”
Editorial Change	Publisher	Student	9780768584820	Week 2	Number 2, boldfaced heading	Reading Rules	Rules
Editorial Change	Publisher	Student	9780768584820	Week 2	Number 2, second paragraph, part 1 of 2	Next, draw a red circle with a diagonal line through it. Point out that this symbol means NOT to do something.	Ask: What rules do we have in our classroom? Allow children to answer, giving guidance as needed.
Editorial Change	Publisher	Student	9780768584820	Week 2	Number 2, second paragraph, part 2 of 2	Draw several pictures combined with that symbol to convey rules, such as no food or drink, no littering, no swimming, etc. Challenge children to read each symbol and guess the rule.	Then ask them questions about silly rules, such as Ask: Do we have a rule that says you have to sing a song before you use the bathroom? What about a rule that says you have to hop into the classroom?
Editorial Change	Publisher	Student	9780768584820	Week 2	Number 3, second paragraph, second sentence	and have them repeat	and have the child repeat
Editorial Change	Publisher	Student	9780768584820	Week 2	Number 5, second paragraph, second sentence	remind children to raise their hand	remind children to raise their hands
Editorial Change	Publisher	Student	9780768584912	Week 2	Entire text of card	What rules do we follow That help us in school? When learning and playing, We follow each rule! Sing to the tune of “On Top of Old Smokey.”	We have rules at our school. We have rules at our school. We have rules at our school, And we should follow them all. Never climb up the wall. Use your quiet voice in the hall. We have rules at our school. We have rules at our school. We have rules at our school, And we should follow them all. Sing to the tune of “The Bear Went Over the Mountain.”
Editorial Change	Publisher	Student	9780768584936	Week 2	Entire text of card	Winter’s here. It chills your nose; And your fingers and your toes. Winter’s here. It’s when it snows. Zip up your coat, my children! Sing to the tune of “Skip to My Lou.”	Winter's here and chills your nose. Chills your fingers and your toes. Don't forget to wear your boots. And put on your new snow suit. Winter's here and chills your nose. Don't let winter chill your toes. Sing to the tune of “Twinkle, Twinkle, Little Star.”

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Editorial Change	Publisher	Student	9780768584981	Week 2	Entire text of card	I take care of friends and family. I will help them happily. When they're sick, I make them a card; Sing to them. That isn't hard! I take care of friends and family. I will help them happily! Sing to the tune of "Baa, Baa, Black Sheep."	I take care of my many friends. I take care of family too. When someone's sad, I make them laugh, And I can make you laugh too! Friends and family, friends and family, Friends and family: I take care of friends and family! Friends and family, friends and family, I can take care of you too. Sing to the tune of "The Happy Wanderer."
Editorial Change	Publisher	Student	9780768584844	Week 3	Number 1, first sentence	Ask: Let's guess	Say: Let's guess
Editorial Change	Publisher	Student	9780768584844	Week 3	Number 1, last sentence	the smell of flower blossoms.	the smell of flowers.
Editorial Change	Publisher	Student	9780768584844	Week 3	Number 4, second paragraph, second sentence	Say: The rain falls soft and slow.	Say: The rain falls softly and slowly.
Editorial Change	Publisher	Student	9780768584905	Week 3	Number 3, last paragraph, sentences two and three	name a friend who "the moon" wants to see. Then have her roll a ball to a friend	name a friend whom "the moon" wants to see. Then have the child roll a ball to a friend
Editorial Change	Publisher	Student	9780768584929	Week 3	Entire text of card	My Family Is Special Oh, my family, oh, my family, Oh, my family is the best; When we play or read together, When we eat or when we rest! Sing to the tune of "Clementine."	My Family Is the Best My family's very special. My family is the best! B-E-S-T, best! B-E-S-T, best! B-E-S-T, best! My family is the best! Sing to the tune of "B-I-N-G-O."
Editorial Change	Publisher	Student	9780768584981	Week 3	Entire text of card	My daddy is caring. He fills my backpack. He puts in an apple, my afternoon snack! My mom takes me places. She washes my hair. She reads me a story. She always will care! Sing to the tune of "On Top of Old Smokey."	My family cares for me. Oh yes, they do! Yes, they do! Yes, they do! My family cares for me. Oh yes, they do! Every day. Sing to the tune of "The Wheels on the Bus."
Editorial Change	Publisher	Student	9780768584967	Week 3	Entire text of card	Can You Guess? It has wheels and drives around, Over bridges, through the town, Up the hill, and then drives down. Is it a plane or blue truck? It has wings and flies around. It takes off with a big sound. You can see it from the ground. Is it a plane or blue truck? Sing to the tune of "Clementine."	From Place to Place We can go from place to place in many different ways. Javi: He can fly! Javi: He can fly! Javi: He can fly! He'll fly us somewhere new. We can go from place to place in many different ways. Tyler: He's a truck! Tyler: He's a truck! Tyler: He's a truck! He'll drive us somewhere cool! Sing to the tune of "B-I-N-G-O."
Editorial Change	Publisher	Student	9780768584875	Week 4	Photo image, left, center of image; female motorcycle rider in white shirt	[Adapted image]	[Adapted image to include female rider wearing helmet]
Editorial Change	Publisher	Student	9780768584820	Week 4	Number 3, first sentence	is from a different part of	is in a different part of
Editorial Change	Publisher	Student	9780768584820	Week 4	Number 4, second paragraph, third sentence	They can choose	Children can choose
Editorial Change	Publisher	Student	9780768584844	Week 4	Number 1, first sentence	Ask: Look at the picture.	Say: Look at the picture.
Editorial Change	Publisher	Student	9780768584844	Week 4	Number 3, first sentence	Ask: Look at the beach ball	Say: Look at the beach ball
Editorial Change	Publisher	Student	9780768584851	Week 4	Number 5, second sentence	Ask: This person	Say: This person
Editorial Change	Publisher	Student	9780768584875	Week 4	Number 5, second paragraph, last sentence	and explain why.	and explain why it is their favorite.
Editorial Change	Publisher	Student	9780768584950	Week 4	Entire text of card	I love pizza. I love pizza. I love pizza, when I dine. I love pizza. I love pizza. I love pizza. It's so fine! Sing to the tune of "Clementine."	I like pizza. You like pizza. Yes, I do! Yes, you do! Pizza is my favorite. Pizza is your favorite. It's our favorite food; Our favorite food. Sing to the tune of "Frère Jacques."
Editorial Change	Publisher	Student	9780768584974	Week 4	Entire text of card	When owls sleep it's daytime. The bats sleep then, too. When I sleep it's nighttime. I think you do, too! Sing to the tune of "On Top of Old Smokey."	Owls sleep in daytime. Bats do too! And some other animals at the zoo. We sleep at nighttime. Yes, we do! Night is when we go to sleep. Sing to the tune of "I'm a Little Teapot."

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Editorial Change	Publisher	Student	9780768584998	Week 4	Entire text of card	Grab a helmet, space suit, too, One for me, and one for you. Put them on. That’s what we do. Climb in the rocket. BLAST OFF! Sing to the tune of “Skip to My Lou.”	Grab your helmet and your suit. Don't forget to wear your boots! We are astronauts today. Blast off and away! Sing to the tune of “London Bridge Is Falling Down.”
Editorial Change	Publisher	Teacher	9780768584622	2	Middle of page, Progress Monitoring Assessments section, 12 weeks and 24 weeks	Monitor Progress; Monitor Progress	Progress Monitoring; Progress Monitoring
Editorial Change	Publisher	Teacher	9780768584622	3	Top of page, first gray bar	Child and Teacher Reflection and Self-Assessment	Child and Teacher Reflection and Self-Evaluation
Editorial Change	Publisher	Teacher	9780768584622	3	Middle of page, The Pre-K Learning Outcomes, item 9	Physical Development and Health	Physical Development
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Alphabet Knowledge, first row	Name Letters; Name Letters; Name Letters; Name Letters	Letter Naming; Letter Naming; Letter Naming; Letter Naming
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Phonological Awareness, first row	Blend Syllables; Blend Syllables, Blend Onset and Rime; Blend Onset and Rime, Blend Phonemes; Blend Onset and Rime, Blend Phonemes	Blending Syllables; Blending Syllables, Onset and Rime; Blending Onset and Rime, Phonemes; Blending Onset and Rime, Phonemes
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Phonological Awareness, second row	Separate a Sentence into Individual Words; Segment Syllables; Segment Syllables	Separating a Sentence into Individual Words; Segmenting Syllables; Segmenting Syllables
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Phonological Awareness, third row	Same Initial Sound; Same Initial Sound; Same Initial Sound	Initial Sounds; Initial Sounds; Initial Sounds
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Phonological Awareness, fourth row	Recognize Rhyme; Recognize Rhyme; Recognize Rhyme; Recognize and Produce Rhyme	Recognizing Rhyme; Recognizing Rhyme; Recognizing Rhyme; Recognizing and Producing Rhyme
Editorial Change	Publisher	Teacher	9780768584622	5	Literacy Assessment, Concepts of Print, second row	Tracking Left to Right; Tracking Left to Right, Tracking Top to Bottom; Tracking Left to Right, Tracking Top to Bottom, Sweep Back; Tracking Left to Right, Tracking Top to Bottom, Sweep Back	Tracking Left to Right; Tracking Left to Right, Tracking Top to Bottom; Tracking Left to Right, Tracking Top to Bottom, Sweeping Back; Tracking Left to Right, Tracking Top to Bottom, Sweeping Back
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Counting Skills, first row	Counting; Counting 1–10; Counting 1–20; Counting 1–30	Rote Counting; Rote Counting 1–10; Rote Counting 1–20; Rote Counting 1–30
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Counting Skills, second row	Subitize; Subitize 3 Objects; Subitize 4 Objects; Subitize 5 Objects	Subitizing; Subitizing 3 Objects; Subitizing 4 Objects; Subitizing 5 Objects
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Counting Skills, third row	Count Objects; Count up to 5 Objects; Count 8 Objects; Count 10 Objects	Counting Objects; Counting up to 5 Objects; Counting 8 Objects; Counting 10 Objects
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Counting Skills, fourth row	Recognize Numerals; Recognize Numerals; Recognize Numerals; Recognize Numerals 0–9	Recognizing Numerals; Naming Numerals; Naming Numerals; Naming Numerals 0–9
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Geometry and Spatial Sense, first row	Identify Shapes; Identify Shapes; Identify Shapes; Identify Shapes	Naming Shapes; Naming Shapes; Naming Shapes; Naming Shapes
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Measurement Skills, first row	Compare Lengths; Compare Lengths; Arrange Lengths; Arrange Lengths	Comparing Lengths; Comparing Lengths; Arranging Lengths; Arranging Lengths
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Classification and Patterning Skills, first row	Recognize Patterns; Extend Patterns; Extend Patterns; Create Patterns	Recognizing Patterns; Extending Patterns; Extending Patterns; Creating Patterns
Editorial Change	Publisher	Teacher	9780768584622	5	Mathematics Assessment, Adding To/Taking Away Skills, first row	More/Less; Addition; Addition, Subtraction	More/Fewer; Adding; Adding, Subtracting

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Editorial Change	Publisher	Teacher	9780768583748	7	Main column, Sing, Rhyme, and Shout, bullet three	[Deleted Text:] Then guide children in creating new words to the song, such as: Let's pick apples from the tree and bake an apple pie. Let's rake leaves that fall from the tree and put them in a pile.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	7	Right sidebar, Learning Outcomes, bullet two	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583793	7	Main column, Morning Meeting, Weather, sentences one, two, three	The weather today is [sunny, rainy, windy]. I take care of myself [point to self]. I wear [a hat, a jacket, boots].	The weather today is _____. I take care of myself. (point to self) I wear _____.
Editorial Change	Publisher	Teacher	9780768583793	7	Main column, Morning Meeting, after step 3, Weather	[Added Missing Text]	[Added Missing Text:] <number 4> Today's Events Tell children that you will read a new book to them today called This Is the Way.
Editorial Change	Publisher	Teacher	9780768583779	7	Main column, Sing, Rhyme, and Shout section	What Goes Place to Place? Use the picture on the card to introduce the theme, On the Go!; Display Javi. This week we are going to talk about transportation. Remind children that transportation is a word people use for all the ways we move from place to place.; Have children listen to the song as you and Javi sing, and invite them to sing along.	On the Go! Use the picture on the card to introduce the theme, On the Go!; This week we are going to talk about transportation. Remind children that transportation is a word people use for all the ways we move from place to place.; Have children listen to the song as you sing and invite them to sing along.
Editorial Change	Publisher	Teacher	9780768583786	7	Main column, Meet and Greet, bullet two	Remind children to place the pictures that match their mood on the Mood Meter.	Remind children to place their pictures on the Mood Meter in the space that matches their mood.
Editorial Change	Publisher	Teacher	9780768583809	7	Main column, Sing, Rhyme, and Shout, second bullet, second sentence	Ask children to play musical instruments as they listen and invite them to chime in on the repeated text, trees.	Ask some children to play musical instruments as they listen. For children without instruments, invite them to move like the trees in the song and to use their arms like the branches.
Editorial Change	Publisher	Teacher	9780768583779	8	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583786	8	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	9	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583762	9	Main column, Phonological Awareness, sentence five	It ends with the sound / ĩk/.	It ends with the sounds / ĩk/.
Editorial Change	Publisher	Teacher	9780768583786	9	Right sidebar, Check for Understanding note, THEN... section, sentence four	The word zebra begins with the /z/.	The word zigzag begins with the sound /z/.
Editorial Change	Publisher	Teacher	9780768583755	10	Right column, Literacy Small Group Alphabet Knowledge, first paragraph, second sentence	locate the word that identifies the object.	locate the word that identifies it on the back of the card.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9780768583755	10	Right column, Literacy Small Group ELL Access Alphabet Knowledge notes, Beginning, Intermediate, and Advanced levels	Beginning Hold up Alphabet Card Cc. This is a castle. The word castle begins with a c. Point to the c on the card. Intermediate Hold up Picture Card castle. This is a castle. This is the word that spells castle. Castle begins with the letter c. Have the child point to the c. Advanced Show the child the Alphabet Card Cc. Have the child say the word castle after you and find the c on the card. Have the child trace the letter c with his/her finger.	Beginning Display Picture Card cake. This is a cake. The word cake begins with the letter c. The letter c spells the sound /k/. Intermediate Display Picture Card can. This a can, which begins with the letter c. What sound does the letter c spell? Advanced Display Picture Card cat. Have children identify the picture and produce the sound they hear at the beginning of the word: /k/. What letter spells the sound /k/?
Editorial Change	Publisher	Teacher	9780768584622	10	Top left of page, banner	[Deleted Text:] SCOUT	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768584622	10	Gray banner, middle of page, With SCOUT, You can, bullet nine	generate reports to help differentiate	use observational data to help differentiate
Editorial Change	Publisher	Teacher	9780768583724	11	Right sidebar, Snack Time note, fifth sentence plus lines of song	to the tune of “Baa Baa Black Sheep”: Clean up, clean up, Clean up every day! Clean up, clean up, Put our things away!	to the tune of “Twinkle, Twinkle, Little Star”: Clean up, clean up every day. Help us put our things away. Smile to everyone you see. We are all a family. Clean up, clean up every day. Make things neat so we can play!
Editorial Change	Publisher	Teacher	9780768583809	11	Right sidebar, Learning Outcomes, bullet two	develops vocabulary of common phrases in English.	begins to develop vocabulary of common phrases in English.
Editorial Change	Publisher	Teacher	9780768583809	11	Main column, Engage	Tell children that today they are going to learn how to share fairly using a Tootsie Roll. Model fair sharing. Have two children come to the front. Hold up the Tootsie Roll. I have two friends here. Point and count: One, two. I have one Tootsie Roll. I want to share the same number of pieces with each friend. How many pieces do I need?	Tell children that today they are going to learn how to share fairly using play dough. Model fair sharing. Have two children come to the front. Make a rope of play dough that is about six inches in length, and show it to children. I have two friends here. Point and count: One, two. I have one piece of play dough. I want to share the same number of pieces with each friend. How many pieces do I need?
Editorial Change	Publisher	Teacher	9780768583809	11	Main column, Develop, sentences three through ten	Hold up the Tootsie Roll and divide it into two equal pieces: one, two. How can I check they are the same size? Put the pieces next to each other to compare, then hand one piece to each child as you model. One for you, and one for you. Ask two new children to come up. How many friends do I have here? How many pieces do I need? Help a volunteer separate a Tootsie Roll into two equal pieces.	Hold up the rope of play dough and divide it into two equal pieces: one, two. How can I check they are the same size? Put the pieces next to each other to compare, then hand one piece to each child as you model. One for you, and one for you. Ask two new children to come up. How many friends do I have here? How many pieces do I need? Help a volunteer separate a rope of play dough into two equal pieces.
Editorial Change	Publisher	Teacher	9780768583809	11	Main column, Practice, sentence one	Use small rolls of clay and ask children to come up three at a time to practice.	Make several ropes of play dough in different lengths, and ask children to come up three at a time to practice.
Editorial Change	Publisher	Teacher	9780768583809	11	Main column, Practice, sentences five through eight	Prompt children to say one for you and one for you as they hand pieces to their friends. Have English language learners repeat the phrases after you first. Then have them develop their vocabulary of common phrases by saying the phrases independently as they practice. Guide children to divide the clay equally.	Prompt children to say one for you as they hand pieces to their friends, and say one for me when they take pieces of their own. Have English language learners repeat the phrases after you first. Then have them develop their vocabulary of common phrases by saying the phrases independently as they practice. Guide children to divide the play dough equally.
Editorial Change	Publisher	Teacher	9780768583748	12	Left sidebar, Learning Outcomes, bullet three, coding	VI.C.2.a, VI.C.2.b, VI.C.2.	VI.C.2.a, VI.C.2.b, VI.C.2.c
Editorial Change	Publisher	Teacher	9780768583748	12	Main column, Science Circle, first main blue heading	Day Sky and Night Sky	Day Sky and Night Sky
Editorial Change	Publisher	Teacher	9780768583786	12	Left sidebar, Learning Outcomes, bullet three	child demonstrates coordination.	demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
Editorial Change	Publisher	Teacher	9780768583724	15	Main column, Meet and Greet, bullet two, fifth sentence	When we know how our friends feel, it helps us take care of ourselves and one another.	It lets your teacher and friends know how you feel today.

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Editorial Change	Publisher	Teacher	9780768583748	15	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	15	Sing, Rhyme, and Shout, run-in boldfaced black head	Who Helps Us?	Everyday Helpers
Editorial Change	Publisher	Teacher	9780768583762	15	Right sidebar, below What You Need box	[Added Missing Text]	[Added Missing Text:] (head) Theme Vocabulary farm
Editorial Change	Publisher	Teacher	9780768583762	15	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583779	15	Main column, Sing, Rhyme, and Shout boldfaced, run-in heading	What Goes Place to Place?	On the Go!
Editorial Change	Publisher	Teacher	9780768583786	15	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768583809	15	Main column, Sing, Rhyme, and Shout, third bullet, second sentence	Ask them to stand up every time they hear the word trees.	Ask children without instruments to move their arms like the branches in the song.
Editorial Change	Publisher	Teacher	9780768583793	16	Left sidebar, Learning Outcomes, last bullet	[Added Missing Text]	[Added Missing Text:] identifies good habits of exercise. IX.C.3.b
Editorial Change	Publisher	Teacher	9780768583786	16	Left sidebar, Learning Outcomes, bullet one	responds to questions regarding the story or information in the text.	responds to questions relevant to the text read aloud.
Editorial Change	Publisher	Teacher	9780768583809	16	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583748	17	Main column, Concept Vocabulary, first sentence	Remind the weekly question:	Remind children of the weekly question:
Editorial Change	Publisher	Teacher	9780768583762	17	Right sidebar, Transition, lines four and eight of fingerplay	sounds like this.	spells this sound.
Editorial Change	Publisher	Teacher	9780768583731	18	Right column, Literacy Small Group, sentences one through seven	Recite a familiar nursery rhyme such as "Humpty Dumpty" or "Jack and Jill." After you say the rhyme, talk about the rhyming words. For example: I hear some words that rhyme. Do the words wall and fall rhyme? Yes, they do. Wall and fall have the same ending sounds: -all. Does the word call rhyme with wall?	Recite a familiar nursery rhyme such as "Twinkle, Twinkle, Little Star." After you say the rhyme, talk about the rhyming words. For example: I hear some words that rhyme. Do the words high and sky rhyme? Yes, they do. High and sky have the same ending sounds: /i/. Does the word pie rhyme with sky?
Editorial Change	Publisher	Teacher	9780768583762	19	Right sidebar, Snack Time note, sentence one	As children eat, encourage them to describe and talk about the food they are eating.	Before children begin eating, encourage them to describe the food they will be eating.
Editorial Change	Publisher	Teacher	9780768583786	19	Right sidebar, Snack Time note	Give children 14 crackers and have them count them out loud. Each time the children eat a cracker, have them count the crackers they have left.	Give children 14 snack pieces and have them count them out loud. Each time the children eat a snack piece, have them count the snack pieces they have left.
Editorial Change	Publisher	Teacher	9780768583786	19	Right sidebar, Check for Understanding note	IF . . . children have trouble rote counting and touching each object, THEN . . . clap or snap your fingers to signal the children to move on to the next object.	IF . . . children have trouble rote counting from one to fourteen, THEN . . . place 14 counters on a flat surface. Touch each one as you count aloud, move each to another spot, and have children repeat the counting with you

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Editorial Change	Publisher	Teacher	9780768583809	19	Right sidebar, Learning Outcomes, bullet two	creates pictorial models for adding up to objects.	creates pictorial models for adding up to 5 objects.
Editorial Change	Publisher	Teacher	9780768583793	20	Left sidebar, below Outdoor Play note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	20	Main column, Health Circle, second large blue heading	Good Nutrition Habits	Healthy Habits
Editorial Change	Publisher	Teacher	9780768583793	20	Main column, Health Circle, second main large blue head	[head does not match activity] Good Nutrition Habits	Healthy Habits
Editorial Change	Publisher	Teacher	9780768583724	22	Main column, 5x5, fourth sentence	If a child doesn't recognize that the text on the card spells their name, read it aloud.	If some children do not recognize their names, read them aloud.
Editorial Change	Publisher	Teacher	9780768583793	22	Main column, Let's Talk About It, sentence six	Have children use the "talking stick" to take turns	Have children use Javi to take turns
Editorial Change	Publisher	Teacher	9780768583755	22	Left sidebar, Transition	Transition Chant and Rhyme My Neighborhood Have children stand up and shake out their bodies and listen to the chant. Then have each take a turn at filling in the missing blanks.	Transition My Neighborhood Have children each take a turn at filling in the missing blanks in this chant.
Editorial Change	Publisher	Teacher	9780768583755	22	Left sidebar, Check for Understanding note, end of first line	understand what it means to make eye contact while talking to someone, THEN . . . give the child a stuffed animal and have him/her practice making eye contact while having an imaginary conversation.	understand what how to talk to someone without using words, THEN ...ask the child to give you a high five. What does it mean when you give someone a high five? Go through other actions, such as nodding your head or showing surprise with your face and eyes, and ask the child what each action means.
Editorial Change	Publisher	Teacher	9780768583762	22	Left sidebar, Learning Outcomes, bullet one	shows understanding by following one to two-step	shows understanding by following one- to two-step
Editorial Change	Publisher	Teacher	9780768583779	22	Left sidebar, Learning Outcomes, top	[Added Missing Text]	[Added Missing Text:] sustains attention to personally chosen or routine (teacher-directed) tasks until completed. I.B.3.a.i
Editorial Change	Publisher	Teacher	9780768583779	22	Main column, Social and Emotional Learning, first paragraph, third sentence	It looks like these children are	It looks like this child is
Editorial Change	Publisher	Teacher	9780768583748	23	Right sidebar, Learning Outcomes, bullet two	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583755	23	Sing, Rhyme, and Shout, run-in boldfaced black head	Who Helps Us?	Everyday Helpers
Editorial Change	Publisher	Teacher	9780768583755	23	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583779	23	Main column, Sing, Rhyme, and Shout boldfaced, run-in heading	What Goes Place to Place?	On the Go!
Editorial Change	Publisher	Teacher	9780768583779	23	Main column, Morning Meeting, Attendance, first three lines	I'm going to hold up an Alphabet Card. I want you to do two things, listen for the letter and then please place your name card on the chart if your name starts with that letter. I	I'm going to hold up an Alphabet Card and say the letter name. If your name starts with that letter, place your name card on the chart.
Editorial Change	Publisher	Teacher	9780768583779	23	Right sidebar, below the Vocabulary section	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768583786	23	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768583809	23	Right sidebar, Learning Outcomes, bullet three	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583724	25	Right Sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583762	27	Main column, Engage, sentence two and song lyrics	to the tune of "Ring Around the Rosie": I have four pumpkins, (hold up cubes); I have four pumpkins. (hold up cubes); [Child's name] takes away one. (hand one cube to a child); How many are left? (hold up remaining cubes)	to the tune of "The Itsy Bitsy Spider." I have four pumpkins, (hold up cubes); I have four pumpkins. (hold up cubes); If you take one away, (hand one cube to a child); How many will be left? (hold up remaining cubes) How many pumpkins do I have left in my hand?; Please tell me how many and make my day!
Editorial Change	Publisher	Teacher	9780768583786	27	Right sidebar, Learning Outcomes, bullet two	interacts with the teacher to help her decide what to write.	contributes ideas for drafts composed in whole/small group writing activities.
Editorial Change	Publisher	Teacher	9780768583786	28	Main column, Citizenship, Engage, sentence three	Tell children that they are going to vote for their favorite song.	Tell children that they are going to vote for their favorite song.
Editorial Change	Publisher	Teacher	9780768583809	28	Left sidebar, Learning Outcomes, after bullet four	[Added Missing Text]	[Added Missing Text:] discusses [earth materials'] properties. VI.C.1.e
Editorial Change	Publisher	Teacher	9780768583793	29	Left sidebar, Differentiated Support box, last sentence	they'll switch to legs.	they'll switch to legs-only jacks.
Editorial Change	Publisher	Teacher	9780768583762	30	Left sidebar, Check for Understanding note, THEN section, lines four to end	the child to look toward you. Then give a simple direction, such as: Wave all of your fingers. Repeat with other directions, beginning each exercise by saying Listen and waiting until the child looks at you to begin.	children to look toward you. Then give a simple direction, such as: Wave all of your fingers. Repeat with other directions, beginning each exercise by saying Listen and waiting until children look at you to begin.
Editorial Change	Publisher	Teacher	9780768583809	30	Main column, Let's Talk About It, after introductory paragraph	Tell children that it's time to reflect on what they learned and did today. <ul style="list-style-type: none"> • We made trees inside and outside the classroom! We also learned about soil and sand. • Pass Javi around to each child. Have children take turns talking about what they learned or did today. • If children need a prompt, ask them to look around the room to help them. You can see jars of sand and soil and your art. 	Tell children that it's time to reflect on what they learned and did today. Pass Javi around to each child. Have children take turns talking about what they learned or did today.
Editorial Change	Publisher	Teacher	9780768583731	31	Right sidebar, above Differentiated Support note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	31	Sing, Rhyme, and Shout, run-in boldfaced black head	Who Helps Us?	Everyday Helpers
Editorial Change	Publisher	Teacher	9780768583779	31	Main column, Sing, Rhyme, and Shout, beginning of first paragraph	[Added Missing Text]	[Added Missing Text:] On the Go!
Editorial Change	Publisher	Teacher	9780768583786	31	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768583755	32	Left sidebar, Learning Outcomes, last bullet, coding	III.B.5	III.B.5.a
Editorial Change	Publisher	Teacher	9780768583755	32	Main column, Busy-Busy Towns Everywhere, Introduce, line twelve	For your English language learners, they may respond	Your English language learners may respond

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Editorial Change	Publisher	Teacher	9780768583762	32	Left sidebar, Learning Outcomes, bullet two, coding	II.D.6.b	ELL II.D.6.b
Editorial Change	Publisher	Teacher	9780768583809	32	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	34	Right column, Small Group Literacy Blend Syllables, second paragraph	Display the Picture Card library. Tell children that the word library has three sound parts. Listen for the sound parts as I say the word slowly, li-brar-y. Now I'll say the first sound part, li. What's the second sound part? Right, it's brar. Now I've got li-brar. What's the third sound part? Right, it's y. Let's blend the three sound parts together and clap one time for each sound part, li-brar-y.	Display Picture Card basketball. Tell children that the word basketball has three sound parts. Listen for the sound parts as I say the word slowly: bas-ket-ball. Now I'll say the first sound part, bas-. What's the second sound part? Right, it's -ket. Now I've got bas-ket. What's the third sound part? Right, it's ball. Let's blend the three sound parts together and clap one time for each sound part: bas-ket-ball, basketball.
Editorial Change	Publisher	Teacher	9780768583755	34	Right column, Small Group Literacy ELL Access Blend Syllables, Advanced High, last sentence	For example, the child separates the words zipper and library into syllables and then blends one syllable from zipper with two syllables from library—zip-brar-y.	For example, the child separates the words zipper and basketball into syllables and then blends one syllable from zipper with two syllables from basketball, such as zip-ket-ball or bas-ket-per.
Editorial Change	Publisher	Teacher	9780768583748	35	Main column, Engage, sentences two through four	The stripes on my shirt are green, white part. That is the pattern on my shirt. Green, white part repeats, it happens over and over.	The stripes on my shirt are green and white. That is the pattern on my shirt. Green and white repeats, or happens again and again.
Editorial Change	Publisher	Teacher	9780768583755	35	Right sidebar, Learning Outcomes, bullets two and three, codings	III.B.5; V.B.3	III.B.5.a; V.B.3.a
Editorial Change	Publisher	Teacher	9780768583762	35	Main column, Engage, sentence three and song lyrics	to the tune of "Ring Around the Rosie": I have five berries, (hold up counters); I have five berries. (hold up counters); [Child's name] takes away one. (offer two counters to a child); How many are left? (hold up remaining counters)	to the tune of "The Itsy Bitsy Spider." I have five berries, (hold up cubes); I have five berries. (hold up cubes); If you take one away, (hand one cube to a child); How many will be left? (hold up remaining cubes) How many berries do I have left in my hand?; Please tell me how many and make my day!
Editorial Change	Publisher	Teacher	9780768583779	35	Right sidebar, Snack Time note	After children eat their snacks and clean-up, transition to the next activity by displaying some snap cubes in a simple pattern, such as AA, BB, AA, BB, or A, B, A, B, A, B. Look at the pattern I created with the snap cubes. What comes next if we want to extend the pattern? Ask a volunteer to come up and add the correct snap cube to extend the pattern.	After children eat their snacks and clean up, transition to the next activity by displaying some snap cubes in a simple pattern, such as AA, BB, AA, BB, or A, B, A, B, A, B. Look at the pattern I created with the snap cubes. What comes next if we want to extend the pattern? Ask a volunteer to come up and add the correct snap cube to extend the pattern.
Editorial Change	Publisher	Teacher	9780768583786	35	Main column Practice, sentences eight and nine	Then give each group a single die. Have them roll the die to find the number where they	Then give each group a number cube. Have them roll it to find the number where they
Editorial Change	Publisher	Teacher	9780768583786	35	Right sidebar, Learning Outcomes, bullet two, coding	IV.B.2.e	IV.B.2.d
Editorial Change	Publisher	Teacher	9780768583786	35	Right sidebar, Snack Time note	Give children five crackers. Have them count how many crackers they have. Give them three more crackers. You had five crackers. Now how many crackers do you have? Guide them to continue counting the new crackers with the number six.	Give children five snack pieces. Have them count how many pieces they have. Give them three more pieces. You had five pieces. Now how many pieces do you have? Guide them to continue counting the new pieces with the number six.
Editorial Change	Publisher	Teacher	9780768583724	36	Left sidebar, Concept Vocabulary head	[Deleted Text:] Concept Vocabulary	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	36	Main column, Weather and Seasons, Practice, sentence three	Then have children say which season, spring, summer, fall, or winter, the item of clothing is usually worn.	Then have children say which season the item of clothing is usually worn—spring, summer, fall, or winter.
Editorial Change	Publisher	Teacher	9780768583793	36	Left sidebar, Learning Outcomes, last bullet	[Added Missing Text]	[Added Missing Text:] identifies good habits of exercise. IX.C.3.b

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Editorial Change	Publisher	Teacher	9780768583793	36	Main column, What People Need, Develop, after sentence three	[Deleted Text:] What are you wearing today?	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583755	36	Right sidebar, Learning Outcomes, bullet two, coding	VIII.C.1	VIII.C.1.a
Editorial Change	Publisher	Teacher	9780768583762	36	Main column, Music Participation, Engage, first line of song lyrics	Old MACDONALD had a farm	Old MacDonald had a farm
Editorial Change	Publisher	Teacher	9780768583748	37	Main column, Let's Move, Leaves are Falling	Leaves are Falling Have children play "Leaves are Falling." The game is played like "Ring-Around-the-Rosie" except with different lyrics. Divide children into small groups, and have them hold hands. Have children walk in a circle and sing the song. "Fall leaves are falling, fall leaves are falling, one leaf, two leaves, they all fall down!" They should sit down on the word "down."	Leaves Are Falling Have children play "Leaves Are Falling." Have them hold hands around a circle, and chant: "Leaves are falling! Leaves are falling! One leaf, two leaves, all leaves fall!" They should sit down on the word "fall."
Editorial Change	Publisher	Teacher	9780768583793	37	Main column, Let's Read, Connect, first sentence	Display the pages of "Goodnight, Jacob."	Display the pages of "Good Night, Jacob."
Editorial Change	Publisher	Teacher	9780768583731	38	Main column, 5x5 section, last sentence	Repeat until all children have reached their partner.	Repeat until all children have reached their partners.
Editorial Change	Publisher	Teacher	9780768583748	38	Main column, 5x5, second paragraph, sentences one and two	Choose one of the ways children named. Have the class act out that way.	Choose one of the actions children named. Have the class act it out.
Editorial Change	Publisher	Teacher	9780768583762	38	Main column, 5x5, sentences two through four	Explain that trees are a plant. Ask what kind of fruit or vegetable is shown in the photo. Then have children choose a fruit or vegetable and use their body to act out how it grows.	Explain that trees are plants. Ask what kind of fruit or vegetable is shown in the photo. Then have children choose fruits or vegetables and use their bodies to act out how they grow.
Editorial Change	Publisher	Teacher	9780768583779	38	Main column, Let's Talk About It, second sentence	As you pass Javi, prompt children to be self-aware	Pass Javi around, and prompt children to be self-aware
Editorial Change	Publisher	Teacher	9780768583748	39	Right sidebar, Learning Outcomes, bullet one	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583748	39	Main column, Sing, Rhyme, and Shout, bullet two	[Deleted Text:] For example, The wind is blowing all around / all around / all around. / The wind is blowing all around / it's stormy and cold.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583793	39	Main column, Morning Meeting, between Weather and Pledge of Allegiance	[Added Missing Text]	[Added Missing Text:] <number 4> Today's Events Today we will talk more about how the weather helps us decide what to wear. We will also talk about the things that people need: food, clothing, and a place to live. Encourage children to share if today is special for them in another way.
Editorial Change	Publisher	Teacher	9780768583793	39	Left sidebar, Learning Outcomes, bullet two, coding	I.B.1.c	I.B.1.c.i
Editorial Change	Publisher	Teacher	9780768583755	39	Sing, Rhyme, and Shout, run-in boldfaced black head	Who Helps Us?	Everyday Helpers
Editorial Change	Publisher	Teacher	9780768583779	39	Main column, Sing, Rhyme, and Shout, beginning of first paragraph	[Added Missing Text]	[Added Missing Text:] On the Go!
Editorial Change	Publisher	Teacher	9780768583786	39	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.

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Editorial Change	Publisher	Teacher	9780768583809	39	Main column, Sing, Rhyme, and Shout, second bullet, sentences one through three	Change the word shade in the last line to help. Have children say the word help. Sing the song with the new word.	Change the word branch to root. Have children say the word root. Sing the song with the new word, and have children move their feet like the roots in the song.
Editorial Change	Publisher	Teacher	9780768583793	40	Left sidebar, Learning Outcomes, bullet two	uses information learned from books by categorizing.	uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Editorial Change	Publisher	Teacher	9780768583748	41	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	41	Main column, Phonological Awareness, bullet two	Sometimes it's hard to hear the first sound of a word. Show children the Picture Cards for goat, king, and coat. Say the word for each picture and ask children to say which words rhyme. That's right, goat and coat rhyme. One starts with the letter g and one with the letter c. Say the words with me—goat, coat. Do you hear the difference? Say the words again with me. Raise your hand when you hear the /k/ sound. Now raise your hand when you hear the /g/ sound.	Sometimes it's hard to hear the first sound of a word. I'm going to say three words and I want you to tell me which ones rhyme: goat, king, coat. That's right, goat and coat rhyme. One starts with the letter g and one with the letter c. Say the words with me—goat, coat. Do you hear the difference? Say the words again with me. Raise your hand when you hear the /k/ sound. Now raise your hand when you hear the /g/ sound.
Editorial Change	Publisher	Teacher	9780768583762	41	Main column, Phonological Awareness, boldfaced run-in heading	Produce Phonemes	Produce Words
Editorial Change	Publisher	Teacher	9780768583762	41	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	42	Left column, Math Small Group ELL Access Academic Vocabulary, ELPS, bottom of column	Speak using grade-level content area vocabulary.	Speak using new vocabulary.
Editorial Change	Publisher	Teacher	9780768583755	42	Right column, Literacy Small Group Rhyming Words, main paragraph, first sentence	two or more words that have the same (or similar) ending sounds.	two or more words that have the same ending sounds.
Editorial Change	Publisher	Teacher	9780768583786	42	Left column, Small Group Math ELL Access Academic Vocabulary, Advanced High note	Have children carry out the activity as described in Math: Counting	Place number cards 1–9 face down and out of order. Turn one card over, and have children count starting with that number and ending with 15.
Editorial Change	Publisher	Teacher	9780768583755	43	Right sidebar, Learning Outcomes, bullet two, coding	III.D.2	III.D.2.a
Editorial Change	Publisher	Teacher	9780768583786	43	Right sidebar, Vocabulary blue heading	Vocabulary	Academic Vocabulary
Editorial Change	Publisher	Teacher	9780768583786	43	Right sidebar, below the Snack Time box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	44	Left sidebar, Learning Outcomes, second bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583731	46	Main column, 5x5 section, third sentence	everyone in their class is different too in	everyone in their class is different, too, in
Editorial Change	Publisher	Teacher	9780768583731	46	Main column, Social and Emotional Learning, paragraph two, last sentence	I can put on my coat	I can put on my coat.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9780768583755	46	Left sidebar, Transitions, top of sidebar	[Deleted Text:] Transitions Chant and Rhyme Teach children this chant. _____ is our weather reporter. He/she tells us about the weather outside. No, way! Yes, way! _____ is our door holder. He/she opens the door for us. No, way! Yes, way! Continue the chant with other helper jobs.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583755	46	Left sidebar, Learning Outcomes, second bullet	discusses roles of community helpers. VII.B.3	discusses the roles of community helpers. VII.B.3.a
Editorial Change	Publisher	Teacher	9780768583755	46	Left sidebar, Learning Outcomes, third bullet, coding	VIII.C.1	VIII.C.1.a
Editorial Change	Publisher	Teacher	9780768583724	53	Main column, Sing, Rhyme and Shout head	Sing, Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583748	53	Right sidebar, Learning Outcomes, bullet three	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583748	53	Main column, Sing, Rhyme, and Shout Card section	[Added missing Sing, Rhyme, and Shout Card reduction]	[Added missing Sing, Rhyme, and Shout Card reduction]
Editorial Change	Publisher	Teacher	9780768583793	53	Main column, Sing, Rhyme, and Shout, first bullet, after first sentence	Last week I learned how to car for myself (point to self). Say it with me: "I take care of myself." This song tells us ways we can take care of our friends and family.	Sometimes, we can help our friends and family by making them laugh!
Editorial Change	Publisher	Teacher	9780768583786	53	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768583786	53	Right sidebar, Learning Outcomes, bullet four	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583793	55	Right sidebar, below Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	57	Right sidebar, below Snack Time note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583762	57	Main column, Engage, sentence four and song lyrics	to the tune of "Ring Around the Rosie": I have one cherry, (hold up cubes); I have one cherry. (hold up cubes); [Child's name] takes away one. (hand one cube to a child); How many are left? (hold up remaining cubes)	to the tune of "The Itsy Bitsy Spider." I have one cherry, (hold up cubes); I have one cherry. (hold up cubes); if you take one away, (hand one cube to a child); How many will be left? (hold up remaining cubes) How many cherries do I have left in my hand?; Please tell me how many and make my day!
Editorial Change	Publisher	Teacher	9780768584622	57	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583755	58	Left sidebar, Learning Outcomes, first bullet, coding	VIII.C.1	VIII.C.1.a
Editorial Change	Publisher	Teacher	9780768583762	58	Main column, Food, Clothing, Shelter, introductory paragraph and song lyrics	Sing the following song to the tune of "Two Little Magic Words." Then sing it again, inviting children to chime in on "food, clothing, shelter." There are three little things we need That can make us feel good, indeed. Food, clothing, shelter, Food, clothing, shelter, please!	Sing the following song to the tune of "For He's a Jolly Good Fellow." Then sing it again, inviting children to join in. Food, clothing, and shelter; Food, clothing, and shelter; Food, clothing, and shelter are three things that we need. Three things that we need; Three things that we need! Food, clothing, and shelter are three things that we need.
Editorial Change	Publisher	Teacher	9780768584622	58	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583793	59	Main column, Let's Read, first red run-in heading	Verbal Usage	Personal Pronouns

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Editorial Change	Publisher	Teacher	9780768583786	59	Main column, Let's Move, Do As I Say, last two sentences	if it begins with the sound /h/. Read commands emphasizing the words beginning with the letter H:	if the movement has a word that begins with the sound /h/. Read each movement, and emphasize the words that begin with the sound /h/.
Editorial Change	Publisher	Teacher	9780768583786	59	Main column, Let's Move, Letter H Walk, last sentence	Happy begins with /h/.	Happy begins with the sound /h/.
Editorial Change	Publisher	Teacher	9780768583786	59	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768584622	59	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583731	60	Main column, Middle of page, Social and Emotional Learning, to right of text	[Inserted Missing reduction]	[Inserted Missing reduction of Social and Emotional Learning Card: aware.]
Editorial Change	Publisher	Teacher	9780768583731	60	Main column, Let's Talk About It, last sentence	Pass around Javi as children	Pass Javi around as children
Editorial Change	Publisher	Teacher	9780768583755	60	Left sidebar, Learning Outcomes, third bullet	discusses the roles and responsibilities of community helpers.	discusses the roles of community helpers.
Editorial Change	Publisher	Teacher	9780768583755	60	Left sidebar, Learning Outcomes, new fourth bullet	[Added Missing Text]	[Added Missing Text:] discusses the responsibilities of community helpers. VII.B.3.f
Editorial Change	Publisher	Teacher	9780768583755	60	Main column, Let's Talk About It, last sentence	you name by responding appropriately. Sang the "I'm a Cook" song Read The Little Red Hen Acted out The Little Red Hen Learned to count by joining groups Used shapes to make pictures Played outside Ate a snack	you name by responding appropriately. (List of some of today's activities: sang the "I'm a Cook" song; listened to The Little Red Hen; acted out The Little Red Hen; learned to count by joining groups; used shapes to make pictures; played outside; ate a snack)
Editorial Change	Publisher	Teacher	9780768583786	60	Left sidebar, Learning Outcomes, after first bullet	[Added Missing Text]	[Added Missing Text:] interacts with peers to initiate pretend play scenarios that share a common plan. I.C.4.a
Editorial Change	Publisher	Teacher	9780768584622	60	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583724	61	Main column, Sing, Rhyme and Shout head	Sing, Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583748	61	Right sidebar, Learning Outcomes, bullet one	assumes various responsibilities as part of	assumes responsibilities as part of
Editorial Change	Publisher	Teacher	9780768583748	61	Right sidebar, Learning Outcomes, bullet three	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583748	61	Main column, Sing, Rhyme, and Shout, bullet two, last sentence	pretend to zip up their coats.	pretend to zip up their coats or snow suits.
Editorial Change	Publisher	Teacher	9780768583793	61	Main column, Sing, Rhyme, and Shout, second bullet	Ask children to listen to the song. Then have them chime in on the repeated lines.	Have the children sing the song with you.
Editorial Change	Publisher	Teacher	9780768583793	61	Right sidebar, Differentiated Support box, black run-in heading	Sing Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583786	61	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768584622	61	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583724	62	Main column, Hello, School! Yellow box at top of page, last sentence	today they will read a story about a girl, whose pet won't follow rules	today they will read a story about a girl whose pet won't follow rules

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Editorial Change	Publisher	Teacher	9780768583755	62	Left sidebar, Learning Outcomes, first bullet	engages in pre-reading and readingrelated activities.	engages in pre-reading activities.
Editorial Change	Publisher	Teacher	9780768583755	62	Left sidebar, Learning Outcomes, below first bullet	[Added Missing Text]	[Added Missing Text:] engages in reading-related activities. III.A.1.b
Editorial Change	Publisher	Teacher	9780768583786	62	Left sidebar, Learning Outcomes, bullet three, coding	II.C.3.g	ELL II.C.3.g
Editorial Change	Publisher	Teacher	9780768583809	62	Main column, Earth, Moon, and Sky yellow box at the top of the page, sentence one	Remind children of the essential question,	Remind children of the theme question,
Editorial Change	Publisher	Teacher	9780768584622	62	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768584622	63	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768584622	63	Chart, Social Studies: Citizenship Skills, last row	child engages in voting as	engages in voting as
Editorial Change	Publisher	Teacher	9780768583809	64	Left column, Math Small Group, bottom of column, ELPS	Shares information with classmates.	Share information with classmates.
Editorial Change	Publisher	Teacher	9780768583809	64	Right column, Small Group Literacy Alphabet Knowledge	Display Alphabet Card Ee. Model the sound of the letter e by saying /e/, /e/, /e/. Point to the elephant on the card. The word elephant starts with an e. Point to items on your person or in your room that start with e. Possibilities include elbow, egg (plastic), edge. What do you call this? In each case, confirm the accuracy of the response. That word starts with an e. Next, point to the different objects and have children say them on their own.	Display Alphabet Card Ee. Model the sound the letter e spells by saying /e/, /e/, /e/. Point to the elephant on the card. The word elephant starts with the sound /e/. This sound is spelled with the letter e. Point to items on your person or in your room that start with the sound /e/ and the letter e. Possibilities include elbow, egg (plastic), edge. What do you call this? In each case, confirm the accuracy of the response. That word starts with the sound /e/, and begins with the letter e. Next, point to the different objects and have children say them on their own.
Editorial Change	Publisher	Teacher	9780768583809	64	Right column, Small Group Literacy ELL Access Oral Language Production, Beginning, Intermediate, Advanced, and Advanced High notes	Beginning Show Alphabet Card Ee to your Spanish-speaking children and ask them to say the name of the animal on it in Spanish. Write the word elfante on a sheet of paper, and point out that the word begins with e.; Intermediate As you point to each e object, name it, and then have children repeat it.; Advanced Hold up one object whose name starts with e and one that does not. Have children identify each and tell which one starts with an e.; Advanced High Have partners take turns pointing to an object and saying, Does this start with the letter e?	Beginning Show Alphabet Card Ee to your Spanish-speaking children and ask them to say the name of the animal on it in Spanish. (elefante) Tell children that the word elefante, like the word elephant, both begin with the same sound and the same letter: /e/ and e.; Intermediate As you point to each item that starts with the sound /e/ and the letter e, name it, and then have children repeat it.; Advanced Hold up one object whose name starts with the sound /e/ and the letter e and one that does not. Have children identify each and tell which one starts with the sound /e/ and the letter e.; Advanced High Have partners take turns pointing to an object and asking: What is this? What sound do you hear at the beginning of that word? Is that sound /e/?
Editorial Change	Publisher	Teacher	9780768583809	64	Right column, Literacy Small Group, bottom of column, ELPS	ELPS 2.d Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.	ELPS 2.D Seek clarification of spoken language as needed.
Editorial Change	Publisher	Teacher	9780768584622	64	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583779	65	Right sidebar, Snack Time note	Solid Shapes As children look at their snacks, have them identify if the snacks are flat shapes or solid shapes. Prompt them to name the shapes. Model different examples. I have an orange as a snack today. This shape is a ball. My lunch box is a long box.	Shapes Have children look at their snacks and identify any shapes they see. Model different examples, such as: I have an orange today. This shape is a ball.
Editorial Change	Publisher	Teacher	9780768583786	65	Right sidebar, Learning Outcomes, bullet one	informally recognize weights of object or people.	informally recognize weights of objects or people.
Editorial Change	Publisher	Teacher	9780768583786	65	Right sidebar, Learning Outcomes, bullet two	Informally compares weights of objects.	informally compares weights of objects or people.

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Editorial Change	Publisher	Teacher	9780768584622	65	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583731	66	Left sidebar, Learning Outcomes, bullet one, first line	where own body is in the	where own body is in
Editorial Change	Publisher	Teacher	9780768583731	66	Main column, Living Things, Engage, seventh sentence	our hands to feel something.	our hands to touch something.
Editorial Change	Publisher	Teacher	9780768583748	66	Left sidebar, below Outdoor Play note	{Added Missing Text}	{Added Missing Text:} Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	66	Main column, Some Families, line four	Some families are large	Some families are large.
Editorial Change	Publisher	Teacher	9780768583793	66	Main column, Families, Practice, sentences four and five	Have children raise one hand if their family is like their partners. Have them raise both hands if their family is different from their partners'.	Have children raise one hand if their family is like their partners' family. Have them raise both hands if their family is different from their partners' family.
Editorial Change	Publisher	Teacher	9780768584622	66	Chart, far right	{Added Missing Text}	{Added Missing Text: Fourth column added to chart.}
Editorial Change	Publisher	Teacher	9780768583793	67	Main column, Let's Read, first red run-in heading	Verbal Usage	Possessive Pronouns
Editorial Change	Publisher	Teacher	9780768583724	68	Left sidebar, Transition	Transitions Will You Help Me? Call a child's name, and sing the following to them to the tune of "Baa Baa Black Sheep": Will you help me tie my shoe? Guide the child to sing back, Yes, I'll help you. Yes, I will. Choose another child and another task, such as Will you help me pack my books? Will you help me find my coat?	Transition At Times Teach children this song to the tune of "The Itsy Bitsy Spider." At times, we feel lonely. (tip of finger from eye down cheek) At times, we feel sad. (show a frown) At other times, we might feel just a little mad. (pouty face) But then our teacher helps us smile such big smiles! (point to smile) Those are the times when we stop to stay awhile. (hold up had to "stop")
Editorial Change	Publisher	Teacher	9780768583724	68	Main column, 5x5 section, run-in head	Reading Rules	Rules
Editorial Change	Publisher	Teacher	9780768583731	68	Left sidebar, Learning Outcomes, bullet one, first line	where own body is in the	where own body is in
Editorial Change	Publisher	Teacher	9780768583755	68	Left sidebar, Learning Outcomes, second bullet, coding	II.B.2	II.B.2.a
Editorial Change	Publisher	Teacher	9780768583755	68	Main column, Let's Talk About It, last sentence	was great about the winning activity. Sang the "I'm a Cook" song Read Clothesline Clues to Jobs People Do Blended syllables Learned to count on my fingers Played outside Learned about school helpers Ate a snack	was great about the winning activity. (List of some of today's activities: sang the "I'm a Cook" song; listened to Clothesline Clues to Jobs People Do; blended syllables; learned to count on my fingers; played outside; learned about school helpers; ate a snack)
Editorial Change	Publisher	Teacher	9780768583762	68	Left sidebar, Learning Outcomes	{Added Missing Text}	{Added Missing Text:} seeks adult help when necessary. I.C.5.b
Editorial Change	Publisher	Teacher	9780768583786	68	Left sidebar, Learning Outcomes, bullet one	communicates with peers to initiate pretend play scenarios that share a common goal. I.C.4.d	increasingly interacts with peers to initiate pretend play scenarios that share a common goal. I.C.4.b
Editorial Change	Publisher	Teacher	9780768583724	69	Main column, Sing, Rhyme and Shout head	Sing, Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583724	69	Main column, Sing, Rhyme, and Shout, third bullet, last sentence	{Deleted Text:} Replace "learning and playing" with a classroom routine and "follow each rule" with a specific rule.	{Deleted Text}
Editorial Change	Publisher	Teacher	9780768583748	69	Right sidebar, Learning Outcomes, bullet one	assumes various responsibilities	assumes responsibilities

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Editorial Change	Publisher	Teacher	9780768583793	69	Right sidebar, Learning Outcomes, bullet two	demonstrates care for others.	demonstrates caring for others.
Editorial Change	Publisher	Teacher	9780768583786	69	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768584622	69	Phonological Awareness, first heading	Phonological Awareness Blend Syllables	Phonological Awareness Blending Syllables
Editorial Change	Publisher	Teacher	9780768584622	69	Phonological Awareness, second heading	Phonological Awareness Recognize Rhyme	Phonological Awareness Recognizing Rhyme
Editorial Change	Publisher	Teacher	9780768584622	69	Concepts of Print heading, number 11	Tracking Left to right	Tracking Left to Right
Editorial Change	Publisher	Teacher	9780768583724	70	Left sidebar, Learning Outcomes, bullet one, coding	ELL II.6.a	ELL II.D.6.a
Editorial Change	Publisher	Teacher	9780768583731	70	Left sidebar, Learning Outcomes, last bullet, coding	III.C.3.a	III.C.2.a
Editorial Change	Publisher	Teacher	9780768583748	70	Left sidebar, Learning Outcomes, bullet two	recognize one-syllable words	recognizes one-syllable words
Editorial Change	Publisher	Teacher	9780768583748	70	Left sidebar, Learning Outcomes, bullet three	blends one-syllable words	blends spoken phonemes into one-syllable words
Editorial Change	Publisher	Teacher	9780768583755	70	Left sidebar, Learning Outcomes, last bullet, coding	III.D.1	III.D.1.a
Editorial Change	Publisher	Teacher	9780768583786	70	Left sidebar, Learning Outcomes, bullet three	demonstrates growing understanding of the sounds of language. II.C.3.g	demonstrates growing understanding of the sounds of the English language. ELL II.C.3.g
Editorial Change	Publisher	Teacher	9780768583724	72	Right column, Literacy, Small Group, Introductory paragraph, second sentence	about whomever is standing to next to them	about whomever is standing next to them
Editorial Change	Publisher	Teacher	9780768583724	72	Right column, Literacy, bottom of column, ELPS coding	ELPS 3.C	ELPS 3.E
Editorial Change	Publisher	Teacher	9780768583724	73	Main column, Engage, end of first sentence and lyrics to song	of "Mary Had a Little Lamb": We will count to five today, Five today, five today, We will count to five today, One, two, three, four, five! (hold up one, two, three, four, then five fingers)	of "Twinkle, Twinkle, Little Star." When you count, hold up your fingers to represent the number counted. We will count to five today. There is only one right way. "One, two, three," That's how we start. "Four and five. Yes we're so smart!" We will count to five today. Learn the right way every day!
Editorial Change	Publisher	Teacher	9780768583779	73	Right sidebar, Snack Time note	Flat or Solid Shapes Before children begin eating their snacks, ask them to raise their hands if they have a snack that they think looks like a shape, like a cracker or a slice of cheese. Have children show and tell what shape it looks like. Then ask if anyone has a snack that they think looks like a solid shape. Most likely, it will be a piece of fruit, but some children may point to their lunchbox. Have them show and tell their snacks.	Different Shapes Before children begin eating their snacks, ask: Does anyone have a snack that looks like a square? What about a sphere, or ball? Ask children questions about other shapes they see in their snacks.
Editorial Change	Publisher	Teacher	9780768583786	73	Right sidebar, Learning Outcomes, bullet one	informally recognizes weights of objects of people.	informally recognizes weights of objects or people.
Editorial Change	Publisher	Teacher	9780768583786	73	Right sidebar, Learning Outcomes, bullet two	informally compares weights of objects.	informally compares weights of objects or people.
Editorial Change	Publisher	Teacher	9780768583731	74	Left sidebar, Learning Outcomes, last bullet, coding	Vi.A.1.d	VI.A.1.d

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Editorial Change	Publisher	Teacher	9780768583731	74	Main column, Living Things, Engage, sixth sentence	use our hands to feel something.	use our hands to touch something.
Editorial Change	Publisher	Teacher	9780768583755	74	Left sidebar, Learning Outcomes, second bullet, coding	VII.B.3.c	VII.B.3.c; VII.B.3.f
Editorial Change	Publisher	Teacher	9780768583793	75	Main column, Let's Read, first red run-in heading	Verbal Usage	Personal and Possessive Pronouns
Editorial Change	Publisher	Teacher	9780768583731	76	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] Concept Vocabulary hear
Editorial Change	Publisher	Teacher	9780768583731	76	Main column, Let's Talk About It, second paragraph, first sentence	Pass around Javi and	Pass Javi around and
Editorial Change	Publisher	Teacher	9780768583793	76	Left sidebar, Transitions	You're My Friend (Sung to "Mary Had a Little Lamb") Invite children to stand and take a big stretch. Have them chime in on the repeated verses as you model the gestures; then have children join in.; I will help you (point to self); You're my friend (3x) (point to friend); I will help you (point to self); You're my friend (point to friend); And I care for you. (hands over heart)	You're My Friend Teach this song using the tune "Do You Know the Muffin Man?" Have children figure out with gestures.; I'm your friend, and I'll help you.; You're my friend, and you'll help me.; Friends help each other every day.; That's what friends will do!
Editorial Change	Publisher	Teacher	9780768583755	76	Left sidebar, Learning Outcomes, second bullet, coding	VII.B.3.c	VII.B.3.c; VII.B.3.f
Editorial Change	Publisher	Teacher	9780768583762	76	Left sidebar, Learning Outcomes	[Added Missing Text]	[Added Missing Text:] seeks adult help when necessary. I.C.5.b
Editorial Change	Publisher	Teacher	9780768583786	76	Left sidebar, Learning Outcomes	[Added Missing Text]	[Added Missing Text:] communicates with peers to initiate pretend play scenarios that share a common plan. I.C.4.c
Editorial Change	Publisher	Teacher	9780768583724	77	Main column, Sing, Rhyme and Shout head	Sing, Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583724	77	Main column, Sing, Rhyme, and Shout, third bullet	[Deleted Text:] Modify the lyrics by replacing "learning and playing" with a specific classroom activity and "follow each rule" with a specific rule.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	77	Left sidebar, Learning Outcomes, bullet one	assumes various responsibilities	assumes responsibilities
Editorial Change	Publisher	Teacher	9780768583748	77	Left sidebar, Learning Outcomes, bullet three	identifies [the flag] of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583793	77	Main column, Morning Meeting, to right of Helper Chart, Vocabulary Card reduction	[Deleted Vocabulary Card reduction from page]	[Deleted Vocabulary Card reduction from page]
Editorial Change	Publisher	Teacher	9780768583755	77	Right sidebar, Learning Outcomes, second bullet, coding	VII.B.1.a	VIII.B.1.a
Editorial Change	Publisher	Teacher	9780768583755	77	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583779	77	Right sidebar, above the Differentiated Support note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583786	77	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9780768583786	79	Main column, Language and Communication, bullets one and two	We learned the sound the letter h spells this week: /h/, /h/, /h/. Let's sing "Mary Had a Little Lamb" but start every word with the sound /h/. Have English learners explore the sounds and intonation of language by singing the following words slowly and repeating them until children can sing the song with you: Harry had huh hit-tle ham, hit-tle ham, hit-tle ham. Harry had huh hit-tle ham, hits heese huzz hite has hoe. Remind children to listen to the tone of their voices going higher and lower as they sing the song.	We learned the sound the letter h spells this week: /h/, /h/, /h/. Let's sing "Twinkle, Twinkle, Little Star," but start every word with the sound /h/. Have English learners explore the sounds and intonation of language by singing the following words slowly and repeating them until children can sing the song with you: Hinkle, hinkle hittle har, how high hunder hut hoo har. Hup hubove ha hurld hoe high. Hike ha hiamond hin ha high. Hinkle, hinkle hittle har, how high hunder hut hoo har. Remind children to listen to the tone of their voices going higher and lower as they sing the song.
Editorial Change	Publisher	Teacher	9780768583809	79	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	80	Left column, Math Small Group, first paragraph, first ten lines	Invite the group to practice the chant they learned yesterday: We will count to five today, Five today, five today, We will count to five today, One, two, three, four, five! (hold up one, two, three, four, and then five fingers) Repeat the chant, having children start in a whisper and get a little louder each time. Have children repeat the chant one more time	Invite the group to practice the song they learned yesterday to the tune of "Twinkle, Twinkle, Little Star." We will count to five today. There is only one right way. "One, two, three," That's how we start. "Four and five. Yes we're so smart!" We will count to five today. Learn the right way every day! Repeat the song, having children start in a whisper and get a little louder each time. Have children repeat the song one more time
Editorial Change	Publisher	Teacher	9780768583724	80	Right column, Literacy Small Group, ELL Access Say Letter Names, ELPS language	[Deleted Text:] Learn new language structures.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583724	80	Right column, Literacy Small Group, main paragraph, first sentence	Pass each child	Give each child
Editorial Change	Publisher	Teacher	9780768583724	80	Left column, Math Small Group, ELL Access Academic Vocabulary notes	Beginning Have children repeat each line of the chant after you. Intermediate Have the child say the chant together with you. Advanced Begin saying the chant, leaving gaps. Invite children to fill in each gap. Advanced High Ask one child to say the chant to another child. The other child should respond by saying it back.	Beginning Have children repeat each line of the song after you. Intermediate Have the child sing the song together with you. Advanced Begin singing the song, leaving gaps. Invite children to fill in each gap. Advanced High Ask one child to sing the song to another child. The other child should respond by singing it back.
Editorial Change	Publisher	Teacher	9780768583724	80	Left column, Math Small Group, ELL Access Academic Vocabulary, ELPS language	[Deleted Text:] Learn new language structures.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583724	81	Main column, Engage, second sentence	with the counting chant and song	with the counting chant and then the song
Editorial Change	Publisher	Teacher	9780768583724	81	Right sidebar, Concept Vocabulary head and word	[Deleted Text:] Concept Vocabulary object	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583762	81	Right sidebar, Snack Time note	Have children take away snacks they would like from trays of five. Ask children how many snacks they are taking away. Then ask them how many snacks are left on the tray.	Have children take snacks away from a tray. Place five snack pieces on a tray and have a child take one away. Ask: How many snacks are left? Take the tray to the next child and repeat. When the tray is empty, put five more snacks on the tray and continue.
Editorial Change	Publisher	Teacher	9780768583762	81	Right sidebar, below the Snack Time box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583786	81	Right sidebar, Learning Outcomes, bullet one	informally compares weights of objects.	informally compares weights of objects or people.

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Editorial Change	Publisher	Teacher	9780768583731	82	Left sidebar, Learning Outcomes, bullet three, coding	Vi.A.1.d	Vi.A.1.d
Editorial Change	Publisher	Teacher	9780768583731	82	Left sidebar, below Outdoor Play note, bottom of column	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583748	82	Left sidebar, Learning Outcomes, below "The child"	[Added Missing Text]	[Added Missing Text:] navigates through digital learning applications. X.A.1.b
Editorial Change	Publisher	Teacher	9780768583786	82	Left sidebar, below Outdoor Play box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	83	Main column, Let's Read, first red run-in heading	Verbal Usage	Possessive Pronouns
Editorial Change	Publisher	Teacher	9780768583731	84	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] Concept Vocabulary taste
Editorial Change	Publisher	Teacher	9780768583755	84	Left sidebar, Learning Outcomes, fourth bullet, coding	VII.C.1	VII.C.1.a
Editorial Change	Publisher	Teacher	9780768583724	85	Main column, Sing, Rhyme and Shout head	Sing, Rhyme and Shout	Sing, Rhyme, and Shout
Editorial Change	Publisher	Teacher	9780768583724	85	Main column, Sing, Rhyme, and Shout, third bullet	[Deleted Text:] Adapt the lyrics to include a rule children mentioned during the discussion. Replace "learning and playing" with the activity and "follow each rule" with the rule.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	85	Left sidebar, Learning Outcomes, bullet one	assumes various responsibilities	assumes responsibilities
Editorial Change	Publisher	Teacher	9780768583755	85	Right sidebar, Learning Outcomes, bullet one, coding	I.B.1	I.B.1.a
Editorial Change	Publisher	Teacher	9780768583786	85	Right sidebar, Learning Outcomes, bullet two	assumes various responsibilities as part of a classroom community.	assumes responsibilities as part of a classroom community.
Editorial Change	Publisher	Teacher	9780768583748	86	Left sidebar, Learning Outcomes, bullet two	recognize one-syllable words with pictorial support.	recognizes one-syllable words with pictorial support.
Editorial Change	Publisher	Teacher	9780768584622	86	Mathematics section of chart, bottom	[Added Missing Text]	[Added Missing Text in new row:] More/Fewer; Cannot identify more or fewer; Can identify more or fewer; Can identify more and fewer
Editorial Change	Publisher	Teacher	9780768583724	87	Right Sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583786	87	Main column, Language and Communication, bullets one and two	Remind children that they sang "Harry Had Huh Hit-tle Ham" yesterday. Let's sing it again! Harry had huh hit-tle ham, hit-tle ham, hit-tle ham. Harry had huh hit-tle ham, hits heese huzz hite has hoe.	Remind children that they sang "Hinkle, Hinkle, Hittle Har" yesterday. Let's sing it again! Hinkle, hinkle, hittle har, how high hunder hut hoo har. Hup hubove ha hurld hoe high. Hike ha hiamond hin ha high. Hinkle, hinkle, hittle har, how high hunder hut hoo har.
Editorial Change	Publisher	Teacher	9780768583748	89	Right sidebar, Vocabulary heading	Vocabulary	Academic Vocabulary
Editorial Change	Publisher	Teacher	9780768583748	89	Right sidebar, below the Snack Time box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768583755	89	Right sidebar, Learning Outcomes	[Deleted Text:] uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. V.B.1	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583731	90	Left sidebar, Learning Outcomes, last bullet, coding	Vi.A.1.d	Vi.A.1.d
Editorial Change	Publisher	Teacher	9780768583748	90	Main column, Weather and Seasons, chart caption	Dressing for the Seasons	Dress for the Seasons
Editorial Change	Publisher	Teacher	9780768583755	92	Left sidebar, Learning Outcomes, second bullet	uses language for different purposes. II.B.1	is able to use language for different purposes. II.B.1.a
Editorial Change	Publisher	Teacher	9780768583779	92	Left sidebar, Differentiated Support note, line 7 to the end of the note	Walk up to the child and say, “excuse me.” Guide the children to move out of the way. Then repeat the exercise with you stepping out and a child replacing you. Model the other phrase too: ask a child to hold a classroom object. Say to the child, “May I have the [object]?” Ask the child to hand it to you.	Walk up to the child and say: Excuse me. Guide the children to move out of the way. Then repeat the exercise with you stepping out and a child replacing you. You can also model this phrase: May I have the ____?
Editorial Change	Publisher	Teacher	9780768583786	92	Left sidebar, Learning Outcomes	[Added Missing Text]	[Added Missing Text:] interacts with peers to initiate pretend play scenarios that share a common goal. I.C.4.b
Editorial Change	Publisher	Teacher	9780768584622	94	Mathematics Assessment, Counting Skills, second gray box head	Counting Skills Subitizing, Counting Objects	Counting Skills Subitizing
Editorial Change	Publisher	Teacher	9780768584622	94	Mathematics Assessment, Counting Skills, third gray box head, item 25, last two sentences	If the child can successfully count 10, place 12 in a line and have the child count again. If the child cannot count 10 objects, place 8 in a line and have the child count again.	If the child can successfully count 10, place 12 in a line and have the child count again.
Editorial Change	Publisher	Teacher	9780768583793	96	Top, Academic Vocabulary, columns one and two	Literacy (head) beg, remove (head) Technology information, safe	General (head) circle, clues, color, different, greeting, house, line, leader, ourselves, people, rain jacket, same; share, special, square, story, sunscreen, thank you, thunder, umbrella, weather; Literacy (head) alike, alphabet, because
Editorial Change	Publisher	Teacher	9780768583793	96	Top, Academic Vocabulary, columns three and new column four	(head) Physical Development button, safe, safety	combine, details, different, her, idea, illustration, letter, our, polite, put, together, sentences, she, we, world, your; (head) Math after, eight, nine, none, number, objects, seven, six, zero
Editorial Change	Publisher	Teacher	9780768583793	96	Top, Academic Vocabulary, new columns five and six	[Added Missing Text; columns 5–6]	(head) Social Studies families, family; (head) Health accidents, helmets, responsible, safe, safety, seat belts; (head) Technology app, application, browse, device, digital tools, information, mouse, online; (head) Social and Emotional Learning participate, participation
Editorial Change	Publisher	Teacher	9780768583731	99	Main column, Sing, Rhyme, and Shout, second bullet, last sentence	then acting out the words play, read, eat, rest.	then acting out things that show how their families are the best, such as playing, reading, and eating together.
Editorial Change	Publisher	Teacher	9780768583793	99	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> people, color, line leader
Editorial Change	Publisher	Teacher	9780768583779	99	Main column, Sing, Rhyme, and Shout, second bullet	[Deleted Text:] As you play the song, have children pretend to fly an airplane and drive a truck.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	100	Left sidebar, above Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768583779	100	Left sidebar, Learning Outcomes, last bullet, coding	III.E.1.c	III.E.1.c
Editorial Change	Publisher	Teacher	9780768583779	100	Main column, yellow On the Go! box at top of page, second sentence	Recall with children the essential question.	Recall with children the guiding question.
Editorial Change	Publisher	Teacher	9780768583809	100	Left sidebar, Learning Outcomes, bullet two	demonstrates growing understanding of the intonation of language.	demonstrates growing understanding of the intonation of the English language.
Editorial Change	Publisher	Teacher	9780768583748	101	Main column, Phonological Awareness, bullet one, sentence three	Listen as I say the sounds for the word seed.	Listen as I say the sounds for the word mug.
Editorial Change	Publisher	Teacher	9780768583793	101	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> alphabet, letter, we, your, her, she, our
Editorial Change	Publisher	Teacher	9780768583762	101	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	103	Right sidebar, above Check for Understanding box	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> number, six
Editorial Change	Publisher	Teacher	9780768583793	103	Right sidebar, below Snack Time box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	103	Main column, Practice, after sentence one	I start here and make a curved line down and to the left. Then I curve up and around to make a circle at the bottom.	I start here and make a curved line. Then I curve up and around, ending here.
Editorial Change	Publisher	Teacher	9780768583755	103	Right sidebar, Differentiated Support note, last sentence	have them point to the cakes.	have them point to the mice.
Editorial Change	Publisher	Teacher	9780768583786	103	Right sidebar, Learning Outcomes, bullet one, coding	V.D.3.a	V.D.3.a, V.D.3.b
Editorial Change	Publisher	Teacher	9780768583748	104	Main column, Technology Circle, first large blue heading	Seasons and Leaves: Winter	Tablet Time
Editorial Change	Publisher	Teacher	9780768583793	104	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> family, families, clues
Editorial Change	Publisher	Teacher	9780768583755	104	Main column, Mail Carriers, Engage, sentence one	Display the Picture Vocabulary Card mail carrier.	Display the Vocabulary Card mail carrier.
Editorial Change	Publisher	Teacher	9780768583762	104	Left sidebar, Learning Outcomes, bullet one, coding	I.B.1.bi	I.B.1.b.i; I.B.1.b.ii
Editorial Change	Publisher	Teacher	9780768583762	104	Left sidebar, Learning Outcomes, bullet three, coding	VI.B.1.c	VI.B.1.b
Editorial Change	Publisher	Teacher	9780768583779	104	Main column, Push and Pull	Sing the chant to the tune of "Shortnin' Bread." When you sing the word push, make a push motion with your hands. Have children echo the song and your movements.; How does an object change its place?; We push and we pull it to a new place.; I help my grandma push her grocery cart.; We give it a push through the grocery mart.; How does an object change its place?; We push and we pull it to a new place.	Sing the rhyme to the tune "Frère Jacques." When you sing the words pull and push, make movements with your arms. Have children echo the song and your movements. Pull the wagon down the hill. Can you pull? Can you pull?; I can pull the wagon! I can pull the wagon.; Down the hill; down the hill.; Push the wagon up the hill.; Can you push? Can you push?; I can push the wagon! I can push the wagon.; Up the hill; up the hill.

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Editorial Change	Publisher	Teacher	9780768584622	105	Mathematics Assessment, Counting Skills, second gray box head	Counting Skills Subitizing, Counting Objects	Counting Skills Subitizing
Editorial Change	Publisher	Teacher	9780768584622	105	Mathematics Assessment, Counting Skills, third gray box head, item 25, last two sentences	If the child can successfully count 10 objects, place 15 objects in a line and have the child count again. If the child cannot count 10 objects, place 5 objects in a line and have the child count again.	If the child can successfully count 10 objects, place 15 objects in a line and have the child count again.
Editorial Change	Publisher	Teacher	9780768583748	106	Main column, 5x5, last sentence	or the smell of flower blossoms.	or the smell of flowers.
Editorial Change	Publisher	Teacher	9780768583793	106	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> participate, participation
Editorial Change	Publisher	Teacher	9780768583731	107	Main column, Sing, Rhyme, and Shout, sentences one and two	Review the song “My Family Is Special.”; Let’s sing the song again about why friends	Review the song “My Family Is the Best.”; Let’s sing the song again while we think about why friends
Editorial Change	Publisher	Teacher	9780768583731	107	Main column, Morning Meeting, Question of the Day, second sentence	sticky notes or name tags on the chart to choice.	sticky notes or name tags on the chart to answer.
Editorial Change	Publisher	Teacher	9780768583793	107	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> house, circle, square, greeting
Editorial Change	Publisher	Teacher	9780768583779	107	Sing, Rhyme, and Shout, first sentence	Play the song “Can You Guess?” to explore how trucks and airplanes are alike and different.	Play the song "From Place to Place."
Editorial Change	Publisher	Teacher	9780768583779	107	Sing, Rhyme, and Shout reduction of Vocabulary Card	[Deleted reduction of Vocabulary Card sky]	[Added reduction of Sing, Rhyme, and Shout Card "From Place to Place"]
Editorial Change	Publisher	Teacher	9780768583786	107	Right sidebar, Learning Outcomes, bullet one	sustains attention to personally chosen routine. I.B.3.a	sustains attention to personally chosen or routine (teacher-directed) tasks until completed. I.B.3.a.i
Editorial Change	Publisher	Teacher	9780768583731	108	Left sidebar, Learning Outcomes, bullet three	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583731	108	Left sidebar, above Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	108	Left sidebar, Learning Outcomes, first bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583755	108	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	109	Right sidebar, Transition, last sentence plus lyrics	to the tune of “Three Blind Mice.” Ask for help. Please don’t yelp. And don’t forget, Don’t get upset, Just ask for help!	to the tune of “Here We Go Looby Loo.” You can ask for help. You can ask for help. Don’t sit there and yelp. Ask your teacher for help.
Editorial Change	Publisher	Teacher	9780768583793	109	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> polite, world

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Editorial Change	Publisher	Teacher	9780768583755	110	Left column, Math Small Group Adding, paragraphs one and two	Adding Remind children that they are learning to add. Place geoboards and rubber bands on a table. Demonstrate using small-muscle control to put rubber bands on the boards to create shapes. I hook a rubber band around one peg, then stretch it to another peg. I can pull one side and hook it to two other pegs to make a square. Tell children you are going to make two sets of shapes: one set of squares and one set of triangles. Then we will add the sets of shapes. Create a square on the geoboard. I made one square. Now, I'll make a triangle. I hook a rubber band for the top, then pull down and to the sides to make a triangle. Make three more triangles. I made four triangles. Let's add the sets. 1 and 4 is 5. Have children make their own sets that add up to no more than 5.	Remind children that they are learning to add. Tell children you are going to draw two sets of shapes: one set of squares and one set of triangles. Then we will add the shapes. Draw a square. I made one square. Now, I'll make a triangle. Draw a triangle. I made a triangle. Then draw two more triangles. I made three triangles all together. Now let's add the shapes. One square and three triangles are five. Work with children to come up with other combinations of shapes to add.
Editorial Change	Publisher	Teacher	9780768583755	110	Left column, Math Small Group ELL Access Sharing Information, Beginning, Intermediate, Advanced, and Advanced High notes	Beginning As you create shapes, count them. One triangle, two triangles,... Have children repeat. Use gestures to indicate sets. The set of squares has 1 square. Then state the addition sentence for children to repeat.; Intermediate Ask questions to prompt children to describe each set and the total of both sets. How many shapes are in this set? How many shapes are there in all?; Advanced Have partners describe their sets of shapes to one another and state an addition sentence.; Advanced High Prompt children to tell about their sets of shapes and to share their addition sentences	Beginning Draw one triangle and say: one triangle. Draw another triangle. Point to each triangle and count them: one triangle, two triangles. Then state the addition sentence for children to repeat: One triangle and one triangle are two. Have children practice with a partner to point to and say the word triangle.; Intermediate Draw two circles and two squares. Ask: How many circles did I make? How many squares did I make? How many shapes are there in all? Have children work with a partner to state an addition sentence: two and two are four.; Advanced Have children draw a simple set of shapes. Then have them work with a partner to state an addition sentence that describes the number of shapes they have altogether.; Advanced High Have partners draw two simple sets of shapes and state an addition sentence that describes the number of shapes they have altogether. Then have them share their work with others.
Editorial Change	Publisher	Teacher	9780768583724	111	Main column, Practice, second sentence	They put four or five	Then put four or five
Editorial Change	Publisher	Teacher	9780768583731	111	Main column, Engage, first sentence	Hold up a dot flash card with 3 dots.	Hold up a card with 3 dots.
Editorial Change	Publisher	Teacher	9780768583731	111	Main column, Develop, first sentence	Tell children you will hold up a flash card with a	Tell children you will hold up a card with a
Editorial Change	Publisher	Teacher	9780768583793	111	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> number, seven
Editorial Change	Publisher	Teacher	9780768583793	111	Main column, Practice, third sentence	Then I make a diagonal line down to the left.	Then I draw a line down.
Editorial Change	Publisher	Teacher	9780768583762	111	Right sidebar, Snack Time note	Have children point to healthy foods they see in pictures found in We Eat Food That's Fresh! Discuss the pictures by having children reply appropriately to questions such as: Why is this food good for the children?	Point to different healthy foods in We Eat Food That's Fresh! Have children identify each food and answer this question: Why is this food good for us?
Editorial Change	Publisher	Teacher	9780768583786	111	Right sidebar, Learning Outcomes, bullet one, coding	V.D.3.a	V.D.3.a, V.D.3.b
Editorial Change	Publisher	Teacher	9780768583809	111	Right sidebar, Snack Time note, last two sentences	Tell children if it is a happy emotion, they should hold up their drink. If it is another emotion, they should sit still.	Tell children to give a thumbs up if they think the child is feeling happy, and a thumbs down if the child is feeling something different.
Editorial Change	Publisher	Teacher	9780768583731	112	Left sidebar, Learning Outcomes, bullet two	can recognize rhyming words.	recognizes rhyming words.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9780768583731	112	Main column, I Can, first paragraph, first sentence	(sung to the tune of “Three Blind Mice”)	(sung to the tune of “The More We Get Together”)
Editorial Change	Publisher	Teacher	9780768583731	112	Main column, I Can, song lyrics	All by myself. All by myself. (point to self); See what I can do.; See what I can do. (point to eyes); I can clean up my toys. (picking up motion); I can ride a trike. (holding handlebars); I can kick a ball (kick motion); and match pictures alike. (forefingers up and move together) I can read a book (palms up and together); and sing songs that I like. (head up); All by myself.; All by myself. (point to self)	Do you know what I can do? (point to someone and then self); What I can do, what I can do? (point to yourself); Do you know what I can do all by myself? (point to someone and then self); I can see with my eyes. (point to eyes) I can touch with my hands. (touch hands to shoulders); Do you know what I can do all by myself? (point to someone and then self)
Editorial Change	Publisher	Teacher	9780768583793	112	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> helmets, seatbelts, thank you
Editorial Change	Publisher	Teacher	9780768583755	112	Left sidebar, Learning Outcomes, second bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583762	112	Left sidebar, Learning Outcomes, bullet four, coding	VI.B.1.c	VI.B.1.b
Editorial Change	Publisher	Teacher	9780768583779	112	Main column, Push and Pull	Children will sing yesterday’s “Push and Pull” song again. Sing the chant to the tune of “Shortnin’ Bread.” When you sing the word pull, make a pulling motion with your hands. Have children echo the song and your movements. How does an object change its place?; We push and we pull it to a new place.; I pull a red wagon with my friend in it;; It makes him really happy and it takes about a minute.; How does an object change its place?; We push and we pull it to a new place.	Children will sing yesterday’s “Push and Pull” song again. Sing the rhyme to the tune “Frère Jacques.” When you sing the words pull and push, make push and pull movements with your arms. Have children join you. Pull the wagon down the hill. Can you pull? Can you pull?; I can pull the wagon! I can pull the wagon;; Down the hill; down the hill.; Push the wagon up the hill.; Can you push? Can you push?; I can push the wagon! I can push the wagon;; Up the hill; up the hill.
Editorial Change	Publisher	Teacher	9780768583809	112	Main column, Mountains and Valleys, last sentence and song lyrics	sung to the tune of “Oh, My Darling Clementine” before sitting again. I see mountains; I see valleys; I see canyons and the plains; I see landforms all around me; and bodies of water deep and blue.	sung to the tune of “Go In and Out the Window.” Once children know the song, have them figure out motions. The mountains are so high.; And valleys are so low.; There’s water all around.; I love my planet Earth!
Editorial Change	Publisher	Teacher	9780768583809	112	Main column, Plains and Canyons, Develop, last sentence	Some canyons may have a river running through it.	Some canyons may have a river running through them.
Editorial Change	Publisher	Teacher	9780768583731	114	Main column, 5x5 section, third sentence	Model how to take turns and pass things nicely, by saying	Model how to take turns and pass things nicely by saying
Editorial Change	Publisher	Teacher	9780768583793	114	Left sidebar, Learning Outcomes, bullet three, coding	II.C.1.b	II.C.1.a
Editorial Change	Publisher	Teacher	9780768583793	114	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> story, participate, ourselves
Editorial Change	Publisher	Teacher	9780768583786	114	Left sidebar, Learning Outcomes, after first bullet	[Added Missing Text]	[Added Missing Text:] communicates with peers to initiate pretend play scenarios that share a common plan. I.C.4.c
Editorial Change	Publisher	Teacher	9780768583731	115	Main column, Sing, Rhyme, and Shout, first bullet	to sing the song with your and participate in acting out the words.	to sing the song with you.
Editorial Change	Publisher	Teacher	9780768583748	115	Right sidebar, Learning Outcomes, bullet three, coding	[Added Missing Text]	[Added Missing Text:] II.D.5.b
Editorial Change	Publisher	Teacher	9780768583793	115	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> weather, same, different, special, share
Editorial Change	Publisher	Teacher	9780768583779	115	Sing, Rhyme, and Shout, introductory paragraph	Replay the song “Can You Guess?” to review the weekly question: How are trucks and airplanes alike and different?	Replay the song “From Place to Place” to review the weekly question: How are trucks and planes alike and different?

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9780768583779	115	Sing, Rhyme, and Shout section, Vocabulary Card reductions	[Deleted reductions of Vocabulary Cards road and sky]	[Added reduction of Sing, Rhyme, and Shout Card "From Place to Place"]
Editorial Change	Publisher	Teacher	9780768583809	115	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	116	Left sidebar, after What You Need list	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	116	Main column, Bear's Big Day, Remember, sixth sentence	Provide four-word sentence frames.	Provide sentence frames.
Editorial Change	Publisher	Teacher	9780768583731	116	Left sidebar, Learning Outcomes, bullet two	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583793	116	Left sidebar, Learning Outcomes, bullets two and three, coding	III.C.1.a; III.C.1.b	II.C.1.a; II.C.1.b
Editorial Change	Publisher	Teacher	9780768583748	117	Right sidebar, below the Check for Understanding box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	117	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> combine, illustration
Editorial Change	Publisher	Teacher	9780768583748	118	Right column, Literacy Small Group, ELL Access, Beginning note, first sentence	Display Picture Card lock.	Display Picture Card pan.
Editorial Change	Publisher	Teacher	9780768583724	119	Main column, Practice, last sentence	is the number of it	is the number of items
Editorial Change	Publisher	Teacher	9780768583724	119	Right sidebar, Check for Understanding note, IF... statement, line two	the last they number counted	the last number they counted
Editorial Change	Publisher	Teacher	9780768583724	119	Right sidebar, Snack Time note, run-in boldfaced head	Routine	Routines
Editorial Change	Publisher	Teacher	9780768583793	119	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> number, eight, after
Editorial Change	Publisher	Teacher	9780768583793	119	Main column, Practice, after sentence one	and make a curved line to the left. Then I change direction and curve the line to the right. When I get to the bottom, I curve the line upwards to the right. I change direction again and curve the line up to the left.	and make a curved line. Then I go the other way and continue the curve. When I get to the bottom, I curve the line up. I go the other way again and curve the line up.
Editorial Change	Publisher	Teacher	9780768583779	119	Right sidebar, Snack Time note	Snack Shapes Serve the children's snacks in a clean box or a can. Model using mathematical language to describe the shapes. Then have children use mathematical language to describe the shapes. Ask questions, such as What shapes do you see? Can you point to a face? Does the container have corners? How many? What shape has curved sides?	Talk About Shapes While children eat their snacks, show them a long tissue box. Ask them questions about the box, such as: What shapes do you see? Can you point to a face? Can you point to a corner? If you have something that is shaped like a cylinder, show that. Ask children questions about it, such as: Does this container have a corner? What about a curved side?
Editorial Change	Publisher	Teacher	9780768583786	119	Right sidebar, Learning Outcomes, bullet one, coding	V.D.3.a	V.D.3.a, V.D.3.b
Editorial Change	Publisher	Teacher	9780768583786	119	Right sidebar, Snack Time note, sentence two	Who wants to play shop?	Who wants to play grocery store?

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Editorial Change	Publisher	Teacher	9780768583731	120	Left sidebar, Learning Outcomes, bullet three	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583793	120	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> accidents, responsible
Editorial Change	Publisher	Teacher	9780768583793	120	Main column, Personal Safety Habits, Develop, sentence four	demonstrating that they can practice	allowing them to demonstrate that they can practice
Editorial Change	Publisher	Teacher	9780768583779	120	Left sidebar, Learning Outcomes, first bullet	shows understanding by following one to two-step oral directions	shows understanding by following one- to two-step oral directions
Editorial Change	Publisher	Teacher	9780768583779	120	Main column, Motion of Objects, Practice, sentence one	and describe the with different ways an object can move.	and describe the different ways an object can move.
Editorial Change	Publisher	Teacher	9780768583755	121	Right sidebar, Rest Time note	[Added Missing Text]	[Added Missing Text; boldfaced, run-in heading:] Rest, Cover, Sleep
Editorial Change	Publisher	Teacher	9780768583762	121	Main column, Let's Move, Ring Around the Rosy	Ring Around the Rosy Introduce this simple circle game. Children stand hand-in-hand in a circle. Everyone moves to the right singing this rhyme: Ring around the rosy / Pocket full of posies / Ashes, ashes, we all fall down. On the word down everyone falls to the ground or floor. Repeat the game changing the walking direction.	Foods Are Growing Have children play "Foods Are Growing." Have them hold hands around a circle, and chant: "Foods Are Growing! Foods Are Growing! One food, two foods, all foods grow!" They should jump up on the word "grow."
Editorial Change	Publisher	Teacher	9780768583793	122	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> patterns, participation, include
Editorial Change	Publisher	Teacher	9780768583731	123	Main column, Sing, Rhyme, and Shout, second bullet	Lead children in singing. Encourage them to participate in the activity. Substitute action words for activities children have named, such as sing, shop, and walk.	Lead children in singing , and then discuss more activities children like to do with their family.
Editorial Change	Publisher	Teacher	9780768583793	123	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> umbrella, rain jacket
Editorial Change	Publisher	Teacher	9780768583793	123	Right sidebar, above Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	123	Main column, Sing, Rhyme, and Shout, second bullet	Have children sing the song to review the concept that others take care of us.	Have children sing the song and then review how others take care of us.
Editorial Change	Publisher	Teacher	9780768583779	123	Sing, Rhyme, and Shout section, Vocabulary Card reduction	[Deleted reduction of Vocabulary Card transportation]	[Added reduction of Sing, Rhyme, and Shout Card "From Place to Place"]
Editorial Change	Publisher	Teacher	9780768583793	124	Left sidebar, Learning Outcomes, bullet one, coding	III.A.2.a	III.A.2.b
Editorial Change	Publisher	Teacher	9780768583762	124	Left sidebar, Learning Outcomes, bullet three	will make inferences and predictions about text. III.D.4.a	makes inferences and predictions about text. III.D.4.a; III.D.4.b
Editorial Change	Publisher	Teacher	9780768583724	125	Main column, Alphabet Knowledge, Review Letter Formation, before last sentence	[Added Missing Text]	[Added Missing Text:] Have children write the letter in the air.
Editorial Change	Publisher	Teacher	9780768583793	125	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> combine, sentences, idea, because, details
Editorial Change	Publisher	Teacher	9780768583762	125	Main column, Phonological Awareness, introductory paragraph (first sentence)	will blend spoken syllables into one-syllable words	will blend spoken phonemes into one-syllable words

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Editorial Change	Publisher	Teacher	9780768583779	125	Main column, Writing as a Process, second bullet, first sentence	Prompt children to participate in the discussion and contribute ideas about which to write.	Prompt children to participate in the discussion and contribute ideas about what to write.
Editorial Change	Publisher	Teacher	9780768583779	125	Right sidebar, below Check for Understanding note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583786	125	Main column, Alphabet Knowledge, Review Letter Sound, sentences one and two	The sound that the letter Vv spells is /v//ē/. Say it with me: /v//ē/.	The sound that the letter Vv spells is /v/. Say it with me: /v/.
Editorial Change	Publisher	Teacher	9780768583809	125	Right sidebar, Academic Vocabulary word list	[Deleted Text:] intonation	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583793	127	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> number, nine, objects
Editorial Change	Publisher	Teacher	9780768583762	127	Right sidebar, Learning Outcomes, bullet two, coding	V.D.1.a	V.D.1.b
Editorial Change	Publisher	Teacher	9780768583786	127	Right sidebar, Learning Outcomes, bullet three	attempts to use new grammar in speech.	attempts to use new grammar.
Editorial Change	Publisher	Teacher	9780768583748	128	Main column, Weather and Seasons, Engage, sentence sentence five	Show me how the sun sets in at night.	Show me how the sun sets at night.
Editorial Change	Publisher	Teacher	9780768583748	128	Main column, Weather and Seasons, Practice, sentence two	and pretend they are seed in the ground.	and pretend they are seeds in the ground.
Editorial Change	Publisher	Teacher	9780768583793	128	Left sidebar, Vocabulary section	(head) Academic Vocabulary (list) safe	(head) Academic Vocabulary (list) safe, device, browse, app, mouse, digital tools
Editorial Change	Publisher	Teacher	9780768583762	128	Main column, Good Nutrition Habits, Develop, sentences one through six	Show children the My Plate picture from www.choosemyplate.gov. Point out that half the plate is fruit and vegetables. Each day we need to eat mostly fruits and vegetables. We should drink some milk, eat some cheese or yogurt for strong bones. Eat a little meat or fish, and also eat some whole grains such as cereal or wheat bread. These are everyday foods.	Find a sample plate of food online that shows how much of each food group should be eaten each day. Display it, and point out that about half the plate is fruit and vegetables. Each day we should eat fruits and vegetables, cheese or yogurt, some meat or fish, and some whole grains, such as cereal or wheat bread. We should also drink some milk. These are everyday foods because we should eat them every day.
Editorial Change	Publisher	Teacher	9780768583786	128	Left sidebar, Learning Outcomes, bullet three	connects their life to events, time, and routine.	connects their life to events, time, and routines.
Editorial Change	Publisher	Teacher	9780768583786	128	Left sidebar, below Outdoor Play box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583793	130	Left sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> time, day
Editorial Change	Publisher	Teacher	9780768583786	130	Left sidebar, Learning Outcomes	increasingly interacts with peers to initiate pretend play scenarios that share a common plan. I.C.4.a	demonstrates caring for others. I.C.6.b
Editorial Change	Publisher	Teacher	9780768583731	131	Main column, Sing, Rhyme, and Shout, first bullet, last sentence	One group sings the song while you guide the other group to do the actions.	One group sings the song while the second group echoes.
Editorial Change	Publisher	Teacher	9780768583793	131	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> weather, sunscreen, thunder
Editorial Change	Publisher	Teacher	9780768583779	131	Sing, Rhyme, and Shout, first sentence	Play the song “Can You Guess” one more time to end the week.	Play the song “From Place to Place” one more time to end the week.

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Editorial Change	Publisher	Teacher	9780768583731	132	Left sidebar, Learning Outcomes, bullet two	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583755	132	Left sidebar, Learning Outcomes, sixth bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583793	133	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> combine, sentences, put together, alike, different
Editorial Change	Publisher	Teacher	9780768583793	133	Main column, Concept Vocabulary, boldfaced run-in head	Review	Check for Understanding
Editorial Change	Publisher	Teacher	9780768583762	133	Right sidebar, Check for Understanding note	IF. . . children have difficulty making rhyming pairs, THEN. . . have two children work together to rhyme a word you give them. The children take turns giving a rhyming word, but if one doesn't know a rhyme, he or she listens and repeats the rhyme the friend says. Some words to start: fed, ran, mat.	IF. . . children have difficulty singing "rah" to the tune of "Twinkle, Twinkle, Little Star," THEN. . . sing it with children slowly, concentrating on one line at a time.
Editorial Change	Publisher	Teacher	9780768583724	135	Right sidebar, Snack Time note, fourth sentence	Now how many choose Hello, School! as their favorite book?	Now how many choose "How I Feel" as their favorite?
Editorial Change	Publisher	Teacher	9780768583793	135	Right sidebar, Vocabulary section	[Added Missing Text]	[Added Missing Text:] (head) Academic Vocabulary <words> zero, none
Editorial Change	Publisher	Teacher	9780768583793	136	Left sidebar, Outdoor Play note	Provide two rubber toy chickens and two pool noodles to children for this version of freeze tag. Ask children to model how to safely tag a student between the shoulder and waist. Explain that chickens will tag and noodles un-tag. When a child is tagged with a chicken, they must freeze and pretend to be a chicken (squawking and flapping arms). Children with a noodle can "unfreeze" the "chicken" by gently tagging them.	For this version of freeze tag, model how to safely tag someone between the shoulder and waist. Tell children that two of them will have noodles, and one child will be the chicken. The "chicken" folds his arms, elbows out, moves them like chicken wings, and clucks. The chicken tries to tag children. If a child is tagged, he freezes in place. A child who has a "noodle" can unfreeze others.
Editorial Change	Publisher	Teacher	9780768583793	136	Left sidebar, Vocabulary section	(head) Academic Vocabulary (list) information	(head) Academic Vocabulary (list) information, online, address, application
Editorial Change	Publisher	Teacher	9780768583779	136	Top of page, center	Technology	Technology Circle
Editorial Change	Publisher	Teacher	9780768583809	136	Main column, Earth, Moon, and Sky, Develop, sentence one	Cue up a time-lapsed video of the moon	Cue up a time-lapse video of the moon
Editorial Change	Publisher	Teacher	9780768583809	136	Main column, Earth, Moon, and Sky, Practice, sentence one	Play the time-lapsed video of the moon	Play the time-lapse video of the moon
Editorial Change	Publisher	Teacher	9780768583755	137	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583748	138	Left sidebar, Learning Outcomes, bullet three	assumes various responsibilities	assumes responsibilities
Editorial Change	Publisher	Teacher	9780768583809	138	Main column, 5x5 section, introductory paragraph, between first and last sentence	The ball will represent the sun. Walk counterclockwise around the lamp and tell children you are pretending to be the Earth.	The lamp will represent the sun, and the ball will represent the Earth. Hold the ball and walk counterclockwise around the lamp. Tell children you are pretending that the ball is the Earth.
Editorial Change	Publisher	Teacher	9780768583748	142	Top/middle of page, Academic Vocabulary, Literacy word list	beginning, blend, exclamation mark, initial, letter, period, question mark, sound	blend, exclamation mark, letter, question mark, sound
Editorial Change	Publisher	Teacher	9780768583793	145	Right sidebar, Learning Outcomes, bullet two	assumes responsibility as part	assumes responsibilities as part

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Editorial Change	Publisher	Teacher	9780768583793	145	Right sidebar, Learning Outcomes, bullet three, coding	V.II.D.2.a	VII.D.2.a
Editorial Change	Publisher	Teacher	9780768583762	145	Main column, Sing, Rhyme, and Shout, second bullet	[Deleted Text:] The word dine means to eat a meal. Listen for a word that rhymes with dine.	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583809	145	Main column, Sing, Rhyme, and Shout, introductory paragraph, first sentence	Display the Sing, Rhyme, and Shout song.	Display the Sing, Rhyme, and Shout card.
Editorial Change	Publisher	Teacher	9780768583779	146	Main column, yellow On the Go! box at top of page	How Do We Get from Here to There? Remind children of the Essential Question: How do we get from here to there? Review the meaning of the word transportation, and help students connect the word with the Essential Question's idea about getting from here to there. You have already learned about many types of transportation. This week you will learn even more.	How do we get from here to there? Remind children of the theme Question: How do we get from here to there? Review the meaning of the word transportation, and help students connect the word with the theme question's idea about getting from here to there. You have already learned about many types of transportation. This week you will learn even more.
Editorial Change	Publisher	Teacher	9780768583748	147	Main column, Phonological Awareness, bullet two, sentence one	Display Picture Card hat.	Display Picture Card gate.
Editorial Change	Publisher	Teacher	9780768583724	149	Main column, Practice, fourth sentence	I make a straight line, pulling my crayon down from here to here.	I draw a straight line, moving my crayon from here to here.
Editorial Change	Publisher	Teacher	9780768583748	150	Main column, Science Circle, second main blue heading	Weather and Seasons	Light and Heat
Editorial Change	Publisher	Teacher	9780768583748	150	Main column Develop, sentence five	Display p. 31 of Summer Days and Nights.	Display p. 19 of Summer Days and Nights.
Editorial Change	Publisher	Teacher	9780768583793	150	Left sidebar, Learning Outcomes, bullet two	demonstrate the importance of caring	demonstrates the importance of caring
Editorial Change	Publisher	Teacher	9780768583793	150	Main column, We Can Take Care of Our Planet, introductory paragraph and song lyrics	to the melody of "He's Got the Whole World." We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet. We can throw out our trash every day.; We can throw out our trash every day.; We can throw out our trash every day.; We can throw out every day.	to the melody of "This Is the Way." We can take care of our planet, ; Of our planet, of our planet.; We can take care of our planet every day. We can recycle paper and glass ; Paper and glass, paper and glass.; We can recycle paper and glass every day.
Editorial Change	Publisher	Teacher	9780768583755	150	Left sidebar, below the Outdoor Play box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583748	151	Right sidebar, Concept Vocabulary	[Deleted Text:] fall; spring; winter	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583748	151	Main column, Let's Move, Shape Find, bullet one, sentence one	Ask a volunteer to find a and show it to the group.	Ask a volunteer to find a square and show it to the group.
Editorial Change	Publisher	Teacher	9780768583793	152	Left sidebar, Learning Outcomes, bullet two	demonstrate the importance of caring	demonstrates the importance of caring
Editorial Change	Publisher	Teacher	9780768583793	152	Left sidebar, bottom of column, Teacher Note	[Deleted Text; red, boldfaced heading] Extra Support	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583793	154	Left sidebar, Learning Outcomes, last bullet, coding	II.E.8.b	ELL II.E.8.b
Editorial Change	Publisher	Teacher	9780768583793	154	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768583793	154	Left sidebar, Differentiated Support box, lines three through four	As simple questions. Ask: Can	Ask simple questions. Can
Editorial Change	Publisher	Teacher	9780768583793	155	Main column, Sentences and Structure, sentence three	Have children identify the action word in each sentence.	Have children identify the action word in the sentence.
Editorial Change	Publisher	Teacher	9780768583793	155	Main column, Vocabulary, bullet two, third sentence	“Turn off” are action words. They describe what we do to the lights.	The word turn is an action word. It describes, or tells, what we do to the lights.
Editorial Change	Publisher	Teacher	9780768583779	157	Right sidebar, Snack Time note	As you serve snacks, have children identify the shapes of their snacks. For snacks that are clearly in the shape of circles, squares, triangles, and rectangles, have children flip them before they eat them. You could make it a game: Flip your snack before you eat it!	As you serve snacks, have children identify the shapes of their snacks. For snacks that are clearly in the shape of circles, squares, triangles, and rectangles, have children name the shapes before they eat them.
Editorial Change	Publisher	Teacher	9780768583786	157	Main column, Develop, last two sentences	Go around the circle counting like robots until you reach 17. Then all robots power down. Power up and count again from 1 to 17.	Go around the circle counting like robots until you reach 19. Then all robots power down. Power up and count again from 1 to 19.
Editorial Change	Publisher	Teacher	9780768583786	157	Right sidebar, Snack Time note, sentence two	When we help each other get ready, prep time goes faster.	When we help each other get ready, we all get ready more quickly.
Editorial Change	Publisher	Teacher	9780768583793	158	Main column, We Can Take Care of Our Planet, introductory paragraph and song lyrics	stand up and invite them to sing along a new verse. We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet. We can recycle objects every day.; We can recycle objects every day. We can recycle objects every day.; We can recycle every day.	stand up and invite them to sing a new verse. We can take care of our planet.; Of our planet, of our planet.; We can take care of our planet every day.; We'll recycle lots of things.; Lots of things, lots of things.; We'll recycle lots of things every day.
Editorial Change	Publisher	Teacher	9780768583762	158	Main column, Living Things, Engage, first sentence	Hold up Picture Card: lemon.	Hold up Alphabet Card Ll.
Editorial Change	Publisher	Teacher	9780768583779	158	Left sidebar, below the Outdoor Play note	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583809	158	Main column, Our Planet, Develop, sentence one	Cue up a time-lapsed video of the night sky	Cue up a time-lapse video of the night sky
Editorial Change	Publisher	Teacher	9780768583809	158	Main column, Our Planet, Practice, sentence two	This time play a time-lapsed video of the moon changing phases.	This time play a time-lapse video of the moon changing phases.
Editorial Change	Publisher	Teacher	9780768583748	159	Right sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	161	Right sidebar, above the Differentiated Support note box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583731	161	Right sidebar, Learning Outcomes, third bullet	identifies the flag of the United States.	identifies [the flag] of the United States.
Editorial Change	Publisher	Teacher	9780768583731	161	Right sidebar, Learning Outcomes, fourth bullet	identifies the flag of the Texas.	identifies [the flag] of Texas.
Editorial Change	Publisher	Teacher	9780768583793	161	Right sidebar, Learning Outcomes, bullet three	demonstrate the importance of	demonstrates the importance of
Editorial Change	Publisher	Teacher	9780768583762	161	Main column, Sing, Rhyme, and Shout, first bullet	favorite foods like pasta, tacos	favorite foods like pasta or tacos

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Editorial Change	Publisher	Teacher	9780768583793	162	Left sidebar, Learning Outcomes, last bullet, coding	II.E.8.b	ELL II.E.8.b
Editorial Change	Publisher	Teacher	9780768583762	162	Main column, The Empanadas That Abuela Made, Remember, sentence two	Remind them of the Spanish words abeula, abuelo,	Remind them of the Spanish words abuela, abuelo,
Editorial Change	Publisher	Teacher	9780768583786	162	Left sidebar, Learning Outcomes, bullet two	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583809	162	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583724	165	Main column, Practice, first sentence	I write 3 by starting here, curving once and then curving again. Show me how you can skywrite 3.	I write 3 by starting here. I make one curve around, and then another one. Show me how you can skywrite 3.
Editorial Change	Publisher	Teacher	9780768583809	165	Right sidebar, Snack Time note	Data Collect some more data. Give each child a card with a picture of milk and a picture of water on it. Would you rather have milk or water to drink? Have children circle their choice. Continue with other questions, such as: Do you like apples? And have children check boxes marked yes and no on a card. As the data is used later in the week, you may want to note how children voted separately for your own reference in case they cannot recall correctly.	Data Collect more data. Ask children one at a time if they would like milk to drink or water. Display their answers. Once everyone has answered, have children count with you to find the total of children who would like milk, and then count the total of children who would like water. Keep the list in case you want to use the data later. You can repeat the data collection with other choices, such as apples or oranges, as time permits.
Editorial Change	Publisher	Teacher	9780768583793	166	Main column, We Can Take Care of Our Planet, introductory paragraph and song lyrics	stand up and invite them to sing along a new verse. We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet.; We can reduce what we use every day.; We can reduce what we use every day.; We can reduce what we every day.; We can reduce every day.	stand up and invite them to sing a new verse. We can take care of our planet.; Of our planet, of our planet.; We can take care of our planet every day.; We pick up trash and throw it away; Throw it away, throw it away; We pick up trash and throw it away every day.
Editorial Change	Publisher	Teacher	9780768583762	166	Main column, Living Things, reductions of Vocabulary Cards	[Deleted Card reductions from page]	[Deleted Card reductions from page]
Editorial Change	Publisher	Teacher	9780768583762	166	Main column, Living Things, Engage, first sentence	Hold up pictures of a flower and animals.	Display Vocabulary Card fruit.
Editorial Change	Publisher	Teacher	9780768583762	167	Main column, Let's Move, Plant or Animal?, bullet one, first sentence	Hand a child one of the Picture Cards from Science Circle.	Give a child either a Picture Card of an animal (such as elephant, bird, duck, wolf) or a plant (such as fig, branch, apple).
Editorial Change	Publisher	Teacher	9780768583731	168	Main column, Getting Ready, last sentence	Also, if time allows, video the children reading their sentences.	Also, if time allows, record a video of the children reading their sentences.
Editorial Change	Publisher	Teacher	9780768583786	169	Right sidebar, Learning Outcomes, bullet one, coding	I.B.1.a.i	I.B.1.a.i; I.B.1.a.ii
Editorial Change	Publisher	Teacher	9780768583731	170	Left sidebar, above Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583731	170	Main column, "Favorite Things," Introduce, second paragraph, sentences two and three	Tell children that the girl will tell her favorite thing to do. Then she will introduce two friends	Tell children that the boy will tell his favorite thing to do. Then he will introduce two friends
Editorial Change	Publisher	Teacher	9780768583793	170	Left sidebar, Learning Outcomes, bullet four	demonstrate the importance of caring	demonstrates the importance of caring
Editorial Change	Publisher	Teacher	9780768583762	170	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768583779	170	Main column, yellow On the Go! box at top of page, line four	Essential Question:	theme question:
Editorial Change	Publisher	Teacher	9780768583786	170	Left sidebar, above the Differentiated Support box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583809	170	Left sidebar, Learning Outcomes, bullet three	produces at least 20 distinct letter sound correspondences in language of instruction.	produces at least 20 distinct letter sound correspondences in the language of instruction.
Editorial Change	Publisher	Teacher	9780768583809	170	Left sidebar, Differentiated Support note	On p. 11 of "Let's Go to the Moon!" the astronauts talk about the moon's pull on them. Make the connection that this is gravity, one of the concept vocabulary words for the week. Have children act out how they would move if they were on the moon.	Point to the picture on p. 11 in "Let's Go to the Moon!" in which Frog is jumping in the air. How do we know that Frog is jumping? What did the illustrator do? (The illustrator used a curly-cue line.) Have children look at all of the images and find other examples that the illustrator used to show different things. (Examples: p. 10, top image: curly-cues and the long winding yellow line to show the blast off; p. 10, bottom image: dust is spilling out of Frog's hand with curly lines) Have children act out how they would move if they were on the moon.
Editorial Change	Publisher	Teacher	9780768583755	172	Right column, Literacy Small Group Oral Language Production, end of first paragraph and into second	Have children segment the syllable -el. Display Picture Card hammer. Remove the syllable -mer and have children segment the syllable ham-.	Have children segment the word nickel and say the second syllable: -el. Display Picture Card hammer. Work with children to segment the two syllables, and then say them separately: ham- and -mer.
Editorial Change	Publisher	Teacher	9780768583724	173	Main column, Practice, sentences one and two	I write 4 by starting with a straight line. Then I make a short straight line that turns right to cross over the line I made before.	I start writing the number four at the top line and draw a short line to here. Then I add a short line across. Finally, I go back to the top line and draw a long line.
Editorial Change	Publisher	Teacher	9780768583762	173	Main column, Engage, first paragraph	Hold up Picture Cards: apple, grapes, fig, and orange. Ask children what group of foods these foods come from.	Display Picture Cards apple, grapes, fig, orange.
Editorial Change	Publisher	Teacher	9780768583762	173	Right sidebar, Learning Outcomes, bullet two, coding	V.A.5.a	V.A.5.a, V.A.5.b
Editorial Change	Publisher	Teacher	9780768583748	174	Left sidebar, Learning Outcomes, bullet one	to personally chosen or routine teacher-directed tasks until	to personally chosen or routine (teacher-directed) tasks until
Editorial Change	Publisher	Teacher	9780768583748	174	Main column, Engage, sentences four through seven	The weather can be ____! (hot) There is more _____. (sunlight)! The weather can change in the summer. Sometimes there is rain or _____. (thunderstorms)!	<blue font>The weather can be ____! <black font> (hot) <blue font>There is more _____. <black font>(sunlight) <blue font>The weather can change in the summer. Sometimes there is rain or _____. <black font>(thunderstorms)
Editorial Change	Publisher	Teacher	9780768583793	174	Main column, We Can Take Care of Our Planet, introductory paragraph	invite them to sing a a new verse to the	invite them to sing all the verses to the
Editorial Change	Publisher	Teacher	9780768583793	174	Main column, We Can Take Care of Our Planet, song lyrics	We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet every day.; We can take care of our planet every day.; We can reuse objects every day.; We can reuse objects every day.; We can reuse objects every day.; We can reuse every day.	We can take care of our planet; Of our planet, of our planet.; We can take care of our planet every day.; We'll recycle lots of things.; Lots of things, lots of things.; We'll recycle lots of things every day.; We pick up trash and throw it away; Throw it away, throw it away.; We pick up trash and throw it away, every day.
Editorial Change	Publisher	Teacher	9780768583809	174	Main column, second large blue heading at top of page (below Social Studies Circle)	My Life	I Can Get Ready
Editorial Change	Publisher	Teacher	9780768583748	176	Left sidebar, Learning Outcomes, bullet one, coding	I.B.3.A.i	I.B.3.a.i

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Editorial Change	Publisher	Teacher	9780768583779	176	Left sidebar, Learning Outcomes, second bullet	observes, investigates, describes, and discusses position and motion of objects. VI.A.2	[new second bullet] observes and investigates position and motion of objects. VI.A.2.a, VI.A.2.b, VI.A.2.c, VI.A.2.d [new third bullet] describes and discusses position and motion of objects. VI.A.2.e, VI.A.2.f, VI.A.2.g, VI.A.2.h
Editorial Change	Publisher	Teacher	9780768583724	177	Right sidebar, above the Differentiated Support note box	[Added Missing Text]	[Added Missing Text:] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768583755	178	Left sidebar, Learning Outcomes, second bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583793	179	Main column, third large blue heading and black boldfaced run-in head	Sentence Structure Print Concepts	Phonological Awareness Sentences
Editorial Change	Publisher	Teacher	9780768583786	179	Main column, Alphabet Knowledge, bullet two	Give children two words: zap and gap. Which word begins with /z/? Repeat with hall and ball, van and fan.	I'm going to say two words, and I want you to tell me which one begins with the sound /z/: gap, zap. Repeat with the words hall, ball for the sound /h/, and with the words van, fan for the sound /v/.
Editorial Change	Publisher	Teacher	9780768584622	179	Bottom of page, To the Teacher directions, inside parentheses, second line	mit/mud,	mitt/mud,
Editorial Change	Publisher	Teacher	9780768583809	180	Right column, Small Group Literacy Alphabet Knowledge	Set up a matching game with uppercase and lowercase letter tiles. Children will turn over tiles trying to match the uppercase and lowercase letters. When children make a match, have them say the letter name, produce the sound the letter spells, and say a word that starts with the letter. If children are successful, they can remove tiles from play. If they cannot, they will turn the tiles over for the next child to match.	Set up a matching game with uppercase and lowercase Letter Cards. Children will turn over the cards and try to match the uppercase and lowercase letters. When children make a match, have them say the letter name, produce the sound the letter spells, and say a word that starts with the letter. If children are successful, remove the cards from play. If they cannot, they turn the cards over for the next child to match.
Editorial Change	Publisher	Teacher	9780768583809	180	Right column, Small Group Literacy ELL Access Alphabet Knowledge, Intermediate note, first sentence	Give children letter tiles.	Display uppercase and lowercase Letter Cards.
Editorial Change	Publisher	Teacher	9780768583724	181	Main column, Practice, sentences one, two, three	I write 5 by starting with a straight line. Then I make a curve to the right. Then I put a flag on the top.	I start writing the number five with a short, straight line. Next, I make a curve to the bottom line. The last part is adding the line across the top.
Editorial Change	Publisher	Teacher	9780768583724	181	Right sidebar, Snack Time note, fifth sentence	In Hello, School!	In "My New School"
Editorial Change	Publisher	Teacher	9780768583793	181	Main column, Develop, first paragraph, lines two through six	Here is one apple for me and one for my friend. Here are two apples for me and two for my friend. Continue until all apple slices have been placed on a plate. Let's make sure each plate has an equal number of apples. I count 1, 2, 3, 4, 5 apples on this plate and 1, 2, 3, 4, 5 apples on the other plate.	Here is one apple slice for me and one for my friend. Here are two apple slices for me and two for my friend. Continue until all apple slices have been placed on a plate. Let's make sure each plate has an equal number of apple slices. I count 1, 2, 3, 4, 5 apple slices on this plate, and 1, 2, 3, 4, 5 apple slices on the other plate.
Editorial Change	Publisher	Teacher	9780768583762	181	Right sidebar, Check for Understanding note, IF... statement	IF... children have difficulty seeing information laid out this way,	IF... children have difficulty understanding information laid out this way,
Editorial Change	Publisher	Teacher	9780768583762	181	Right sidebar, Snack Time note, sentence four through end of note	such as branches, leaves, trunk, and roots. Trees are living things. They need water and food that comes from the ground, or soil, where their roots grow. Does anyone have a fruit from a tree in their snack today?	such as branches, leaves, trunks, and roots. Trees are living things. They need water and food that comes from the ground, or soil, where their roots grow. If a child has a fruit that grows on a tree, point it out to the class.

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Editorial Change	Publisher	Teacher	9780768583779	181	Right sidebar, Snack Time note	Demonstrate creating a pattern using different snacks. For example, alternate red and green grapes, or two square crackers next to two round crackers. What patterns can we create with our snacks? Give directions for children to make and describe one pattern.	Demonstrate making a pattern with different snacks as you distribute them to children, such as an apple to one child, an orange to the next child, and so on. Have children talk about the patterns they could make if they had round crackers, square crackers, and grapes.
Editorial Change	Publisher	Teacher	9780768583724	182	Left sidebar, Learning Outcomes	[Added Missing Text]	[Added Missing Text/Outcome:] follows classroom rules with occasional reminders from teacher. I.B.1.a.i
Editorial Change	Publisher	Teacher	9780768583793	182	Left sidebar, Learning Outcomes, after bullet four	[Added Missing Text]	[Added missing Text:] uses art as a form of creative self-expression. VIII.A.2.a; participates in classroom music activities including moving to rhythms. VIII.B.1.c
Editorial Change	Publisher	Teacher	9780768583779	182	Main column, Let's Get Moving, line three	Essential Question:	theme question:
Editorial Change	Publisher	Teacher	9780768583793	183	Right sidebar, Learning Outcomes section	[Deleted Text: Entire section of outcomes and codes deleted.]	[Deleted Text]
Editorial Change	Publisher	Teacher	9780768583786	183	Right sidebar, 5x5 section	[Added Missing reduction]	[Added Missing reduction of 5x5 Card for Theme 8 Week 4]
Editorial Change	Publisher	Teacher	9780768583755	184	Left sidebar, Learning Outcomes, second bullet	can recognize rhyming words.	recognizes rhyming words.
Editorial Change	Publisher	Teacher	9780768583786	184	Left sidebar, Learning Outcomes, bullet one, coding	ELL II.A.3.c	ELL II.A.3.d
Editorial Change	Publisher	Teacher	9780768584622	197	First and second gray bar heads	What it Looks Like; How it Works	What It Looks Like; How It Works
Editorial Change	Publisher	Teacher	9780768583724	C•187	Technology Hub, second column	Play a SEL game	Play a game
Editorial Change	Publisher	Teacher	9780768583762	C•187	Technology Hub, Focus column activity	Learn healthy food choices from websites such as the USDA's choosemyplate.gov.	Learn healthy food choices playing an online game.
Editorial Change	Publisher	Teacher	9780768583809	C•187	Technology Hub, last column/activity	Play an SEL game	Play a game
Editorial Change	Publisher	Teacher	9780768583724	C•189	Right column, top, Maria Had a Little Llama, second paragraph	Have children follow along with Realize Reader Maria Had a Little Llama as well as other versions of the song "Mary Had a Little Lamb" if available.	Have children use SavvasRealize.com to listen to Maria Had a Little Llama.
Editorial Change	Publisher	Teacher	9780768583793	C•192	Left sidebar, Learning Outcomes	[Added Missing Text]	[Added Missing Text:] uses a variety of art activities for sensory exploration. VIII.A.1.d
Editorial Change	Publisher	Teacher	9780768583731	C•194	Main column, Prepare the Center	Children will create a family of finger puppets either to recreate their own family experiences or to create a fictitious family story. Spread out the finger-puppet materials so children can select what they will use to create their puppets.	Children will create a family of stick puppets either to recreate their own family experiences or to create a fictitious family story. Spread out the stick-puppet materials so children can select what they will use to create their puppets.
Editorial Change	Publisher	Teacher	9780768583731	C•194	Main column, Introduce, Model, first sentence	Demonstrate how to color in a finger puppet,	Demonstrate how to color in a stick puppet,
Editorial Change	Publisher	Teacher	9780768583755	C•197	Top of left column, What Shapes Are in It, paragraphs two and three	Patterns: attribute block pictures, attribute blocks Provide children with copies of the attribute block outlines. Then have them place attribute blocks inside the outlines to fill in the picture.	Patterns: Tangram Pictures, Tangrams Provide children with copies of the Tangram Pictures. Then have them place Tangram shapes to fill in the picture.
Editorial Change	Publisher	Teacher	9780768583755	C•197	Top of right column, Copy Shapes, paragraphs two and three	Patterns: attribute block pictures, attribute blocks Provide children with copies of the attribute block outlines. Then have them use attribute blocks to copy the picture.	Patterns: Tangram Pictures, Tangrams Provide children with copies of the Tangram Pictures. Then have them use Tangrams to create the picture.
Editorial Change	Publisher	Teacher	9780768583786	C•200	Left sidebar, Learning Outcomes, bullet three, coding	VI.B.3.2	VI.B.3.c

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Editorial Change	Publisher	Teacher	9780768583793	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583731	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583748	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583793	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583755	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
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Editorial Change	Publisher	Teacher	9780768583779	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583786	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
Editorial Change	Publisher	Teacher	9780768583809	xxiv	Character names, top left and moving clockwise	Tool Bros, Queen Bee, Cloudy, The Ladies, Haus, Leif, Stu, Beatz, Tara, Boomer, Box and Purr	Tool Team, Queen Bee, Cloudy, The Ladies, Hank, Timber, Tyler, Bella, Flora, Dante, Box and Purr
New Content	Publisher	Student	9780768583809	14	Domain I: Theme 9, Week 1, page 14, Reflect, Social and Emotional Learning	I wonder why these children have different feelings. I'll take a guess. Maybe they are going outside to play soccer, and one child likes soccer but the other does not. It's OK for us to like different things, and it's also OK for us to have different feelings. Have children raise their hands if they like to play soccer. Then have children raise their hands if they don't. See! You all like different things, but you can still be friends.	Help children experience the context of different perspectives. Pair up children and have pairs sit on the floor back to back. Say: The children on the card are seeing something differently. We all see things differently, and that's OK. I want you to take turns describing to your partner what you see. Then we will trade places. After children have described what they see, help them understand that there are good reasons why we don't all have the same perspective on everything.
New Content	Publisher	Student	9780768583809	30	Domain 1: Theme 9, Week 1, page 30, Reflect, Social and Emotional Learning	<ul style="list-style-type: none"> Point to the second picture. In this picture, the children don't feel the same. Ask children to tell you how each child feels as you point. Have children draw themselves and a friend on a day when they each felt differently. Have them explain why they felt differently. 	<ul style="list-style-type: none"> Model how to use words to express preferences. In the second picture, the children don't feel the same about something, and that's just fine. Let's pretend they don't feel the same about playing a game. Say: This girl likes to play tag, and this boy does not like to play tag. Have children use words to express others' preferences. Turn to a friend to find out if your favorite games are the same or different. Have children use a sentence frame to express preferences: I like to play ____, and my friend likes to play ____.
New Content	Publisher	Teacher	9780768583779	14	Domain II: Theme 7, Week 1, Page 14, Reflect, Let's Talk	N/A	As children take turns reflecting, if necessary, remind them to speak loudly enough for everyone to hear, to use appropriate titles when referring to teachers and other adults, and to use first names when talking about their friends.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Teacher	9780768583809	125	Main column, Writing as a Process	Display the chart paper on which you have recorded the group writing story about how the moon changes. Read the sentences aloud. What are some things we still need to add? Is there anything you think we should take out? Should we move any sentences? Is there anything that you want to say in a different way? As children suggest changes, record them on the chart paper.	<p>Display the paper on which you have recorded the classmade draft about how the moon changes. As you read the story aloud, use questions such as the following to guide children to revise the story to make it better. As children suggest changes, record them.</p> <ul style="list-style-type: none"> • Are there any details we can add to make the story better? • Is there anything we can take out to make the story easier to understand? • Does the order sound right and make sense? Do we need to change the order of events, or what is happening? • Is there anything that you want to say in a different way?
New Content	Publisher	Teacher	9780768583809	133	Domain IV: Theme 9, Week 3, page 133, Literacy Circle, Writing as a Process	Editing Display the draft of the story about the moon the class has been writing as a group. Model how to make corrections to the draft, check for punctuation and uppercase letters. Read aloud sentences and tell children that we need to make sure that the sentences make sense and that they are in the right order. Read through the draft and have children make suggestions of edits necessary for conventions to the class-made draft. After all edits are made, copy the final version of the story for the children to illustrate and take home.	Revising and Editing Display the draft of the story about the moon that the class has been writing as a group. Model how to revise and edit the draft by reading for sense and checking for punctuation and uppercase letters. Read aloud sentences and tell children that for our writing to make sense, our sentences need to be in the right order. Read through the draft and have children make sure the sentence order makes sense. Then read the draft again and have them suggest edits necessary for conventions to the class-made draft. After all revisions and edits are made, copy the final version of the story for the children to illustrate and take home.
New Content	Publisher	Teacher	9780768583748	151	Main column, Let's Talk, after first paragraph	[Added Text]	[Added Text:] Have children demonstrate matching language to social contexts. Give examples of different social contexts, and have volunteers demonstrate how their language would change in each context. Show me how you would ask me for a tissue during Rest Time. Show me how you would ask a friend to join a game. Show me how you would ask for another serving of carrots.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Student	9780768586404	Theme 1 Week 1	Number 2, second paragraph, second sentence	Si nadie reconozca su nombre, lea el nombre en voz alta.	Si algunos niños no reconocen sus nombres, léalos en voz alta.
Editorial Change	Publisher	Student	9780768586572	Theme 1 Week 2	Entire text of card	¿Qué reglas seguimos en nuestra escuela? Aprendemos juntos siguiendo las reglas. Cantar con la melodía de “On Top of Old Smokey”.	Hay reglas en nuestra escuela. Hay reglas en nuestra escuela. Son reglas que nos ayudan y las debemos seguir. Con respeto hay que jugar. Al maestro hay que escuchar. Hay reglas en nuestra escuela. Hay reglas en nuestra escuela. Son reglas que nos ayudan y las debemos seguir. Cantar con la melodía de “The Bear Went Over the Mountain”.
Editorial Change	Publisher	Student	9780768586404	Theme 1 Week 2	Number 2, heading	Leer reglas	Reglas
Editorial Change	Publisher	Student	9780768586404	Theme 1 Week 2	Number 2, second paragraph	Después, dibuje un círculo rojo con una recta diagonal que lo atraviesa. Señale que este símbolo significa que NO hay que hacer una cosa específica. Haga varios dibujos con ese símbolo para demostrar las reglas, como se prohíbe comer y beber, se prohíbe tirar basura, se prohíbe nadar, etcétera. Invite a los niños a leer cada símbolo y adivinar la regla.	Pregunte: ¿Qué reglas tenemos en nuestro salón de clases? Permita que los niños contesten y guíelos cuando lo necesiten. Luego, hágalos preguntas sobre reglas divertidas, como: ¿tenemos una regla que diga que tenemos que cantar una canción antes de ir al baño? ¿O una regla que diga que tenemos que entrar saltando al salón?
Editorial Change	Publisher	Student	9780768586572	Theme 1 Week 4	Entire text of card	Hay escuelas, hay escuelas, hay escuelas por doquier. Aprendemos todos juntos al jugar y al leer. Estudiamos y cantamos. Es divertido, ¡vas a ver! Cantar con la melodía de “Clementine”.	Hay escuelas por doquier donde vamos a aprender. Todos juntos por igual ya queremos estudiar. Disfrutamos al cantar y aprendemos a leer. Cantar con la melodía de Twinkle, Twinkle, Little Star”.
Editorial Change	Publisher	Student	9780768586589	Theme 2 Week 3	Entire text of card	Mi familia, mi familia, mi familia es la mejor, cuando leemos o jugamos disfrutamos con amor. Cantar con la melodía de “Clementine”.	Mi familia, mi familia, es la mejor, la mejor. Somos muy unidos. Todo compartimos con amor, con amor. Cantar con la melodía de “Frère Jacques”.
Editorial Change	Publisher	Student	9780768586411	Theme 2 Week 3	Number 1, second paragraph, last line	próximo turno.	siguiente turno.
Editorial Change	Publisher	Student	9780768586411	Theme 2 Week 3	Number 5, second paragraph, first sentence	en mostrar y contar	para “mostrar y contar”
Editorial Change	Publisher	Student	9780768586596	Theme 3 Week 1	Entire text of card	Las hojas cayendo están en el solar, oh, cayendo están. Las hojas cayendo están, sí, sí, cayendo están. Cantar con la melodía de “Mary Had a Little Lamb”.	El otoño ya llegó. Las hojas cayendo están. De colores bellos son: rojas, verdes y cafés. Las hojas cayendo están. El otoño ya llegó. Cantar con la melodía de “Twinkle, Twinkle Little Star”.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 1	Number 1, first paragraph	como frío, otoño, ventoso y hojas.	como frío, se caen, ventoso y hojas.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 1	Number 3, first paragraph, third sentence	¿Quién puede ayudarme	Pregunte: ¿Quién puede ayudarme
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 1	Number 4, second paragraph, second and third sentences	Imaginemos que recogemos las hojas. Guíe a los niños en cómo “recoger” las hojas.	Imaginemos que atrapamos las hojas. Guíe a los niños en cómo “atrapar” las hojas.

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Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 1	Number 4, third paragraph, second sentence	los niños mencionaron.	los niños mencionaron, como arrastrar los pies en una pila de hojas.
Editorial Change	Publisher	Student	9780768586596	Theme 3 Week 2	Entire text of card	Frío, frío, el invierno ya; fría, fría, tu nariz. Frío, frío, el invierno ya; ven acá, mi niño. Cantar con la melodía de “Skipe To My Lou”.	El invierno, el invierno ya llegó, ya llegó. ¿Dónde está mi abrigo? ¿Dónde están mis botas? ¡Quiero jugar! ¡Quiero jugar! Ya hay nieve, mucha nieve en mi jardín, mi jardín. Puedo hacer muñecos con nariz y ojos. ¡Quiero salir! ¡Quiero salir! Cantar con la melodía de “Frère Jacques”.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 2	Number 3, second paragraph, seventh sentence (line 9)	la temperatura del aire se calienta.	la temperatura afuera se calienta.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 2	Number 4, second paragraph, fifth and sixth sentences	¿Dónde está su gorra? Póngansela en la cabeza.	¿Dónde está su gorro? Pónganselo.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 3	Number 1, second paragraph, first sentence	describan cómo pueden saber si es primavera	describan cómo saben que es primavera
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 3	Number 1, second paragraph, third sentence	el sonido que los pajaritos hacen al gorjear	el gorjeo de los pajaritos
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 3	Number 2, second paragraph, second sentence	¿Qué podría ocurrir	Pregunte: ¿Qué podría ocurrir
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 3	Number 4, first paragraph, second sentence	que estamos bajo la lluvia.	que somos la lluvia.
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 4	Number 1, second paragraph, first sentence	Explique que muchas veces el tiempo	Explique que en muchos lugares el tiempo
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 4	Number 3, first paragraph, first sentence	Pregunte: Miren la pelota	Diga: Miren la pelota
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 4	Number 4, first paragraph, first sentence	Pregunte: Miren a los niños	Diga: Miren a los niños
Editorial Change	Publisher	Student	9780768586428	Theme 3 Week 4	Number 5, first paragraph, second sentence	mostrando los pulgares hacia arriba	con los pulgares hacia arriba
Editorial Change	Publisher	Student	9780768586473	Theme 4 Week 1	Number 1, second paragraph, second sentence	Díales que sigan instrucciones haciendo gestos	Pídales que hagan gestos
Editorial Change	Publisher	Student	9780768586473	Theme 4 Week 1	Number 2, first paragraph, third sentence	los versos de “Así es como...” (que se canta con la melodía de “Here We Go ‘Round the Mulberry Bush”).	los versos de “Así es como...” .
Editorial Change	Publisher	Student	9780768586473	Theme 4 Week 1	Number 4, first paragraph, second sentence	ejemplo de la foto.	ejemplo de ropa en la foto.
Editorial Change	Publisher	Student	9780768586640	Theme 4 Week 3	Entire text of card	Papá me abraza y me hace reír me lee un cuento cuando voy a dormir. Mamá me ayuda a sentirme mejor, me dice te quiero llena de amor. Cantar con la melodía de “On Top of Old Smokey”.	Familia es amor, familia es amor. Mami, papi, abuela, mi familia es amor. Cantar con la melodía de “The Farmer in the Dell”.
Editorial Change	Publisher	Student	9780768586473	Theme 4 Week 4	Number 1, second paragraph, fourth sentence	taza como un envase para lápices.	taza para poner los lápices.
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 1	Number 3, second paragraph, first sentence	Pida a los estudiantes	Pida a los niños

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Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 1	Number 3, second paragraph, second sentence	El primer niño hace de cuenta que	El primer niño pretende que
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 1	Number 4, second paragraph, second sentence	los miembros de su grupo.	los niños de su grupo.
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 3	Number 1, first paragraph, fourth sentence	lleva (un uniforme,	lleva puesto (un uniforme,
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 3	Number 4, first paragraph, seventh sentence	“repartan el correo” a un área determinada.	“repartan el correo” en un área determinada.
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 3	Number 4, second paragraph, first sentence	Varíe el movimiento describiendo las condiciones climáticas,	Describe el estado del tiempo,
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 4	Number 2, first paragraph, fourth sentence	Quizá desee escribir los números de tamaño más grande en el pizarrón.	Escriba los números en el pizarrón.
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 4	Number 3, second paragraph, fourth and fifth sentences	colores brillantes. Llevan botas pesadas. Explique cómo estas diferencias hacen que	colores brillantes y botas pesadas. Explique cómo esto hace que
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 4	Number 5, first paragraph, second sentence	Pregunte: Esta es una bombera.	Diga: Esta es una bombera.
Editorial Change	Publisher	Student	9780768586435	Theme 5 Week 4	Number 5, first paragraph, second and third sentences	¿qué tipo de trabajo les gustaría tener? Invite a los niños a nombrar trabajos que les gustaría tener.	¿qué tipo de trabajo les gustaría hacer? Invite a los niños a nombrar trabajos que les gustaría hacer.
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 1	Number 1, first paragraph, first sentence	siembran sus cultivos	siembran sus plantas
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 1	Number 1, second paragraph, first sentence	sembrar cultivos en una una larga fila,	sembrar sus plantas en una larga fila,
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 1	Number 1, second paragraph, fourth and fifth sentences	sembrar mis cultivos en un triángulo! ¡Quiero sembrar mis cultivos	sembrar mis plantas en un triángulo! ¡Quiero sembrar mis plantas
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 1	Number 3, heading	El ciclo de vida	Ciclo de vida
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 1	Number 4, second paragraph, first and second sentences	Luego, pida a cada niño que escoja una fruta o verdura diferente. Pídale que digan cómo crece y usen su cuerpo para representarlo.	Luego, pida a los niños que escojan diferentes frutas y verduras. Pídale que digan cómo crecen y que usen sus cuerpos para representarlos.
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 2	Main head	¿Qué hay de venta?	¿Qué hay a la venta?
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 3	Number 1, first paragraph, eighth sentence (line 12)	Ambos queremos	Los dos queremos
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 3	Number 3, first paragraph, sixth sentence (line 8)	Ese alimento necesitaba agua	Ese alimento necesitó agua
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 3	Number 5, first paragraph, first sentence	Comente sobre los alimentos de la foto y diga si son saludables o no.	Comente si son saludables los alimentos de la foto.
Editorial Change	Publisher	Student	9780768586442	Theme 6 Week 3	Number 5, second paragraph, second and third sentences	Organice una votación acerca de los alimentos que los niños prefieren. Use los resultados de la votación para identificar	Haga una votación de lo que los niños prefieren para identificar cuál es el alimento más popular.
Editorial Change	Publisher	Student	9780768586619	Theme 6 Week 4	Entire text of card	Quiero pizza, quiero pizza, quiero pizza al almorzar. Quiero tacos, quiero tacos, quiero tacos al cenar. Cantar con la melodía de “Clementine”.	Quiero pizza, quiero pizza, por favor, por favor. Quiero ricos tacos, quiero ricos tacos, ¡qué mejor, qué mejor! Cantar con la melodía de “Frère Jacques”.
Editorial Change	Publisher	Student	9780768586626	Theme 7 Week 2	Entire text of card	El trenecito pasa, corriendo, corriendo, va. El trenecito pasa, va para la ciudad. chu, chu, chu chu, chu, chu Va para la ciudad. Cantar con la melodía de “Mambrú se fue a la guerra”.	El tren va haciendo así, así: ¡Chuchú! ¡Chuchú! El tren va haciendo así, así: ¡Chuchú! ¡Chuchú! El tren va haciendo así, así. Ya viene sí, ya viene aquí, y se va haciendo así, ya se va, para allá. Ya se fue. ¡Bum! ¡Bum! ¡Bum! Cantar con la melodía de “The Ants Go Marching”.
Editorial Change	Publisher	Student	9780768586459	Theme 7 Week 4	Number 1, first paragraph, first sentence	Pregunte: Los carros son	Diga: Los carros son
Editorial Change	Publisher	Student	9780768586459	Theme 7 Week 4	Number 1, first paragraph, first, second, and third sentences	Y también las motocicletas. ¿Puedes hallar cuántos carros, autobuses y motocicletas hay en la foto? ¿Cuántos carros?	Y también lo son las motocicletas. ¿Ves algunos carros, autobuses y motocicletas en la foto? ¿Cuántos carros blancos ves?

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Editorial Change	Publisher	Student	9780768586459	Theme 7 Week 4	Number 2, first paragraph, second and third sentences	Este es un autobús su bocina hace tuu, tuu. Hagamos el sonido juntos: Cantemos una canción sobre un autobús.	Este es un autobús. Su bocina hace tuu, tuu. Hagamos el sonido juntos, y luego, cantemos una canción sobre un autobús.
Editorial Change	Publisher	Student	9780768586459	Theme 7 Week 4	Number 3, first paragraph, first sentence	¿Dónde crees que están estos vehículos?	¿Dónde crees que están los vehículos de la foto?
Editorial Change	Publisher	Student	9780768586466	Theme 8, Week 4	Number 2, complete paragraph	Sonido inicial Recuérdelos a los niños que la foto muestra una luciérnaga. Diga: Miren las luciérnagas. Las palabras las y luciérnagas empiezan con el mismo sonido. ¿Cuál es el primer sonido que escuchan en las y luciérnagas? (Sí; /l/). Luego, pida a los estudiantes que escuchen otra oración e identifiquen la palabra que empieza con /l/. Diga: Escuchen esta oración: Las luciérnagas emiten luz. ¿Qué otra palabra empieza con el sonido /l/? Sí, luz empieza con /l/. Repitan conmigo: las, luciérnagas, luz.	Palabras compuestas Recuerde a los niños que las luciérnagas de la foto son insectos que salen por la noche. Diga: Hay otros insectos que no salen mucho de noche, como los saltamontes. ¿Cuál es la primera palabra que escuchan en saltamontes? (salta) Diga: Saltamontes. ¿Cuál es la segunda palabra que escuchan? (montes). Repita las palabras salta y montes y explique que juntas, forman una palabra: saltamontes. Pregunte: ¿Es luciérnaga una palabra compuesta?
Editorial Change	Publisher	Student	9780768586657	Theme 9 Week 1	Entire text of card	Tienen ramas y raíces, son grandes y hermosos son. Nos dan frutos, tienen hojas y a todos sombra dan. Cantar con la melodía de “Clementine”.	Tienen ramas, tienen ramas. Grandes son, grandes son. Nos dan ricos frutos, nos dan ricos frutos. Sombra dan, sombra dan. Cantar con la melodía de “Frère Jacques”.
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 2	Number 4, first paragraph, second sentence	Pregunte: Vamos a hablar del cielo.	Diga: Vamos a hablar del cielo.
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 2	Number 4, first paragraph, fourth sentence	su correlación con la luz del día.	su relación con la luz del día.
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 2	Number 4, second paragraph, first sentence	¿Y qué dicen sobre el cielo que podemos ver ahora por las ventanas?	Pregunte: ¿Y cómo está el cielo fuera del salón?
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 2	Number 5, first paragraph, second sentence	¿Qué creen que siente el niño acerca del viento? ¿Y acerca del sol?	¿Qué creen que siente el niño con el viento? ¿Y con el sol?
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 2	Number 5, second paragraph, first sentence	Luego, pida a los niños que se turnen para mostrar y contar con respecto al viento y al sol.	Luego, pida a los niños que se turnen para “mostrar y contar” lo que sienten con el viento y el sol.
Editorial Change	Publisher	Student	9780768586480	Theme 9 Week 3	Number 5, second paragraph, fifth sentence	[delete text]	Diga: La Luna se mueve alrededor de la Tierra.
Editorial Change	Publisher	Student	9780768586657	Theme 9 Week 4	Entire text of card, including head	Astronautas Me pongo mi casco, mi traje también. Uno para mí y el otro para ti. Listos para entrar en un cohete espacial, juntos subiremos, ¡vamos a volar! Cantar con la melodía de “On Top of Old Smokey”.	Astronauta Astronauta, astronauta, sube ya, sube ya. Sube a tu cohete, sube a tu cohete, ¡ya se va, ya se va! Cantar con la melodía de “Frère Jacques”.
Editorial Change	Publisher	Teacher	9780768585537	5	¡RevitalizaCentros!: Estación de creatividad, header	Estación de creatividad	Estación creativa
Editorial Change	Publisher	Teacher	9780768585537	5	¡RevitalizaCentros!: Arena, agua y más	Crear diferentes tipos de huellas en plastilina.	Explorar el movimiento de carros de juguete y las huellas que dejan en plastilina y en la arena.
Editorial Change	Publisher	Teacher	9780768585537	5	English wrap: ¡RevitalizaCentros!., Sand, Water and More.	Create different kinds of tracks in play dough.	Explore the motion of toy cars and the tracks they make in play dough and sand.
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades para contar, 2nd row, columns 2-4	Patrones de 2 a 3 objetos; Patrones de 3 a 4 objetos; Patrones de 4 a 5 objetos	Patrones de 3 objetos; Patrones de 4 objetos; Patrones de 5 objetos
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades de clasificación y patrones, 1st row, 2nd and 3rd columns	Extender patrones	Ampliar patrones
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Verificación del progreso 1, Conciencia fonológica, 1st row	Combinar inicio	Inicio
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Verificación del progreso 1, Conciencia fonológica, 3rd row	El mismo sonido inicial	Sonidos iniciales
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Verificación del progreso 2, Conciencia fonológica, 1st row	Combinar fonemas	Fonemas

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Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Verificación del progreso 2, Conceptos del texto impreso, 2nd row	Retorno	Pasar al siguiente renglón
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Evaluación de fin de año, Conciencia fonológica, 1st row	Combinar fonemas	Fonemas
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Evaluación de fin de año, Conciencia fonológica, 3rd row	El mismo sonido inicial	Sonidos iniciales
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de lectoescritura: Evaluación de fin de año, Conceptos del texto impreso, 2nd row	Retorno	Pasar al siguiente renglón
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades para contar, 1st row, columns 1-4	Contar	Contar de memoria
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades para contar, 4th row, 2nd and 3rd columns	Reconocer numerales	Nombrar numerales
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades para contar, 4th row, 4th column	Reconocer del 0 al 9	Nombrar numerales del 0 al 9
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades de geometría y sentido espacial, 1st row, columns 1-4	Identificar formas	Nombrar formas
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades de agregar y sacar, 2nd column	Suma	Sumar
Editorial Change	Publisher	Teacher	9780768587203	5	Evaluación de matemáticas: Habilidades de agregar y sacar, 3rd column	Suma, Resta	Sumar, Restar
Editorial Change	Publisher	Teacher	9780768585490	7	Vocabulario académico	[delete word] habilidad	[deleted word]
Editorial Change	Publisher	Teacher	9780768585490	7	Vocabulario académico	[delete word] cumpleaños	[deleted word]
Editorial Change	Publisher	Teacher	9780768585490	7	Footer	[insert footer]	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585551	7	English wrap: Morning Meeting, insert below the 3rd bullet	[insert text]	4 Today's Events Tell children that you will read a new book to them today called Mi burro enfermo.
Editorial Change	Publisher	Teacher	9780768585551	7	English wrap: Morning Meeting, 4th bullet	[bullet number] 4	[bullet number] 5
Editorial Change	Publisher	Teacher	9780768585551	7	Reunión de la mañana: 3rd bullet	El tiempo está [soleado, lluvioso, ventoso] hoy. Yo me cuido a mí mismo (señálese). Me puse [un gorro, un abrigo, botas].	El tiempo está ___ hoy. Yo me cuido a mí mismo (señálese). Me puse ___.
Editorial Change	Publisher	Teacher	9780768585551	7	Reunión de la mañana: below the 3rd bullet	[insert text]	4 Los eventos del día Diga a los niños que hoy les leerá un libro titulado Mi burro enfermo.
Editorial Change	Publisher	Teacher	9780768585551	7	Reunión de la mañana: 4th bullet	[bullet number] 4	[bullet number] 5
Editorial Change	Publisher	Teacher	9780768585537	7	Reunión de la mañana: Cartel de ayudantes	Asigne nuevas tareas de ayudantes a los niños y pídale que describan su rol. Los niños deben usar términos usados en la instrucción del salón de clases.	Asigne nuevas tareas de ayudantes a los niños. Pídale que describan su nuevo rol y que luego lo representen para demostrar así su comprensión de lo que significan esas "tareas".
Editorial Change	Publisher	Teacher	9780768585537	7	Reunión de la mañana: El tiempo	¿El tiempo influyó en cómo vinieron a la escuela hoy? Pida a los niños que comenten si la lluvia, la nieve o una tormenta influyeron en cómo viajaron hoy. Escuche sus respuestas para verificar si los niños comprenden los efectos del tiempo.	¿Cómo viajaron, o llegaron, a la escuela hoy? ¿Caminaron, llegaron en carro o con el autobús escolar? Si llovió hoy y tuvieron que caminar, ¿viajarían a la escuela de otra manera? Verifique la comprensión de los estudiantes.

Proclamation 2021— Editorial Changes

Savvas Learning Company LLC (formerly Pearson K12 Learning)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Teacher	9780768585537	7	Lo que usted necesita	Javi	["Javi" deleted]
Editorial Change	Publisher	Teacher	9780768585537	7	Canta, rima y exprésate: 1st bullet	Muestre a Javi.	["Muestre a Javi." deleted]
Editorial Change	Publisher	Teacher	9780768585537	7	English wrap: Canta, rima y exprésate, 1st bullet	Display Javi.	["Display Javi." deleted]
Editorial Change	Publisher	Teacher	9780768585537	7	Reunión de la mañana: Cartel de ayudantes	Asigne nuevas tareas de ayudantes a los niños y pídale que describan su rol. Los niños deben usar términos usados en la instrucción del salón de clases.	Asigne nuevas tareas de ayudantes a los niños. Pídale que describan su nuevo rol y que luego lo representen para demostrar así su comprensión de lo que significan esas "tareas".
Editorial Change	Publisher	Teacher	9780768585537	7	English wrap: Morning Meeting, Helper Chart	Assign new helper jobs to children and have them describe their role. Children should use the typical classroom language.	Assign new helper jobs to children. Have them demonstrate understanding of what these "job" terms mean by describing their new role, and then acting it out.
Editorial Change	Publisher	Teacher	9780768585537	7	Reunión de la mañana: El tiempo	¿El tiempo influyó en cómo vinieron a la escuela hoy? Pida a los niños que comenten si la lluvia, la nieve o una tormenta influyeron en cómo viajaron hoy. Escuche sus respuestas para verificar si los niños comprenden los efectos del tiempo.	¿Cómo viajaron, o llegaron, a la escuela hoy? ¿Caminaron, llegaron en carro o con el autobús escolar? Si llovió hoy y tuvieron que caminar, ¿viajarían a la escuela de otra manera? Verifique la comprensión de los estudiantes.
Editorial Change	Publisher	Teacher	9780768585537	7	English wrap: Morning Meeting, Weather	Ask children to share if rain, wind, snow, or storms affected their travel. Monitor children's understanding of the effects of weather by listening to their responses.	(See Spanish.) Monitor children's understanding.
Editorial Change	Publisher	Teacher	9780768585537	8	Aove Apoyo diferenciado	[insert missing text]	[insert Wheel of Motion icon] La rueda del movimiento No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585537	8	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion icon] La rueda del movimiento Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	8	De aquí para allá box	[black font] Esta imagen muestra distintas maneras en que las personas pueden desplazarse de un lugar a otro. Son diferentes medios de transporte.	[set in blue font] Esta imagen muestra distintas maneras en que las personas pueden desplazarse de un lugar a otro. Son diferentes medios de transporte.
Editorial Change	Publisher	Teacher	9780768585544	8	English wrap: above Differentiated Support	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	8	Above APOYO DIFERENCIADO	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585490	9	Vocabulario del concepto: Presentar	timido.	tímido/tímida.
Editorial Change	Publisher	Teacher	9780768585490	9	Vocabulario del concepto	timido	tímido/tímida
Editorial Change	Publisher	Teacher	9780768585490	9	Concept Vocabulary	timido.	tímido/tímida.
Editorial Change	Publisher	Teacher	9780768585513	9	Conceptos del texto impreso: 2nd line	pág. 12	pág. 13
Editorial Change	Publisher	Teacher	9780768585513	9	Under Vocabulario box	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	9	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585513	9	Footer	Sobre el puente de Aviñón	El vecindario de Quinito
Editorial Change	Publisher	Teacher	9780768587203	10	Title	una herramienta	Una herramienta
Editorial Change	Publisher	Teacher	9780768587203	10	Last bullet	generar informes	usar datos de observación
Editorial Change	Publisher	Teacher	9780768585513	11	Es la hora de la merienda: 3rd sentence	Luego, pida a otro voluntario que vaya a la mesa de la merienda, cuente el número de bocaditos que necesita su grupo y reparta uno a cada niño.	Luego, con un voluntario, vaya a la mesa de la merienda. Pida al voluntario que cuente el número de bocaditos que necesita el grupo para que pueda darle uno a cada niño.

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Editorial Change	Publisher	Teacher	9780768585513	11	English wrap: Snack Time, 3rd sentence	Then have another volunteer go to the snack table, count out the number of snacks needed for the group, and give each child a snack.	Then, with a volunteer, go to the snack table. Have the volunteer count out the number of snacks needed for the group so that you can give each child a snack.
Editorial Change	Publisher	Teacher	9780768585513	11	Footer	Sobre el puente de Aviñón	El vecindario de Quinito
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 1, 1st paragraph	Diga a los niños que hoy aprenderán cómo compartir objetos en partes iguales usando caramelos masticables. Demuestre cómo separar un caramelo en partes iguales. Pida a dos niños que pasen al frente. Muestre un caramelo masticable.	Diga a los niños que hoy aprenderán cómo compartir objetos en partes iguales usando plastilina. Demuestre cómo separar en partes iguales. Pida a dos niños que pasen al frente. Haga una tira de plastilina de aproximadamente seis pulgadas de longitud y muéstrela a los niños.
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 1, 2nd paragraph	Aquí tengo dos amigos. Señáloslos y cuéntelos: 1, 2. Tengo un solo caramelo masticable. Quiero compartir el mismo número de partes con cada amigo. ¿Cuántos trozos de caramelo necesito?	Aquí tengo dos amigos. Señáloslos y cuéntelos: 1, 2. Tengo un solo trozo de plastilina. Quiero compartir el mismo número de partes con cada amigo. ¿Cuántos trozos necesito?
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 2, 1st paragraph	Tengo dos amigos y quiero compartir con ellos la misma cantidad de caramelo, así que necesito dos trozos de caramelo que sean del mismo tamaño.	Tengo dos amigos y quiero repartir entre ellos la misma cantidad de plastilina, así que necesito dos trozos del mismo tamaño.
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 2, 2nd paragraph	Muestre el caramelo masticable y divídalo en dos partes iguales: uno, dos. ¿Cómo puedo comprobar que son del mismo tamaño? Ponga los trozos uno al lado del otro para compararlos y luego dé un trozo a cada uno de los dos niños para representar cómo compartir el caramelo.	Muestre la tira de plastilina y divídala en dos partes iguales: uno, dos. ¿Cómo puedo comprobar que son del mismo tamaño? Ponga los trozos uno al lado del otro para compararlos y luego dé un trozo a cada uno de los dos niños para representar cómo compartir.
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 2, 11th line	Ayude a un voluntario a separar un caramelo masticable en dos partes iguales.	Ayude a un voluntario a separar la tira de plastilina en dos partes iguales.
Editorial Change	Publisher	Teacher	9780768585568	11	Grupos iguales: item 3	Use pequeñas tiras de arcilla y pida a los niños que se acerquen en grupos de tres para practicar. Pida a un niño que cuente la cantidad de amigos y divida las tiras en las partes necesarias. Anime a los niños a decir uno para ti y uno para ti cuando entregan los trozos de arcilla a sus amigos. Guíe a los niños para que dividan la arcilla en partes iguales.	Haga varias tiras de plastilina de diferentes longitudes y pida a los niños que se acerquen en grupos de tres para practicar. Pida a un niño que cuente la cantidad de amigos y divida las tiras en las partes necesarias. Los niños desarrollarán su vocabulario de frases comunes. Anímelos a decir uno para ti cuando entreguen los trozos de plastilina a sus amigos, y a decir uno para mí cuando tomen sus propias tiras. Luego, haga que los niños desarrollen su vocabulario de frases comunes repitiéndolas independientemente mientras practican. Guíe a los niños para que dividan la plastilina en partes iguales. Asegúrese de rotar a los niños en los grupos para que todos puedan practicar.
Editorial Change	Publisher	Teacher	9780768585568	11	Lo que usted necesita: 1st bullet	Caramelos masticables, arcilla	Plastilina
Editorial Change	Publisher	Teacher	9780768585568	11	English wrap: Equal Groups, item 1	Tell children that today they are going to learn how to share fairly using a Tootsie Roll. Model fair sharing. Have two children come to the front. Hold up the Tootsie Roll.	Tell children that today they are going to learn how to share fairly using play dough. Model fair sharing. Have two children come to the front. Make a rope of play dough that is about six inches in length, and show it to children.
Editorial Change	Publisher	Teacher	9780768585568	11	English wrap: item 2, 1st line	Tootsie Roll	rope of play dough
Editorial Change	Publisher	Teacher	9780768585568	11	English wrap: item 2, 7th line	Tootsie Roll	rope of play dough
Editorial Change	Publisher	Teacher	9780768585568	11	English wrap: item 3	Use small rolls of clay and ask children to come up three at a time to practice. Have one child count the number of friends and then divide the pieces. As they hand pieces to their friends, prompt children to say (See Spanish.) Guide children to divide the clay equally. Rotate children within groups of three so every child has a chance to practice.	Make several ropes of play dough in different lengths, and ask children to come up three at a time to practice. Have one child count the number of friends and then divide the pieces. Children will develop their vocabulary of common phrases. Prompt children to say (See Spanish.) as they hand pieces to their friends, and say (See Spanish.) when they take pieces of their own. Then have them develop their vocabulary of common phrases by saying the phrases independently as they practice. Guide children to divide the playdough equally. Rotate children within groups of three so every child has a chance to practice.
Editorial Change	Publisher	Teacher	9780768585483	12	Podemos aprender de ciencias: 1st line	Muestre la Tarjeta de vocabulario ciencias.	Muestre la Tarjeta de vocabulario ciencias (de la Semana 4).
Editorial Change	Publisher	Teacher	9780768585483	12	English Wrap: We Can Learn Science, 1st line	Display the Tarjeta de vocabulario ciencias.	Display Tarjeta de vocabulario ciencias (from Week 4).

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Editorial Change	Publisher	Teacher	9780768585483	12	Lo que usted necesita: 1st bullet	Tarjeta de vocabulario ciencias, juguetes del salón	Tarjeta de vocabulario ciencias
Editorial Change	Publisher	Teacher	9780768585483	12	Lo que usted necesita: 2nd bullet	[Insert 2nd bullet]	Juguetes del salón
Editorial Change	Publisher	Teacher	9780768585483	12	Juegos al aire libre: 3rd line	Pida a los niños que recorran el área de juego, o espacio al aire libre junto a usted para buscar objetos con ciertas características.	Pida a los niños que recorran el área de juego, o espacio al aire libre, junto a usted para buscar objetos con ciertas características.
Editorial Change	Publisher	Teacher	9780768585490	13	¡A moverse!: ¿Cuántos pasos, Sra. León?	(o	(o el
Editorial Change	Publisher	Teacher	9780768585490	13	¡A moverse!: ¿Cuántos pasos, Sra. León?; 2nd bullet	Sra. León	La Sra. León
Editorial Change	Publisher	Teacher	9780768585490	13	Leamos: Conceptos del texto impreso	Reparta algunos libros comerciales.	Muestre Los músicos de Bremen.
Editorial Change	Publisher	Teacher	9780768585490	13	Let's Read: Print Concepts	Distribute libros comerciales.	Display Los músicos de Bremen.
Editorial Change	Publisher	Teacher	9780768585520	15	Below new Vocabulario del tema box	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585520	15	English wrap: below Morning Meeting	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	15	Resultados del aprendizaje: 1st bullet	[delete standard] mantiene su atención en las tareas elegidas por él o en las tareas de rutina (dirigidas por el maestro) hasta terminarlas. I.B.3.a.i	[deleted standard I.B.3.a.i]
Duplicate Editorial Change	Publisher	Teacher	9780768585568	15	Canta, rima y exprésate mini	[update mini with new melody]	[updated mini; see row 16 above]
Editorial Change	Publisher	Teacher	9780768585568	15	Canta, rima y exprésate: last bullet, last sentence	Dígalos que se pongan de pie cada vez que escuchen el nombre de una parte de los árboles.	Dígalos que se pongan de pie cuando canten los versos "Grandes son,/grandes son".
Editorial Change	Publisher	Teacher	9780768585568	15	English wrap: Canta, rima y exprésate, last bullet, last sentence	Ask them to stand up every time they hear the name of a part of a tree.	Ask them to stand up when they sing the verses (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585490	16	English wrap: SEL head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	16	English wrap: SEL, line 1	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	16	Aprendizaje social y emocional: head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	16	Aprendizaje social y emocional: first sentence	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	16	Vocabulario del concepto	tímido.	tímido/tímida.
Editorial Change	Publisher	Teacher	9780768585490	16	Vocabulario del concepto	tímido)	tímido/tímida)
Editorial Change	Publisher	Teacher	9780768585568	16	Lo que usted necesita: 4th bullet	[Insert text]	• Libro sin palabras: Tierra, Luna y cielo
Editorial Change	Publisher	Teacher	9780768585568	16	Under Lo que usted necesita box	[Insert missing text]	[Insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585568	16	English wrap: bottom section	[Insert missing text]	[Insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	18	La hora de los centros y de los grupos pequeños	Use RevitalizaCentros para	Use RevitalizaCentros (págs. R•185–R•203) para
Editorial Change	Publisher	Teacher	9780768585490	18	Lectoescritura: Conciencia fonológica	Recite alguna rima infantil, como "Humpty Dumpty" o "Jack y Jill". Después, comente cuáles son las palabras que terminan con los mismos sonidos. Por ejemplo:	Recite alguna rima infantil, como "Estrellita, ¿dónde estás?". Después, comente cuáles son las palabras que terminan con los mismos sonidos. Por ejemplo:
Editorial Change	Publisher	Teacher	9780768585490	18	Lectoescritura: Conciencia fonológica	Escucho algunas palabras que riman. ¿Las palabras trepó y cayó riman? Sí. Trepó y cayó tienen el mismo sonido al final: /o/. ¿La palabra llamó rima con trepó?	Escucho algunas palabras que riman. ¿Las palabras cintilar y mar riman? Sí. Cintilar y mar tienen el mismo sonido al final: /ar/. ¿La palabra cintilar rima con mar?

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Editorial Change	Publisher	Teacher	9780768585490	18	Literacy: Phonological Awareness: first sentence	Recite a familiar nursery rhyme such as “Humpty Dumpty” or “Jack and Jill”.	Recite a familiar nursery rhyme such as “Estrellita, ¿dónde estás?”
Editorial Change	Publisher	Teacher	9780768585537	19	Es la hora de la merienda box	Demuestre cómo crear un patrón de formas, colores o tamaños. Coloque dos bocaditos diferentes uno junto al otro. Vamos a crear este patrón. ¿Qué sigue ahora? Repita hasta que los niños hayan creado un patrón A, B, A, B con los bocaditos.	Coloque un recipiente con bloques de atributos en el centro de la mesa de la merienda. Cuando los niños hayan terminado de merendar y recoger, pídale que formen patrones A, B, A, B con los bloques. Cuando todos hayan terminado, pida a algunos voluntarios que, por turnos, describan y comenten sus patrones con el resto del grupo.
Editorial Change	Publisher	Teacher	9780768585537	19	Snack Time	Create Patterns Model creating a pattern of shapes, colors, or sizes. Place the two different snacks next to each other. (See Spanish.) Repeat until children have created an A, B, A, B pattern with the snack.	Create Patterns Place a container of attribute blocks in the center of the snack table. As children finish eating their snacks and cleaning up, have them create A,B,A,B patterns with the blocks. When everyone is done, invite volunteers to take turns describing and sharing their patterns with the rest of the group.
Editorial Change	Publisher	Teacher	9780768585551	20	English wrap: Good Exercise Habits title	Good Exercise Habits	Healthy Habits
Editorial Change	Publisher	Teacher	9780768585551	20	English wrap: below Outdoor Play	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585551	20	Buenos hábitos de ejercicio	Buenos hábitos de ejercicio	Hábitos saludables
Editorial Change	Publisher	Teacher	9780768585551	20	Below Buenos hábitos de ejercicio	[add missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585537	20	English wrap: Heat, Heat	Heat, Heat	Calor, Calor
Editorial Change	Publisher	Teacher	9780768585490	22	APOYO DIFERENCIADO	Captar el interés y ampliar	Apoyo adicional
Editorial Change	Publisher	Teacher	9780768585513	22	Transition Chant and Rhyme, title	Transition Chant and Rhyme	Transition
Editorial Change	Publisher	Teacher	9780768585513	22	My Neighborhood: 1st line	Have children stand up, shake out their bodies a bit and listen to the chant. Then have them take turns so that each fills in a missing blank:	Have children each take a turn at filling in the missing blanks in this chant.
Editorial Change	Publisher	Teacher	9780768585513	22	Check for Understanding: 1st paragraph, 1st line	a child has difficulty to make eye contact while talking to someone.	a child does not understand how to talk to someone without using words,
Editorial Change	Publisher	Teacher	9780768585513	22	Check for Understanding: 2nd paragraph, 1st line	give the child a stuffed animal and tell him or her to have an imaginary conversation with it. Have the child practice making eye contact while talking to it.	ask the child to give you a high five. What does it mean when you give someone a high five? Go through other actions, such as nodding your head or showing surprise with your face and eyes, and ask the child what each action means.
Editorial Change	Publisher	Teacher	9780768585513	22	Canto y rima de transición: title	Canto y rima de transición	Transición
Editorial Change	Publisher	Teacher	9780768585513	22	Mi vecindario: 1st line	Pida a los niños que se pongan de pie, se sacudan un poco y escuchen la canción. Luego, indíqueles que se turnen de modo que cada uno complete un espacio en blanco.	Pida a los niños que cada uno complete un espacio en blanco de la canción.
Editorial Change	Publisher	Teacher	9780768585513	22	Verificar la comprensión: 1st paragraph, 1st line	un niño tiene dificultades para mirar a los ojos a los demás cuando les habla,	un niño no comprende cómo hablar con alguien sin usar palabras,
Editorial Change	Publisher	Teacher	9780768585513	22	Verificar la comprensión: 2nd paragraph, 1st line	dele un animal de felpa y dígame que invente una conversación con él para practicar mirarlo a los ojos mientras le habla.	pídale que le choque los cinco. ¿Qué significa cuando le chocas los cinco a alguien? Repase otras acciones, como asentir con la cabeza o mostrar sorpresa con la cara y los ojos, y pregunte al niño qué significa cada acción.
Editorial Change	Publisher	Teacher	9780768585537	22	English wrap: Check for understanding	[delete 5x5 icon]	[replace with check mark icon]
Editorial Change	Publisher	Teacher	9780768585513	23	Below Vocabulario box	[Insert missing text]	[insert Wheel of Motion Icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	23	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion Icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	23	Reunión de la mañana: bullet 1	Voy a mostrarles una Tarjeta del alfabeto. Deben escuchar la letra y luego colocar su tarjeta de nombre en el cartel si su nombre comienza con esa letra.	Voy a mostrarles una Tarjeta del alfabeto y a nombrar la letra. Si su nombre comienza con esa letra, coloquen la tarjeta de su nombre en el cartel.

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Editorial Change	Publisher	Teacher	9780768585537	23	Reunión de la mañana: bullet 4, line 4	Pida a los niños que comenten	Pida a los niños que escuchen y comenten
Editorial Change	Publisher	Teacher	9780768585537	23	Below Vocabulario del tema	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585537	23	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion icon] La rueda del movimiento Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	24	English wrap: SEL head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	24	English wrap: SEL, line 1	Tal como eres.	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	24	Aprendizaje social y emocional: head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	24	Aprendizaje social y emocional: first sentence	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	24	Vocabulario del concepto; Practicar	timido.	tímido/tímida.
Editorial Change	Publisher	Teacher	9780768585490	24	Vocabulario del concepto	timido	tímido/tímida
Editorial Change	Publisher	Teacher	9780768585490	24	Concept Vocabulary	timido.	tímido/tímida.
Editorial Change	Publisher	Teacher	9780768585483	25	Space below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	25	English Wrap: last paragraph	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585513	25	Ampliar el vocabulario: mini	[Delete mini of trade book]	[deleted mini]
Editorial Change	Publisher	Teacher	9780768585520	27	Captar el interés	Muestre cuatro cubos. Cante la siguiente estrofa con la melodía de "Ring Around the Rosie". Cuatro calabazas, (mostrar los cubos) cuatro calabazas. (mostrar los cubos) [Nombre] saca una. (dar un cubo a un niño) ¿Ahora cuántas hay? (mostrar los que quedan) Demuestre cómo contar cuántos quedan. Luego, repita la canción comenzando con "tres calabazas"	Muestre cuatro cubos. Cante la siguiente estrofa con la melodía de "The Itsy Bitsy Spider". Cuatro calabazas, (mostrar los cubos) cuatro calabazas. (mostrar los cubos) Si saca una. (dar un cubo a un niño) ¿Ahora cuántas quedan? (mostrar los que quedan) ¿Cuántas calabazas quedan en mi mano? / ¡Por favor, dime cuántas y hazme feliz! / Demuestre cómo contar cuántas quedan. Luego, repita la canción comenzando con "tres calabazas".
Editorial Change	Publisher	Teacher	9780768585520	27	English wrap: Engage	Engage Hold up four cubes. Sing the chant to the tune of "Ring Around the Rosie."	Engage Hold up four cubes. Sing the chant to the tune of "The Itsy Bitsy Spider."
Editorial Change	Publisher	Teacher	9780768585537	27	Es la hora de la merienda box	Compartir bocaditos Muestre la Tarjeta ASE compartir. Señale la imagen. ¿Qué comparten las niñas con este otro niño? Sus juguetes. Pida a los niños que busquen un compañero con quien compartir sus bocaditos.	Conversar sobre compartir Una vez que los niños hayan terminado de merendar, muestre la Tarjeta ASE compartir. Señale la imagen. ¿Qué comparten las niñas con este otro niño? Sus juguetes. Comente con los niños la siguiente actividad que harán. Anímelos a hablar sobre algo que les gustaría compartir con un compañero.
Editorial Change	Publisher	Teacher	9780768585537	27	English wrap: Snack Time	Share Snacks Display the Tarjeta ASE compartir. Point to the picture. (See Spanish.) Have children find a classmate to share their snacks with.	Talk About Sharing After children finish their snacks, display the Tarjeta ASE compartir. Point to the picture. (See Spanish.) Discuss the next activity that children will do. Encourage them to tell about something they would like to share with a classmate.
Editorial Change	Publisher	Teacher	9780768585544	27	2nd Resultado del aprendizaje	interactúa con el maestro para ayudarlo a decidir qué escribir.	aporta ideas para los borradores hechos en actividades de escritura con todo el grupo o en grupos pequeños.
Editorial Change	Publisher	Teacher	9780768585537	28	Resultados del aprendizaje	[insert text]	identifica diferencias entre él, sus compañeros de clase y otros niños incluso de influencias culturales. VII.A.1.d
Editorial Change	Publisher	Teacher	9780768585537	28	English wrap: How We Go title	How We Go	Cómo nos desplazamos

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Editorial Change	Publisher	Teacher	9780768585568	28	Resultados del aprendizaje	<ul style="list-style-type: none"> • observa los materiales de la tierra. VI.C.1.a • investiga los materiales de la tierra. VI.C.1.b • describe los materiales de la tierra. VI.C.1.c • discute los materiales de la tierra. VI.C.1.d 	<ul style="list-style-type: none"> • observa e investiga los materiales de la tierra. VI.C.1.a, VI.C.1.b • describe y discute los materiales de la tierra. VI.C.1.c, VI.C.1.d • discute [las] propiedades [de los materiales de la tierra]. VI.C.1.e
Editorial Change	Publisher	Teacher	9780768585537	29	¡A moverse!: Andar en triciclo title, bullet 1	Lo primero que hago cuando me subo a un triciclo es ponerme el casco. Luego, me voy empujando con un pie y con el otro para avanzar. Andar en triciclo me ayuda a ir de un lugar a otro.	Lo primero que hago cuando me subo a un triciclo es ponerme el casco. Después, me siento, pongo las manos en el manubrio y los pies en los pedales. Finalmente, volteo la cabeza a la izquierda y a la derecha para asegurarme que no hay nadie en mi camino. Ahora, comienzo a pedalear con los pies. ¡Vamos a dar una vuelta!
Editorial Change	Publisher	Teacher	9780768585568	30	English wrap: Let's Talk About It section	<p>Tell children that it's time to reflect on what they learned and did today.</p> <ul style="list-style-type: none"> • (See Spanish.) • Pass Javi around to each child. Have children take turns talking about what they learned or did today. • If children need a prompt, ask them to look around the room to help them. (See Spanish.) 	Tell children that it's time to reflect on what they learned and did today. Pass Javi around to each child. Have children take turns talking about what they learned or did today.
Editorial Change	Publisher	Teacher	9780768585568	30	En nuestras palabras	<p>Diga a los niños que es hora de reflexionar sobre lo que aprendieron e hicieron hoy.</p> <ul style="list-style-type: none"> • Dibujamos y representamos árboles dentro y fuera del salón de clases. También aprendimos sobre la tierra y la arena. • Haga circular a Javi. Indique a los niños que se turnen para hablar sobre lo que aprendieron o hicieron hoy. • Si los niños necesitan ayuda, pídeles que miren a su alrededor para recordar lo que hicieron. Allí pueden ver las jarras de arena y tierra y sus trabajos. 	Diga a los niños que es hora de reflexionar sobre lo que aprendieron e hicieron hoy. Haga circular a Javi. Indique a los niños que se turnen para hablar sobre lo que aprendieron o hicieron hoy.
Editorial Change	Publisher	Teacher	9780768585568	30	English wrap: SEL, bullets 1 and 2	<ul style="list-style-type: none"> • Point to the second picture. (See Spanish.) Ask children to tell you how each child feels as you point. • Have children draw themselves and a friend on a day when they each felt differently. Have them explain why they felt differently. 	<ul style="list-style-type: none"> • Model how to use words to express preferences. (See Spanish.) Say: (See Spanish.) • Have children use words to express others' preferences. (See Spanish.) Have children use a sentence frame to express preferences: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585568	30	Aprendizaje social y emocional, bullets 1 and 2	<ul style="list-style-type: none"> • Señale la segunda imagen. En esta imagen, los niños no se sienten igual. Pida a los niños que le digan cómo se siente cada niño cuando usted los señale. • Diga a los niños que se dibujen ellos mismos y a un amigo en un día en el que cada uno se sintió de manera diferente. Luego, pídeles que expliquen por qué se sentían diferente. 	<ul style="list-style-type: none"> • Demuestre cómo usar palabras para expresar preferencias. En la segunda imagen, los niños no sienten lo mismo por algo y eso está bien. Imaginen que los niños no sienten lo mismo sobre jugar un juego. Diga: A esta niña le gusta jugar a las escondidas y a este niño no le gusta jugar a las escondidas. • Pida los niños que usen palabras para expresar las preferencias de los demás. Pregúntele a un amigo si le gustan los mismos juegos que a ustedes o diferentes juegos. Pida a los niños que usen un marco de oración para expresar sus preferencias: Me gusta jugar ___ y a mi amigo le gusta jugar ___ .
Editorial Change	Publisher	Teacher	9780768585490	31	English wrap: above DIFFERENTIATED SUPPORT	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	31	Above APOYO DIFERENCIADO	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	32	Lo que usted necesita: last bullet	[Insert bullet]	Tarjeta de vocabulario parecido
Editorial Change	Publisher	Teacher	9780768585568	32	Under Lo que usted necesita box	[Insert missing text]	[Insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585568	32	English wrap: bottom section	[Insert missing text]	[Insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768585520	35	Captar el interés	Use la canción de ayer para repasar cómo sacar dos objetos de un conjunto. Esta vez, muestre un conjunto de fichas en la palma de su mano y diga a los niños que son bayas. Cante la siguiente estrofa con la melodía de "Ring Around the Rosie". Tengo cinco bayas, (mostrar las fichas) tengo cinco bayas. (mostrar las fichas) [Nombre] saca dos. (dar dos fichas a un niño) ¿Ahora cuántas hay? (mostrar las que quedan)	Use la canción de ayer para repasar cómo sacar dos objetos de un conjunto. Esta vez, muestre un conjunto de fichas en la palma de su mano y diga a los niños que son bayas. Cante la siguiente estrofa con la melodía de "The Itsy Bitsy Spider". Tengo cinco bayas, (mostrar las fichas) tengo cinco bayas. (mostrar las fichas) Si saco dos. (dar dos fichas a un niño) ¿Ahora cuántas quedan? (mostrar las que quedan) / ¿Cuántas bayas quedan en mi mano? / ¡Por favor, dime cuántas y hazme feliz!
Editorial Change	Publisher	Teacher	9780768585520	35	English wrap: Engage	Engage Use the song from yesterday to review taking away two objects from a set. This time, display counters on your palm and tell children they stand for berries. Sing the words to the tune of "Ring Around the Rosie."	Engage Use the song from yesterday to review taking away two objects from a set. This time, display counters on your palm and tell children they stand for berries. Sing the words to the tune of "The Itsy Bitsy Spider."
Editorial Change	Publisher	Teacher	9780768585537	35	Es la hora de la merienda box	Patrones de bocaditos Muestre dos tipos de bocaditos, como dos tipos de galletas saladas o un tipo de galleta salada y una fruta. Demuestre cómo alternar los bocaditos para crear un patrón A, B, A, B. Miren el patrón que creé con mis bocaditos. Proponga un juego: Coman los bocaditos en el orden que sigue mi patrón.	¿Qué viene ahora? Una vez que los niños hayan terminado de comer su merienda y de recoger, pase a la siguiente actividad. Muestre un patrón simple con algunos cubos conectables, como AA, BB, AA, BB, o A, B, A, B, A, B. Observen el patrón que he creado con los cubos conectables. ¿Qué cubo hay que colocar ahora si quiero ampliar el patrón? Pida a un voluntario que pase a añadir el cubo conectable apropiado para ampliar el patrón.
Editorial Change	Publisher	Teacher	9780768585537	35	English wrap: Snack Time	Snack Patterns Display two kinds of snacks, such as two kinds of crackers, or a cracker and a fruit slice. Model a pattern for children alternating the snacks in an A, B, A, B pattern. (See Spanish.) Make a little game out of it: (See Spanish.)	What Comes Next? After children eat their snacks and clean up, transition to the next activity by displaying some snap cubes in a simple pattern, such as AA, BB, AA, BB, or A, B, A, B, A, B. (See Spanish.) Ask a volunteer to come up and add the correct snap cube to extend the pattern.
Editorial Change	Publisher	Teacher	9780768585483	36	English Wrap: Outdoor Play, 2nd line	Duck Duck Goose	Pato, pato, ganso
Editorial Change	Publisher	Teacher	9780768585483	36	English wrap: Outdoor Play, 9th line	"It".	"ganso".
Editorial Change	Publisher	Teacher	9780768585483	36	English wrap: Outdoor Play, 2nd line	"goose"	"ganso"
Editorial Change	Publisher	Teacher	9780768585551	36	Lo que necesitan las personas: Desarrollar, line 5	¿Qué llevan puesto ustedes hoy?	[deleted question]
Editorial Change	Publisher	Teacher	9780768585506	37	¡A moverse! Las hojas están cayendo paragraph	Anime a los niños a jugar a "Las hojas están cayendo." Este juego se juega como "A la rueda rueda" con la letra cambiada. Divida a los niños en grupos pequeños y pídeles que se den la mano. Dídeles que caminen en círculo y canten la canción. "Las hojas están cayendo, las hojas están cayendo, una hoja, dos hojas, ¡todas caerán!". Deben sentarse cuando dicen "caerán".	Anime a los niños a jugar a "Las hojas están cayendo". Pídeles que se tomen de la mano y que caminen en círculo recitando: "Las hojas están cayendo, las hojas están cayendo. Una hoja, dos hojas, ¡todas caerán!". Deben sentarse cuando digan "caerán".
Editorial Change	Publisher	Teacher	9780768585506	37	English wrap: Let's Move, Leaves Are Falling paragraph	Have children play "Las hojas están cayendo." The game is played like "Ring-Around-the-Rosie" except with different lyrics. Divide children into small groups, and have them hold hands." Have children walk in a circle and sing the song. (See Spanish.) They should sit down on the word "caerán."	Have them hold hands around a circle, and chant: (See Spanish.) They should sit down on the word caerán.
Editorial Change	Publisher	Teacher	9780768585551	39	Vocabulario académico	escoger	[deleted term]
Editorial Change	Publisher	Teacher	9780768585551	39	English wrap: Morning Meeting, insert below 3rd bullet	[insert text]	4 Today's Events Today we will talk more about how the weather helps us decide what to wear. We will also talk about the things that people need: food, clothing, and a place to live. Encourage children to share if today is special for them in another way.
Editorial Change	Publisher	Teacher	9780768585551	39	English wrap: Morning Meeting, 4th bullet	4	5

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Editorial Change	Publisher	Teacher	9780768585551	39	Reunión de la mañana; insert below 3rd bullet	[insert text]	4 Los eventos del día Hoy hablaremos más sobre cómo el tiempo nos ayuda a decidir cómo vestimos. También hablaremos de las cosas que necesitamos: alimento, ropa y un lugar para vivir. Anime a los niños a decir si hoy es un día especial para ellos.
Editorial Change	Publisher	Teacher	9780768585551	39	Reunión de la mañana: 4th bullet	4	5
Editorial Change	Publisher	Teacher	9780768585490	40	English wrap: SEL head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	40	English wrap: SEL, line 1	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	40	Aprendizaje social y emocional: head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	40	Aprendizaje social y emocional: first sentence	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	41	Vocabulario del concepto	timido	tímido/tímida
Editorial Change	Publisher	Teacher	9780768585506	41	English wrap: bottom section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	41	Below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585520	41	Conciencia fonológica	Producir fonemas	Producir palabras
Editorial Change	Publisher	Teacher	9780768585520	41	Under Verificar la comprensión box	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585520	41	English wrap: Phonological Awareness	Produce Phonemes	Produce Words
Editorial Change	Publisher	Teacher	9780768585520	41	English wrap: [Under Check for Understanding	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	43	Es la hora de la merienda box	Demuestre cómo crear un patrón AA, BB, AA, BB o un patrón ABC, ABC de formas, colores o tamaños. Coloque grupos de dos bocaditos diferentes uno junto al otro. Vamos a crear este patrón. ¿Qué sigue ahora? Repita hasta que los niños hayan creado un patrón con los bocaditos.	Coloque un recipiente en el centro de la mesa de la merienda. Coloque también algunos patrones con los cubos conectables, como AA, BB, AA, BB o ABC, ABC. Una vez que los niños hayan terminado su merienda y hayan recogido, anímelos a sentarse en silencio para crear uno de los patrones, mientras el resto del grupo termina de merendar.
Editorial Change	Publisher	Teacher	9780768585537	43	Snack Time	Model creating an AA, BB, AA, BB or ABC, ABC pattern of shapes, colors, or sizes. Place the two different snacks next to each other. (See Spanish.) Repeat until children have created a pattern with the snack.	Place a container of snap cubes in the center of the snack table. Also display a few snap cube patterns, such as AA, BB, AA, BB or ABC, ABC. After children eat their snacks and clean up, encourage them to sit quietly and try to create one of the patterns while the rest of the group finishes their snack.
Editorial Change	Publisher	Teacher	9780768585544	43	English wrap: Insert below Snack time	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	43	Below Es la hora de la merienda	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	46	Transición box	[Delete Transición box]	[delete box]
Editorial Change	Publisher	Teacher	9780768585490	53	Asistencia: blue head	Asistencia	Reunión de la mañana
Editorial Change	Publisher	Teacher	9780768585490	53	Footer	[insert footer]	Frío, crujiente, colorido
Editorial Change	Publisher	Teacher	9780768585513	53	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted]
Editorial Change	Publisher	Teacher	9780768585537	53	Footer	[insert footer]	Tren de carga

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Duplicate Editorial Change	Publisher	Teacher	9780768585537	53	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 15 above.]
Editorial Change	Publisher	Teacher	9780768585537	53	Canta, rima y exprésate: De aquí para allá, second bullet	Luego, reproduzca la canción y pida a los niños que imiten el sonido del tren: “chu, chu, chu”.	Luego, reproduzca la canción y pida a los niños que imiten el sonido del tren: “chuchú”.
Editorial Change	Publisher	Teacher	9780768587203	53	Desarrollo social y emocional: Habilidades de autocontrol, 7th row	mantiene la atención a las tareas elegidas por él o a las tareas de rutina	mantiene la atención en las tareas elegidas por él en las tareas de rutina
Editorial Change	Publisher	Teacher	9780768587203	53	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768585520	54	English wrap: Under La lechera head	[insert icon]	[inserted SEL icon before La lechera]
Editorial Change	Publisher	Teacher	9780768587203	54	5th column in a chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	54	Lenguaje y comunicación: Habilidades de vocabulario, 5th row	nombre de objetos y frases comunes	nombres de objetos y de frases comunes
Editorial Change	Publisher	Teacher	9780768587203	54	Lenguaje y comunicación: Habilidades de vocabulario, 3rd row	demuestra de varias maneras que comprende	demuestra que comprende de varias maneras
Editorial Change	Publisher	Teacher	9780768587203	54	Lenguaje y comunicación: Habilidades de comprensión auditiva, 1st row	comprensión	entendimiento
Editorial Change	Publisher	Teacher	9780768585551	55	Below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	55	Below Check for Understanding	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768587203	55	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	55	Alfabetización emergente: Lectura. Conceptos de materiales escritos, 3rd row	inclusive	incluso
Editorial Change	Publisher	Teacher	9780768587203	56	5th column in a chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	56	Alfabetización emergente: Escritura. Escribir como un proceso, 1st row	discute y aporta ideas para los “borradores” compuestos en actividades de escritura de todo el grupo o de grupos pequeños	discute y aporta ideas para los borradores hechos en actividades de escritura con todo el grupo o en grupos pequeños
Editorial Change	Publisher	Teacher	9780768585513	57	Below Es la hora de la merienda	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	57	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion Icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585520	57	Captar el interés	Recuerde a los niños que la semana anterior aprendieron a sacar de un número. Muestre una ficha. Diga a los niños que la ficha representa una baya. Cante la canción que aprendieron la semana anterior con la melodía de "Ring Around the Rosie". Tengo una baya, (mostrar la ficha) tengo una baya. (mostrar la ficha) [Nombre] saca una. (dé la ficha a un niño) ¿Ahora cuántas hay? (mostrar las manos vacías)	Recuerde a los niños que la semana anterior aprendieron a sacar de un número. Muestre una ficha. Diga a los niños que la ficha representa una baya. Cante la canción que aprendieron la semana anterior con la melodía de "The Itsy Bitsy Spider". Tengo una baya, (mostrar la ficha) tengo una baya.(mostrar la ficha) Si saco una. (dé la ficha a un niño) ¿Ahora cuántas quedan? (mostrar las manos vacías) / ¿Cuántas bayas quedan en mi mano? / ¡Por favor, dime cuántas y hazme feliz!
Editorial Change	Publisher	Teacher	9780768585520	57	English wrap: Engage	Engage Remind children that last week they learned how to take away from a number. Hold up one counter. Tell children it stands for a berry. Sing the song they learned last week set to the tune of "Ring Around the Rosie."	Engage Remind children that last week they learned how to take away from a number. Hold up one counter. Tell children it stands for a berry. Sing the song they learned last week set to the tune of "The Itsy Bitsy Spider."
Editorial Change	Publisher	Teacher	9780768587203	57	Matemáticas: Habilidades para contar, 8th row	identifica oralmente sin contar los números de los objetos	identifica oralmente, sin contar, la cantidad de objetos
Editorial Change	Publisher	Teacher	9780768587203	57	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Teacher	9780768585520	58	¡Alimento, ropa, refugio!	Cante la siguiente canción con la melodía de "Two Little Magic Words". Luego, vuelva a cantar e invite a los niños a corear con usted la parte que dice "alimento, ropa, refugio". Son necesarios para vivir, y tan bien nos hacen sentir. Alimento, ropa, refugio, alimento, ropa, refugio, ¡sí!	Cante la siguiente canción con la melodía de "For He's a Jolly Good Fellow". Luego, vuelva a cantar e invite a los niños a corear con usted. Alimento, ropa y refugio, / alimento, ropa y refugio. / Alimento, ropa y refugio son tres cosas / que necesitamos. Tres cosas que necesitamos, / tres cosas que necesitamos. / Alimento, ropa y refugio son tres cosas / que necesitamos.
Editorial Change	Publisher	Teacher	9780768585520	58	English wrap: ¡Alimento, ropa, refugio!	Sing the song to the tune of "Two Little Magic Words." Then sing it again, inviting children to chime in on alimento, ropa, refugio.	Sing the song to the tune of "For He's a Jolly Good Fellow." Then sing it again, inviting children to chime in.
Editorial Change	Publisher	Teacher	9780768585520	58	Las necesidades de las personas	Demos a esta persona lo que necesita.	¿Qué necesita esta persona?
Editorial Change	Publisher	Teacher	9780768585520	58	English wrap: ¡Alimento, ropa, refugio!	chime in on alimento, ropa, refugio.	sing with you.
Editorial Change	Publisher	Teacher	9780768585537	58	English wrap: song title	I Have a Little Wagon	Tengo un carrito
Editorial Change	Publisher	Teacher	9780768585537	58	Tengo un carrito: last line	Lo llevo atrás.	Lo llevo detrás mío.
Editorial Change	Publisher	Teacher	9780768585537	58	Sentido espacial: Captar el interés	¿Qué hay abajo de las pelotas?	¿Qué hay debajo de las pelotas?
Editorial Change	Publisher	Teacher	9780768585537	58	Sentido espacial: Desarrollar	Luego, comente con los niños qué hay sobre, abajo, frente a y atrás de las pelotas. ¿Qué pelota está al lado de la pelota a la izquierda? ¿Al lado de cuántas pelotas está la pelota roja? ¿Qué hay frente a las pelotas? ¿Qué ven atrás de las pelotas?	Luego, comente con los niños qué hay sobre, deajo, frente a y detrás de las pelotas. ¿Qué pelota está al lado de la pelota a la izquierda? ¿Al lado de cuántas pelotas está la pelota roja? ¿Qué hay frente a las pelotas? ¿Qué ven detrás de las pelotas?
Editorial Change	Publisher	Teacher	9780768585537	58	Sentido espacial: Practicar	¿Está sobre o abajo de las otras pelotas?	¿Está sobre o debajo de las otras pelotas?
Editorial Change	Publisher	Teacher	9780768587203	58	6th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	58	Ciencias: Habilidades de las ciencias físicas, 4th row	inclusive	incluso
Editorial Change	Publisher	Teacher	9780768587203	58	Ciencias: Habilidades de las ciencias biológicas, 3rd row	con sus medioambientes	con su medioambiente
Editorial Change	Publisher	Teacher	9780768585551	59	Leamos	Uso del lenguaje oral	Pronombres personales
Editorial Change	Publisher	Teacher	9780768585551	59	English wrap: Verbal Usage	Verbal Usage	Personal Pronouns
Editorial Change	Publisher	Teacher	9780768585544	59	¡A moverse!: first two bullets	<ul style="list-style-type: none"> • Quiero que salten como un conejo. • Quiero que vayan a la alfombra. 	[set "Quiero" in both bullets with underline in blue font]
Editorial Change	Publisher	Teacher	9780768585544	59	English wrap: below Check for understanding	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	59	Below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768587203	59	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	59	Estudios Sociales: Habilidades de ciudadanía, 3rd row	votar	votaciones
Editorial Change	Publisher	Teacher	9780768587203	59	Estudios Sociales: Habilidades de geografía, 2nd row	explora las herramientas de geografía y de recursos naturales	explora las herramientas y los recursos de la geografía
Editorial Change	Publisher	Teacher	9780768587203	59	Under Estudios Sociales: Habilidades de ciudadanía, 1st row	de su estado	de Texas
Editorial Change	Publisher	Teacher	9780768585490	60	Aprendizaje social y emocional	[inserted SEL Card mini]	[placed SEL card mini next to SEL instruction]
Editorial Change	Publisher	Teacher	9780768585513	60	En nuestras palabras: last line	[insert text]	(Lista de algunas de las actividades de hoy: cantar "¡Soy cocinero!"; escuchar Sobre el puente de Aviñón; actuar Sobre el puente de Aviñón; aprender a contar juntando grupos; usar formas para crear imágenes; jugar al aire libre; tomar la merienda).

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Editorial Change	Publisher	Teacher	9780768585513	60	En nuestras palabras: last nine lines of text	Cantar “¡Soy cocinero!”. Leer Sobre el puente de Aviñón. Actuar Sobre el puente de Aviñón”. Aprender en qué dirección hay que leer las palabras. Aprender a contar juntando grupos. Usar formas para crear imágenes. Jugar al aire libre. Tomar la merienda.	[deleted text]
Editorial Change	Publisher	Teacher	9780768585513	60	Let's Talk About It: last sentence	[delete] (See Spanish.)	[deleted text]
Editorial Change	Publisher	Teacher	9780768587203	60	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Duplicate Editorial Change	Publisher	Teacher	9780768585506	61	Canta, rima y exprésate mini	[update mini]	[updated mini, see row 12]
Editorial Change	Publisher	Teacher	9780768585506	61	Canta, rima y exprésate: second bullet, last sentence	Pídales que señalen su nariz, que hagan como si tuvieran frío y se pusieran un abrigo.	Pídales que representen otras actividades que pueden hacer afuera durante el invierno.
Editorial Change	Publisher	Teacher	9780768585506	61	English wrap: Canta, rima y exprésate, second bullet, last sentence	Have them point to their noses and pretend to zip up their coats because they are cold.	Have them act out other activities they can do outside in winter.
Editorial Change	Publisher	Teacher	9780768585513	61	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted text]
Duplicate Editorial Change	Publisher	Teacher	9780768585537	61	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 15 above.]
Editorial Change	Publisher	Teacher	9780768585537	61	De aquí para allá bullet	Señale la palabra corriendo. El tren en la canción va “corriendo”. Cantemos la canción. Cuando escuchen la palabra corriendo, muevan la mano rápido de izquierda a derecha. Demuestre este movimiento a los niños. Luego, reproduzca la canción y cántela. Es posible que los niños solo canten en la parte que dice “chu, chu, chu”, lo que está bien.	Anime a los niños a representar cómo se desliza un tren. Pregunte: ¿Pueden describir el movimiento de algún tren que hayan visto? Demuestre este movimiento a los niños. Luego, reproduzca la canción y cántela. Es posible que los niños solo canten en la parte que dice “chuchú”, lo que está bien.
Editorial Change	Publisher	Teacher	9780768587203	61	Desarrollo Físico: Habilidades para el desarrollo de la motricidad gruesa, 1st row	demuestra la coordinación y el equilibrio	demuestra coordinación y equilibrio
Editorial Change	Publisher	Teacher	9780768587203	61	Desarrollo Físico: Habilidades para el desarrollo de la motricidad gruesa, 1st row, 2nd line	con un compañero	con un compañero en forma consistente
Editorial Change	Publisher	Teacher	9780768587203	61	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768587203	62	5th column in chart	[Insert column]	[Inserted 5th column to the right named "Fecha"]
Editorial Change	Publisher	Teacher	9780768585551	63	Pronombres personales y posesivos	[insert text]	Para reforzar la práctica de los posesivos, explique que cuando hablamos de cosas que pertenecen a alguien y no las nombramos, las palabras que usamos son mío, tuyo, suyo. Pregunte: ¿De quién son la olla y el tazón? ¿Son míos o son de Omu? Son de Omu. Son suyos. Continúe repasando pronombres posesivos haciendo preguntas como: ¿De quién son estos zapatos?
Editorial Change	Publisher	Teacher	9780768585551	63	English wrap: Personal and Possessive Pronouns	[insert text]	To reinforce the practice of possessives, explain that when we talk about things that belong to someone without naming them, the words that we use are: mío, tuyo, suyo. Ask: (See Spanish.) Continue to review possessive pronouns by asking questions such as: (See Spanish).
Editorial Change	Publisher	Teacher	9780768585544	63	Vocabulary card	palmeadas	pezuñas
Editorial Change	Publisher	Teacher	9780768585568	64	Lectoescritura: Conocimiento del alfabeto, 2nd line	Demuestre el sonido de la letra x diciendo /j/, /j/, /j/. El nombre Ximena empieza con x.	Demuestre el sonido que hace la letra x diciendo /j/, /j/, /j/. El nombre Ximena empieza con el sonido /j/. Este sonido se escribe con la letra x.
Editorial Change	Publisher	Teacher	9780768585568	64	Lectoescritura: Conocimiento del alfabeto, 6th line	Diga ejemplos de palabras que lleven el sonido x, como México y Texas.	Diga ejemplos de palabras que tengan sílabas que empiecen con el sonido /j/ y la letra x, como México y Texas.
Editorial Change	Publisher	Teacher	9780768585568	64	English wrap: Literacy, Alphabet Knowledge, 2nd line	Model the sound of the letter x by saying /j/, /j/, /j/. (See Spanish.)	Model the sound the letter x spells by saying: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585568	64	English wrap: Literacy, Alphabet Knowledge, 5th line	Call out other words that have the sound the letter x spells, like México and Texas.	Call out other words with syllables that start with the sound /j/ and the letter x, like México and Texas.

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Editorial Change	Publisher	Teacher	9780768585537	65	Es la hora de la merienda box	Formas de cuerpos geométricos Mientras los niños miran sus refrigerios, pídale que identifiquen si tienen forma plana o la forma de cuerpos geométricos. Anímelos a que nombren las formas. Dé algunos ejemplos. Hoy mi refrigerio es una naranja. Tiene la forma de una pelota. Mi lonchera es una caja larga.	Formas Pida a los niños que miren sus refrigerios e identifiquen las formas que ven. Demuestre con algunos ejemplos: Hoy tengo una naranja. Tiene la forma de una pelota.
Editorial Change	Publisher	Teacher	9780768585537	65	Snack Time	Solid Shapes As children look at their snacks, have them identify if the snacks are flat shapes or solid shapes. Prompt them to name the shapes. Model different examples.	Shapes Have children look at their snacks and identify any shapes they see. Model different examples, such as: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585506	66	Vocabulario académico words	[delete words] otoño, primavera, verano	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	66	English wrap: bottom section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	66	Below Juegos al aire libre box	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	67	Conversemos	[insert icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585551	67	English wrap: Let's Talk	[insert icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585551	67	Leamos	Uso del lenguaje oral	Pronombres posesivos
Editorial Change	Publisher	Teacher	9780768585551	67	English wrap: Verbal Usage	Verbal Usage	Possessive Pronouns
Editorial Change	Publisher	Teacher	9780768585513	67	Transición box: Part 1 of 3	La escuela Invite a los niños a ponerse de pie y escuchar mientras les enseña esta canción con la melodía de "School Days." La escuela, la escuela., hermosos días en la escuela. Aprendo y me muevo y salgo a jugar, y a mis amigos siempre voy a cuidar. Al día siguiente espero volver con mis amigos y así aprender.	¿Adónde puedes ir? Invite a los niños a ponerse de pie y escuchar mientras les enseña esta canción con la melodía de "Frère Jacques". ¿Adónde puedes ir para aprender nuevas cosas? ¡Ve a la escuela! ¡Ve a la escuela! ¡Aprende todas las letras! ¡Y también los números! ¡Ve a la escuela! ¡Ve a la escuela!
Editorial Change	Publisher	Teacher	9780768585513	67	English wrap: Transition	School Days Have children stand and listen as you teach them the words to this song to the tune of "School Days."	Where Can You Go? Have children stand and listen as you teach them the words of this song to the tune of "Frère Jacques."
Editorial Change	Publisher	Teacher	9780768585483	68	English wrap: 5x5 section, 1st line	Reading Rules	Rules
Editorial Change	Publisher	Teacher	9780768585483	68	Reflexionar: 5x5 section, 1st line	Leer reglas	Reglas
Editorial Change	Publisher	Teacher	9780768585483	68	Transición box	¿Me ayudas? Diga el nombre de un niño y cante lo siguiente con la melodía de "Baa Baa Black Sheep": ¿Puedes ayudarme Con mis zapatitos? Guíe a los niños a responder cantando, Claro que sí puedo. Con gusto lo haré. Escoja a otro niño y otra tarea, como ¿Puedes ayudarme a guardar mis libros? o ¿Puedes ayudarme a buscar mi abrigo?	Me siento mejor Enseñe a los niños esta canción con la melodía de "The Itsy Bitsy Spider": Si me siento solo, si me siento triste, y si a veces me siento enfadado, viene mi maestra y me da su apoyo. ¡Entonces sonríe y ya estoy mejor!
Editorial Change	Publisher	Teacher	9780768585483	68	English wrap: Transition	Will You Help Me? Call a child's name, and sing the following to them to the tune of "Baa Baa Black Sheep": (See Spanish.) Guide the children to sing back: (See Spanish.) Choose another child and another task, such as (See Spanish.)	I Feel Better Teach children this song to the tune of "The Itsy Bitsy Spider:" (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585513	68	En nuestras palabras: last line	[insert text]	(Lista de algunas de las actividades de hoy: cantar "¡Soy cocinero!"; escuchar Hay pistas en el tendedero sobre lo que hacemos; combinar sílabas; aprender a contar con los dedos; jugar al aire libre; aprender sobre los ayudantes de la escuela; tomar la merienda).
Editorial Change	Publisher	Teacher	9780768585513	68	En nuestras palabras: last paragraph	[delete text]	[deleted text]
Editorial Change	Publisher	Teacher	9780768585513	68	Let's Talk About It: last sentence	[delete] (See Spanish.)	[deleted text]
Editorial Change	Publisher	Teacher	9780768585520	68	Resultados del aprendizaje	[insert outcome]	busca la ayuda de los adultos cuando es necesario. I.C.5.b

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Editorial Change	Publisher	Teacher	9780768585544	68	Resultados del aprendizaje: 1st bullet	se comunica cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan una meta común. <Texas icon> I.C.4.d	interactúa cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan una meta común. I.C.4.b
Duplicate Editorial Change	Publisher	Teacher	9780768585483	69	Canta, rima, y exprésate: mini	[update mini]	[updated mini. See row 8 above.]
Editorial Change	Publisher	Teacher	9780768585483	69	Canta, rima y exprésate: last bullet, last sentence	[delete text] Sustituya “aprendemos juntos” con una rutina de la clase y “siguiendo las reglas” con una regla específica de la clase.	[deleted]
Editorial Change	Publisher	Teacher	9780768585483	69	English wrap: Canta, rima y exprésate, last bullet, last sentence	[delete text] Replace aprendemos juntos with a classroom routine and siguiendo las reglas with a specific rule.	[deleted]
Editorial Change	Publisher	Teacher	9780768585513	69	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted text]
Duplicate Editorial Change	Publisher	Teacher	9780768585537	69	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 15 above.]
Editorial Change	Publisher	Teacher	9780768585537	69	De aquí para allá: first bullet	Muestre la tarjeta. Señale las palabras chu, chu, chu	Muestre la tarjeta. Señale la palabra chuchú.
Editorial Change	Publisher	Teacher	9780768585537	69	De aquí para allá: third bullet	¡Cuando lleguemos a la parte del “chu, chu”, tiremos de la cuerda para accionar el silbato!	¡Cuando lleguemos a la parte de “chuchú”, tiremos de la cuerda para accionar el silbato!
Editorial Change	Publisher	Teacher	9780768585544	70	Resultados del aprendizaje: II.C.3.g	[delete ELL outcome:] demuestra una comprensión creciente de los sonidos del lenguaje. II.C.3.g	[deleted ELL outcome]
Editorial Change	Publisher	Teacher	9780768585483	73	Captar el interés	Pida a los niños que se preparen para la actividad cantando la siguiente rima con la melodía de “Mary Had a Little Lamb.”	Pida a los niños que se preparen para la actividad cantando la siguiente rima con la melodía de “Twinkle, Twinkle, Little Star”. Cuando cuente, levante los dedos para representar el número contado.
Editorial Change	Publisher	Teacher	9780768585483	73	Captar el interés: song	Contaremos hasta cinco, hasta cinco, hasta cinco. Contaremos hasta cinco, ¡uno, dos, tres, cuatro, cinco! (muestre uno, dos, tres, cuatro y cinco dedos)	Hasta cinco contaré, ¡ya verás qué fácil es! “Uno, dos, tres”, ya conté. “Cuatro y cinco”, y terminé. Hasta cinco ya conté. Si yo puedo, tú podrás.
Editorial Change	Publisher	Teacher	9780768585483	73	English wrap: Engage	Have children warm up for the activity by singing the following verse to the tune of “Mary Had a Little Lamb.”	Have children warm up for the activity by singing the following verse to the tune of “Twinkle, Twinkle, Little Star.” When you count, hold up your fingers to represent the number counted.
Editorial Change	Publisher	Teacher	9780768585537	73	Es la hora de la merienda box	Formas planas o cuerpos geométricos Antes de que los niños empiecen a comer su merienda, pídeles que levanten la mano si tienen un bocadito que se parezca a una forma, como una galleta salada o una rodaja de queso. Pida a los niños que lo muestren y digan a qué forma se parece. Luego, pregunte a los niños si alguien tiene algo en la merienda que se parezca a un cuerpo geométrico. Lo más probable es que se trate de una fruta, pero es posible que algún niño señale su lonchera. Pida a los niños que digan a qué se refieren y lo muestren.	Formas diferentes Antes de que los niños empiecen a comer su merienda, pregunte: ¿Alguien tiene en su merienda algo que se parezca a un cuadrado? ¿Y a una esfera, o una pelota? Pregunte a los niños sobre otras formas que puedan ver en sus meriendas.
Editorial Change	Publisher	Teacher	9780768585537	73	Snack Time	Flat or Solid Shapes Before children begin eating their snacks, ask them to raise their hands if they have a snack that they think looks like a shape, like a cracker or a slice of cheese. Have children show and tell what shape it looks like. Then ask if anyone has a snack that they think looks like a solid shape. Most likely, it will be a piece of fruit, but some children may point to their lunchbox. Have them show and tell their snack.	Different Shapes Before children begin eating their snacks, ask: (See Spanish.) Ask children questions about other shapes they see in their snacks.
Editorial Change	Publisher	Teacher	9780768585551	74	Juegos al aire libre	Desarrollo de	Desarrollar
Editorial Change	Publisher	Teacher	9780768585551	74	Medioambientes: Captar el interés, line 4	Este es un tordo. Un tordo es un tipo de ave.	Este es un mirlo. Un mirlo es un tipo de ave.
Editorial Change	Publisher	Teacher	9780768585551	75	Leamos	Uso del lenguaje oral	Pronombres personales y posesivos
Editorial Change	Publisher	Teacher	9780768585551	75	Let's Read	Verbal Usage	Personal and Possessive Pronouns

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Editorial Change	Publisher	Teacher	9780768585551	76	Transición: Soy tu amigo paragraph	Soy tu amigo (con la melodía de “Mary Had a Little Lamb”) Invite a los niños a ponerse de pie y a estirarse. Pídeles que repitan los versos con usted mientras representa los gestos. Luego, pídeles que lo imiten.	Enseñe esta canción usando la melodía de “Do You Know the Muffin Man?”. Pida a los niños que usen los gestos para saber qué está pasando.
Editorial Change	Publisher	Teacher	9780768585551	76	Transición: song	Siempre te ayudaré, (señalarse) soy tu amigo. (x2) (señalar a un amigo) Siempre te ayudaré (señalarse) y te cuidaré. (poner las manos sobre el corazón)	Soy tu amigo y te ayudaré. Eres mi amigo y me ayudarás. Los amigos se ayudan cada día. ¡Eso es lo que hacen los amigos!
Editorial Change	Publisher	Teacher	9780768585551	76	Transition: You Are My Friend text	You’re My Friend (Sung to: “Mary Had a Little Lamb”) Invite children to stand and take a big stretch. Have them chime in on the repeated verses as you model the gestures; then have children join in.	Teach this song using the tune “Do You Know the Muffin Man?” Have children use gestures to figure out what’s happening.
Editorial Change	Publisher	Teacher	9780768585520	76	5 x 5 subhead	Números	Numerales
Editorial Change	Publisher	Teacher	9780768585520	76	Resultados del aprendizaje	[insert outcome]	busca la ayuda de los adultos cuando es necesario. I.C.5.b
Editorial Change	Publisher	Teacher	9780768585544	76	Resultados del aprendizaje	[insert text]	se comunica cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan un plan común. I.C.4.c
Editorial Change	Publisher	Teacher	9780768585544	76	Transición: first sentence	Cante la siguiente canción con la melodía de “Mary Had a Little Lamb”	Cante la siguiente canción con la melodía de “Twinkle, Twinkle, Little Star”.
Editorial Change	Publisher	Teacher	9780768585544	76	Transición: first sentence	Sing the song to the tune of “Mary Had a Little Lamb.” (See Spanish.)	Sing the song to the tune of “Twinkle, Twinkle, Little Star.” (See Spanish.)
Duplicate Editorial Change	Publisher	Teacher	9780768585483	77	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See row 8 above.]
Editorial Change	Publisher	Teacher	9780768585483	77	Canta, rima y exprésate: last bullet	[delete text] Modifique la letra reemplazando “aprendemos juntos” con una actividad específica de la clase y “siguiendo las reglas” con una regla específica de la clase.	[deleted]
Editorial Change	Publisher	Teacher	9780768585483	77	English wrap: Canta, rima y exprésate, last bullet	[delete text] Modify the lyrics by replacing aprendemos juntos with a specific classroom activity and siguiendo las reglas with a specific rule.	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	77	Reunión de la mañana photograph	[delete card mini]	[deleted card mini]
Editorial Change	Publisher	Teacher	9780768585513	77	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted text]
Editorial Change	Publisher	Teacher	9780768585513	77	Below Vocabulario box	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	77	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion icon] Don’t forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Duplicate Editorial Change	Publisher	Teacher	9780768585537	77	Canta, rima y exprésate: mini	[Update mini]	[Updated mini. See Row 15 above.]
Editorial Change	Publisher	Teacher	9780768585537	77	Canta, rima y exprésate: bullets	<ul style="list-style-type: none"> • Señale la palabra ciudad. Los trenes viajan de una ciudad a otra. Una ciudad es un lugar donde viven muchas personas. • Demuestre algunos movimientos a los niños. Extienda la mano izquierda abierta para representar una ciudad. Luego represente con la mano derecha un tren que se mueve hasta llegar a la “ciudad”. Pida a los niños que repitan sus movimientos. Cuando escuchemos la palabra ciudad, hagamos que nuestro tren se detenga en la ciudad. • Reproduzca la canción y pida a la clase que cante con usted. Cuando canten “va para la ciudad”, realice el movimiento. 	<ul style="list-style-type: none"> • Diga a los niños que los trenes son un modo de desplazarse de un lado a otro. • Represente para los niños un tren saliendo de una ciudad y desplazándose hasta llegar a otra, enfatizando las frases: “Ya viene sí, ya viene aquí,/ y se va haciendo así, ya se va, para allá”. • Reproduzca la canción y pida a la clase que cante con usted. Cuando canten estos versos, realice el movimiento.

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Editorial Change	Publisher	Teacher	9780768585537	77	English wrap: Canta, rima y exprésate, bullets	<ul style="list-style-type: none"> Point to the word ciudad. (See Spanish.) Model some movements for children. Hold out your left arm to make a “city.” Then have your right hand be a train that goes towards the “city.” Ask children to echo your movements. (See Spanish.) Play the recording and have the class sing along. Perform the movement on (See Spanish.) 	<ul style="list-style-type: none"> Tell children trains are a way to move from one place to another. Model a train leaving one city and moving until arriving at another, emphasizing the phrases (See Spanish.) Play the recording and have the class sing along. Perform the movement on those verses.
Editorial Change	Publisher	Teacher	9780768585537	77	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion icon] La rueda del movimiento Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	77	Above Apoyo diferenciado	[insert missing text]	[insert Wheel of Motion icon] La rueda del movimiento No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	79	Pronombres personales y posesivos	<p>Él/Ella quiere mucho a abuelo. Ella/Él ayuda a Eva a amarrarse los zapatos. Pida a los niños que escojan el pronombre correcto entre las dos opciones.</p>	<p>Él/Ella quiere mucho a Abuelo. Ella/Él ayuda a Eva a amarrarse los zapatos. Pida a los niños que escojan el pronombre personal correcto entre las dos opciones. Luego, lea la siguiente oración y pida a los niños que escojan el pronombre posesivo correcto. Ayúdelos si es necesario. Axel ayuda a amarrar unos zapatos. Los zapatos no son (míos/suyos). Son de Eva.</p>
Editorial Change	Publisher	Teacher	9780768585551	79	English wrap: Personal and Possessive Pronouns	Have children choose the correct pronoun from the two choices.	Have children choose the correct personal pronoun from the two choices. Then read the following sentence and ask children to choose the correct possessive pronoun. Help them as needed. (See Spanish).
Editorial Change	Publisher	Teacher	9780768585568	79	Under Verificar la comprensión box	[Insert missing text]	[Insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585568	79	English wrap: Bottom section	[Insert missing text]	[Insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585483	80	RevitalizaCentros	[insert text]	(págs. R • 185–R • 203)
Editorial Change	Publisher	Teacher	9780768585483	80	Matemáticas: Contar, song	Contaremos hasta cinco, hasta cinco, hasta cinco. Contaremos hasta cinco, ¡uno, dos, tres, cuatro, cinco! (muestre uno, dos, tres, cuatro y cinco dedos)	Hasta cinco contaré, ¡ya verás qué fácil es! "Uno, dos, tres", ya conté. "Cuatro y cinco", y terminé. Hasta cinco ya conté. Si yo puedo, tú podrás.
Editorial Change	Publisher	Teacher	9780768585483	80	Hacer conexiones entre las lenguas	Contaremos hasta cinco se dice We will count to five.	Hasta cinco contaré se dice I will count to five.
Editorial Change	Publisher	Teacher	9780768585520	81	Es la hora de la merienda	Pida a los niños que saquen los bocaditos que quieran de bandejas con cinco bocaditos. Pregunte a los niños cuántos bocaditos están sacando. Luego, pregúnteles cuántos bocaditos quedan en la bandeja.	Pida a los niños que saquen bocaditos de una bandeja. Coloque cinco bocaditos en una bandeja y pida a un niño que saque uno. Pregunte: ¿Cuántos bocaditos quedan? Pase la bandeja al próximo niño y repita. Cuando la bandeja esté vacía, ponga cinco bocaditos más en la bandeja y continúe.
Editorial Change	Publisher	Teacher	9780768585520	81	Below added Es la hora de la merienda box	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585520	81	English wrap: Under Snack time section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	82	Below Outdoor Play section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	82	Below Juegos al aire libre box	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585506	82	Resultados del aprendizaje	[insert text]	[Insert new bullet after X.A.1.a with the following text] navega a través de aplicaciones digitales de aprendizaje. [TX icon] X.A.1.b

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Editorial Change	Publisher	Teacher	9780768585506	82	Lo que usted necesita	Cubo con puntos	Patrones: Tarjeta de puntos
Editorial Change	Publisher	Teacher	9780768585551	82	Bow-wow subhead	Bow-wow	Guau, guau
Editorial Change	Publisher	Teacher	9780768585544	82	English wrap: Insert below Outdoor play	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	82	Below Juegos al aire libre	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768587203	82	Usar los resultados de la evaluación chart	[Insert last row]	[Col 1:] Más/Menos [Col 2:] No puede identificar más o menos [Col 3:] Puede identificar más o menos [Col 4:] Puede identificar más y menos
Editorial Change	Publisher	Teacher	9780768585551	83	Leamos	Uso del lenguaje oral	Pronombres posesivos
Editorial Change	Publisher	Teacher	9780768585551	83	Let's Read	Verbal Usage	Possessive Pronouns
Editorial Change	Publisher	Teacher	9780768585490	84	Above Vocabulario académico	[insert head]	Vocabulario del concepto sabor
Editorial Change	Publisher	Teacher	9780768585490	84	Vocabulario académico	sabor	[deleted word]
Editorial Change	Publisher	Teacher	9780768585490	84	Vocabulario académico	respetar	[deleted word]
Duplicate Editorial Change	Publisher	Teacher	9780768585483	85	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See row 8 above.]
Editorial Change	Publisher	Teacher	9780768585483	85	Canta, rima y exprésate: last bullet	[delete text] Adapte la letra de la canción para incluir alguna regla que los niños hayan mencionado. Reemplace "aprendemos juntos" con la actividad y "siguiendo las reglas" con la regla.	[deleted]
Editorial Change	Publisher	Teacher	9780768585483	85	English wrap: Canta, rima y exprésate	[delete text] Adapt the lyrics to include a rule children mentioned during the discussion. Replace aprendemos juntos with the activity and siguiendo las reglas with the rule.	[deleted]
Editorial Change	Publisher	Teacher	9780768585513	85	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted text]
Duplicate Editorial Change	Publisher	Teacher	9780768585537	85	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 15 above.]
Editorial Change	Publisher	Teacher	9780768585537	85	Canta, rima y exprésate: first bullet, first sentence	Diga el verso "va para la ciudad" y repita el movimiento del tren de ayer.	Diga los versos "Ya viene sí, ya viene aquí, /y se va haciendo así, ya se va, para allá"
Editorial Change	Publisher	Teacher	9780768585537	85	English wrap: Canta, rima y exprésate, first bullet, first sentence	Say the lyric (See Spanish.)	Say the verses (See Spanish.)
Editorial Change	Publisher	Teacher	9780768587203	85	Conocimiento del alfabeto: 6th column	x /ks/	x /s/
Editorial Change	Publisher	Teacher	9780768585513	86	Resultados del aprendizaje	[delete ELL outcome] II.E.7.b El niño usa frases simples para comunicar significado en las situaciones sociales.	[deleted text]
Editorial Change	Publisher	Teacher	9780768585483	87	Space below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	87	English wrap: last paragraph	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585483	87	Vocabulario del tema box	[Insert term]	diferente
Editorial Change	Publisher	Teacher	9780768585483	87	Vocabulario académico box	[delete text] diferente	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	89	English wrap: bottom section	[English wrap] [insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	89	Above Apoyo diferenciado	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.

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Editorial Change	Publisher	Teacher	9780768585513	89	Resultados del aprendizaje	El niño usa objetos concretos, crea modelos en imágenes y comparte un problema con un planteamiento oral para agregar hasta 5 objetos. V.B.1.a; V.B.1.b; V.B.1.c	El niño usa objetos concretos para agregar hasta 5 objetos. V.B.1.a
Editorial Change	Publisher	Teacher	9780768585568	89	Under Lo que usted necesita box	Vocabulario académico contar dispositivos digital herramienta imprimir tecnología	Vocabulario académico contar imprimir
Editorial Change	Publisher	Teacher	9780768585490	90	English wrap: Nuestros sentidos head	Nuestros sentidos	Our Senses
Editorial Change	Publisher	Teacher	9780768585490	90	Seres vivos: head	Seres	Los seres
Editorial Change	Publisher	Teacher	9780768585544	90	Juegos al aire libre: Title and text	Animal encantado Escoja a uno de los niños para que sea el “encantador”. El “encantador” trata de “encantar” a los otros niños al tocarlos. Cuando un niño es encantado, debe quedarse quieto y posar como un animal hasta que otro compañero que no esté encantado lo “desencante” al tocarlo.	"La lleva" de animales Escoja a uno de los niños para que sea quien “la lleva”. El que “la lleva” trata de “congelar” a los otros niños al tocarlos. Cuando un niño está congelado, debe quedarse quieto y posar como un animal hasta que otro compañero que no esté congelado lo “descongele” al tocarlo.
Editorial Change	Publisher	Teacher	9780768585544	90	English wrap: Outdoor Play, Title and text	Charmed Animal Choose one child to be the “charmer.” The child who is the “charmer” tries to “charm” the other children. When a child is charmed, they must freeze and pose like an animal until another player, who has not been charmed, “uncharms” them by touching them.	Animal Freeze Tag Choose one child to be “it.” The child who is “it” tries to tag the other children. When a child is tagged, they must freeze and pose like an animal until another player, who has not been tagged, unfreezes them.
Editorial Change	Publisher	Teacher	9780768587203	90	Habilidades para contar subtitle	Percibir patrones numéricos, Contar objetos	Percibir patrones numéricos (Contar objetos)
Editorial Change	Publisher	Teacher	9780768587203	90	Habilidades para contar, item 25, 3rd line	Si el niño no puede contar 10 objetos, coloque 8 objetos en fila y dígame al niño que los cuente de nuevo	[Sentence deleted]
Editorial Change	Publisher	Teacher	9780768585551	91	Conversemos	[insert icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585551	91	Let's Talk	[insert icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585544	92	Resultados del aprendizaje	[insert text]	interactúa cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan una meta común. I.C.4.b
Editorial Change	Publisher	Teacher	9780768585544	92	Resultados del aprendizaje	Resultado del aprendizaje	Resultados del aprendizaje
Editorial Change	Publisher	Teacher	9780768587203	92	Matemáticas: 2nd last row, columns 1-4	[Insert row under "Patrones"]	Más/Menos; No puede identificar más o menos; Puede identificar más o menos; Puede identificar más y menos
Editorial Change	Publisher	Teacher	9780768587203	95	Conocimiento del alfabeto: 6th column	x /ks/	x /s/
Duplicate Editorial Change	Publisher	Teacher	9780768585490	99	Canta, rima y exprésate: mini	[update mini]	[updated mini][See Row 10 above]
Editorial Change	Publisher	Teacher	9780768585490	99	Canta, rima y exprésate: last bullet	Pida a los niños que participen en la actividad musical cantando con usted y representando las palabras leemos, jugamos, disfrutamos.	Pida a los niños que participen en la actividad musical cantando con usted y representando la palabra amor poniendo sus manos sobre su corazón.
Editorial Change	Publisher	Teacher	9780768585490	99	English wrap: Canta, rima y exprésate, last bullet	Have children participate in the music activity by singing with you then acting out the words leemos, jugamos, disfrutamos.	Have children participate in the music activity by singing with you then acting out the word amor putting their hands over their heart.
Editorial Change	Publisher	Teacher	9780768585568	99	Reunión de la mañana: item 1	Asistencia Muestre una a una las Tarjetas del alfabeto. Pida a los niños cuyos nombres comiencen con la misma letra del objeto de la imagen que coloquen sus nombres en el cartel de asistencia.	Asistencia Pida a los niños que se turnen para colocar sus Tarjetas de nombre en el cartel de asistencia. Juntos, cuenten la cantidad de niños que asistieron a clase y luego compárela con la cantidad de niños que están ausentes hoy.
Editorial Change	Publisher	Teacher	9780768585568	99	English wrap: Morning Meeting, item 1	Attendance Display Tarjetas del alfabeto one at a time. Have children whose names start with the same letter as the item in the picture add their name card to the Cartel de asistencia.	Attendance Have children take turns placing their Tarjetas de nombre on the Cartel de asistencia. Together, count the number of children in class, and then compare that number to the number of children that are absent today.
Editorial Change	Publisher	Teacher	9780768585568	99	Footer	[Insert footer]	Un gran pastel de luna para Estrellita
Editorial Change	Publisher	Teacher	9780768585506	100	English wrap: bottom section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.

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Editorial Change	Publisher	Teacher	9780768585506	100	Above Apoyo diferenciado	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585568	100	Resultados del aprendizaje: second bullet	• demuestra una comprensión creciente de la entonación del lenguaje. II.C.3.d	[Deleted ELL outcome]
Editorial Change	Publisher	Teacher	9780768585551	101	Pronombres personales y posesivos: Repasar, line 2	posesivos mi, tu, nuestro/nuestra y su	posesivos mío/mía, tuyo/tuya, nuestro/nuestra y suyo/suya.
Editorial Change	Publisher	Teacher	9780768585551	101	Pronombres personales y posesivos: Repasar, 1st bullet	¿Dónde está nuestra cabeza? Pida a los niños que señalen su cabeza	Toque su cabeza y diga: Esta cabeza es mía. Diríjase a un niño y tocándole la cabeza al niño, pregúntele. ¿De quién es esta cabeza? Una vez en el niño responda, haga una actividad similar con otros objetos de la clase para que practiquen los pronombres posesivos.
Editorial Change	Publisher	Teacher	9780768585551	101	Pronombres personales y posesivos: Repasar, 2nd bullet, line 3	Ella se ha puesto su gorrita negra.	Ella se ha puesto la <i>suya</i> .
Editorial Change	Publisher	Teacher	9780768585551	101	Pronombres personales y posesivos: Repasar, 3rd bullet	Pida a otros alumnos que representen esa situación cantando con los pronombres que faltan: yo/mi, tú/tu y nosotros/nuestra.	Pida a la clase que cante los siguientes versos con los pronombres él y tuya. Mi burro quiere, quiere usar tu gorra. Sí, tu gorrita negra quiere, él quiere usar la tuya.
Editorial Change	Publisher	Teacher	9780768585551	101	Vocabulary box; Vocabulario del concepto words	[insert text]	Vocabulario académico alfabeto ella letra suya tuya
Editorial Change	Publisher	Teacher	9780768585551	101	Personal and Possessive Pronouns: Review, lines 2 & 3	pronouns mi, tu, nuestro/nuestra, and su.	pronouns mío/mía, tuyo/tuya, nuestro/nuestra y suyo/suya.
Editorial Change	Publisher	Teacher	9780768585551	101	Personal and Possessive Pronouns: Review, 1st bullet	Have children point to their head.	Touch your head and say: (See Spanish.) Reach out to a child, and, touching his or her head, ask: (See Spanish.) Once the child has responded, do a similar activity using other objects in the class so that the children practice using possessive pronouns.
Editorial Change	Publisher	Teacher	9780768585551	101	Personal and Possessive Pronouns: Review, 3rd bullet	Invite other children to act out the actions and sing the missing pronouns:	Ask the class to sing the following lines with the pronouns <i>él</i> and <i>tuya</i> :
Editorial Change	Publisher	Teacher	9780768585520	101	Vocabulario académico	[delete] palabra	[deleted text]
Editorial Change	Publisher	Teacher	9780768585520	101	Vocabulario académico	partes	partes de la palabra
Editorial Change	Publisher	Teacher	9780768585520	101	Below Verificar la comprensión box	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585520	101	English wrap: Under Check for Understanding	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768587203	101	Habilidades para contar: item 25, last sentence	Si el niño no puede contar 10 objetos, coloque 5 objetos en fila y dígame al niño que los cuente de nuevo	[Sentence deleted]
Editorial Change	Publisher	Teacher	9780768587203	101	Habilidades para contar subtitle	Percibir patrones numéricos, Contar objetos	Percibir patrones numéricos (Contar objetos)
Editorial Change	Publisher	Teacher	9780768585551	103	Sentido numérico: 3rd bullet	Empiezo aquí y hago una línea curva hacia abajo y hacia la izquierda. Luego, hago una curva hacia arriba y formo un círculo en la parte de abajo.	Empiezo aquí y hago una línea curva. Luego, hago una curva hacia arriba.
Editorial Change	Publisher	Teacher	9780768585551	103	Lo que usted necesita	[insert text]	Vocabulario académico número seis
Editorial Change	Publisher	Teacher	9780768585551	103	Below Es la hora de la merienda	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	103	English wrap: Snack Time, below Participation	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585513	103	Agregar: Desarrollar	Muestre las págs. 6 y 7 del superlibro Sobre el puente de Aviñón. Cuente en voz alta las aves. Uno, dos, tres. Luego, cuente los patos. Uno. ¿Cuántas aves y patos hay en total? 3 y 1 es igual a 4. Cuente las aves y los patos.	Muestre la pág. 16 del superlibro Sobre el puente de Aviñón. Cuente en voz alta los pescados. Uno, dos, tres. Luego, cuente los patos. Uno. ¿Cuántos pescados y patos hay en total? 3 y 1 es igual a 4. Cuente los pescados y los patos.
Editorial Change	Publisher	Teacher	9780768585544	103	Captar el interés	del superlibro	de La liebre y la tortuga

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Editorial Change	Publisher	Teacher	9780768585544	103	English wrap: Engage	the superlibro	La liebre y la tortuga
Editorial Change	Publisher	Teacher	9780768585544	103	Resultados del aprendizaje	compara informalmente los pesos de los objetos o de las personas. V.D.3.a	compara informalmente los pesos de los objetos o de las personas. V.D.3.a, V.D.3.b
Editorial Change	Publisher	Teacher	9780768585551	104	Vocabulario del tema	[insert text]	Vocabulario académico clave familia familias
Editorial Change	Publisher	Teacher	9780768585537	104	English wrap: Empujar y jalar, first paragraph	Sing the chant to the tune of “Shortnin’ Bread.” When you sing the word empujar, make a push motion with your hands.	Sing the rhyme to the tune “Frère Jacques.” When you sing the words jalo and empujo, make movements with your arms.
Editorial Change	Publisher	Teacher	9780768585537	104	English wrap: bullet 3, line 4	directions of how	directions for how
Editorial Change	Publisher	Teacher	9780768585537	104	Círculo de Ciencias: Empujar y jalar	Cante la canción con la melodía de “Shortnin’ Bread”. Cuando cante la palabra empujar, haga el movimiento de empujar con sus manos.	Cante la canción con la melodía de “Frère Jacques”. Cuando cante las palabras jalo y empujo, haga los movimientos con sus brazos.
Editorial Change	Publisher	Teacher	9780768585537	104	Círculo de Ciencias: Empujar y jalar, blue font	Si quiero mover algo de aquí para allá, lo empujo y lo jalo hacia el nuevo lugar. Empujo el carrito de compras de mi abuela, lo empujo y lo jalo por todo el mercado. Si quiero mover algo de aquí para allá, lo empujo y lo jalo hacia el nuevo lugar.	Jalo el carrito colina abajo. ¿Puedes jalar? ¿Puedes jalar? ¡Puedo jalar el carrito! ¡Puedo jalar el carrito! Colina abajo, colina abajo. Empujo el carrito colina arriba. ¿Puedes empujar? ¿Puedes empujar? ¡Puedo empujar el carrito! ¡Puedo empujar el carrito! Colina arriba, colina arriba.
Editorial Change	Publisher	Teacher	9780768585551	106	Vocabulario del tema	[insert text]	Vocabulario académico participación participar
Editorial Change	Publisher	Teacher	9780768585551	107	Vocabulario del tema	[insert text]	Vocabulario académico casa círculo cuadrado saludar
Editorial Change	Publisher	Teacher	9780768585568	107	Reunión de la mañana: item 2, 2nd line	Pregúnteles qué sienten respecto de sus tareas de ayudante según el estado de ánimo que tienen hoy. ¿Sus sentimientos cambian la manera en que se comportan cuando hacen sus tareas? Ayúdelos a establecer una conexión entre sus sentimientos o su estado de ánimo y su comportamiento.	Pregúnteles qué sienten cuando hacen sus tareas de ayudantes. Use marcos de oraciones para iniciar una conversación. Por ejemplo: Me siento _____ cuando _____.
Editorial Change	Publisher	Teacher	9780768585568	107	English wrap: Morning Meeting, item 2, 2nd line	Ask children how they feel about their helper jobs depending on their mood for that day. (See Spanish.) Help children make the connection to how their feelings or mood can affect their behavior.	Ask children how they feel when they do their helper jobs. Use sentence frames to initiate a discussion. For example: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585568	107	Apoyo diferenciado: 4th line	...cumplirían con sus responsabilidades de ayudantes según si están de buen humor o de mal humor. Pregúnteles si notan una diferencia en cómo actúan según cómo se sienten.	...cumplirían con sus responsabilidades de ayudantes. Anímelos a mostrar cómo se sienten acerca de su trabajo. Luego, valide sus sentimientos y comportamientos positivos. Veo que Ana parecía feliz y orgullosa por haber repartido las hojas hoy. ¡Buen trabajo, Ana!
Editorial Change	Publisher	Teacher	9780768585568	107	English wrap: Differentiated Support, 2nd line	...carry out their helper responsibilities when they are in a happy mood or when they are in a mad mood. Ask them if they notice a difference in how they act when they are feeling different ways.	...carry out their helper responsibilities. Encourage them to show how they feel about their job. Afterward, validate their feelings and positive behaviors. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585490	108	Above DIFFERENTIATED SUPPORT	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585490	108	Above DIFFERENTIATED SUPPORT	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585490	108	Resultados del aprendizaje: 4th bullet	hace	hará
Editorial Change	Publisher	Teacher	9780768585513	108	Below Lo que usted necesita	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	108	English Wrap: bottom section	[insert missing text]	[insert Wheel of Motion Icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585483	109	Transición: second sentence	Indíqueles que canten con usted esta canción sobre pedir ayuda con la melodía de “Three Blind Mice”.	Indíqueles que canten con usted esta canción sobre pedir ayuda con la melodía de “Here We Go Looby Lou”.
Editorial Change	Publisher	Teacher	9780768585483	109	Transición song	Si lo necesitas, debes preguntar: ¿Me puedes ayudar? Y no lo olvides, ¡no debes gritar! Solo pide y te ayudarán.	Pide ayuda, sí. Pide ayuda ya. No tardes en pedir. Tu maestra ayudará.

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Editorial Change	Publisher	Teacher	9780768585483	109	English wrap: Transition, second sentence	Sing this song to the tune of “Three Blind Mice.”	Sing this song about asking for help to the tune of “Here We Go Looby Lou.”
Editorial Change	Publisher	Teacher	9780768585490	109	Transición box: second text inside parenthesis	entrelazar los dedos de las manos)	(imitar ponerse el sombrero)
Editorial Change	Publisher	Teacher	9780768585551	109	Vocabulario del concepto	[insert text]	Vocabulario académico educado mundo
Editorial Change	Publisher	Teacher	9780768585513	110	La hora de los centros y de los grupos pequeños: top section	RevitalizaCentros	RevitalizaCentros (págs. R • 185–R • 203)
Editorial Change	Publisher	Teacher	9780768585513	110	English wrap: Small Group, Math: Adding	Place geoboards and rubber bands on a table. Demonstrate using small muscle control to put rubber bands on the boards to create shapes. Tell children you are going to make two sets of shapes: one set of squares and one set of triangles. Create a square on the geoboard. (See Spanish.) Make three more triangles. (See Spanish.) Have children make their own sets that will add up to 5.	Remind children that they are learning to add. Tell children you are going to draw two sets of shapes: one set of squares and one set of triangles. (See Spanish.) Draw a square. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585513	110	En grupos pequeños: Matemáticas: Agregar	Coloque geoboards y algunas ligas sobre una mesa. Demuestre cómo controlar los músculos pequeños para crear formas en los geoboards usando las ligas. Diga a los niños que deberán armar dos grupos de formas, un grupo de cuadrados y otro de triángulos. Cree un cuadrado en el geoboard. Hice un cuadrado. Ahora, haré un triángulo. Engancho una liga arriba, y luego la estiro hacia abajo y a los lados para formar un triángulo. Haga tres triángulos más. Hice cuatro triángulos. Agreguemos las formas que hicimos. 1 y 4 es igual a 5. Pida a los niños que hagan sus propios grupos de formas para agregar hasta 5.	Recuerde a los niños que están aprendiendo a agregar. Dígalos que va a dibujar dos grupos de formas: un grupo de cuadrados y un grupo de triángulos. Después agregaremos las formas. Dibuje un cuadrado. Hice un cuadrado. Ahora haré un triángulo. Dibuje un triángulo. Hice un triángulo. Luego dibuje dos triángulos más. Hice tres triángulos en total. Ahora agreguemos las formas. Un cuadrado y tres triángulos son cuatro. Trabaje con los niños para encontrar otras combinaciones de formas para agregar.
Editorial Change	Publisher	Teacher	9780768585490	111	Sentido numérico: Captar el interés	Muestre una tarjeta relámpago con 3 puntos.	Muestre una tarjeta con 3 puntos.
Editorial Change	Publisher	Teacher	9780768585490	111	Sentido numérico: Desarrollar	Diga a los niños que va a mostrar una tarjeta relámpago con un grupo de 3 puntos junto a otra tarjeta con un grupo de 2 puntos.	Diga a los niños que va a mostrar una tarjeta con un grupo de 3 puntos junto a otra tarjeta con un grupo de 2 puntos.
Editorial Change	Publisher	Teacher	9780768585490	111	Lo que usted necesita: 1st bullet	Patrones: tarjetas relámpago con 2 y 3 puntos	Patrones: tarjetas de puntos (2, 3)
Editorial Change	Publisher	Teacher	9780768585490	111	Vocabulario académico	grupos	grupo
Editorial Change	Publisher	Teacher	9780768585490	111	English wrap: Engage	Hold up a dot flashcard with 3 dots.	Hold up a dot with 3 dots.
Editorial Change	Publisher	Teacher	9780768585490	111	English wrap: Develop	Tell children you will hold up a flashcard with a set of 3 dots next to a card with a set of 2 dots.	Tell children you will hold up a card with a set of 3 dots next to a card with a set of 2 dots.
Editorial Change	Publisher	Teacher	9780768585551	111	Lo que usted necesita: insert below new Vocabulario académico box	[insert text]	Vocabulario académico número siete
Editorial Change	Publisher	Teacher	9780768585544	111	Resultados del aprendizaje	reconoce informalmente los pesos de los objetos o de las personas. V.D.3.a	reconoce y compara informalmente los pesos de los objetos o de las personas. V.D.3.a; V.D.3.b
Editorial Change	Publisher	Teacher	9780768585544	111	Practicar	peso, empezando por el más liviano	peso, del más liviano al más pesado
Editorial Change	Publisher	Teacher	9780768585490	112	Yo puedo song	Por mi cuenta. Por mi cuenta. (señalarse a uno mismo) Mira lo que puedo hacer.	Yo puedo hacerlo solo, (señalarse a uno mismo) lo sabes, lo sabes. (señalar a alguien) Yo puedo y tú lo sabes, (señalarse a uno mismo y después a alguien más)
Editorial Change	Publisher	Teacher	9780768585490	112	Yo puedo song	Mira lo que puedo hacer. (señalarse los ojos) Guardar mis juguetes. (imitar juntar cosas) La pelota patear. (imitar patear una pelota)	tú puedes también. (señalar a alguien) Ver con los ojos, (señalarse los ojos) tocar con las manos. (tocarse los hombros con las manos)
Editorial Change	Publisher	Teacher	9780768585490	112	Yo puedo song	Andar en triciclo (sostener manillares) y fotos agrupar. (poner los dedos índices hacia arriba y juntarlos) Leer un libro (poner las palmas juntas hacia arriba) "y canciones cantar. (levantar la cabeza) Por mi cuenta. Por mi cuenta. (señalarse a uno mismo)"	Yo puedo hacerlo solo, (señalarse a uno mismo) ¡y tú puedes también! (señalar a alguien)

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Editorial Change	Publisher	Teacher	9780768585490	112	English wrap: I Can, first sentence	“Three Blind Mice”	"The More We Get Together"
Editorial Change	Publisher	Teacher	9780768585551	112	Vocabulario académico	seguridad / seguro	casco cinturones de seguridad gracias seguridad seguro
Editorial Change	Publisher	Teacher	9780768585537	112	English wrap: Empujar y jalar, first paragraph	Children will sing yesterday’s “Empujar y jalar” song again. Sing the chant to the tune of “Shortnin’ Bread.” When you sing the word jalo, make a pulling motion with your hands. Have children echo the song and your movements.	Children will sing yesterday’s “Empujar y jalar” song again. Sing the rhyme to the tune of “Frère Jacques.” When you sing the words jalo and empujo, push and pull movements with your arms. Have children echo the song and your movements.
Editorial Change	Publisher	Teacher	9780768585537	112	Empujar y jalar	Los niños cantarán la misma canción que ayer, “Empujar y jalar”, con la melodía de “Shortnin’ Bread”. Cuando cante la palabra jalo, haga el movimiento de jalar con sus manos. Pida a los niños que repitan la canción y sus movimientos.	Los niños cantarán la misma canción que ayer, “Empujar y jalar”, con la melodía de “Frère Jacques”. Cuando cante las palabras jalo y empujo, haga el movimiento de jalar y empujar con sus brazos. Pida a los niños que repitan la canción y sus movimientos.
Editorial Change	Publisher	Teacher	9780768585537	112	Empujar y jalar: song	Si quiero mover algo de aquí para allá, Jalo un carro rojo con mi amigo adentro, Si quiero mover algo de aquí para allá, lo empujo y lo jalo hacia el nuevo lugar. lo hago muy feliz durante mucho tiempo. lo empujo y lo jalo hacia el nuevo lugar.	Jalo el carrito colina abajo. ¿Puedes jalar? ¿Puedes jalar? ¡Puedo jalar el carrito! ¡Puedo jalar el carrito! Colina abajo, colina abajo. Empujo el carrito colina arriba. ¿Puedes empujar? ¿Puedes empujar? ¡Puedo empujar el carrito! ¡Puedo empujar el carrito! Colina arriba, colina arriba.
Editorial Change	Publisher	Teacher	9780768585568	112	Montañas y valles: second sentence	Pida a los niños que se pongan de pie y se estiren. Indíqueles que se queden de pie y repitan la canción con la melodía de “Oh, My Darling Clementine” antes de volver a sentarse.	Pida a los niños que se pongan de pie y se estiren. Indíqueles que se queden de pie y repitan la canción con la melodía de “Go In and Out the Window”. En cuanto los niños aprendan la melodía, permita que improvisen sus movimientos.
Editorial Change	Publisher	Teacher	9780768585568	112	Montañas y valles: song	Hay montañas, hay valles, hay cañones y llanuras, accidentes geográficos y masas de agua profundas.	Las montañas son tan altas, los valles son tan bajos. Hay cañones y llanuras, ¡me encanta nuestro mundo!
Editorial Change	Publisher	Teacher	9780768585568	112	Mountains and Valleys: second sentence	Have children stand and stretch. Have them remain standing and repeat the song sung to the tune of “Oh, My Darling Clementine” before sitting again. (See Spanish.)	Have them remain standing and repeat the song sung to the tune of “Go In and Out the Window.”
Editorial Change	Publisher	Teacher	9780768585551	114	Vocabulario académico	seguridad / seguro	cuento nosotros mismos participar seguridad seguro
Editorial Change	Publisher	Teacher	9780768585544	114	Resultados del aprendizaje	[insert bullet and text]	se comunica cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan un plan común. I.C.4.c
Editorial Change	Publisher	Teacher	9780768585568	114	Transición: teacher script	Sonrió si estoy contento. Frunzo el ceño si estoy triste. Si estoy enojado, cuento hasta 10 y me calmo.	Sonrió si estoy contento. (sonreír) Frunzo el ceño si estoy triste. (fruncir el ceño) Si estoy enojado, cuento hasta 10 y me calmo. (levantar los dedos mientras cuentan hasta 10)
Editorial Change	Publisher	Teacher	9780768585551	115	Below Vocabulario del tema	[insert text]	Vocabulario académico compartir diferente especial igual tiempo
Duplicate Editorial Change	Publisher	Teacher	9780768585551	115	Canta, rima y exprésate mini	[update mini]	[Updated mini. See Row 13 above.]
Editorial Change	Publisher	Teacher	9780768585551	115	Amar y cuidar: 3rd sentence	¿Cómo los <i>cuidó</i> su familia hoy?	¿Quién de su familia los <i>cuidó</i> hoy?
Editorial Change	Publisher	Teacher	9780768585568	115	Under Lo que usted necesita box	[Insert missing text]	[Insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585568	115	English wrap: bottom section	[Insert missing text]	[Insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585483	116	English wrap: insert as last paragraph	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.

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Editorial Change	Publisher	Teacher	9780768585483	116	Lo que usted necesita box	[insert last bullet]	Tarjeta Hablar más sobre el tema: Un gran día para Oso
Editorial Change	Publisher	Teacher	9780768585483	116	Insert below Lo que usted necesita box	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	117	English wrap: bottom section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	117	Above Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	117	Vocabulario del concepto	[insert text]	Vocabulario académico combinar ilustración
Editorial Change	Publisher	Teacher	9780768585551	119	Lo que usted necesita, insert below	[insert text]	Vocabulario académico después número ocho
Editorial Change	Publisher	Teacher	9780768585537	119	Vocabulario académico	[delete text] apilar	[deleted]
Editorial Change	Publisher	Teacher	9780768585537	119	Es la hora de la merienda box	Crear formas Sirva los bocaditos en una lata o caja limpia. Muestre cómo usar el lenguaje matemático para describir las formas. Luego, ayude a los niños a usar el lenguaje matemático para describir las formas. Hágales preguntas, como ¿Qué formas ven? ¿Pueden señalar una cara? ¿El recipiente tiene esquinas? ¿Cuántas? ¿Qué forma tiene lados curvos?	Hablar sobre formas Mientras los niños comen su merienda, muéstreles una caja grande de pañuelos de papel. Haga preguntas sobre la caja como: ¿Qué formas ven? ¿Pueden señalar una esquina? Si tiene algo que tenga la forma de un cilindro, muéstrenlo. Haga preguntas a los niños sobre el objeto, como por ejemplo, ¿Este recipiente tiene alguna esquina? ¿Y un lado curvo?
Editorial Change	Publisher	Teacher	9780768585537	119	English wrap: Snack Time	Create Shapes Serve the children's snacks in a clean box or a can. Model using mathematical language to describe the shapes. Then have children use mathematical language to describe the shapes. Ask questions, such as (See Spanish.)	Talk About Shapes While children eat their snacks, show them a long tissue box. Ask them questions about the box, such as: (See Spanish.) If you have something that is shaped like a cylinder, show that. Ask children questions about it, such as: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585544	119	Resultados del aprendizaje	reconoce informalmente los pesos de los objetos o de las personas. V.D.3.a	reconoce y compara informalmente los pesos de los objetos o de las personas. V.D.3.a; V.D.3.b
Editorial Change	Publisher	Teacher	9780768585568	119	Es la hora de la merienda section	Una vez que los niños estén sentados con sus bocaditos, explique la siguiente situación: Jack está molesto porque trajo una manzana en lugar de un plátano como bocadito. Él está llorando y tirando la comida. ¿Es esa una forma adecuada de comportarse? ¿Cómo puede Jack cambiar su comportamiento? Durante la merienda, pida a los niños que comenten cómo disminuirían la intensidad de la emoción que muestra Jack. Después de que los niños hayan terminado su merienda, pídeles que representen la situación.	Mientras los niños están sentados juntos disfrutando de sus bocaditos, ofrezca validación cuando observe que los niños intentan disminuir la intensidad de sus emociones de manera apropiada. Guíelos según sea necesario. Teo, me gustó cómo dejaste de gritar y luego pediste ayuda cuando no podías abrir tu botella de agua. Jenna, te vi respirar hondo e intentar amarrarte los zapatos otra vez. ¡Buen trabajo!
Editorial Change	Publisher	Teacher	9780768585568	119	English wrap: Snack Time section	After children are seated with their snacks, give them the following scenario: (See Spanish.) During snack time, have children talk about how they could decrease the intensity of emotion displayed by Jack. After children have finished their snack, have them role-play the scenario.	As children sit together and enjoy their snacks, offer validation when you observe children attempting to decrease the intensity of their emotions in appropriate ways. Provide guidance as needed. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585551	120	Vocabulario académico	cerrar seguridad seguro	accidentes cerrar responsable seguridad seguro
Editorial Change	Publisher	Teacher	9780768585551	122	Vocabulario de tema, insert below	[insert text]	Vocabulario académico incluir participación patrones
Duplicate Editorial Change	Publisher	Teacher	9780768585490	123	Tarjeta de vocabulario: mini	[replace Vocabulary Card mini]	[replaced mini with updated SRS mini][See Row 10, Col L above]
Editorial Change	Publisher	Teacher	9780768585490	123	Canta, rima y exprésate: last bullet	Guíe a los niños para que canten. Anímelos a participar en la actividad. Reemplace palabras de acción por actividades que los niños hayan nombrado, como cantar, comprar y caminar.	Guíe a los niños para que canten y discuta actividades que a los niños les guste hacer con sus familias.

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Editorial Change	Publisher	Teacher	9780768585490	123	English wrap: Canta, rima y exprésate, last bullet	Lead children in singing. Encourage them to participate in the activity. Substitute action words for activities children have named, such as cantar, comprar, and caminar.	Lead the children singing and then discuss activities that children like to do with their families.
Editorial Change	Publisher	Teacher	9780768585551	123	Lo que usted necesita: last bullet	Cartel de ayudantes	Cartel de ayudantes, Tabla de T
Editorial Change	Publisher	Teacher	9780768585551	123	Vocabulario del tema, insert below	[insert text]	Vocabulario académico chaqueta lluvia paraguas
Editorial Change	Publisher	Teacher	9780768585551	123	Vocabulario académico, insert below	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	123	English wrap: Pledge of Allegiance, insert below	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585483	124	English wrap: Connect, lines 1 & 2	Read More About It Hello School!	Leer más sobre el tema ¡Hola, escuela!
Editorial Change	Publisher	Teacher	9780768585483	124	Apoyo diferenciado box: bullet 1, line 2	sobre la palabra	sobre la palabra escuela
Editorial Change	Publisher	Teacher	9780768585490	124	English wrap: SEL head	[insert text]	Leer más sobre el tema:
Editorial Change	Publisher	Teacher	9780768585490	124	Aprendizaje social y emocional: head	[insert text]	Leer más sobre el tema:
Editorial Change	Publisher	Teacher	9780768585568	124	Resultados del aprendizaje: First bullet	[Insert text]	• investiga la entonación del lenguaje. II.C.3.b
Editorial Change	Publisher	Teacher	9780768585568	124	Resultados del aprendizaje: Last 3 bullets	<ul style="list-style-type: none"> • ofrece sugerencias para revisar (agregar [a]) los borradores hechos por la clase. IV.B.2.e • ofrece sugerencias para revisar (sacar [de]) los borradores hechos por la clase. IV.B.2.f • ofrece sugerencias para revisar (cambiar el orden [de]) los borradores hechos por la clase. IV.B.2.g 	• ofrece sugerencias para editar (convenciones) los borradores hechos por la clase. IV.B.2.h
Editorial Change	Publisher	Teacher	9780768585483	125	Conocimiento del alfabeto: bullet 3, last line	cada trazo. Repita el ejercicio.	cada trazo. Pida a los niños que tracen la letra en el aire.
Editorial Change	Publisher	Teacher	9780768585483	125	English wrap: Alphabet Knowledge, bullet 3, line 3	each stroke. Repeat for	each stroke. Have children write the letter in the air. Repeat for
Editorial Change	Publisher	Teacher	9780768585551	125	Estructura de las oraciones: lines 9, 10 & 11	Ian sabe que Papá cuida de él porque Papá prepara la cena todas las noches.	[Blue scripting font and NO itals] Ian sabe que Papá cuida de él porque Papá prepara la cena todas las noches.
Editorial Change	Publisher	Teacher	9780768585551	125	Vocabulario del concepto, insert below	[insert text]	Vocabulario académico combinar detalles idea oraciones porque
Editorial Change	Publisher	Teacher	9780768585537	125	Verificar la comprensión: insert below	[insert missing text]	[insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585537	125	Below Check for Understanding	[insert missing text]	[insert Wheel of Motion icon] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	125	Transición chant	Invítelos a repetir cada línea de la siguiente canción. Luego, vuelva a cantarla con piloto y avión. Soy el conductor, al volante del camión. Voy a conducir. Alegre, alegre, alegre, por toda la ciudad.	Invítelos a repetir cada línea de la siguiente canción con la melodía de "Twinkle, Twinkle, Little Star". Luego, vuelva a cantarla con piloto y avión. Soy el conductor y voy al volante del camión. Voy alegre a conducir por aquí y por allá. Soy el conductor y voy al volante del camión.
Editorial Change	Publisher	Teacher	9780768585537	125	English wrap: Transition	Ask children to echo each line of the chant. Then sing the chant again with piloto and avión. (See Spanish.)	Ask children to echo each line of the chant to the melody of "Twinkle, Twinkle, Little Star." Then sing the chant again with piloto and avión. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585544	125	Transición title	Cinco hojitas	Movimientos de animales
Editorial Change	Publisher	Teacher	9780768585544	125	English wrap: Transition title	Five Little Leaves	Animal Moves

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Editorial Change	Publisher	Teacher	9780768585483	126	La hora de los centros: line 1	Use RevitalizaCentros para	Use RevitalizaCentros (págs. R • 185–R • 203) para
Editorial Change	Publisher	Teacher	9780768585483	126	En grupos pequeños: right column, Apoyo para los estudiantes bilingües, second paragraph, line 3	repetir la actividad para ayudar	repetir la actividad de conteo con la rima "Five Little Ducks" para ayudar
Editorial Change	Publisher	Teacher	9780768585483	126	English wrap: En grupos pequeños section, right column, Apoyo para los estudiantes , second paragraph, line 3	you may repeat the duck activity to help children observe that the letter	you may repeat the counting activity using the rhyme "Five Little ducks" to help children observe that the letter
Editorial Change	Publisher	Teacher	9780768585551	127	Lo que usted necesita, insert below	[insert text]	Vocabulario académico nueve número objetos
Editorial Change	Publisher	Teacher	9780768585551	127	Lo que usted necesita box: Sentido numérico, Verificar la comprensión (throughout)	Tarjetas numéricas	Tarjetas de números
Editorial Change	Publisher	Teacher	9780768585551	127	English wrap: Number Sense and Check for Understanding (throughout)	Tarjetas numéricas	Tarjetas de números
Editorial Change	Publisher	Teacher	9780768585568	127	Es la hora de la merienda section	Sentimientos y comportamientos Explique a los niños la siguiente situación: Annie está muy entusiasmada porque su abuela vendrá de visita. No para de hablar de la visita de la abuela, y eso está interrumpiendo la clase. ¿Cómo puede cambiar Annie su comportamiento? Durante la merienda, pida a los niños que comenten cómo podrían disminuir la intensidad de las emociones de Annie. Cuando los niños hayan terminado la merienda, pídeles que representen la situación.	Más tiempo, menos tiempo Jueguen un juego de pulgares arriba, pulgares abajo. • Diga un enunciado y pida a los niños que muestren el pulgar hacia arriba si el enunciado es verdadero. Pídeles que muestren el pulgar hacia abajo si el enunciado es falso. • Por ejemplo, diga: Toma más tiempo peinarse que vestirse por la mañana. Toma menos tiempo cepillarse los dientes que bañarse. Toma más tiempo caminar a la escuela que conducir a la escuela. • Cuando los niños se sientan cómodos jugando, invite a algunos voluntarios a turnarse para decir más enunciados.
Editorial Change	Publisher	Teacher	9780768585568	127	English wrap: Snack Time section	Feelings and Behaviors Give children the following scenario: (See Spanish.) During snack have children talk about how they could decrease the intensity of emotion displayed by Annie. After children have finished their snack, have them role-play the scenario.	More Time, Less Time Play a game of Thumbs-Up, Thumbs-Down. • Say a statement and have children show thumbs-up if the statement is true. Have them show thumbs-down if the statement is false. • For example, say: (See Spanish.) • When children are comfortable playing the game, invite volunteers to take turns making up statements.
Editorial Change	Publisher	Teacher	9780768585551	128	Lo que usted necesita: 1st bullet	Modelos de plástico o imágenes de aparatos portátiles	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	128	Lo que usted necesita: 3rd bullet	saltar o aros	saltar, aros o tiza para la acera
Editorial Change	Publisher	Teacher	9780768585551	128	Lo que usted necesita: 5th bullet	Tiza para la acera	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	128	Vocabulario académico	seguro	aplicación dispositivo herramientas digitales navegar seguro
Editorial Change	Publisher	Teacher	9780768585520	128	English wrap: Good Nutrition Habits, Develop	Show children the My Plate picture from www.choosemyplate.gov . Point out that half the plate is fruit and vegetables.	Find a sample plate of food online that shows how much of each food group should be eaten each day. Display it, and point out that about half the plate is fruit and vegetables.
Editorial Change	Publisher	Teacher	9780768585520	128	Lo que usted necesita: 4th bullet	[delete text] <bullet> Gráfico de MyPlate de www.choosemyplate.gov de la USDA	[deleted text]
Editorial Change	Publisher	Teacher	9780768585520	128	Buenos hábitos de nutrición: Desarrollar	Muestre a los niños la figura del plato de www.choosemyplate.gov . Señale que la mitad del plato tiene frutas y verduras.	Busque en línea un ejemplo de plato de comida que muestre qué cantidad de cada grupo de alimentos se debe comer al día. Muéstrela y señale que casi la mitad del plato son frutas y verduras.
Editorial Change	Publisher	Teacher	9780768585520	128	Buenos hábitos de nutrición: Desarrollar	Cada día necesitamos comer principalmente frutas y verduras. Deberíamos beber algo de leche y comer un poco de queso o yogur para tener huesos fuertes. Comer un poco de carne roja o pescado y también algunos granos integrales, como cereales o pan de trigo. Estos son los alimentos diarios.	Cada día debemos comer frutas y verduras, queso o yogur, algo de carne o pescado, y algunos granos enteros, como cereales o pan de trigo. También debemos tomar un poco de leche. Estos son los alimentos diarios porque debemos comerlos todos los días.

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Editorial Change	Publisher	Teacher	9780768585537	128	Lo que usted necesita	[insert text]	Bloques de atributos
Editorial Change	Publisher	Teacher	9780768585537	128	Empujar o jalar, line 1	Pida a los niños salten en un pie cuatro veces y luego que salten y se agachen dos veces.	Pida a los niños que salten en un pie cuatro veces y luego que salten y se agachen dos veces.
Editorial Change	Publisher	Teacher	9780768585537	128	El movimiento de los objetos: Captar el interés; line 6	Hagan como que están rebotando una pelota.	Jueguen a que están rebotando una pelota.
Editorial Change	Publisher	Teacher	9780768585544	128	English wrap: below Outdoor Play	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	128	Below Juegos al aire libre	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585506	129	¡A moverse!: Salió la flor	La canción de este juego se canta con la melodía de "Pop Goes the Weasel". <ul style="list-style-type: none"> • Pida a los niños que formen un círculo y que un niño se siente en el medio. • Pida a los niños que canten la siguiente estrofa con la melodía de "Pop Goes the Weasel". Cántela usted primero. Primavera, planta nueva, los insectos vuelan, esperando ver una flor. ¡Salió la flor! 	<ul style="list-style-type: none"> • Pida a los niños que formen un círculo y que un niño se siente en el medio. • Demuestre esta ronda para los niños mientras caminan en círculo tomados de la mano. En la tierra plantamos una semilla. La ayudan a crecer la luz y el calor. La lluvia que cae, el sol cuando brilla... ¡Y sale una flor!
Editorial Change	Publisher	Teacher	9780768585506	129	English wrap: Let's move, Pop Goes the Flower	Play a game similar to "Pop Goes the Weasel." <ul style="list-style-type: none"> • Have children stand in a circle with one child sitting in the center. • Ask children to sing the following to the tune of "Pop Goes the Weasel." Model for students first. (See Spanish.) 	<ul style="list-style-type: none"> • Have children stand in a circle with one child sitting in the center. • Model the following chant for children as you all hold hands and walk in a circle. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585513	129	Leamos: Sílabas, 1st paragraph	Vamos a usar "Las visitas de una veterinaria" para segmentar sílabas.	Guíe a los niños para que marquen las sílabas de las palabras de "Las visitas de una veterinaria" aplaudiendo.
Editorial Change	Publisher	Teacher	9780768585513	129	Leamos: Sílabas, last paragraph	Busquen dos palabras de cada página para aplaudir y segmentar las sílabas.	Busque dos palabras en cada página para marcar las sílabas aplaudiendo.
Editorial Change	Publisher	Teacher	9780768585513	129	English wrap: Let's Read, Syllables	(See Spanish.)	Lead children in clapping the syllables of words in "Las visitas de una veterinaria." (See Spanish.) Find two words on each page to clap.
Editorial Change	Publisher	Teacher	9780768585568	129	Conversemos: subtitle	Controlar las emociones	Hablar de los sentimientos
Editorial Change	Publisher	Teacher	9780768585568	129	Conversemos: last paragraph	Permita a varios niños que comenten cómo su estado de ánimo fue más o menos intenso y por qué cambió.	Use marcos de oraciones para iniciar la conversación. Por ejemplo: Cuando llegué a la escuela, me sentí _____. Luego me sentí _____ cuando _____. Ahora me siento _____.
Editorial Change	Publisher	Teacher	9780768585568	129	English wrap: Let's Talk, 1st line	Controlling Emotions	Talking About Feelings
Editorial Change	Publisher	Teacher	9780768585568	129	English wrap: Let's Talk, 4th line	Allow other children to speak, too, sharing how their mood became more or less intense and why it changed.	Use sentence frames to initiate discussion. For example: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585551	130	Vocabulario del tema, insert below	[insert text]	Vocabulario académico día tiempo
Editorial Change	Publisher	Teacher	9780768585520	130	5 x 5 subhead	Contar objetos	Más y menos
Editorial Change	Publisher	Teacher	9780768585544	130	Resultados del aprendizaje	interactúa cada vez más con sus compañeros para iniciar situaciones de juegos de simulación que compartan un plan común. I.C.4.a	Demuestra preocupación por los demás. I.C.6.b
Editorial Change	Publisher	Teacher	9780768585551	131	Vocabulario académico, insert below	[insert text]	protector solar trueno tiempo
Editorial Change	Publisher	Teacher	9780768585544	132	Resultados del aprendizaje	[insert text]	usualmente sigue instrucciones de tres pasos II.A.2.b
Editorial Change	Publisher	Teacher	9780768585568	132	Resultados del aprendizaje: Last 3 bullets	<ul style="list-style-type: none"> • ofrece sugerencias para revisar (agregar [a]) los borradores hechos por la clase. IV.B.2.e • ofrece sugerencias para revisar (sacar [de]) los borradores hechos por la clase. IV.B.2.f • ofrece sugerencias para revisar (cambiar el orden [de]) los borradores hechos por la clase. IV.B.2.g 	<ul style="list-style-type: none"> • ofrece sugerencias para editar (convenciones) los borradores hechos por la clase. IV.B.2.h
Editorial Change	Publisher	Teacher	9780768585551	133	Vocabulario del concepto	Repasar	Verificar la comprensión
Editorial Change	Publisher	Teacher	9780768585551	133	English wrap: Concept Vocabulary	Review	Check for Understanding

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Editorial Change	Publisher	Teacher	9780768585551	133	Vocabulario del concepto	[insert text]	Vocabulario académico combinar diferente oraciones parecido poner juntas
Editorial Change	Publisher	Teacher	9780768585483	135	Es la hora de la merienda: line 7	Hola escuela?	[italics] Cómo me siento hoy?
Editorial Change	Publisher	Teacher	9780768585483	136	English wrap: title	Science Circle	Technology Circle
Editorial Change	Publisher	Teacher	9780768585506	136	English wrap: Environments, Practice, last section	What is the weather like today? What clothing did you put on when you got dressed this morning? What was the weather like yesterday? What clothing did you wear yesterday? What do you think the weather will be like tomorrow? If it's cold and rainy outside, what clothing might you wear?	(See Spanish.)
Editorial Change	Publisher	Teacher	9780768585537	136	Tecnología title	Tecnología	Círculo de Tecnología
Editorial Change	Publisher	Teacher	9780768585537	136	English wrap: Technology title	Technology	Technology Circle
Editorial Change	Publisher	Teacher	9780768585537	136	Lo que usted necesita	Juego en línea...	[deleted text] Juego en línea...
Editorial Change	Publisher	Teacher	9780768585513	137	Below Es la hora de descansar	[insert missing text]	[insert Wheel of Motion Icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	137	English wrap: bottom section	[Insert missing text]	[insert Wheel of Motion Icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585551	138	Lo que usted necesita: 3rd bullet	Javi	[deleted Javi]
Editorial Change	Publisher	Teacher	9780768585551	138	Vocabulario académico	seguro	día luz noche oscuro seguro tiempo
Editorial Change	Publisher	Teacher	9780768585483	141	1st col. Círculo de tecnología. Juegos al aire libre	Votar juegos	Seguir las reglas
Editorial Change	Publisher	Teacher	9780768585483	141	English wrap: Technology Circle, Outdoor Play	Vote for games	Follow Rules
Duplicate Editorial Change	Publisher	Teacher	9780768585483	145	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 9 above.]
Editorial Change	Publisher	Teacher	9780768585483	145	Canta, rima y exprésate: first sentence	Esta es la última semana del tema ¡Hola, escuela!	Esta es la última semana del tema [italics]¡Hola, escuela!
Duplicate Editorial Change	Publisher	Teacher	9780768585520	145	Canta, rima y exprésate: mini	[update mini]	[updated mini; see row 14 above]
Editorial Change	Publisher	Teacher	9780768585520	145	Canta, rima y exprésate: 2nd bullet, blue text	La palabra cenar significa comer a la noche. Voy a cantar cada línea. Escuchen y díganme qué palabra rima con cenar. Luego, repitan cada línea después de mí.	La palabra cenar significa comer a la noche. Voy a cantar cada verso. Escuchen y díganme cuál de las dos comidas les gustaría cenar. Luego, repitan cada verso después de mí.
Duplicate Editorial Change	Publisher	Teacher	9780768585568	145	Canta, rima y exprésate: mini	[update mini with new melody]	[updated mini; See row 17 above]
Editorial Change	Publisher	Teacher	9780768585568	145	Lo que usted necesita	Canta, rima y exprésate: "Astronautas"	Canta, rima y exprésate: "Astronauta"
Editorial Change	Publisher	Teacher	9780768585568	145	English wrap: Canta, rima y exprésate, second bullet	Have children act out putting on their helmets and zipping up their space suits.	Have children act out putting on their space suits.
Editorial Change	Publisher	Teacher	9780768585551	147	Oraciones y estructura: 1st bullet, line 2	le he puesto una gorrita negra	le he puesto al mío una gorrita negra
Editorial Change	Publisher	Teacher	9780768585551	147	Oraciones y estructura: 2nd bullet, lines 1-3	Señale a otro niño y repita los versos cambiando el pronombre mi por tu y yo por tú. A tu burro, a tu burro, le duele la cabeza. Y tú le has puesto una gorrita negra.	Señale a otro niño y repita los versos cambiando mi por tu y yo por tú para poder usar el pronombre tuyo. A tu burro, a tu burro, le duele la cabeza. Y tú le has puesto al tuyo una gorrita negra.
Editorial Change	Publisher	Teacher	9780768585551	147	Oraciones y estructura: 3rd bullet, lines 1-3	Señale a toda la clase y diga nuevamente los versos con los pronombres nuestro y nosotros. A nuestro burro, a nuestro burro, le duele la cabeza. Y nosotros le hemos puesto una gorrita negra. Una gorrita negra, nuestro burro enfermo está.	Señale a toda la clase y diga nuevamente los versos con el determinante su y los pronombres nosotros y suyo. A su burro, a su burro, le duele la cabeza. Y nosotros le hemos puesto al suyo una gorrita negra. Una gorrita negra, su burro enfermo está.

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Editorial Change	Publisher	Teacher	9780768585551	147	English wrap: Sentences and Structure, lines 2 & 3	and possessive pronouns mi, tu, nuestro. Sing	and possessive pronouns mío, tuyo, suyo. Sing
Editorial Change	Publisher	Teacher	9780768585551	147	English wrap: Sentences and Structure, 2nd bullet	changing mi to tu and yo to tú: (See Spanish.)	changing mi to tu and yo to tú to use the pronoun tuyo.: (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585551	147	English wrap: Sentences and Structure, 3rd bullet	Call on the class as a whole and repeat the lines, using nuestro and nosotros. (See Spanish.)	Call on the class as a whole and repeat the lines, using the determiner su and the pronouns nosotros and suyo. (See Spanish.)
Editorial Change	Publisher	Teacher	9780768585568	147	Conocimiento del alfabeto, subhead	Presentar la Ww /w/	Presentar la Ww /u/
Editorial Change	Publisher	Teacher	9780768585568	147	Conocimiento del alfabeto: Sonido de la letra	El sonido de la letra W es /w/. Díganlo conmigo: /w/, /w/, /w/.	El sonido de la letra W es /u/. Díganlo conmigo: /u/, /u/, /u/.
Editorial Change	Publisher	Teacher	9780768585506	150	English wrap: Subhead	Las hojas en verano	Summer Leaves
Editorial Change	Publisher	Teacher	9780768585506	150	Practicar: last sentence	Luego, pídale que describan cómo cambió la temperatura y que comenten entre ellos qué efecto tuvo la luz en la temperatura que marcó el termómetro.	Luego, pídale que describan cómo cambió la temperatura y que comenten entre ellos qué efecto tuvo la luz en la temperatura que marcó el termómetro.
Editorial Change	Publisher	Teacher	9780768585506	150	English wrap: second blue subhead	Weather and Seasons	Light and Heat
Editorial Change	Publisher	Teacher	9780768585506	150	El tiempo y las estaciones: head	El tiempo y las estaciones	Luz y calor
Editorial Change	Publisher	Teacher	9780768585506	150	El tiempo y las estaciones: Captar el interés	El verano es [black font]	El verano es [blue font]
Editorial Change	Publisher	Teacher	9780768585551	150	Podemos cuidar nuestro planeta: blue font	Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta. Podemos tirar nuestra basura todos los días. Podemos tirar nuestra basura todos los días. Podemos tirar nuestra basura todos los días. Podemos tirarla todos los días.	Podemos cuidar nuestro planeta. Nuestro planeta, nuestro planeta. Podemos cuidar nuestro planeta todos los días. Podemos reciclar papel y cristal. Papel y cristal, papel y cristal. Podemos reciclar papel y cristal todos los días.
Editorial Change	Publisher	Teacher	9780768585551	150	English wrap: We Can Take Care of Our Planet head	We Can Take Care of Our Planet	Podemos cuidar nuestro planeta
Editorial Change	Publisher	Teacher	9780768585513	150	Below Juegos al aire libre, insert new section	[insert missing text]	[insert Wheel of Motion Icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585513	150	English wrap: bottom section	[insert missing text]	[insert Wheel of Motion Icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585506	151	Vocabulario del concepto	invierno, primavera, otoño	[deleted]
Duplicate Editorial Change	Publisher	Teacher	9780768585520	153	Canta, rima y exprésate: mini	[update mini]	[updated mini; see row 14 above]
Editorial Change	Publisher	Teacher	9780768585520	153	English wrap: Canta, rima y exprésate, second bullet	Sing the song together, replacing pizza with words children have suggested, such as tacos, pasta, verduras, hamburguesas, or hummus.	Sing the song together, replacing pizza with words children have suggested, such as tacos, pasta, veggies, hamburgers or hummus.
Editorial Change	Publisher	Teacher	9780768585551	154	English wrap: bottom section	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585551	154	Lo que usted necesita, insert below	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585551	154	10 cosas que puedo hacer para ayudar a mi mundo: 3rd bullet	Diga a los niños que tienen que responder con oraciones completas de cuatro o más palabras. Señale la estructura de la oración del libro como modelo. Explique que los tipos de palabras y el orden para formar oraciones se llama gramática. Señale que (...)	Diga a los niños que tienen que responder con oraciones completas de cuatro o más palabras. Señale que (...)
Editorial Change	Publisher	Teacher	9780768585551	154	Resultados de aprendizaje: 6th bullet	intenta usar la gramática nueva en el habla. II.E.8.b	[deleted outcome]

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Teacher	9780768585551	158	Podemos cuidar nuestro planeta, blue font	Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta. Podemos reciclar objetos todos los días. Podemos reciclar objetos todos los días. Podemos reciclar objetos todos los días. Podemos reciclar todos los días.	Podemos cuidar nuestro planeta. Nuestro planeta, nuestro planeta. Podemos cuidar nuestro planeta todos los días. Vamos a reciclar muchas cosas. Muchas cosas, muchas cosas. Vamos a reciclar muchas cosas todos los días.
Editorial Change	Publisher	Teacher	9780768585551	158	English wrap: We Can Take Care of Our Planet head	We Can Take Care of Our Planet	Podemos cuidar nuestro planeta
Editorial Change	Publisher	Teacher	9780768585537	158	English wrap: ast paragraph	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585537	158	Below Juegos al aire libre	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585506	159	Vocabulario del concepto	invierno, primavera, otoño	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	159	Leamos: Esto me hace pensar, blue text	¿En que los hace pensar esta imagen?	¿En qué los hace pensar esta imagen?
Editorial Change	Publisher	Teacher	9780768585551	159	Leamos	[SEL icon]	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	159	Conversemos	[insert SEL icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585551	159	English wrap: Let's Read	[SEL icon]	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	159	English wrap: Let's Talk	[insert SEL icon]	[inserted SEL icon]
Editorial Change	Publisher	Teacher	9780768585520	159	Conversemos: mini	[delete mini and place Libro sin palabras "De la granja a la mesa" mini in Leamos section]	[deleted]
Editorial Change	Publisher	Teacher	9780768585544	160	El día de la celebración head	El día de la celebración	Día de la celebración del tema
Editorial Change	Publisher	Teacher	9780768585544	160	Celebration Day head	Celebration Day	Theme Celebration
Editorial Change	Publisher	Teacher	9780768585483	161	Space below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	161	English wrap: last paragraph	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585568	162	English wrap: bottom part	[Insert missing text]	[Insert Wheel of Motion icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585568	162	Under Lo que usted necesita box	[Insert missing text]	[Insert Wheel of Motion icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585490	163	Vocabulario del tema	favorito	favorito/favorita
Editorial Change	Publisher	Teacher	9780768585490	163	English wrap: Alphabet Knowledge	Segment syllables	Review
Editorial Change	Publisher	Teacher	9780768585506	165	Lo que usted necesita: 1st bullet	Cubo con puntos grande (o use Patrones: cubo con puntos)	Patrones: Cubo con puntos
Editorial Change	Publisher	Teacher	9780768585506	165	Lo que usted necesita: 3rd bullet	[delete "[bullet] Cubo con puntos"]	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	165	Vocabulario académico	contar	[deleted]
Editorial Change	Publisher	Teacher	9780768585568	165	Es la hora de la merienda section	Obtenga más datos. Dé a cada niño una tarjeta con la imagen de un cartón de leche y una botella de agua. ¿Prefieren tomar agua o leche? Pida a los niños que encierren su preferencia en un círculo. Continúe con otras preguntas, como: ¿Les gustan las manzanas? Pida a los niños que marquen "sí" o "no" en una tarjeta. Como volverán a usar estos datos en la semana, tal vez quiera anotar aparte el voto de cada niño para tener como referencia por si ellos no lo recuerdan.	Recopile más datos. Pregunte a los niños uno a la vez si quieren beber leche o agua. Muestre sus respuestas. Una vez que todos hayan respondido, pida a los niños que cuenten con usted para hallar el total de niños que quieren leche y luego cuente el total de niños que quieren agua. Guarde la lista en caso de que quiera usar los datos más tarde. Puede repetir la recopilación de datos con otras opciones, como manzanas o naranjas, según lo permita el tiempo.

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Editorial Change	Publisher	Teacher	9780768585568	165	English wrap: Snack Time section	Collect some more data. Give each child a card with a picture of milk and a picture of water on it. (See Spanish.) Have children circle their choice. Continue with other questions, such as: (See Spanish.) And have children check boxes marked sí and no on a card. As the data is used later in the week, you may want to note how children voted separately for your own reference in case they cannot recall correctly.	Collect more data. Ask children one at a time if they would like milk to drink or water. Display their answers. Once everyone has answered, have children count with you to find the total of children who would like milk, and then count the total of children who would like water. Keep the list in case you want to use the data later. You can repeat the data collection with other choices, such as apples or oranges, as time permits.
Editorial Change	Publisher	Teacher	9780768585483	166	Juego al aire libre	Votar juegos	Seguir las reglas
Editorial Change	Publisher	Teacher	9780768585483	166	Juego al aire libre text	el recreo. Pida a los niños que sugieran dos juegos. Pídale que levanten la mano cuando usted nombre el juego que cuente los votos.	el recreo y que necesitan seguir las reglas para estar seguros y felices. Luego, antes de jugar un juego, pídale que nombren las reglas que seguirán.
Editorial Change	Publisher	Teacher	9780768585483	166	English wrap: Outdoor Play title	Vote for Games	Follow Rules
Editorial Change	Publisher	Teacher	9780768585483	166	English wrap: Outdoor Play text	rules. Have children suggest two games. Hold a vote by having children raise their hands when you name each game. Have a counting leader count the votes. (See Spanish.)	rules that keep them safe and happy. Then before playing a game, ask them to name the rules they will follow.
Editorial Change	Publisher	Teacher	9780768585551	166	Podemos cuidar nuestro planeta, blue font	Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta. Podemos reducir lo que usamos todos los días. Podemos reducir lo que usamos todos los días. Podemos reducir lo que usamos todos los días. Podemos reducir todos los días.	Podemos cuidar nuestro planeta. Nuestro planeta, nuestro planeta. Podemos cuidar nuestro planeta todos los días. Recogemos basura y la separamos. La separamos, la separamos. Recogemos basura y la separamos todos los días.
Editorial Change	Publisher	Teacher	9780768585551	166	English wrap: We Can Take Care of Our Planet head	We Can Take Care of Our Planet	Podemos cuidar nuestro planeta
Editorial Change	Publisher	Teacher	9780768585520	166	Living things: Engage	flores and animales.	fruta.
Editorial Change	Publisher	Teacher	9780768585520	166	Los seres vivos: Captar el interés	las Tarjetas	la Tarjeta
Editorial Change	Publisher	Teacher	9780768585520	166	Los seres vivos: Captar el interés	flores y animales	fruta.
Editorial Change	Publisher	Teacher	9780768585520	166	Los seres vivos: Captar el interés minis	[delete card minis]	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	167	Vocabulario del concepto	invierno, primavera, otoño	[deleted]
Editorial Change	Publisher	Teacher	9780768585544	169	Resultados del aprendizaje	sigue las reglas del salón de clases con recordatorios ocasionales del maestro. I.B.1.a.i	sigue las reglas y rutinas del salón de clases con recordatorios ocasionales del maestro. I.B.1.a.i; I.B.1.a.ii
Duplicate Editorial Change	Publisher	Teacher	9780768585568	169	Canta, rima y exprésate: mini	[Update mini with new melody.]	[updated mini; see row 17 above]
Editorial Change	Publisher	Teacher	9780768585568	169	Lo que usted necesita	Canta, rima y exprésate: "Astronautas"	Canta, rima y exprésate: "Astronauta"
Editorial Change	Publisher	Teacher	9780768585568	169	Tierra, Luna y cielo: first sentence	Cante la canción "Astronautas" y pida a los niños que canten con usted.	Cante la canción "Astronauta" y pida a los niños que canten con usted.
Editorial Change	Publisher	Teacher	9780768585568	169	English wrap: Tierra, Luna y cielo, first sentence	Sing the song "Astronautas" and have children join in.	Sing the song "Astronauta" and have children join in.
Editorial Change	Publisher	Teacher	9780768585490	170	Above APOYO DIFERENCIADO	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585490	170	Above DIFFERENTIATED SUPPORT	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585520	170	English wrap: Above "De la granja a la mesa"	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585520	170	Below Lo que usted necesita	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585537	170	Resultados de aprendizaje: ELL outcome	amplía su vocabulario cuando escucha. II.D.6.a	[deleted standard II.D.6.a]

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Editorial Change	Publisher	Teacher	9780768585544	170	English wrap: beow Outdoor play	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Editorial Change	Publisher	Teacher	9780768585544	170	Below Juegos al aire libre	[missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	173	Lo que usted necesita	Tarjeta numérica	Patrones: Tarjeta de números
Editorial Change	Publisher	Teacher	9780768585483	173	Practicar blue text	Para escribir el 4, empiezo con una línea recta. Luego, hago una línea recta más corta que va hacia la derecha y cruza a la línea que hice antes.	Comienzo a escribir el número cuatro en la línea de arriba y dibujo una línea corta hasta aquí. Luego, dibujo una línea corta de un lado al otro. Por último, regreso a la línea de arriba y dibujo una línea larga.
Editorial Change	Publisher	Teacher	9780768585506	173	Vocabulario del concepto section above Vocabulario académico	[insert text]	Vocabulario del concepto patrón
Editorial Change	Publisher	Teacher	9780768585506	173	Vocabulario académico	patrón, primavera	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	174	Podemos cuidar nuestro planeta	Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta todos los días. Podemos cuidar nuestro planeta. Podemos reutilizar objetos todos los días. Podemos reutilizar objetos todos los días. Podemos reutilizar objetos todos los días. Podemos reutilizar todos los días.	Podemos cuidar nuestro planeta. Nuestro planeta, nuestro planeta. Podemos cuidar nuestro planeta todos los días. Vamos a reciclar muchas cosas. Muchas cosas, muchas cosas. Vamos a reciclar muchas cosas todos los días. Recogemos basura y la separamos. La separamos, la separamos. Recogemos basura y la separamos todos los días.
Editorial Change	Publisher	Teacher	9780768585551	174	English wrap: We Can Take Care of Our Planet head	We Can Take Care of Our Planet	Podemos cuidar nuestro planeta
Editorial Change	Publisher	Teacher	9780768585568	174	English wrap: My Life head	My Life	I Can Get Ready
Editorial Change	Publisher	Teacher	9780768585568	174	First head	Mi vida	Puedo prepararme
Editorial Change	Publisher	Teacher	9780768585506	175	Vocabulario del concepto	invierno, primavera, otoño	[deleted]
Editorial Change	Publisher	Teacher	9780768585483	176	English wrap: Transition title	Nos cuidamos	Cariño y cuidado
Editorial Change	Publisher	Teacher	9780768585506	176	5 x 5 subhead	Preparados, listos, ¡a la playa!	¡Vamos a la playa!
Editorial Change	Publisher	Teacher	9780768585537	176	Resultados del aprendizaje: last bullet, and missing bullet	<ul style="list-style-type: none"> • observa, investiga, describe y discute la posición y el movimiento de los objetos. VI.A.2 	<ul style="list-style-type: none"> • observa e investiga la posición y el movimiento de los objetos. VI.A.2.a, VI.A.2.b, VI.A.2.c, VI.A.2.d • describe y discute la posición y el movimiento de los objetos. VI.A.2.e, VI.A.2.f, VI.A.2.g, VI.A.2.h
Editorial Change	Publisher	Teacher	9780768585537	176	¡A prepararse!: line 2	Amantes de la velocidad.	A toda velocidad.
Editorial Change	Publisher	Teacher	9780768585483	177	Vocabulario académico: top subhead	Vocabulario académico	Vocabulario del tema
Editorial Change	Publisher	Teacher	9780768585483	177	Vocabulario académico words	maestro, reglas	reglas
Editorial Change	Publisher	Teacher	9780768585483	177	Space below Verificar la comprensión	[insert missing text]	[insert La rueda del movimiento icon] No olvide usar La rueda del movimiento en SavvasRealize.com cuando quiera acceder a una actividad divertida y rápida.
Editorial Change	Publisher	Teacher	9780768585483	177	English wrap: last paragraph	[insert missing text]	[insert La rueda del movimiento icon] Don't forget to use La rueda del movimiento on SavvasRealize.com when you need a fun and fast activity.
Duplicate Editorial Change	Publisher	Teacher	9780768585483	177	Canta, rima y exprésate: mini	[update mini]	[Updated mini. See Row 9 above.]
Editorial Change	Publisher	Teacher	9780768585483	177	¡Hola, escuela!: second sentence	Diga a los niños que el día de hoy es la celebración La escuela es divertida y que tienen una oportunidad más de practicar la canción antes de cantársela a sus invitados.	Diga a los niños que el día de hoy es la celebración "La escuela es divertida" y que tienen una oportunidad más de practicar la canción antes de cantársela a sus invitados.
Editorial Change	Publisher	Teacher	9780768585483	177	English wrap: ¡Hola, escuela!, second sentence	Tell children that today is the La escuela es divertida Celebration Day and they have one more chance to practice this song before they sing it to guests.	Tell children that today is the "La escuela es divertida" Celebration Day and they have one more chance to practice this song before they sing it to guests.
Duplicate Editorial Change	Publisher	Teacher	9780768585568	177	Canta, rima y exprésate: mini	[Update mini with new melody.]	[updated mini; see row 17 above]
Editorial Change	Publisher	Teacher	9780768585568	177	Lo que usted necesita	Canta, rima y exprésate: "Astronautas"	Canta, rima y exprésate: "Astronauta"

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Editorial Change	Publisher	Teacher	9780768585568	177	Tierra, Luna y cielo: 2nd, third, and fourth sentences	Pida a los niños que mencionen algunas maneras en que se preparan para la escuela, igual que los astronautas se preparan para volar. Pídeles que enumeren lo que hacen solos para comprobar si muestran una opinión razonable de sus propias habilidades. Use sus sugerencias para agregar un nuevo verso a la canción que los niños puedan representar.	Pida a los niños que mencionen algunos modos de transporte que usan para ir a la escuela. Pídeles que enumeren todos los modos de transporte que pueden usar durante todo el año. Use sus sugerencias para agregar un nuevo verso a la canción que los niños puedan representar, imaginando que así pueden viajar al espacio.
Editorial Change	Publisher	Teacher	9780768585568	177	English wrap: Tierra, Luna y cielo, 2nd, third, and fourth sentences	Ask children to name some ways they get ready for school like the astronauts get ready. Have them to list things they can do by themselves to reflect children's opinion of their abilities. Use their suggestions in a new verse of the song that children can act out.	Ask children to name some modes of transportation they use to get to school. Have them list all of the modes of transportation they can use all year long. Use their suggestions in a new verse the children can act out, imagining that they can travel to space that way.
Editorial Change	Publisher	Teacher	9780768585551	179	Estructura de la oración, title	Estructura de la oración	Conciencia fonológica
Editorial Change	Publisher	Teacher	9780768585551	179	Estructura de la oración, subtitle	Conceptos del texto impreso	Oraciones
Editorial Change	Publisher	Teacher	9780768585551	179	English wrap: Sentence Structure, title	Sentence Structure	Phonological Awareness
Editorial Change	Publisher	Teacher	9780768585551	179	English wrap: Sentence Structure, subtitle	Print Concepts	Sentences
Editorial Change	Publisher	Teacher	9780768585513	180	Conciencia fonológica	Recuerde a los niños que las palabras que riman son palabras que tienen un sonido final igual o similar.	Recuerde a los niños que las palabras que riman son palabras que tienen sonidos finales iguales o similares.
Editorial Change	Publisher	Teacher	9780768585537	181	Es la hora de la merienda box	Patrones de bocaditos Demuestre cómo crear un patrón con diferentes bocaditos. Por ejemplo, alterne uvas rojas y verdes, o dos galletas cuadradas y dos galletas redondas. ¿Qué patrones podemos crear con nuestros bocaditos? Dé instrucciones a los niños para crear y describir un patrón.	Patrones de bocaditos Demuestre cómo crear un patrón con diferentes bocaditos mientras los reparte a los niños, como una manzana a un niño, una naranja a otro, etcétera. Pida a los niños que comenten sobre los patrones que podrían hacer si tuvieran galletas redondas, galletas cuadradas y uvas.
Editorial Change	Publisher	Teacher	9780768585537	181	English wrap: Snack Time	Snack Patterns Demonstrate creating a pattern using different snacks. For example, alternate red and green grapes, or two square crackers next to two round crackers. (See Spanish.) Give directions children for children to make and describe one pattern.	Snack Patterns Demonstrate making a pattern with different snacks as you distribute them to children, such as an apple to one child, an orange to the next child, and so on. Have children talk about the patterns they could make if they had round crackers, square crackers, and grapes.
Editorial Change	Publisher	Teacher	9780768585551	182	Resultados del aprendizaje, insert below last bullet	[insert text]	<ul style="list-style-type: none"> • usa el arte como una forma de autoexpresión y representación creativa. VIII.A.2.a • participa en las actividades de música del salón de clases incluso seguir el ritmo con movimiento. VIII.B.1.c
Editorial Change	Publisher	Teacher	9780768585537	182	Resultados del aprendizaje	[insert text]	puede usar el idioma para diferentes propósitos. II.B.1.a
Editorial Change	Publisher	Teacher	9780768585537	182	Resultados del aprendizaje: 5th bullet	celebra los productos escrito individuales. IV.B.3.d	celebra los productos escritos individuales. IV.B.3.c
Editorial Change	Publisher	Teacher	9780768585537	182	Resultados del aprendizaje: 6th bullet	[delete duplicate outcome]	[deleted]
Editorial Change	Publisher	Teacher	9780768585544	182	Resultados del aprendizaje: Second bullet code	IV.B.3.b	IV.B.3.a
Editorial Change	Publisher	Teacher	9780768585551	183	Resultados del aprendizaje	Resultados del aprendizaje El niño <ul style="list-style-type: none"> • demuestra la importancia de cuidar el medioambiente. VI.C.4.a • demuestra la importancia de cuidar el planeta. VI.C.4.b • usa el arte como una forma de autoexpresión creativa. VIII.A.2.a • participa en las actividades de música del salón de clases, incluso seguir el ritmo con movimiento. VIII.B.1.c 	[deleted]
Editorial Change	Publisher	Teacher	9780768585551	184	English wrap: Let's Move, Walk this Way	[insert text]	If weather does not permit you to go outdoors, use the construction paper pieces and tape them to the floor for children to follow.
Editorial Change	Publisher	Teacher	9780768585551	184	¡A moverse!: Caminar por aquí	[insert text]	Si el tiempo no les permite realizar esta actividad afuera, pegue los recortes de cartulina en el suelo para que los sigan los niños.
Editorial Change	Publisher	Teacher	9780768587203	186	Al maestro: 1st line	hilo	lana
Editorial Change	Publisher	Teacher	9780768587203	203	Observational Tools: 2nd bullet	[Delete "ELL Observational Checklists"]	[Text deleted]

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Editorial Change	Publisher	Teacher	9780768587203	213	What They Look Like: 2nd bullet	The ELL Observational Checklists are for observing ELLs in the categories of Emergent Reading, Emergent Writing, Speaking, and Listening.	[Text deleted]
Editorial Change	Publisher	Teacher	9780768587203	213	How they work: 2nd bullet	ELL Observational Checklists are intended to be used several times throughout the year to observe progress toward goals tailored to Pre-K ELLs.	[Text deleted]
Editorial Change	Publisher	Teacher	9780768587203	214	Top banner	[delete text] SCOUT	[Text deleted]
Editorial Change	Publisher	Teacher	9780768587203	214	Title	SCOUT: an Observational Assessment Tool	SCOUT: An Observational Assessment Tool
Editorial Change	Publisher	Teacher	9780768587203	214	With SCOUT, you can: llast bullet	generate reports	use observational data
Editorial Change	Publisher	Teacher	9780768587203	215	Timing: 2nd bullet	[Delete text: "For English Language Learners, use the ELL Observational Checklists several times during the year"]	[Text deleted]
Editorial Change	Publisher	Teacher	9780768587203	215	Materials: 2nd bullet	[Delete text: "ELL Observational Checklists, pp. 49–5"2]	[Text deleted]
Editorial Change	Publisher	Teacher	9780768587203	215	Materials: 3rd bullet	53–56	49–52
Editorial Change	Publisher	Teacher	9780768587203	215	Materials: 4th bullet	57-63	49–52
Editorial Change	Publisher	Teacher	9780768585506	R•198	Vocabulario del concepto section above Vocabulario académico	[insert text]	Vocabulario del concepto patrón
Editorial Change	Publisher	Teacher	9780768585506	R•198	Vocabulario académico words	patrón	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	R•203	Hacer una bola de nieve	[delete " Añadir Speedy Snow"]	[deleted]
Editorial Change	Publisher	Teacher	9780768585506	R•203	Hacer una bola de nieve: 1st sentence	Pida a los niños que hagan bolas de nieve usando Speedy Snow.	Pida a los niños que hagan bolas de nieve usando los materiales manipulables por tema o una receta que hallen en línea.
Editorial Change	Publisher	Teacher	9780768585506	R•203	English wrap: Make a snowball, 1st sentence	Have children make snowballs using Speedy Snow.	Have children make snowballs using the theme manipulative or a recipe found online.
Editorial Change	Publisher	Teacher	9780768585520	R186	Centros para el tema: Estación de creatividad	de creatividad	creativa
Editorial Change	Publisher	Teacher	9780768585537	R186	Centros para el tema	Estación de creatividad	Estación creativa
Editorial Change	Publisher	Teacher	9780768585537	R188	Vocabulario académico box	[insert text]	A lo largo de todo el tema, anime a los estudiantes para que usen el Vocabulario académico mientras interactúan en los centros.
Editorial Change	Publisher	Teacher	9780768585483	R189	María tenía una llamita, paragraph 2	Pida a los niños que escuchen y sigan la canción María tenía una llamita en Realize Reader así como otras versiones disponibles de la canción "María tenía un corderito".	Pida a los niños que usen SavvasRealize.com para escuchar María tenía una llamita.
Editorial Change	Publisher	Teacher	9780768585483	R189	English wrap: María tenía una llamita, paragraph 2	Have children follow along with Realize Reader María tenía una llamita as well as other versions of the song "Mary Had a Little Lamb" if available.	Have children use SavvasRealize.com to listen to [italics] María tenía una llamita.
Editorial Change	Publisher	Teacher	9780768585490	R189	Ladybug 1: head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585490	R189	English wrap: Tal como eres head	Tal como eres	¡Tal como eres!
Editorial Change	Publisher	Teacher	9780768585551	R189	El pollito de la avellaneda	El pollito de la avellaneda Añadir Realize Reader: El pollito de la avellaneda Señale las palabras en letra negrita que se repiten en las páginas.	El desierto es mi madre Añadir SavvasRealize.com: <i>El desierto es mi madre</i> Señale las palabras que se repiten en las páginas.
Editorial Change	Publisher	Teacher	9780768585551	R189	English wrap: El pollito de la avellaneda	El pollito de la avellaneda Add Realize Reader: El pollito de la avellaneda Point out the words in bold on the pages.	<i>El desierto es mi madre</i> Add SavvasRealize.com: <i>El desierto es mi madre</i> Point out the words that repeat on the pages.
Editorial Change	Publisher	Teacher	9780768585490	R194	Mi mundo: Preparar el centro	Los niños crearán una familia de títeres para dedos para recrear sus propias experiencias familiares o para crear un cuento familiar ficticio. Ordene los materiales para hacer los títeres de dedos así los niños pueden seleccionar lo que usarán para crear sus títeres.	Los niños crearán una familia de marionetas con palito para recrear sus propias experiencias familiares o para crear un cuento familiar ficticio. Ordene los materiales para hacer las marionetas con palito así los niños pueden seleccionar lo que usarán para crear sus marionetas.

Proclamation 2021— Editorial Changes

Savvas Learning Company LLC (formerly Pearson K12 Learning)

Uno, dos, tres Prekinder! Essentials Package - Texas Edition (ISBN 9780768586879)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Teacher	9780768585490	R194	Mi mundo: Presentar, Demostrar	Demuestre cómo colorear un títere para dedos, recortarlo, hacerle cabello con lana y pegarlo en un palillo de manualidades. Este títere es la mamá de la familia que estoy haciendo. Haré más títeres y podrán jugar juntos.	Demuestre cómo colorear una marioneta con palito, recortarlo, hacerle cabello con lana y pegarlo en un palillo de manualidades. Esta marioneta es la mamá de la familia que estoy haciendo. Haré más marionetas y podrán jugar juntas.
Editorial Change	Publisher	Teacher	9780768585490	R194	Mi mundo: Captar el interés, Redirigir	Si los niños pierden el interés o dejan el títere sin terminar, ofrézcales ayuda para terminarlo. Puede pedirles que hagan un títere de sí mismos para que puedan jugar con sus amigos y sus títeres.	Si los niños pierden el interés o dejan la marioneta sin terminar, ofrézcales ayuda para terminarla. Puede pedirles que hagan una marioneta de sí mismos para que puedan jugar con sus amigos y sus marionetas.
Editorial Change	Publisher	Teacher	9780768585490	R194	Mi mundo: Observar, Expresión teatral	¿De qué manera los niños usan sus títeres como accesorios para representar sus experiencias y crear historias?	¿De qué manera los niños usan sus marionetas como accesorios para representar sus experiencias y crear historias?
Editorial Change	Publisher	Teacher	9780768585490	R194	Lo que usted necesita: second bullet	Patrones: títeres para dedos	Patrones: marionetas con palito del Tema 2
Editorial Change	Publisher	Teacher	9780768585490	R194	Nota para el maestro: second line	Ofrezca a los niños la opción de crear títeres de su propia familia, una familia que conozcan o de la que hayan leído, o de un grupo de amigos para evitar situaciones familiares delicadas.	Ofrezca a los niños la opción de crear marionetas de su propia familia, una familia que conozcan o de la que hayan leído, o de un grupo de amigos para evitar situaciones familiares delicadas.
Editorial Change	Publisher	Teacher	9780768585490	R194	Prepare the Center: lines 1 and 4	Children will create a family of finger puppets either to recreate their own family experiences or to create a fictitious family story. Spread out the finger-puppet materials so children can select what they will use to create their puppets.	Children will create a family of stick puppets either to recreate their own family experiences or to create a fictitious family story. Spread out the stick puppet materials so children can select what they will use to create their puppets.
Editorial Change	Publisher	Teacher	9780768585490	R194	My World: Introduce, Model	Demonstrate how to color in a finger puppet, cut it out, glue yarn to the paper as hair, and paste it on a craft stick.	Demonstrate how to color in a stick puppet, cut it out, glue yarn to the paper as hair, and paste it on a craft stick.
Editorial Change	Publisher	Teacher	9780768585537	R194	Centro para el tema: Área creativa head	Área creativa	Estación creativa
Editorial Change	Publisher	Teacher	9780768585483	R197	Photograph	[Replace with the photo of the boy with book in from p. C199].	[photograph replaced]
Editorial Change	Publisher	Teacher	9780768585513	R197	¿Qué formas hay?: Añadir	Patrones: imágenes de bloques de atributos, bloques de atributos	Patrones: imágenes de tangram, tangrams
Editorial Change	Publisher	Teacher	9780768585513	R197	¿Qué formas hay?: 3rd paragraph	Brinde a los niños copias de los contornos de bloques de atributos. Luego, pídale que coloquen bloques de atributos dentro del contorno para completar la imagen	Brinde a los niños copias de las imágenes de tangram. Luego, pídale que coloquen formas de tangram para completar la imagen.
Editorial Change	Publisher	Teacher	9780768585513	R197	Copiar formas: Añadir	Patrones: imágenes de bloques de atributos, bloques de atributos	Patrones: imágenes de tangram, tangrams
Editorial Change	Publisher	Teacher	9780768585513	R197	Copiar formas: 3rd paragraph	Brinde a los niños copias de los contornos de bloques de atributos. Luego, pídale que usen bloques de atributos para copiar la imagen.	Brinde a los niños copias de las imágenes de tangram. Luego, pídale que usen tangrams para crear la imagen.
Editorial Change	Publisher	Teacher	9780768585513	R197	English wrap: What Shapes Are in It?, Add	Patterns: attribute block pictures, attribute blocks	Patterns: Tangram pictures, Tangrams
Editorial Change	Publisher	Teacher	9780768585513	R197	English wrap: What Shapes Are in It?, 3rd paragraph	Provide children with copies of the attribute block outlines. Then have them place attribute blocks inside the outlines to fill in the picture.	Provide children with copies of the Tangram pictures. Then have them place Tangram shapes to fill in the picture.
Editorial Change	Publisher	Teacher	9780768585513	R197	English wrap: Copy Shapes, Add	Patterns: attribute block pictures, attribute blocks	Patterns: Tangram pictures, Tangrams
Editorial Change	Publisher	Teacher	9780768585513	R197	English wrap: Copy Shapes, 3rd paragraph	Provide children with copies of the attribute block outlines. Then have them use attribute blocks to copy the picture.	Provide children with copies of the Tangram pictures. Then have them use Tangrams to create the picture.
Editorial Change	Publisher	Teacher	9780768585490	R198	Page head	Estación de creatividad	Estación creativa
Editorial Change	Publisher	Teacher	9780768585544	R198	Main head	Centro para el tema: Estación de creatividad	Centro para el tema: Estación creativa
Editorial Change	Publisher	Teacher	9780768585544	R198	Lo que usted necesita box	Patrones: mariposa	Patrones: Silueta de mariposa
Editorial Change	Publisher	Teacher	9780768585544	R198	Lo que usted necesita box	Patrones: animales	Patrones: Animales
Editorial Change	Publisher	Teacher	9780768585483	R199	Photograph	[Replace with the photo of fingers in sand from p. C197].	[photograph replaced]
Editorial Change	Publisher	Teacher	9780768585520	R200	Centro para el tema: head	de creatividad	creativa
Editorial Change	Publisher	Teacher	9780768585483	R202	Lo que usted necesita: last bullet	¿Dónde está Ivy?	¡Hola, escuela!
Editorial Change	Publisher	Teacher	9780768585537	R202	Resultados del aprendizaje: 2nd bullet	usa una direccionalidad adecuada cuando escribe (de arriba abajo)	usa una direccionalidad adecuada cuando escribe (de izquierda a derecha)

Proclamation 2021— Editorial Changes

Savvas Learning Company LLC (formerly Pearson K12 Learning)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact New Text	Description of Exact Text Being Changed
Editorial Change	Publisher	Teacher	9780768585490	R203	English wrap: My Favorite Toy	[delete text] Add photo of favorite toy	[deleted text]
Editorial Change	Publisher	Teacher	9780768585490	R203	Mi juguete favorito	[delete text] Añadir una foto de un juguete favorito	[deleted text]
Editorial Change	Publisher	Teacher	9780768585483	xxiv	Javi y sus amigos: character names	Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585490	xxiv	Javi y sus amigos: character names	Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585506	xxiv	Javi y sus amigos, character names	Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585551	xxiv	Javi y sus amigos; character names	[Update Pre-K characters names] Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	[Updated Pre-K characters names] Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585513	xxiv	Javi y sus amigos, character names	[Update Pre-K characters names] Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	[Updated Pre-K characters names] Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585520	xxiv	Javi y sus amigos, character names	[Update Pre-K characters names] Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	[Updated Pre-K characters names] Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585537	xxiv	Javi y sus amigos; character names	[Update Pre-K characters names] Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	[Updated Pre-K characters names] Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585568	xxiv	Javi y sus amigos, character names	[Update Pre-K characters' names] Hermanos Herramienta; Bumbum; Remochacha; Damitas; Casita; Ramón	[Updated Pre-K characters' names] Equipo Herramienta; Tito; Remi; Las Damitas; Casi; Ari
Editorial Change	Publisher	Teacher	9780768585544	xxv	Javi y sus amigos, character names	Hermanos Herramienta, Bumbum, Remochacha, Damitas, Casita, Ramón	Equipo Herramienta, Tito, Remi, Las Damitas, Casi, Ari

Proclamation 2021 Editorial Changes

Scholastic Inc.
PreK On My Way (ISBN 9781338689105)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338651867	N/A	Theme 6 Week 4 > Day 4 > Language > Student Activity Card > Back of card	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338655650	N/A	Theme 7 Week 3 > Day 3 > Language > Student Activity Card > Front of card	Changed photo for a more explicit TPG connection	Replaced photo of scarecrow with photo of the sun shining on plants.
Editorial Change	Publisher	Student	9781338655650	N/A	Theme 7 Week 3 > Day 3 > Language > Student Activity Card > Back of card	Updated text to match new photo. (replaced due to rights issue)	Revised text to reflect new photo of sun shining on plants. Focus of activity remains the same.
Editorial Change	Publisher	Student	9781338651805	N/A	Theme 6 Week 2 > Day 4 > Language > Student Activity Card > Front of card	Revised photo of shark (due to rights issue)	Changed photo of shark to a different photo of a shark. Activity focus remains the same.

Proclamation 2021 Editorial Changes

Scholastic Inc.

PreK On My Way (ISBN 9781338689105)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781338655513	N/A	Theme 8 Week 3 > Day 2 > Literacy > Vocabulary Card > Front of card	Revised photo of climbing boy (due to rights issue)	Changed photo of climbing boy to a different photo of a climbing boy. Activity focus remains the same.
Editorial Change	Publisher	Student	9781338655377	N/A	Theme 7 Week 2 > Day 4 > Math > Vocabulary Card > Front and back of plant card	Fixed orientation of photo and text	Changed orientation of photo and text from horizontal to vertical
Editorial Change	Publisher	Student	9781338651621	N/A	Theme 6 Week 4 > Day 1 > Math > Vocabulary Card > Front of "push" card	Replaced "push" photo due to rights issue.	Changed to a photo that is more aligned to the content. Activity focus remains the same.
Editorial Change	Publisher	Student	9781338643534	N/A	Theme 4 Week 3 > Day 3 > Math > Vocabulary Card > Front of card > "above"	Replaced photo	Changed to a photo that is more aligned to the content. Activity focus remains the same.
Editorial Change	Publisher	Teacher	9781338637946	17	Theme 3 > Week 1 > Day 3 > Language > Teaching Guide > Small Group box	Added in text and redux	Added in "Big Book: Cold, Crunchy, Colorful: Using Our Senses" and a redux of the book
Editorial Change	Publisher	Teacher	9781338637991	19	Theme 8 > Week 1 > Day 3 > Language > Teaching Guide > Small Group > left side	Added content	Added redux of Hiking Day read aloud book and add "Hiking Day" under redux
Editorial Change	Publisher	Teacher	9781338637991	20	Theme 8 > Week 1 > Day 4 > Language > Teaching Guide > Science > Scientific Thinking skill	Changed text	Changed skill text to "Observe, investigate, describe, and discuss properties and characteristics of common objects. (TX.IV.A.1)"
Editorial Change	Publisher	Teacher	9781338638059	24	Theme 6 > Week 2 > Literacy > Teaching Guide > Day 5 row > Small Group box after storytelling	Added text	Delete the period, and then add in ": What is your favorite way to express yourself through music and dance?"
Editorial Change	Publisher	Teacher	9781338638066	25	Theme 7 > Week 2 > Literacy > Suggested Center Materials > ABC Center	Strengthened TPG connection	Add Alphabet Cards to better support children working with all letters and sounds A-Z.
Editorial Change	Publisher	Teacher	9781338638141	33	Theme 7 Week 2 > Day 4 > Math > Teaching Guide > Purposeful Play > Math and Science Center	Revised sentence format	Changed prompt to: "Can you put these in order? Which is first? Which is second?" so that prompt is in the form of questions
Editorial Change	Publisher	Teacher	9781338638042	35	Theme 5 > Week 2 > Day 4 > Literacy > Teaching Guide > Small Group box	Added content	Added Vocabulary Card redux and "Vocabulary Card" below redux
Editorial Change	Publisher	Teacher	9781338638141	35	Theme 7 Week 2 > Day 4 > Math > Teaching Guide > Purposeful Play > Pretend and Learn Center	Revised sentence format	Changed prompt to: "Can you pretend to plant? What would you do?" so that prompts are in the form of questions
Editorial Change	Publisher	Teacher	9781338638141	35	Theme 7 Week 2 > Day 4 > Math > Teaching Guide > Purposeful Play > Creativity Station	Revised sentence format	Changed prompt to: "Can you draw a picture of a tree?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638141	35	Theme 7 Week 2 > Day 5 > Math > Teaching Guide > Purposeful Play > Library and Listening Center	Revised sentence format	Changed prompt to: "What season is it in the story? How do you know?" so that prompt is in the form of questions
Editorial Change	Publisher	Teacher	9781338638141	36	Theme 7 Week 2 > Day 5 > Math > Teaching Guide > first bullet	Revised content to more explicitly align with TPG	Changed text to: "Use Circle Time to connect the book to science, have children act out seasonal activities, and introduce vocabulary (summer, winter)."
Editorial Change	Publisher	Teacher	9781338638141	45	Theme 7 Week 3 > Day 2 > Math > Teaching Guide > Purposeful Play > Library and Listening Center	Revised sentence format	Changed prompt to: "What kinds of plants are shown in this book?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638042	49	Theme 5 > Week 3 > Day 4 > Literacy > Teaching Guide > Small Group box	Added content	Added Activity Card redux and "Activity Card" below the redux

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338637922	52	Theme 1 > Week 4 > Language > Teaching Guide > Day 5 row > Small Group box	Changed text	Changed prompt to "What is your favorite thing about having friends?"
Editorial Change	Publisher	Teacher	9781338638042	52	Theme 5 > Week 4 > Literacy > Teaching Guide > Small Group box	Added text	Added ": Which safety lesson do you think is the most important and why?" after "storytelling"
Editorial Change	Publisher	Teacher	9781338638042	52	Theme 5 > Week 4 > Literacy > Teaching Guide > Day 5 row > Small Group box after storytelling	Added text	Added in ": Which safety lesson do you think is the most important and why?"
Editorial Change	Publisher	Teacher	9781338638066	52	Theme 7 > Week 4 > Literacy > Teaching Guide > Day 5 row > Small Group box after storytelling	Added text	Delete the period, and then add in ": Why do you think it's important to take care of Earth?"
Editorial Change	Publisher	Teacher	9781338638134	54	Theme 6 Week 4 > Math > Teaching Guide > Materials box	Changed text	Changed "Pipe Cleaners" to "Chenille stems"
Editorial Change	Publisher	Teacher	9781338638141	59	Theme 7 Week 4 > Day 2 > Math > Teaching Guide > Purposeful Play > Library and Listening Center	Revised content	Changed prompt to: "Can you tell me about the community in that book?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638141	60	Theme 7 Week 4 > Day 3 > Math > Teaching Guide > Purposeful Play > Library and Listening Center	Revised content	Changed prompt to: What shapes do you see in that book? so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338637960	62	Theme 5 > Week 4 > Day 4 > Language > Teaching Guide > Circle Time and Story Time > first bullet	Changed text	Changed text to "Use Circle Time to talk about health and safety and to reintroduce listening skills and to introduce vocabulary (little, jumping).
Editorial Change	Publisher	Teacher	9781338638141	63	Theme 7 Week 4 > Day 4 > Math > Teaching Guide > Purposeful Play > Math and Science	Revised content	Changed prompt to: Which of those shapes is bigger? so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638097	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Theme 2 > Math > Teaching Guide	Revised sentence format	Changed prompts so that they are in the form of questions. Content focus does not change.
Editorial Change	Publisher	Teacher	9781338637939	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Theme 2 > Language > Teaching Guide	Revised sentence format	Changed prompts so that they are in the form of questions. Content focus does not change.
Editorial Change	Publisher	Teacher	9781338638011	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Theme 2 > Literacy > Teaching Guide	Revised sentence format	Changed prompts so that they are in the form of questions. Content focus does not change.
Editorial Change	Publisher	Teacher	9781338651645	N/A	Theme 3 Week 1 > Day 2 > Language > Teacher Activity Card > Front of card > Before section	Revised content to clearly state aim of small group activity	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Teacher	9781338651645	N/A	Theme 3 Week 1 > Day 3 > Language > Teacher Activity Card > Front of card > Before section	Added missing materials for small group activity.	Added a line of text to include material(s) needed for the small group activity.
Editorial Change	Publisher	Teacher	9781338655803	N/A	Theme 8 Week 4 > Day 2 > Language > Teacher Activity Card > Front of card > Before section	Removed reference to what children did yesterday for more flexible use.	Removed reference to previous day's activity so that the teacher can do small group activities in any order.
Editorial Change	Publisher	Teacher	9781338655629	N/A	Theme 7 Week 2 > Day 1 > Language > Teacher Activity Card . Back of card	Revised content for clarity	Revised text to clarify instructions.

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PreK On My Way (ISBN 9781338689105)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338655711	N/A	Theme 8 Week 1 > Day 3 > Language > Teacher Activity Card > Front of card Above Connect to Large Group	Added missing materials for small group activity	Added a line of text to include material(s) needed for the small group activity.
Editorial Change	Publisher	Teacher	9781338655711	N/A	Theme 8 Week 1 > Day 3 > Language > Teacher Activity Card > Back of card under Challenge	Typo	Changed "animals" to "animal"
Editorial Change	Publisher	Teacher	9781338655704	N/A	Theme 7 Week 4 > Day 4 > Math > Teacher Activity Card > Front of card > Before and During	Revised text	Revised text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338651690	N/A	Theme 3 Week 2 > Day 1 > Math > Teacher Activity Card > Front of card > Before section	Corrected text style	Set text so that it is not teacher script
Editorial Change	Publisher	Teacher	9781338644210	N/A	Theme 4 Week 3 > Day 2 > Math > Teacher Activity Card > Front of card > Before > Connect to Large Group	Typo	Changed "resist impulses to be careful and follow rules" to "resist impulses and instead be careful and follow rules"
Editorial Change	Publisher	Teacher	9781338644272	N/A	Theme 4 Week 4 > Day 2 > Math > Teacher Activity Card > Front of card > Before	Deleted extra text.	Deleted "Gather Materials Before beginning the lesson, gather the Activity Cards." In Prepare, delete "If possible," and initial cap "Find"
Editorial Change	Publisher	Teacher	9781338651720	N/A	Theme 3 Week 3 > Day 4 > Math > Teacher Activity Card > Front of card > Instructions	Revised text	Revised text to include missing information for teacher.
Editorial Change	Publisher	Teacher	9781338643770	N/A	Theme 1 Week 1 > Day 4 > Math > Teacher Activity Card > Front of card > During > Repeat	Revised instructions	Revised instructions to make activity more directly aligned to TPG.
Editorial Change	Publisher	Teacher	9781338643978	N/A	Theme 1 Week 3 > Day 3 > Math > Teacher Activity Card > Front of card	Simplified text	Revised text to simplify concepts.
Editorial Change	Publisher	Teacher	9781338649130	N/A	Theme 2 Week 2 > Day 3 > Math > Teacher Activity Card > Front of card > Before and During	Revised text	Revised text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338649192	N/A	Theme 2 Week 4 > Day 3 > Math > Teacher Activity Card > Front of card > Before and During	Revised text	Revised text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338651829	N/A	Theme 6 Week 2 > Day 2 > Math > Teacher Activity Card > Front of card > Before	Deleted extra text.	Deleted text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338655650	N/A	Theme 7 Week 3 > Day 1 > Math > Teacher Activity Card	Revised activity	Revised content for a more explicit TPG Science connection
Editorial Change	Publisher	Teacher	9781338651768	N/A	Theme 3 Week 4 > Day 2 > Math > Teacher Activity Card	Revised activity	Revised content for a more explicit TPG Science connection
Editorial Change	Publisher	Teacher	9781338655599	N/A	Theme 7 Week 1 > Day 2 > Math > Teacher Activity Card	Revised activity	Revised content for a more explicit TPG Science connection

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PreK On My Way (ISBN 9781338689105)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338651102	N/A	Theme 6 Week 4 > Day 4 > Language > Large Group Card > Circle Time	Revised heading	Changed "Talk About Building" hed to "Sharing Prior Knowledge"
Editorial Change	Publisher	Teacher	9781338651102	N/A	Theme 6 Week 4 > Day 4 > Language > Large Group Card > Circle Time	Revised content	Revised content for a stronger connection to topic for the day.
Editorial Change	Publisher	Teacher	9781338651102	N/A	Theme 6 Week 4 > Day 4 > Language > Large Group Card > Circle Time	Revised heading	Changed "Challenge and Build" to "Let's Build!"
Editorial Change	Publisher	Teacher	9781338651102	N/A	Theme 6 Week 4 > Day 4 > Language > Large Group Card > Circle Time	Revised content	Revised content for a stronger connection to topic for the day.
Editorial Change	Publisher	Teacher	9781338651072	N/A	Theme 6 Week 3 > Day 4 > Language > Large Group Card > Story Time > under Paint It prompt	Added text	Added text to include vocabulary word, "mold"
Editorial Change	Publisher	Teacher	9781338648683	N/A	Theme 2 Week 3 > Day 2 > Math > Large Group Card > Child Development	Replaced text	Replaced text with correct text that matched Mind Builder for the day, Demonstrate Empathy
Editorial Change	Publisher	Teacher	9781338651034	N/A	Theme 6 Week 1 > Day 1 > Math > Large Group Card > Circle Time	Revised content	Revised content for a more explicit TPG connection
Editorial Change	Publisher	Teacher	9781338651041	N/A	Theme 6 > Week 2 > Day 4 > Math > Large Group Card	Strengthened TPG connection	Edited the last Story Time prompts (Let's Dance!) to more explicitly connect to children's choice and self expression using the Song Collection on the Teacher Hub web site.
Editorial Change	Publisher	Teacher	9781338649161	N/A	Theme 2 > Week 3 > Day 4 > Math > Small Group Activity Teacher Card	Strengthened TPG connection	Edited the instructions for this "Shape Cake" activity to more explicitly focus on sliding a shape to recognize that a shape stays the same. Edit includes the text "Ask if one of the triangles is still a triangle, even through a child slid it across the table."
Editorial Change	Publisher	Teacher	9781338644234	N/A	Theme 4 > Week 4 > Day 2 > Language > Small Group Activity Teacher Card	Strengthened TPG connection	Edited the instructions for this "Is This a Triangle?" activity to more explicitly focus on sliding a shape to recognize that a shape stays the same. Edit includes the text "Ask children to slide the shape card across the table and re-sort it. [blue ital] Is it still the same shape? How do you know? [blue ital]"
Editorial Change	Publisher	Teacher	9781338650891	N/A	Theme 3 > Week 1 > Day 1 > Language > Large Group Card > Circle Time > Build Background	Strengthened TPG connection	Edited the text to more explicitly talk about the objects that have certain characteristics (e.g., what is red, what smells bad, what is loud).
Editorial Change	Publisher	Teacher	9781338655223	N/A	Theme 8 > Week 1 > Day 5 > Math > Large Group Card > Circle Time > Connect to Physical Science	Strengthened TPG connection	Edited text to more explicitly talk about and engage children in observing the sun as a source of light.
Editorial Change	Publisher	Teacher	9781338655070	N/A	Theme 7 > Week 2 > Day 5 > Literacy > Large Group Card > Story Time	Strengthened TPG connection	Replaced the prompt for pages 18-19 with a new prompt that more explicitly focuses on the sun as a source of light. New prompt for pages 20-21 [blue ital] "Summer is here! What is making bright light? Let's squint our eyes and rub sunscreen to protect our skin from the bright sun."

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Editorial Change	Publisher	Teacher	9781338655247	N/A	Theme 8 > Week 2 > Day 3 > Literacy > Large Group Card > Story Time > Interactive Writing	Strengthened TPG connection	Edited Interactive Writing instructions to more explicitly have children revise to take out content from the class-made draft.
Editorial Change	Publisher	Teacher	9781338638073	N/A	Theme 8 > Week 2 > Day 3 > Literacy > Teaching Guide > Prompts for Purposeful Play > Writer's Corner	Strengthened TPG connection	Edited conversation prompt to more explicitly encourage children to revise to take out content from the class-made draft that was made during large group.
Editorial Change	Publisher	Teacher	9781338651027	N/A	Theme 6 > Week 1 > Day 2 > Literacy > Large Group Card > Story Time	Strengthened TPG connection	Edited Interactive Writing instructions to more explicitly have children revise to take out content from the class-made draft.
Editorial Change	Publisher	Teacher	978133863059	N/A	Theme 6 > Week 1 > Day 2 > Literacy > Teaching Guide > Prompts for Purposeful Play > Writer's Corner	Strengthened TPG connection	Edited conversation prompt to more explicitly encourage children to revise to take out content from the class-made draft that was made during large group.
Editorial Change	Publisher	Teacher	9781338651843	N/A	Theme 6 > Week 3 > Day 3 > Literacy > Small Group Activity Teacher Card	Strengthened TPG connection	Edited text to more explicitly help children celebrate class-made book with words that begin with the letter t.
Editorial Change	Publisher	Teacher	9781338649123	N/A	Theme 2 > Week 2 > Day 4 > Literacy > Small Group Activity Teacher Card	Strengthened TPG connection	Edited instructions to more explicitly help children celebrate their individual work.
Editorial Change	Publisher	Teacher	9781338643916	N/A	Theme 1 > Week 3 > Week 1 > Language > Small Group Activity Teacher Card	Strengthened TPG connection	Edited instructions to more explicitly help children focus on responsibility of family members both inside and outside the home.
Editorial Change	Publisher	Teacher	9781338643916	N/A	Theme 1 > Week 3 > Week 1 > Language > Small Group Activity Student Card (Card showing woman reading with two children)	Strengthened TPG connection	Edited the "Extend" discussion prompt to focus more explicitly on the responsibilities of family, in particular on how the woman in the photo is helping the children in the photo--and on who does this at home for the students.
Editorial Change	Publisher	Teacher	9781338649024	N/A	Theme 5 > Week 3 > Day 5 > Language > Vocabulary Card "quiet"	Strengthened TPG connection	Edited "Act It Out" text to include observing a moment of silence.
Editorial Change	Publisher	Teacher	9781338648607	N/A	Theme 2 > Week 1 > Day 5 > Language > Large Group Card > Story Time	Strengthened TPG connection	We edited the Story Time prompt for page 29 to read "How did the animals make their home look like Suzy Sue's school? What are some things you have both at school and at home?" for more explicit connection to identifying common features in the school and home environment.
New Content	Publisher	Student	9781338649161	N/A	Theme 2 > Week 3 > Math > Teacher Activity Card, Day 3: During: Ask	Original text in the During section, under Ask, and in the After section	Added "If you slide it, is it the same shape?" to During and added "slid" to After to help children recognize that a shape stays the same across various orientations. New filename: EC3-5_TC_Eng_Math_T2W03_p5_TEA.pdf
New Content	Publisher	Student	9781338651645	N/A	Theme 3 > Week 1 > Language > Day 1 > Small Group Activity > Before	Original text found in the instructions to the Teacher, in the Before section.	Edited content to provide more opportunity for children to use their five senses to explore and describe properties of objects. New Filename: EC3-5_TC_Eng_Lang_T3W01_TEA.pdf

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New Content	Publisher	Student	9781338651645	N/A	Theme 3 > Week 1 > Language > Day 1 > Small Group Activity > During	Original text found in the instructions to the Teacher, in the During section.	Provided additional opportunities for children to use sensory language to describe natural and human-made materials. New Filename: EC3-5_TC_Eng_Lang_T3W01_TEA.pdf
New Content	Publisher	Student	9781338649192	N/A	Theme 2 > Week 4 > Day 2 > Math > Teacher Activity Card > During: Repeat	Original text found in the instructions to the Teacher, in the During section.	Provided additional opportunities for children to sort and classify objects by various attributes. New filename: EC3-5_TC_Eng_Math_T2W04_TEA.pdf
New Content	Publisher	Student	9781338655049	N/A	Theme 7 > Week 1 > Literacy > Large Group Card > Day 4 > Extended Play	Original text found in Story Time, under Extended.	Edited the text to explicitly focus on children observing source of light during extended play. Filename: EC3-5_LGC_Eng_Lit_T7W01_TEA.pdf
New Content	Publisher	Student	9781338648607	N/A	Theme 2>Week 1>Day 1>Language>Large Group Card> Circle Time > Build Background	Original text in Circle Time, under Build Background	Provided additional opportunities for children to identify school helpers and discuss their roles in school. New filename: EC3-5_LGC_Eng_Lang_T2W01_TEA.pdf
New Content	Publisher	Teacher	9781338655124	N/A	Theme 7> Week 3> Language> Large Group Card> Day 2	In Shared Writing, it said "add correct details and revise anything as needed."	Replaced that phrase with "revise by taking out words or phrases that may not be needed" in order to make meeting the standard more explicit. New filename: EC3-5_LGC_Eng_Lang_T7W03_TEA.pdf
New Content	Publisher	Teacher	9781338637984	N/A	Theme 7> Week 3> Language> Teaching Guide> Day 2> Writer's Corner	Original text found under Purposeful Play > Writer's Corner said "Make up a name for a flower that lives in water. Write or draw some details about this plant."	Replaced that prompt with "Look at the writing we did together in class. Would you cross out anything from our writing?" in order to give children additional practice providing suggestions for revising their work by taking content out. New filename: EC3-5_TG_Eng_Lang_T7W03_042-051_TEA.pdf
New Content	Publisher	Teacher	978133864285	N/A	Theme 4> Week 1> Literacy> Large Group Card> Day 2	Original text found under Story Time > Shared Writing	Added "Ask them questions to help them revise by taking out words or phrases that may not be needed." after the first sentence in order to give children additional practice providing suggestions for revising their work by taking content out. New filename: EC3-5_LGC_Eng_Lit_T4W01_TEA.pdf
New Content	Publisher	Teacher	9781338638035	N/A	Theme 4> Week 1> Literacy> Teaching Guide> Day 2> Writer's Corner	Original text found under Purposeful Play > Writer's Corner said "Have you ever had a problem? Can you write about it?"	Replaced that prompt with "Look at the writing we did together in class. Would you cross out anything from our writing?" in order to give children additional practice providing suggestions for revising their work by taking content out. New filename: EC3-5_TG_Eng_Lit_T4W01_014-023_TEA.pdf
New Content	Publisher	Teacher	9781338649161	N/A	Theme 2> Week 3> Math> Student Activity, Day 4: Build a Cake > During: First Layer	Original text found in the instructions to the Teacher, mostly in During: First Layer and Second Layer	Edited content on the card so the focus is on the discussion between teachers and children about what happens to the shapes if they are flipped, slid, or turned. New filename: EC3-5_TC_Eng_Math_T2W03_p7_TEA.pdf
New Content	Publisher	Teacher	9781338649093	N/A	Theme 2>Week 1>Literacy > Day 3>Student Activity Cards	Original question found under Challenge on the back of the card showing children sitting at a table in a classroom	Provided additional opportunities for children to identify school helpers and discuss their roles. New filename: EC3-5_AC_Eng_Lit_T2W01_TEA.pdf
New Content	Publisher	Teacher	9781338642728	N/A	Theme 1 > Week 3 > Language > Day 2 > Large Group Card > Extended Play	Original text found under Extended Play at the bottom of the Large Group Card	Provided additional opportunities for children to share jobs and responsibilities of family members at home and at work. New filename: EC3-5_LGC_Eng_Lang_T1W03_TEA.pdf
New Content	Publisher	Teacher	9781338655315	N/A	Theme 8>Week4>Math>Day 5 > Large Group Card > Story Time: Read Aloud: page 10 prompt	Original text found on the Large Group Card, under Page 10.	Added more in-depth explanation of what happens when children say the Pledge of Allegiance and observe moments of silence. New filename: EC3-5_LGC_Eng_Math_T8W04_TEA.pdf

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Teacher	9781338642780	N/A	Theme 1 > Week 4 > Language > Large Group Card > Day 4 > Share the Big Chart of Big Ideas	Original text found under Share the Big Chart of Big Ideas.	Added more instruction to discuss and model use of digital tools. New filename: EC3-5_LGC_Eng_Lang_T1W04_TEA.pdf
New Content	Publisher	Teacher	9781338642780	N/A	Theme 1 > Week 4 > Language > Large Group Card > Day 4 > Guided Writing	Original text found under Guided Writing.	Provided additional time for children to practice using the appropriate terminology and vocabulary while using technology. New filename: EC3-5_LGC_Eng_Lang_T1W04_TEA.pdf
New Content	Publisher	Teacher	9781338651683	N/A	Theme 3 > Week 2 > Literacy > Activity Card > Day 4 > Before	Instructions in the "Before" section did not have an explicit focus on celebrating class-made written product	Edited this text to put explicit focus on celebrating the class-written book. New filename: EC3-5_TC_Eng_Lit_T3W02_TEA.pdf
New Content	Publisher	Teacher	9781338651683	N/A	Theme 3 > Week 2 > Literacy > Activity Card > Day 4 > After	Text in the "After" section did not have an explicit focus on celebrating class-made written product	Edited this text to put explicit focus on celebrating the class-written book. New filename: EC3-5_TC_Eng_Lit_T3W02_TEA.pdf
New Content	Publisher	Teacher	9781338649123	N/A	Theme 2 > Week 2 > Literacy > Teacher Activity Card, Day 3 > Before	Text in the "Before" section did not have an explicit focus on children celebrating their individual written product	Edited this text to put explicit focus on each child celebrating his or her illustrated book pages. New filename: EC3-5_TC_Eng_Lit_T2W02_p5_TEA.pdf
New Content	Publisher	Teacher	9781338649123	N/A	Theme 2 > Week 2 > Literacy > Teacher Activity Card, Day 3 > During	Text in the "During" section did not have an explicit focus on children celebrating their individual written product	Edited this text to put explicit focus on each child celebrating his or her three-page booklet. New filename: EC3-5_TC_Eng_Lit_T2W02_p5_TEA.pdf

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PreK On My Way en español (ISBN 9781338689112)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338663204	N/A	Tema 6 > Semana 4 > Lenguaje > Tarjetas de actividad del estudiante, Día 4 > Reverso tarjeta	Revised content for a more explicit TPG connection	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Student	9781338664072	N/A	Tema 7 Semana 3 > Día 3 > Lenguaje > Tarjetas de actividad del estudiante, > Frente tarjeta	Changed photo for a more explicit TPG connection	Replaced photo of scarecrow with photo of the sun shining on plants.
Editorial Change	Publisher	Student	9781338664072	N/A	Tema 7 Semana 3 > Día 3 > Lenguaje > Tarjetas de actividad del estudiante, > Reverso tarjeta	Updated text to match new photo. (replaced due to rights issue)	Revised text to reflect new photo of sun shining on plants. Focus of activity remains the same.

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PreK On My Way en español (ISBN 9781338689112)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781338663082	N/A	Tema 6 Semana 2 > Día 4 > Lenguaje > Tarjetas de actividad del estudiante, > Reverso tarjeta	Revised photo of shark (due to rights issue)	Changed photo of shark to a different photo of a shark. Activity focus remains the same.
Editorial Change	Publisher	Student	9781338663969	N/A	Tema 8 Semana 3 > Día 2 > Lectoescritura > Tarjetas de vocabulario > Frente tarjeta	Revised photo of climbing boy (due to rights issue)	Changed photo of climbing boy to a different photo of a climbing boy. Activity focus remains the same.
Editorial Change	Publisher	Student	9781338663808	N/A	Tema 7 Semana 2 > Día 4 > Matemáticas > Tarjetas de vocabulario > Frente y Reverso tarjeta	Fixed orientation of photo and text	Changed orientation of photo and text from horizontal to vertical
Editorial Change	Publisher	Student	9781338662924	N/A	Tema 6 Semana 4 > Día 1 > Matemáticas > Tarjetas de vocabulario > Frente de tarjeta "empujar"	Replaced "empujar" photo	Changed to a photo that is more aligned to the content.
Editorial Change	Publisher	Student	9781338643558	N/A	Tema 4 Semana 3 > Día 3 > Matemáticas > Tarjetas de vocabulario > Frente tarjeta > "arriba"	Revised photo	Changed to a photo that is more aligned to the content. Activity focus remains the same.
Editorial Change	Publisher	Teacher	9781338638189	17	Tema 3 > Semana 1 > Día 3 > Lenguaje > Guía del maestro > Grupo pequeño box	Added in text and redux	Added in "Superlibro: Frío, crujiente y colorido: El uso de nuestros sentidos"
Editorial Change	Publisher	Teacher	9781338638295	17	Tema 4 > Semana 1 > Lectoescritura > Guía del maestro > Día 2 > Rincón del escritor	Text found in Tema 4> Semana 1> Lectoescritura> Guía del maestro> Día 2 > Centros independientes > Rincón del escritor	Replaced prompt in order to give children more practice providing suggestions for revising their work by taking content out.
Editorial Change	Publisher	Teacher	9781338638233	19	Tema 8 > Semana 1 > Día 3 > Lenguaje > Guía del maestro > Grupo pequeño > left side	Added in text	Added redux of Superlibro: Topina atrapa el cielo and add "Topina atrapa el cielo" under redux
Editorial Change	Publisher	Teacher	9781338638400	33	Tema 7 Semana 2 > Día 4 > Matemáticas > Guía del maestro > Juego con propósito > Centro de matemáticas y ciencias	Revised content	Changed prompt to: "¿Puedes colocarlos en orden? ¿Cuál es el primero? ¿Cuál es el segundo?" so that prompt is in the form of questions
Editorial Change	Publisher	Teacher	9781338638400	35	Theme 7 Week 2 > Day 4 > Matemáticas > Guía del maestro > Juego con propósito > Estación de creatividad	Revised content	Changed prompt to: "¿Puedes hacer un dibujo de un árbol?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638400	35	Theme 7 Week 2 > Day 5 > Matemáticas > Guía del maestro > Juego con propósito > Biblioteca y Centro de escucha	Revised content	Changed prompt to: "¿Qué estación se muestra en el cuento? ¿Cómo lo sabes?" so that prompt is in the form of questions
Editorial Change	Publisher	Teacher	9781338638301	35	Tema 5 > Semana 2 > Día 4 > Lectoescritura > Guía del maestro > Grupo pequeño box	Added content	Added Tarjeta de vocabulario redux and "Tarjeta de vocabulario" below redux
Editorial Change	Publisher	Teacher	9781338638400	35	Tema 7 Semana 2 > Día 4 > Matemáticas > Guía del maestro > Juego con propósito > Centro de dramatización y aprendizaje	Revised content	Changed prompt to: "¿Puedes imaginar que plantas? ¿Qué harías?" so that prompts are in the form of questions

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PreK On My Way en español (ISBN 9781338689112)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338638400	36	Tema 7 Semana 2 > Día 5 > Matemáticas > Guía del maestro > first bullet	Revised content to more explicitly align with TPG	Changed text into: "Use la hora del círculo para hacer una conexión del libro con la ciencia, pida a los niños que representen actividades relacionadas con las estaciones, e introduzca vocabulario. (verano, invierno)."
Editorial Change	Publisher	Teacher	9781338638400	45	Tema 7 Semana 3 > Día 2 > Matemáticas > Guía del maestro > Juego con propósito > Biblioteca y Centro de escucha	Revised content	Changed prompt to: "¿Qué tipo de plantas se muestran en este libro?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638301	49	Tema 5 > Semana 3 > Día 4 > Lectoescritura > Guía del maestro > Grupo pequeño box	Added content	Added Tarjetas de actividad redux and "Tarjetas de actividad" below the redux
Editorial Change	Publisher	Teacher	9781338638400	59	Tema 7 Semana 4 > Día 2 > Matemáticas > Guía del maestro > Juego con propósito > Biblioteca y Centro de escucha	Revised content	Changed prompt to: "Puedes hablarme sobre la comunidad en ese libro?" so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638400	60	Tema 7 Semana 4 > Día 3 > Matemáticas > Guía del maestro > Juego con propósito > Biblioteca y Centro de escucha	Revised content	Changed prompt to: ¿Qué figuras ves en el libro? so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638196	62	Tema 5 > Semana 4 > Día 4 > Lenguaje > Guía del maestro > Hora del círculo y hora del cuento > first bullet	Changed text	Changed text to "Use la Hora del círculo para hablar sobre salud y seguridad y volver a presentar las habilidades de escuchar e introducir vocabulario (pequeño, saltando).
Editorial Change	Publisher	Teacher	9781338638400	63	Tema 7 Semana 4 > Día 4 > Matemáticas > Guía del maestro > Juego con propósito > Centro de matemáticas y ciencias	Revised content	Changed prompt to: ¿Cuál de las figuras es más grande? so that prompt is in the form of a question
Editorial Change	Publisher	Teacher	9781338638356	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Tema 2 > Matemáticas > Guía del maestro	Revised content	Changed prompts so that they are in the form of questions.
Editorial Change	Publisher	Teacher	9781338638172	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Tema 2 > Lenguaje > Guía del maestro	Revised content	Changed prompts so that they are in the form of questions.
Editorial Change	Publisher	Teacher	9781338638264	pp. 15, 17, 19, 21, 23, 29, 31, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65.	Tema 2 > Lectoescritura > Guía del maestro	Revised content	Changed prompts so that they are in the form of questions.
Editorial Change	Publisher	Teacher	9781338662931	N/A	Tema 3 > Semana 1 > Lenguaje > Tarjeta de actividad del maestro, Día 2: > Frente tarjeta > Antes,	Revised content to clearly state aim of small group activity	Revised content to more explicitly align with VI.A.1.
Editorial Change	Publisher	Teacher	9781338662931	N/A	Tema 3 > Semana 1 > Lenguaje > Tarjeta de actividad del maestro, Día 3:> Frente tarjeta > Antes	Added missing materials for small group activity.	Added a line of text to include material(s) needed for the small group activity.

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PreK On My Way en español (ISBN 9781338689112)

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Editorial Change	Publisher	Teacher	9781338664225	N/A	Tema 8 > Semana 4 > Lenguaje > Tarjeta de actividad del maestro, Día 2: > Frente tarjeta > Antes	Removed reference to what children did yesterday for more flexible use.	Removed reference to previous day's activity so that the teacher can do small group activities in any order.
Editorial Change	Publisher	Teacher	9781338664041	N/A	Tema 7 Semana 2 > Día 1 > Lenguaje > Tarjeta de actividad del maestro > Reverso tarjeta	Revised content for clarity	Revised text to clarify instructions.
Editorial Change	Publisher	Teacher	9781338663570	N/A	Tema 7 Semana 4 > Día 4 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta > Antes y Después	Revised text	Revised text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338662986	N/A	Tema 3 Semana 2 > Día 1 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta > Antes	Corrected text style	Set text so that it is not teacher script
Editorial Change	Publisher	Teacher	9781338644289	N/A	Tema 4 Semana 4 > Día 2 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta > Antes	Deleted extra text.	In Preparar delete "Si es posible," and initial cap "busque"
Editorial Change	Publisher	Teacher	9781338663013	N/A	Tema 3 Semana 3 > Día 4 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta > Instrucciones	Revised text	Revised text to include useful information for teacher.
Editorial Change	Publisher	Teacher	9781338643985	N/A	Tema 1 Semana 3 > Día 3 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta	Simplified text	Revised text to simplify concepts.
Editorial Change	Publisher	Teacher	9781338657333	N/A	Tema 2 Semana 2 > Día 3 > Matemáticas > Tarjeta de actividad del maestro > Frente tarjeta > Antes y Después	Revised text	Revised text to eliminate reference to cards from another day.
Editorial Change	Publisher	Teacher	9781338664034	N/A	Tema 7 Semana 1 > Día 2 > Matemáticas > Tarjeta de actividad del maestro	Revised activity	Revised content for a more explicit TPG Science connection per SRP comments
Editorial Change	Publisher	Teacher	9781338662658	N/A	Tema 6 Semana 4 > Día 4 > Lenguaje > Tarjeta para grupo grande > Hora del círculo	Revised heading	Changed "Hablar sobre construir" hed to "Compartir el conocimiento previo"
Editorial Change	Publisher	Teacher	9781338662658	N/A	Tema 6 Semana 4 > Día 4 > Lenguaje > Tarjeta para grupo grande > Hora del círculo	Revised content	Revised content for a stronger connection to topic for the day.
Editorial Change	Publisher	Teacher	9781338662658	N/A	Tema 6 Semana 4 > Día 4 > Lenguaje > Tarjeta para grupo grande > Hora del círculo	Revised heading	Changed "Estimular y construir" to "¡Construyamos!"
Editorial Change	Publisher	Teacher	9781338662658	N/A	Tema 6 Semana 4 > Día 4 > Lenguaje > Tarjeta para grupo grande > Hora del círculo	Revised content	Revised content for a stronger connection to topic for the day.
Editorial Change	Publisher	Teacher	9781338662627	N/A	Tema 6 Semana 3 > Día 4 > Lenguaje > Tarjeta para grupo grande > Hora del cuento > under Dibújalo	Added text	Added text to include vocabulary word, "moldéalo"

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PreK On My Way en español (ISBN 9781338689112)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338656800	N/A	Tema 2 Semana 3 > Día 2 > Matemáticas > Tarjeta para grupo grande > Desarrollo infantil	Replaced text	Replaced text to match Mind Builder for the day, Mostrar empatía
Editorial Change	Publisher	Teacher	9781338656671	N/A	Tema 2 > Semana 1 > Day 5 > Lenguaje > Tarjeta para grupo grande > Hora del cuento	Strengthened TPG connection	We edited the Hora del cuento prompt for page 29 to read "¿Qué hicieron los animales para que su granja fuera como la escuela de Suzy Sue? ¿Qué cosas tienes en la escuela y en casa?" for more explicit connection to identifying common
Editorial Change	Publisher	Teacher	9781338662634	N/A	Tema 6 > Semana 3 > Lectoescritura > Tarjeta para grupo grande > Día 3 > Hora del cuento > Lectura en voz alta	Text found in Tema 6 > Semana 3 > Lectoescritura > Tarjeta para grupo grande > Día 3 > Hora del cuento > Lectura en voz alta: página 12	Edited content to emphasize one-syllable words in the breakout skill.
Editorial Change	Publisher	Teacher	9.78134E+12	N/A	Tema 7 > Semana 3 > Lectoescritura > Tarjeta de actividad del maestro > Día 1: Antes, Explicar la actividad; Durante	Text found in Tema 7 > Semana 3 > Lectoescritura > Tarjeta de actividad del maestro > Día 1: Antes, Explicar la actividad; Durante	Edited content to emphasize one-syllable words in the breakout skill.
Editorial Change	Publisher	Teacher	9781338663624	N/A	Tema 8 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 3	Text found in Tema 8 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 3 > Hora del cuento > Conversar	Replaced prompt in order to give children more practice providing suggestions for revising their work by taking content out.
Editorial Change	Publisher	Teacher	9781338638332	N/A	Tema 8 > Semana 2 > Lectoescritura > Guía del maestro > Día 2 > Ricón del escritor	Text found in Tema 8 > Semana 2 > Lectoescritura > Guía del maestro > Día 2 > Centros independientes > Ricón del escritor	Replaced prompt in order to give children more practice providing suggestions for revising their work by taking content out.
Editorial Change	Publisher	Teacher	9781338662573	N/A	Tema 6 > Semana 1 > Lectoescritura > Tarjeta para grupo grande > Día 2	Text found in Tema 6 > Semana 1 > Lectoescritura > Tarjeta para grupo grande > Día 2	Replaced prompt in order to give children more practice providing suggestions for revising their work by taking content out.
Editorial Change	Publisher	Teacher	9781338663181	N/A	Tema 6 > Semana 3 > Lectoescritura > Tarjeta de actividad > Día 4 > Antes	Text found in Tema 6 > Semana 3 > Lectoescritura > Tarjeta de actividad > Día 4 > Antes	Edited text to further encourage children to celebrate their writing.
Editorial Change	Publisher	Teacher	9781338663181	N/A	Tema 6 > Semana 3 > Lectoescritura > Tarjeta de actividad > Día 4 > Después	Text found in Tema 6 > Semana 3 > Lectoescritura > Tarjeta de actividad > Día 4 > Después	Edited text to further encourage children to celebrate their writing.
Editorial Change	Publisher	Teacher	9781338657326	N/A	Tema 2 > Semana 2 > Lectoescritura > Día 4 > Tarjeta de actividad del maestro, Antes	Text found in Tema 2 > Semana 2 > Lectoescritura > Día 4 > Tarjeta de actividad del maestro, Antes	Edited text to further encourage children to celebrate their writing.
Editorial Change	Publisher	Teacher	9781338657326	N/A	Tema 2 > Semana 2 > Lectoescritura > Día 4 > Tarjeta de actividad del maestro, Durante	Text found in Tema 2 > Semana 2 > Lectoescritura > Día 4 > Tarjeta de actividad del maestro, Durante	Edited text to further encourage children to celebrate their writing.
Editorial Change	Publisher	Teacher	9781338644241	N/A	Tema 4 > Semana 4 > Lenguaje > Actividad del estudiante, Día 2 > Antes: Repasar los triángulos	Text found in Tema 4 > Semana 4 > Lenguaje > Actividad del estudiante, Día 2 > Antes: Repasar los triángulos	Added "deslizar" to help children recognize that a shape stays the same across various orientations.
Editorial Change	Publisher	Teacher	9781338662429	N/A	Tema 3 > Semana 1 > Lenguaje > Día 1 > Tarjeta para grupo grande > Hora del círculo: Desarrollar el conocimiento	Text found in Tema 3 > Semana 1 > Lenguaje > Día 1 > Tarjeta para grupo grande > Hora del círculo: Desarrollar el conocimiento	We edited the text to make the observation about objects from the story.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781338662429	N/A	Tema 3 > Semana 1 > Lenguaje > Día 2 > Tarjeta para grupo grande > Prolongar el juego	Text found in Tema 3 > Semana 1 > Lenguaje > Día 2 > Tarjeta para grupo grande > Prolongar el juego	We edited the text to make the observation about every day objects.
Editorial Change	Publisher	Teacher	9781338656831	N/A	Tema 2> Semana 4> Día 2> Matemáticas> Tarjeta para grupo grande> Desarrollo infantil: Mind Builder > clasificar y organizar (características)	Text found in Tema 2> Semana 4> Día 2> Matemáticas> Tarjeta para grupo grande> Desarrollo infantil: Mind Builder > clasificar y organizar (características)	We edited the text to make the observation about every day objects.
Editorial Change	Publisher	Teacher	9781338663914	N/A	Tema 8 > Semana 1 > Día 1 > Matemáticas > Tarjeta de vocabulario > represente (luz)	Text found in Tema 8 > Semana 1 > Día 1 > Matemáticas > Tarjeta de vocabulario > represente (luz)	We edited the text to enhance the observation of sources of energy: light.
Editorial Change	Publisher	Teacher	9781338663600	N/A	Tema 8 > Semana 1 > Día 5 > Matemáticas > Tarjeta para grupo grande > Hora del círculo: Asociar con física	Text found in Tema 8 > Semana 1 > Día 5 > Matemáticas > Tarjeta para grupo grande > Hora del círculo: Asociar con física	We edited the text to enhance the observation of sources of energy: light.
Editorial Change	Publisher	Teacher	9781338663488	N/A	Tema 7 > Semana 1 > Matemáticas > Tarjeta para grupo grande> Día 4 > Prolongar el juego	Text found in Tema 7 > Semana 1 > Matemáticas > Tarjeta para grupo grande> Día 4 > Prolongar el juego	We edited the text to enhance the observation of sources of energy: light.
Editorial Change	Publisher	Teacher	9781338663624	N/A	Tema 8 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 5 > Lectura en voz alta: volver a narrar y recrear: páginas 20-21	Text found in Tema 8 > Semana 2 > Lectoescritura > Tarjeta para grupo grande > Día 5 > Lectura en voz alta: volver a narrar y recrear: páginas 20-21	We edited the text to enhance the observation of sources of energy: light.
Editorial Change	Publisher	Teacher	9781338657296	N/A	Tema 2 > Semana 1 > Día 3 > Lectoescritura > Tarjetas de actividad del estudiante	Text found in Tema 2 > Semana 1 > Día 3 > Lectoescritura > Tarjetas de actividad del estudiante	We edited the text to further enable a conversation about the roles of family members.
Editorial Change	Publisher	Teacher	9781338642735	N/A	Tema 1 > Semana 3 > Lenguaje > Día 1 > Tarjeta para grupo grande > Hora de cuento	Text found in Tema 1 > Semana 3 > Lenguaje > Día 1 > Tarjeta para grupo grande > Hora de cuento	We edited the text to further enable a conversation about the roles of family members.
Editorial Change	Publisher	Teacher	9781338643947	N/A	Tema 1 >Semana 3>Lenguaje > Día 1 > Tarjeta de actividad del maestro	Text found in Tema 1 >Semana 3>Lenguaje > Día 1 > Tarjeta de actividad del maestro	We edited the text to further enable a conversation about the roles of family members.
Editorial Change	Publisher	Teacher	9781338643947	N/A	Tema 1 >Semana 3>Lenguaje>Día 1 > Tarjetas de actividad del estudiante	Text found in Tema 1 >Semana 3>Lenguaje>Día 1 > Tarjetas de actividad del estudiante	We edited the text to further enable a conversation about the roles of family members.
Editorial Change	Publisher	Teacher	9781338662597	N/A	Tema 6 > Semana 2 > Lenguaje > Tarjeta para grupo grande > Día 4 > Lectura atenta: asociar con cantar y bailar: ¡Cantemos!	Text found in Tema 6 > Semana 2 > Lenguaje > Tarjeta para grupo grande > Día 4 > Lectura atenta: asociar con cantar y bailar: ¡Cantemos!	We edited the content to give children more opportunities to use digital learning applications
Editorial Change	Publisher	Teacher	9781338688931	N/A	Family Exchange web site > Resources > Family Activities > Theme 1 > Family Matters bullet 2	Text found in Family Exchange web site > Resources > Family Activities > Theme 1 > Family Matters bullet 2	We edited the content to give children more opportunities to use digital learning applications

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Student	9781338663631	N/A	Tema 8 > Semana 2 > Matemáticas > Tarjeta para grupo grande > Día 3 > Hora del cuento > conversar	Original Text found in Hora del cuento, under "Conversar" on Day 3.	Replaced content in "Conversar" to better address the breakout with words like /l/ /os/ (los); /d/ /os/ (dos); /n/ /os/, (nos) /v/ /an/ (van); /s/ /er/ (ser). New filename: EC3-5_LGC_Spa_Math_T8W02_TEA.pdf
New Content	Publisher	Student	9781338657364	N/A	Tema 2 > Semana 3 > Matemáticas > Tarjeta de actividad del maestro, Día 3: Durante: Preguntar	Original text in the "Durante" section, under Preguntar, and in the "Después" section.	Added "Si la deslizan, ¿es la misma forma?" to "Durante" and added "deslizaron" to "Después" to help children recognize that a shape stays the same across various orientations. New filename: EC3-5_TC_Spa_Math_T2W03_p5_TEA.pdf
New Content	Publisher	Student	9781338637885	N/A	Tema 3 > Semana 1 > Lenguaje > Día 1 > tarjeta de actividad del maestro > antes	Original text found in Teacher Activity Card under "Antes".	Edited content to provide more opportunity for children to use their five senses to explore and describe properties of objects. New Filename: EC3-5_TC_Spa_Lang_T3W01_TEA.pdf
New Content	Publisher	Student	9781338662931	N/A	Tema 3 > Semana 1 > Lenguaje > Día 1 > tarjeta de actividad del maestro > durante	Original text found in Teacher Activity Card under "Durante".	Provided additional opportunities for children to use sensory language to describe natural and human-made materials. New Filename: EC3-5_TC_Spa_Lang_T3W01_TEA.pdf
New Content	Publisher	Student	9781338662443	N/A	Tema 2 > Semana 4 > Día 2 > Matemáticas > tarjeta de actividad del maestro > durante: repetir	Original text found in the Teacher Activity Card , under "Durante".	Provided opportunities for children to sort and classify objects by various attributes. New filename: EC3-5_TC_Spa_Math_T2W04_TEA.pdf
New Content	Publisher	Student	9781338656671	N/A	Tema 2 > Semana 1 > Día 1 > Lenguaje > Tarjeta para grupo grande > Hora del círculo: Desarrollar el conocimiento	Original text in "Día 1: Hora del círculo", under "Desarrollar el conocimiento".	Provided additional opportunities for children to identify school helpers and discuss their roles in school. New filename: EC3-5_LGC_Spa_Lang_T2W01_TEA.pdf
New Content	Publisher	Teacher	9781338638318	17	Tema 6 > Semana 1 > Lectoescritura > Guía del maestro > Día 2 > Rincón del escritor	Original text found under Juego con propósito > Rincón del escritor said "Dibuja o escribe algo que planees hacer más tarde."	Replaced that prompt with "Mira lo escribimos juntos en clase. ¿Tacharías algo de nuestra escritura?" in order to give children more practice providing suggestions for revising their work by taking content out. New filename: EC3-5_TG_Spa_Lang_T6W01_014-023_TEA.pdf
New Content	Publisher	Teacher	9781338663525	45	Tema 7 > Semana 3 > Lenguaje > Guía del maestro > Día 2 > Rincón del escritor	Original text found under Juego con propósito > Rincón del escritor said "Inventa un nombre de flor que viva en el agua. Escribe o dibuja algunos detalles sobre esta planta."	Replaced that prompt with "Mira lo escribimos juntos en clase. ¿Tacharías algo de nuestra escritura?" in order to give children more practice providing suggestions for revising their work by taking content out. New filename: C3-5_TG_Spa_Lang_T7W03_042-051_TEA.pdf
New Content	Publisher	Teacher	9781338663525	N/A	Tema 7 > Semana 3 > Lenguaje > Tarjeta para grupo grande > Día 2	In Shared Writing, it said "Haga preguntas para ayudarlos a añadir detalles."	Replaced that phrase with "Haga preguntas para ayudarlos a revisar sacando palabras o frases que pueden no ser necesarias." in order to make meeting the standard more explicit. New filename: EC3-5_LGC_Spa_Lang_T7W03_TEA.pdf
New Content	Publisher	Teacher	9781338642858	N/A	Tema 4 > Semana 1 > Lenguaje > Tarjeta para grupo grande > Día 2	Original text found under Hora del cuento > Escritura compartida.	Added "Haga preguntas para ayudarlos a revisar sacando palabras o frases que no sean necesarias." after the first sentence in order to give children additional practice providing suggestions for revising their work by taking content out. New filename: EC3-5_LGC_Spa_Lit_T4W01_TEA.pdf
New Content	Publisher	Teacher	9781338662979	N/A	Tema 3 > Semana 2 > Lectoescritura > Tarjeta de actividad > Día 4 > Antes	Original text found in Teacher Activity Card under "Antes".	Added: "Modele lo que le gusta de su imagen." to introduce and encourage children to celebrate their writing. New filename: EC3-5_TC_Spa_Lit_T3W02_TEA.pdf

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Teacher	9781338657425	N/A	Tema 3> Semana 2> Lectoescritura > Tarjeta de actividad > Día 4> Después	Original text found in Teacher Activity Card under "Encuadernar".	Added "Ponga las páginas en un libro de clase. Aliente a los niños a celebrar su trabajo en grupo y a compartir lo que les gusta del libro de la clase." to further encourage children to celebrate their writing. New filename: EC3-5_TC_Spa_Lit_T3W02_TEA.pdf
New Content	Publisher	Teacher	9781338657326	N/A	Tema 2> Semana 2> Día 3> Literacy> Tarjeta de actividad del maestro, Antes	Original text found in Teacher Activity Card, under "Explicar la actividad".	Edited content to provide additional opportunities for children to share their writing. New Filename: EC3-5_TC_Spa_Lit_T2W02_p5_TEA.pdf
New Content	Publisher	Teacher	9781338657326	N/A	Tema 2> Semana 2> Día 3> Literacy> Tarjeta de actividad del maestro, Durante	Original text found in Teacher Activity Card under "Ampliar".	Edited content to provide additional opportunities for children to share and celebrate their writing. New Filename: EC3-5_TC_Spa_Lit_T2W02_p5_TEA.pdf
New Content	Publisher	Teacher	9781338657364	N/A	Tema 2> Semana 3> Matemáticas > Tarjeta del estudiante, Día 4: Una torta de figuras> Durante: Primera capa	Original text found in the instructions to the Teacher, mostly in "Durante: Primera capa" and "Segunda capa".	Edited content on the card so the focus is on the discussion between teachers and children about what happens to the shapes if they are flipped, slid, or turned. New filename: EC3-5_TC_Spa_Math_T2W03_p7_TEA.pdf
New Content	Publisher	Teacher	9781338642735	N/A	Tema 1 > Semana 3 > Lenguaje > Día 2 > Tarjeta para grupo grande > Prolongar el juego	Original text found under "Prolongar el juego" in Tarjeta para grupo grande: Día 2.	Provided additional opportunities for children to share jobs and responsibilities of family members at home and at work. New filename: EC3-5_LGC_Spa_Lang_T1W03_TEA.pdf
New Content	Publisher	Teacher	9781338663723	N/A	Tema 8>Semana 4>Matemáticas >Día 5 > Tarjeta para grupo grande > Hora de cuento	Original text found on the "Tarjeta para grupo grande: Día 5", under "página 10".	Added more in-depth explanation of what happens when children say the Pledge of Allegiance and observe moments of silence. New filename: EC3-5_LGC_Spa_Math_T8W04_TEA.pdf
New Content	Publisher	Teacher	9781338642797	N/A	Tema 1 > Semana 4 > Lenguaje > Tarjeta para grupo grande> Día 4 > Compartir el Papelógrafo de grandes ideas	Original text found in Tarjeta para grupo grande under Hora del cuento: Compartir Papelógrafo de grandes ideas.	We edited the content to give children more opportunities to use digital learning applications. New Filename: EC3-5_LGC_Spa_Lang_T1W04_TEA.pdf
New Content	Publisher	Teacher	9781338642797	N/A	Tema 1 > Semana 4 > Lenguaje > Tarjeta para grupo grande > Día 4 > Escritura guiada	Original text found in Tarjeta para grupo grande under Escritura guiada.	We edited the content to give children more opportunities to use digital learning applications. New Filename: EC3-5_LGC_Spa_Lang_T1W04_TEA.pdf

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The Creative Curriculum® for Texas (ISBN 9781645530596)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 126	entire poster	Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo.	Changed "Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo. " to "[Da vueltas], [da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. Ven [da vueltas] conmigo."
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 128	line 3	¿Estará soleado, seco o muy mojado?	Changed "¿Estará soleado, seco o muy mojado?" to "¿Estará soleado, frío o muy mojado?"
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 128	line 6	¿Estará soleado, seco o muy mojado?	Changed "¿Estará soleado, seco o muy mojado?" to "¿Estará soleado, frío o muy mojado?"
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 129	entire poster	Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa].	Changed "Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa]." to "Palabras que riman vamos a pensaren unas palabritaspara rimar,rimemos aquí, rimemos allá, dime una palabra que rime con [mesa]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 116	line 2	How would you like to go?	Changed "How would you like to go?" to "How would you like to do that?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 122	entire poster	We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name.	Changed "We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name." to "We welcome everyone! Our day has just begun. We're glad to see you here today, prepared to work and play. I wonder who is here. Let's play a little game. When the ball is passed to you, [Stand up] and say your name."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 123	lines 3 and 4	That is a match for mine. Look at your letter card, And see what you can find.	Changed "That is a match for mine. Look at your letter card, And see what you can find. " to "that is a match for mine. Look at the letter on your card, and see what you can find."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 124	entire poster	Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day.	Changed "Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day. " to "You have questions, lots of questions, that you want the answers to. You have questions about [boxes]. I have questions like that, too. If you ask them, I will write them. Write your questions about [boxes]. We'll find answers to our questions and discover more each day."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 125	lines 1 and 2	Welcome to school today. We are happy to be together so we can learn, work, and play.	Changed "Welcome to school today. We are happy to be together so we can learn, work, and play. " to "Welcome to our school today. We are glad to be together as we learn and work and play."

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Teaching Strategies LLC

The Creative Curriculum® for Texas (ISBN 9781645530596)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 125	lines 3 and 4	Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way.	Changed "Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way." to "Come and join us, come and join us, Join us now to start our day. We will learn new things together and have fun along the way."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 128	line 3	Is it sunny, cloudy, or rainy?	Changed "Is it sunny, cloudy, or rainy?" to "Is it sunny, cold, or rainy?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 128	line 6	When the weather outside is [sunny]	Changed "When the weather outside is [sunny]" to "When the weather here is [sunny]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 129	last line	What might you like to share about the things you did today?	Changed "What might you like to share about the things you did today?" to "What would you like to share about the things you did today?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 130	entire poster	Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go, It's time to go, Time to [wash your hands].	Changed "Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go, It's time to go, Time to [wash your hands]." to "See the colors of your clothes, Of your clothes, Of your clothes. See the colors of your clothes. What colors do you see? If you see [green] it's time to go, time to go, time to go If you see [green] it's time to go, time to [wash your hands]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 131	entire poster	Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you.	Changed "Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you." to "Our day is done. I really hope you had some fun. We have [laughed] and [built]. We'll be together soon. Now I'll say good-bye to you."
Editorial Change	Publisher	Student	9781645530763	37	Column 1, Paragraph 5	Invite the child to imitate you.	Changed "Invite the child to imitate you" to "Invite the children to imitate you."
Editorial Change	Publisher	Student	9781645530763	40	Under "Water Song," bullet 2	incorporating brush our teeth	Changed "incorporating brush our teeth" to "incorporate the phrase brush our teeth"
Editorial Change	Publisher	Student	9781645530817	52	Under "Large Group," Column 2, bullet 1	"What do you notice about the characteristics of these items?"	Changed "'What do you notice about the characteristics of these items?'" to "'What do you notice about these items?'"
Editorial Change	Publisher	Student	9781645530756	145	Under "Large-Group Roundup," Column 1	N/A	Added the following new content under "Getting ready for studies": Review the At-a-Glance pages for Exploring the Topic in the Water Teaching Guide to prepare for the first study.
Editorial Change	Publisher	Teacher	9781645530749	1	Paragraph 1	goes far beyond the PreK years.	Changed "goes far beyond the PreK years." to "goes far beyond the prekindergarten years."
Editorial Change	Publisher	Teacher	9781645530749	1	Paragraph 3	The resource you're currently holding	Changed "The resource you're currently holding" to "The resource you're currently reading"
Editorial Change	Publisher	Teacher	9781645530923	1	Under "Book Discussion Cards" heading, top right of page	Book Discussion Cards	Changed the header on the card from "Book Discussion Cards" to "Support for English-Language Learners"
Editorial Change	Publisher	Teacher	9781645530923	1	Under "Third Read-Aloud," Column 1	"We can tell that the wind is blowing because we see the branches on trees swaying"	Changed "We can tell that the wind is blowing because we see the branches on trees swaying" to "We can tell that the wind is blowing outside today because we see the branches on trees swaying."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531104	1	Divider Tab, Column 1 "Language and Literacy"	N/A	New content added on the left hand side in the list of objectives: "8. Listens to and understands increasingly complex language"
Editorial Change	Publisher	Teacher	9781645531104	1	Divider Tab, Column 1 "Language and Literacy"	N/A	New content added on the left hand side in the list of objectives: "10. Uses appropriate conversational and other communication skills"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Reference Number," Top of page	M01 means the category of math card No. 1.	Changed "M01 means the category of math card No. 1." to "M01 means card 01 in the Mathematics category"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Objectives"	Objectives This refers to a primary objective from The Creative Curriculum® objectives for development and learning. Each card also lists related objectives.	Changed "Objectives This refers to a primary objective from The Creative Curriculum® objectives for development and learning. Each card also lists related objectives." to "Each card lists the primary objective from The Creative Curriculum® objectives for development and learning that the activity addresses along with several related objectives."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Texas Prekindergarten Guidelines"	Here you will find the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences	Changed "Here you will find the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences" to "Here you will find the Texas Prekindergarten Guidelines (TPG) that the activity addresses. The primary TPG is listed first; the related TPG are listed in alphanumeric order."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 1	These cards include teacher-planned experiences	Changed "These cards include teacher-planned experiences" to "These cards describe teacher-planned experiences"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 1	The Intentional Teaching Experiences describe and explain an activity designed for children aged 3 to 6 years.	Changed "The Intentional Teaching Experiences describe and explain an activity designed for children aged 3 to 6 years." to "Intentional Teaching Experiences are designed for use with children aged 3 to 6 years."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 1	The Teaching Guides may also offer suggestions to adapt the experience to your current study topic. The Intentional Teaching Experiences are organized in four categories.	Changed "The Teaching Guides may also offer suggestions to adapt the experience to your current study topic. The Intentional Teaching Experiences are organized in four categories." to "The Teaching Guides may also offer suggestions for adapting an experience to reflect your current study topic. Intentional Teaching Experiences are organized into four categories:"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 1	• Math (M)	Changed "• Math (M)" to "• Mathematics (M)"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Steps to Follow"	listed in the Teaching Guide.	Changed "listed in the Teaching Guide." to "listed in your Teaching Guide."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Steps to Follow"	determine what materials you'll need, if any, and what preparation should be done in advance.	Changed "determine what materials you'll need, if any, and what preparation should be done in advance." to "determine what materials you'll need, and what preparation you need to do in advance."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Steps to Follow"	• Look at how you can adapt the activity	Changed "• Look at how you can adapt the activity" to "• Consider how you might adapt the activity"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Including All Children"	ensure that all children can participate.	Changed "ensure that all children can participate." to "ensure that all children can participate fully in the activity."

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Editorial Change	Publisher	Teacher	9781645531104	1	Under "Color Coding"	Color coding The color-coded Teaching Sequences provide a starting point for the activity. How an experience is carried out with a 4-year-old at the end of the year may be very different than how you use it with a 3-year-old	Changed "Color coding The color-coded Teaching Sequences provide a starting point for the activity. How an experience is carried out with a 4-year-old at the end of the year may be very different than how you use it with a 3-year-old " to "Color Coding The color-coded Teaching Sequence provides a starting point for the activity. How you implement an activity with a 4-year-old at the end of the year may be very different than how you do so with a 3-year-old"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "English Language Learners"	clarify the child's attempts	Changed "clarify the child's attempts" to "clarify any attempts"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "English Language Learners"	This gives them to time to think and practice what they want to say.	Changed "This gives them to time to think and practice what they want to say." to "Doing so gives them to time to think about and practice what they want to say."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "English Language Learners"	• Simplify the questions, or ask a closed question	Changed "• Simplify the questions, or ask a closed question" to "• Simplify the questions or ask a closed-ended question"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 1	" What do you want to find out more about...?"	Changed "What do you want to find out more about...?" to "What do you want to find out about...?"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "What You Do," Column 2	Help children learn the meaning of question during discussions.	Changed "Help children learn the meaning of question during discussions." to "Help children learn the meaning of the word question during discussions."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Green"	Invite the child to notice his name on the chart next to the child's answer.	Changed "Invite the child to notice his name on the chart next to the child's answer." to "Invite the child to notice his name on the chart next to his answer."
Editorial Change	Publisher	Teacher	9781645531111	1	Under Objective 20, top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531128	1	Under "Questions to Guide Your Observations"	Was the child able to grasp and manipulate the yarn and toothpick through the paper?	Changed "Was the child able to grasp and manipulate the yarn and toothpick through the paper?" to "Was the child able to grasp the yarn and toothpick and manipulate it through the paper?"
Editorial Change	Publisher	Teacher	9781645531128	1	Under "Teaching Sequence," Green	"Try to sew your paper the way I sewed mine."	Changed "Try to sew your paper the way I sewed mine." to "Can you sew your paper the way I sewed mine?"
Editorial Change	Publisher	Teacher	9781645531128	1	Under "Teaching Sequence," Purple	"Here's a zigzag pattern. Try to follow the line as you sew."	Changed "Here's a zigzag pattern. Try to follow the line as you sew." to "Here's a zigzag pattern. Can you follow the line as you sew?"
Editorial Change	Publisher	Teacher	9781645530763	2	Column 2, Paragraph 2, line 10	your study will honor children as capable, independent learners while laying the foundation	Change "your study will honor children as capable, independent learners while laying the foundation" to "the studies you introduce to children will lay the foundation"
Editorial Change	Publisher	Teacher	9781645530824	2	Under "Introduction," Column 1, Paragraph 1	you will be able to continue to organize the day in the same way	Changed "you will be able to continue to organize the day in the same way" to "you will be able to organize each day in the same way"
Editorial Change	Publisher	Teacher	9781645530824	2	Under "Introduction," Column 1, Paragraph 2	the transition or because your school includes kindergarten and they will simply be moving on to a new classroom down the hall.	Changed "the transition or because your school includes kindergarten and they will simply be moving on to a new classroom down the hall." to "the transition, or perhaps your school includes kindergarten and the children recognize they will move to a new classroom down the hall."

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Editorial Change	Publisher	Teacher	9781645530824	2	Under "Introduction," Column 1, Paragraph 2	We've chosen a few that are typical and used them to structure your classroom conversations and learning during the final few weeks of school.	Changed "We've chosen a few that are typical and used them to structure your classroom conversations and learning during the final few weeks of school." to "We chose a few that are typical and used them to structure your classroom conversations and learning during the final weeks of school."
Editorial Change	Publisher	Teacher	9781645530824	2	Under "Introduction," Column 2, Paragraph 1	It is an important opportunity for the children and for you to reflect	Changed "It is an important opportunity for the children and for you to reflect" to "It is an important opportunity for you and the children to reflect"
Editorial Change	Publisher	Teacher	9781645530619	2	Paragraph 3	eye-hand coordination	Changed "eye-hand coordination" to "hand-eye coordination"
Editorial Change	Publisher	Teacher	9781645530923	2	Col 3	Another strategy you can use when asking English-language learners questions	Change "Another strategy you can use when asking English-language learners questions" to "Another useful strategy when asking English-language learners questions"
Editorial Change	Publisher	Teacher	9781645530923	2	Col 4	That can make the story hard to follow for all children and make the read-aloud take twice as long.	Changed "That can make the story hard to follow for all children and make the read-aloud take twice as long." to "That can make the story hard to follow for all children and will make the read-aloud take twice as long."
Editorial Change	Publisher	Teacher	9781645530923	2	Under "Components," Column 2, Paragraph 1	all areas of development,	Changed "all areas of development," to "all areas of development and learning,"
Editorial Change	Publisher	Teacher	9781645530923	2	Under "3. Comments and Questions," Column 2	Ask questions to help children understand the story in more depth.	Changed "Ask questions to help children understand the story in more depth." to "Ask questions to help children deepen their understanding of the story."
Editorial Change	Publisher	Teacher	9781645531104	2	Under "English Language Learners"	steps on how to use technology	Changed "steps on how to use technology" to "steps for how to use technology"
Editorial Change	Publisher	Teacher	9781645531104	2	Under "English-language learners"	• Provide word cards in the children's first languages, along with a picture of the object.	Changed "• Provide word cards in the children's first languages, along with a picture of the object." to "• Provide pictorial word cards in the children's first languages."
Editorial Change	Publisher	Teacher	9781645531104	2	Under "Including All Children"	Use a keyboard with large keys in alphabetical order. • Include photographs or images for each word in a child's word bank.	Changed "Use a keyboard with large keys in alphabetical order. • Include photographs or images for each word in a child's word bank." to "Use a keyboard with large keys positioned in alphabetical order. • Include photo or images for each word in a child's word bank."
Editorial Change	Publisher	Teacher	9781645531104	2	Under "What You Do," Column 1	Invite the child	Changed "Invite the child" to "Invite each child"
Editorial Change	Publisher	Teacher	9781645531104	2	Under "What You Do," Column 2	You can decorate the cover of the book, and then we can put the book together	Changed "You can decorate the cover of the book, and then we can put the book together" to "You can decorate the cover of the book. Then we can put the book together"
Editorial Change	Publisher	Teacher	9781645531128	2	Under "Teaching Sequence," Green	Good, it's getting longer and skinnier."	Changed "Good, it's getting longer and skinnier."" "It's getting longer and skinnier.""
Editorial Change	Publisher	Teacher	9781645530756	3	Paragraph 1, line 7	we know to be typical of prekindergarten- and kindergarten-aged children.	Changed "we know to be typical of prekindergarten- and kindergarten-aged children" to "we know to be typical of prekindergarten-aged children."
Editorial Change	Publisher	Teacher	9781645530763	3	Column 1, Paragraph 2, line 5	Here you will learn how studies support children's development and learning and find guidance on how to implement studies	Changed "Here you will learn how studies support children's development and learning and find guidance on how to implement studies" to "These tips show you how studies support children's development and learning and how you can implement studies"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530824	3	Under "Talk About Feelings"	Specific guidance is included for using this card in the daily plans, but it can be useful any time to help children find the words for their feelings.	Changed "Specific guidance is included for using this card in the daily plans, but it can be useful any time to help children find the words for their feelings." to "Specific guidance for using this card is included in the daily plans, but it can be useful any time you need to help children find the words for their feelings."
Editorial Change	Publisher	Teacher	9781645530824	3	Under "My Turn at the Microphone"	allows them the opportunity to express feelings	Changed "allows them the opportunity to express feelings" to "allows them to express feelings"
Editorial Change	Publisher	Teacher	9781645530824	3	Under "Encouragement"	at this time of the year. It's great for children to be reminded of what they can do	Changed "at this time of the year. It's great for children to be reminded of what they can do" to "at this time of the year that it helps to remind children of what they can do"
Editorial Change	Publisher	Teacher	9781645530749	3	entire page	<p>Building Community in the First Six Weeks Even before children arrive on the first day of school and begin to navigate their new surroundings, they have many questions. When creating <i>The Creative Curriculum® for Texas</i>, <i>The First Six Weeks: Building Your Classroom Community Teaching Guide</i>, which is the first Teaching Guide you will use with your class, we focused on questions that we know to be typical of prekindergarten children.</p> <p>Even if the children themselves cannot fully articulate them, these questions do address some of the greatest concerns all children harbor as a new school year begins. We have used these questions as the starting points for structuring your classroom conversations and learning experiences during the first weeks of school.</p> <ul style="list-style-type: none"> • Focus Question 1. What names do we need to know at school? • Focus Question 2. What should we do if we get sad or scared at school? • Focus Question 3. What are our rules? • Focus Question 4. When do things happen at school? • Focus Question 5. Who works at our school? • Focus Question 6. How do we make and keep friends? How can we be part of a group? <p>The order of these questions is important because the answers to them—and the ways that you guide children toward constructing those answers—</p>	<p>Replaced the existing text on page 3 with the following:</p> <p>Where to Begin As you read this guide, you may be standing in front of some large boxes and wondering where to begin. Explaining how to start is the purpose of this guide. We will introduce you to the individual pieces that make up the curriculum and then we will show you how everything fits together.</p> <p>Before you begin any journey, you need to know where you are heading. When it comes to implementing a curriculum, the objectives for children's development and learning help you identify a destination. The objectives define where you want to take children—the skills and knowledge children can acquire when you fully implement <i>The Creative Curriculum® for Texas</i>.</p>

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Editorial Change	Publisher	Teacher	9781645530749	3	entire page	<p>Continued from above: naturally build upon each other, creating a scaffold of knowledge and understanding upon which the children can grow and learn. For example, there is a reason we suggest waiting a couple of weeks before leading a class discussion about creating rules for your classroom community. Too often, teachers attempt to have this discussion during the first week of school—sometimes even the first day!—out of the fear that if they do not establish rules immediately, the classroom will certainly devolve into chaos.</p> <p>When the children have become accustomed to you, their classmates, their surroundings, the classroom materials, the schedule and routines, and the ways that you demonstrate respect for their ideas and feelings, they will be far better prepared to make meaningful contributions as you collaborate to create a set of classroom rules, rights, and responsibilities upon which they can all agree. In the meantime, you may easily present the children with reminders to guide their behavior: “In our classroom community, we play safely and are kind to each other.” (These aren’t rules. These are reminders that this is just the way things operate here!) Issue these reminders repeatedly, thoughtfully, and joyfully—not only to redirect inappropriate behavior, but also to acknowledge positive behavior—and the children will begin to recognize themselves and their words and actions as the essential component of your community.</p>	<p>Continued from above: A central resource of The Creative Curriculum® for Texas, is Volume 6: Objectives for Development & Learning. In this volume, we explain the 38 research-based objectives that are most predictive of a child’s future success in school. These objectives define the path you will take with the children in your classroom. They inform every aspect of your teaching, so you will see them addressed everywhere—from the foundation volumes to all of the resources that you will use daily in your classroom. We recommend spending some time with Volume 6: Objectives for Development & Learning to learn more about the objectives and to see how they will enable you to identify a child’s progress in each area of development and learning.’</p>
Editorial Change	Publisher	Teacher	9781645530633	3	Paragraph 2	These standards detail what children should learn	Changed "These standards detail what children should learn" to "These standards, which detail what children should learn"
Editorial Change	Publisher	Teacher	9781645531104	3	Under "Including All Children"	This provides visual and tactile experiences.	Changed "This provides visual and tactile experiences." to "Doing so provides visual and tactile experiences."
Editorial Change	Publisher	Teacher	9781645531104	3	Under "Teaching Sequence," Blue	Can you tell me if it’s an uppercase or lowercase letter?	Changed "Can you tell me if it’s an uppercase or lowercase letter?" to "Can you tell me whether it’s an uppercase or lowercase letter?"
Editorial Change	Publisher	Teacher	9781645531104	3	Under "Teaching Sequence," Blue	explore half of the alphabet cards, with a combination of uppercase and lowercase letters.	Changed "explore half of the alphabet cards, with a combination of uppercase and lowercase letters." to "explore half of the alphabet cards, using a combination of uppercase and lowercase letters."
Editorial Change	Publisher	Teacher	9781645531111	3	Under "Teaching Sequence," Purple	describe the groups and make comparisons and count the objects.	Changed "describe the groups and make comparisons and count the objects. to "describe the groups, make comparisons, and count the objects."
Editorial Change	Publisher	Teacher	9781645531128	3	Under "Teaching Sequence," Yellow	dough as he or she chooses,	changed "dough as he or she chooses," to "dough as he chooses,"
Editorial Change	Publisher	Teacher	9781645531135	3	Under Objective 1, top right page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530787	4	Column 1, Paragraph3	How have children shown their interest	Changed "How have children shown their interest" to "How have children shown interest"

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Editorial Change	Publisher	Teacher	9781645530763	4	Paragraph 1, line 2	It provides a quick reference for the classroom materials and daily resources you will use and shares information about making connections with families, bringing the children's learning outdoors, and being prepared for upcoming experiences.	Changed "It provides a quick reference for the classroom materials and daily resources you will use and shares information about making connections with families, bringing the children's learning outdoors, and being prepared for upcoming experiences. " to "It lists the classroom materials and curricular resources you will use each day and offers guidance for supporting children's learning outdoors, connecting with families, and preparing for upcoming experiences."
Editorial Change	Publisher	Teacher	9781645530763	4	Column 1, line 11	children can transition to a new investigation midweek with no trouble.	Changed "children can transition to a new investigation midweek with no trouble." to "children can easily transition to a new investigation midweek."
Editorial Change	Publisher	Teacher	9781645530794	4	Column 2, Paragraph 1, line 6	revise it, add ways to personalize it,	Changed "revise it, add ways to personalize it," to "revise it, personalize it,"
Editorial Change	Publisher	Teacher	9781645530824	4	Under "Considerations for Families," Column 1, Paragraph 1	partnerships with families were a critical part of children's smooth transition into your program, family partnerships at the end of the year are vital to children's successful shift	Changed "partnerships with families were a critical part of children's smooth transition into your program, family partnerships at the end of the year are vital to children's successful shift" to "partnerships with families were critical to the children's smooth transition into your program, family partnerships at the end of the year are vital to the children's successful shift"
Editorial Change	Publisher	Teacher	9781645530824	4	Under "Considerations for Families," Column 1, Paragraph 2	conference with each family, during which you can talk	Changed "conference with each family, during which you can talk" to "conference with each family to talk"
Editorial Change	Publisher	Teacher	9781645530824	4	Under "Considerations for Families," Column 1, Paragraph 3	children will attend and learn what you can about those schools so that you can closely relate your classroom experiences to those in children's new kindergarten programs.	Changed "children will attend and learn what you can about those schools so that you can closely relate your classroom experiences to those in children's new kindergarten programs." to "children will attend so that you can closely relate your classroom experiences to those in children's future kindergarten programs."
Editorial Change	Publisher	Teacher	9781645530824	4	Under "Considerations for Families," Column 1, Paragraph 4	changes in behavior they may notice	Changed "changes in behavior they may notice" to "changes in behavior that they may notice"
Editorial Change	Publisher	Teacher	9781645530749	4	entire page	<p>To round out the first six weeks, we have created daily plans that you can use to conduct a ministudy on the sounds that children hear at school, including how and where those sounds are produced. During this five-day ministudy, you'll guide children through the learning process of generating questions they would like to find answers to, investigating to find those answers, and celebrating their learning.</p> <p>The Teaching Guide presents six weeks' worth of daily plans, including detailed guidance for specific Intentional Teaching Experiences; Mighty Minutes® that help you make the most of transition times; Mighty Minutes® Posters that feature text blanks to write in custom words to songs and games; Recipe Cards that encourage children to interact with the recipe text during cooking experiences and Book Discussion Cards™, which feature helpful read-aloud strategies for building a variety of skills, including specific literacy and social-emotional objectives. The Teaching Guide also offers ideas for effectively involving families in the classroom and thoughts on how you can acknowledge and highlight the development and learning occurring in your classroom.</p>	<p>Replaced the existing text on page 4 with the following:</p> <p>How Does the Curriculum Work? The Creative Curriculum® for Texas includes an entire year's resources for implementing an effective and content-rich program that is appropriate for children whose skills are at a wide range of developmental levels. It includes six foundation volumes; eight Teaching Guides; and Daily Resources, which include Intentional Teaching Experiences, Mighty Minutes®, Mighty Minutes® Posters, Recipe Cards, Photo Cards, Book Discussion Cards®, and a collection of children's books to support you through every part of your day, all year long. By providing detailed daily plans that help you get started and manage each day, the Teaching Guides help you introduce content in a cohesive, sequential manner.</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	4	entire page	Continued from above: You will also find suggestions for important vocabulary words to introduce each day; lists of the materials you will need; a question of the day that encourages children to share their thoughts, ideas, and predictions related to a specific idea or topic to discuss as a classroom community; and Wow! Experiences, special events (such as classroom visitors and site visits) that may require advance planning. Throughout the Teaching Guide, you will see questions to guide your observations of specific objectives for children’s development and learning. These questions are intended to help you begin to observe children and document the ways in which they demonstrate their growing knowledge, skills, and abilities so you can reflect on and respond intentionally to their development.	Replaced the existing text on page 4 with the following: How Does the Curriculum Work? The Creative Curriculum® for Texas includes an entire year’s resources for implementing an effective and content-rich program that is appropriate for children whose skills are at a wide range of developmental levels. It includes six foundation volumes; eight Teaching Guides; and Daily Resources, which include Intentional Teaching Experiences, Mighty Minutes®, Mighty Minutes® Posters, Recipe Cards, Photo Cards, Book Discussion Cards®, and a collection of children’s books to support you through every part of your day, all year long. By providing detailed daily plans that help you get started and manage each day, the Teaching Guides help you introduce content in a cohesive, sequential manner.
Editorial Change	Publisher	Teacher	9781645530640	4	Paragraph 4	Although young children naturally begin to develop some informal understandings of science and technology, many more opportunities to learn about them need to be provided.	Changed "Although young children naturally begin to develop some informal understandings of science and technology, many more opportunities to learn about them need to be provided." to "Although young children naturally begin to develop some informal understanding of science and technology, many more opportunities to learn about concepts from both areas need to be provided."
Editorial Change	Publisher	Teacher	9781645531104	4	Under "What You Do," Column 2	reorder, and revise in the book	Change "reorder, and revise in the book" to "reorder, or revise in the book"
Editorial Change	Publisher	Teacher	9781645531104	4	Under "What You Do," Column 2	Invite the child to illustrate the book’s cover with the card stock. Write the title on the cover and have the child write his name at the bottom of the paper	Changed "Invite the child to illustrate the book’s cover with the card stock. Write the title on the cover and have the child write his name at the bottom of the paper" to "Invite the child to illustrate the book’s cover using the card stock. Write the title on the cover and have the child write his name at the bottom of it."
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Additional Ideas"	Some children may not like the way art materials feel or smell. Offer choices to children as necessary.	Changed "Some children may not like the way art materials feel or smell. Offer choices to children as necessary." to "Some children may not like the way certain art materials feel or smell. Offer alternative materials to children as needed."
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Including All Children"	Use short, thick tools as necessary	Changed "Use short, thick tools as necessary" to "Use short, thick tools as needed"
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Teaching Sequence," Green	"Remember you told me	Changed ""Remember you told me" to ""Remember how you told me"
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Teaching Sequence," Purple	Suggest that the child write the sounds heard and use the Word Wall, or other classroom print, for help.	Changed "Suggest that the child write the sounds heard and use the Word Wall, or other classroom print, for help." to "Suggest that the child write the sounds he heard and use the Word Wall or other classroom print for help."
Editorial Change	Publisher	Teacher	9781645531128	4	Under "What You Do," Column 2	"Great, Charlotte! The ball went higher than your body!"	Changed "Great, Charlotte! The ball went higher than your body!" to "Charlotte, the ball went higher than your body!"
Editorial Change	Publisher	Teacher	9781645531128	4	Under "Teaching Sequence," Green	Place a ball on the ground and have the child take one step and kick the ball below the center of the ball. Use a sticker on the ball to help the child find the center.	Changed "Place a ball on the ground and have the child take one step and kick the ball below the center of the ball. Use a sticker on the ball to help the child find the center." to "Place a ball on the ground. Have the child take one step and kick the ball below the center of the ball. Put a sticker on the ball to help the child find the center."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531128	4	Under "What You Do," Column 1	Make sure the ball or beanbag is a size that will fit easily into the child's hand.	Changed "Make sure the ball or beanbag is a size that will fit easily into the child's hand." to "Make sure the ball or beanbag will fit easily in the child's hand."
Editorial Change	Publisher	Teacher	9781645531135	4	Under Objective 1, top right page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530763	5	Under "Family Partnerships," line 4	such as inviting them to visit as special guests in the classroom, donate study-related materials, or attend special events the class is having.	Changed "such as inviting them to visit as special guests in the classroom, donate study-related materials, or attend special events the class is having." to "by inviting them to share a hobby or skill with the children, donate study-related materials, or attend special events in your classroom."
Editorial Change	Publisher	Teacher	9781645530763	5	Under "Wow! Experiences," line 4	classroom visitors, site visits, or celebrations of learning.	Changed "classroom visitors, site visits, or celebrations of learning" to "classroom visitors, site visits, and celebrations of learning."
Editorial Change	Publisher	Teacher	9781645530763	5	Under "Planning and Preparations," line 4	Those activities are listed here to best help you prepare for the upcoming days.	Changed "Those activities are listed here to best help you prepare for the upcoming days." to "Those activities are listed here to help you prepare for the days ahead."
Editorial Change	Publisher	Teacher	9781645530824	5	Column 1, Paragraph 2	help children feel more secure and will support their growing independence as they look ahead to new experiences. Children depend on the structure and routine of the school day.	Changed "help children feel more secure and will support their growing independence as they look ahead to new experiences. Children depend on the structure and routine of the school day." to "help children feel secure and support their growing independence as they look ahead to new experiences."
Editorial Change	Publisher	Teacher	9781645530824	5	Column 2, Paragraph 1	familiar parents and teachers	Changed "familiar parents and teachers" to "familiar families and teachers"
Editorial Change	Publisher	Teacher	9781645530824	5	Column 2, Paragraph 1	options and possibilities for the families	Changed "options and possibilities for the families" to "options for the families"
Editorial Change	Publisher	Teacher	9781645530824	5	Column 2, Paragraph 2	will help make the transition smooth	Changed "will help make the transition smooth" to "will make the transition smooth"
Editorial Change	Publisher	Teacher	9781645530749	5	entire page	<p>Getting Started With Your Implementation</p> <p>Getting Started walks you through what you need to review and plan for before children arrive and your instruction begins. In Getting Started, you'll find the following:</p> <ul style="list-style-type: none"> • A brief description of the foundation volumes and the Daily Resources that you'll use each day • A comprehensive checklist to help you prepare for the first days of school • Additional teacher resources that you may find helpful for informing your upcoming planning and instruction <p>Use Getting Started for reference as you familiarize yourself with the included curricular components. This guide is designed to support you through a meaningful implementation of The Creative Curriculum® for Texas.</p>	<p>The contents of page 6 became page 5:</p> <p>Getting Started With Your Implementation</p> <p>Getting Started walks you through what you need to review and plan for before children arrive and your instruction begins. In Getting Started, you'll find the following:</p> <ul style="list-style-type: none"> • A brief description of the foundation volumes and the Daily Resources that you'll use each day • A comprehensive checklist to help you prepare for the first days of school • Additional teacher resources that you may find helpful for informing your upcoming planning and instruction <p>Use Getting Started for reference as you familiarize yourself with the included curricular components. This guide is designed to support you through a meaningful implementation of The Creative Curriculum® for Texas.</p>
Editorial Change	Publisher	Teacher	9781645530749	5	Column 1, Paragraph 2	<ul style="list-style-type: none"> • A brief description of the foundation volumes and the Daily Resources that you'll use each day 	Changed "A brief description of the foundation volumes and the Daily Resources that you'll use each day" to "A brief description of the foundation volumes, Teaching Guides, and Daily Resources that you'll use each day - An overview of the daily plans"

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Editorial Change	Publisher	Teacher	9781645530633	5	last Paragraph	they place three pieces of plastic eating utensils	Changed "they place three pieces of plastic eating utensils" to "they place three plastic eating utensils"
Editorial Change	Publisher	Teacher	9781645531104	5	Under "What You Do," Column 1	play a game with the jumping beans	Changed "play a game with the jumping beans" to "play a game with the pretend jumping beans"
Editorial Change	Publisher	Teacher	9781645531104	5	Under "Questions to Guide your Observations"	waiting to hear the words "Jumping bean!"	Changed "waiting to hear the words "Jumping bean!"" to "waiting to hear "Jumping bean!""
Editorial Change	Publisher	Teacher	9781645531104	5	Under "Teaching Sequence," Purple	Is it an uppercase or lowercase letter?"	Changed "Is it an uppercase or lowercase letter?"" to "Is it an uppercase letter or a lowercase letter?""
Editorial Change	Publisher	Teacher	9781645531135	5	Under "What You Do," Column 1	accurately identifies basic emotional reactions	Changed "accurately identifies basic emotional reactions" to "accurately identifies the basic emotional reactions"
Editorial Change	Publisher	Teacher	9781645530763	6	Paragraph 1, line 4	Each daily plan is broken up into sections and includes the following components	Changed "Each daily plan is broken up into sections and includes the following components" to "Each daily plan includes the components described on the next four pages."
Editorial Change	Publisher	Teacher	9781645530763	6	Column 1, Under "Vocabulary"	Selected study-related words and phrases in both English and Spanish are presented for you to introduce during daily discussions and to revisit and reinforce throughout the day.	Changed "Selected study-related words and phrases in both English and Spanish are presented for you to introduce during daily discussions and to revisit and reinforce throughout the day." to "This section identifies a few study-related English and Spanish words to introduce during your interactions with children and reinforce throughout the day."
Editorial Change	Publisher	Teacher	9781645530763	6	Under "Materials"	At the beginning of each daily plan is a list of materials that you will need to collect for that day. This list also directs you to Mighty Minutes® activities included in large group time and an additional one to help you create meaningful transitions throughout the school day.	Changed "At the beginning of each daily plan is a list of materials that you will need to collect for that day. This list also directs you to Mighty Minutes® activities included in large group time and an additional one to help you create meaningful transitions throughout the school day." to "This section lists any classroom materials and children's books you use that day."
Editorial Change	Publisher	Teacher	9781645530763	6	Under "Daily Resources"	This section identifies the Mighty Minutes®, Intentional Teaching Experiences, and Book Discussion Cards™ you will need to collect for the day.	Changed "This section identifies the Mighty Minutes®, Intentional Teaching Experiences, and Book Discussion Cards™ you will need to collect for the day." to "This section lists the Mighty Minutes®, Intentional Teaching Experiences, and any Book Discussion Cards™ you will use that day."
Editorial Change	Publisher	Teacher	9781645530763	6	Under "Question of the Day"	This is a question the children answer	Changed "This is a question the children answer" to "The children will answer this question"
Editorial Change	Publisher	Teacher	9781645530770	6	Under "Preparing for the study," Column 2, Paragraph 1	discussions to reflect individual children's strengths	Changed "discussions to reflect individual children's strengths" to "discussions to meet individual children's strengths"

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Editorial Change	Publisher	Teacher	9781645530749	6	entire page	<p>The Creative Curriculum® for Texas, Volumes 1–6</p> <p>The Foundation focuses on helping you build a strong knowledge base. These books explain the “what” and “why” behind high-quality early childhood education and support your ongoing, comprehensive understanding of best practices.</p> <p>The six volumes in this set discuss in detail the theory and research that underlie the curriculum, how to support active learning and promote children’s progress, how to plan for a variety of engaging experiences, and how to set up a successful program.</p> <p>Even expert teachers refer to these resources from time to time because they are a handy reference for understanding how children develop and learn.</p> <p>Volume 1: The Foundation Volume 1 presents the research foundation of the curriculum, five key aspects of the curriculum, and all the information you need to set up your program.</p>	<p>The contents of page 7 became page 6: The Creative Curriculum® for Texas, Volumes 1–6</p> <p>The Foundation focuses on helping you build a strong knowledge base. These books explain the “what” and “why” behind high-quality early childhood education and support your ongoing, comprehensive understanding of best practices.</p> <p>The six volumes in this set discuss in detail the theory and research that underlie the curriculum, how to support active learning and promote children’s progress, how to plan for a variety of engaging experiences, and how to set up a successful program.</p> <p>Even expert teachers refer to these resources from time to time because they are a handy reference for understanding how children develop and learn.</p> <p>Volume 1: The Foundation Volume 1 presents the research foundation of the curriculum, five key aspects of the curriculum, and all the information you need to set up your program.</p>
Editorial Change	Publisher	Teacher	9781645531104	6	Under "Including All Children"	Record a repetitive line from a story on a communication device. Cue a child	Changed "Record a repetitive line from a story on a communication device. Cue a child" to "Record a repetitive line from a story on a child's communication device. Cue the child"
Editorial Change	Publisher	Teacher	9781645531128	6	Under "Questions to Guide Your Observations"	How did the child use the scoop to toss and catch the beanbag?	Changed "How did the child use the scoop to toss and catch the beanbag?" to "How did the child use the scoop to catch the beanbag?"
Editorial Change	Publisher	Teacher	9781645531128	6	Under "Teaching Sequence," Green	so he or she is ready to catch it	Changed "so he or she is ready to catch it" to "so he is ready to catch it."
Editorial Change	Publisher	Teacher	9781645531128	6	Under "Questions to Guide Your Observations"	remain in his or her personal space?	Changed "remain in his or her personal space?" to "remain in his personal space?"
Editorial Change	Publisher	Teacher	9781645531128	6	Under "Questions to Guide Your Observations"	Did the child get his or her arms and hands ready for the catch?	Changed "Did the child get his or her arms and hands ready for the catch?" to "Did the child get her arms and hands ready for the catch?"
Editorial Change	Publisher	Teacher	9781645530763	7	Under "Choice Time," line 14	Children may choose to take part in the activity	Changed "Children may choose to take part in the activity" to "Children may choose to take part in that activity"
Editorial Change	Publisher	Teacher	9781645530770	7	Under "Exploring the Topic," Column 2	<ul style="list-style-type: none"> • pictures of wheels that are not on vehicles, e.g., pizza cutters, windmills, - 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	7	Under "Exploring the Topic," Column 2	picture of a bicycle	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	7	Under "Investigation 1," Column1	photo collection of wheeled items that move things, e.g., grocery cart, dolly, crane, lunch cart	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	7	Under "Investigation 1," Column 2	<ul style="list-style-type: none"> • pizza cutter • rolling pin 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530817	7	Under "Materials," bullet 5	block	Changed "block" to "blocks"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	7	entire page	<p>What's Inside "Theory and Research" outlines the theory and research behind the curriculum, covering topics that include teacher-child relationships, social-emotional competence, constructive and purposeful play, the environment, and partnering with families. It also offers specific recommendations for promoting children's development and learning.</p> <p>"How Children Develop and Learn" describes how children develop across the core domains, what makes each child unique, the stages of second-language acquisition, and the objectives you can use to observe and assess children's development.</p> <p>"The Learning Environment" shows you how to set up and maintain classroom interest areas, establish schedules and routines, and organize your days.</p> <p>"What Children Learn" identifies the knowledge, skills, and abilities that PreK children need to acquire and the process skills they use to learn content in the core areas of literacy, mathematics, science, social studies, the arts, and technology.</p>	<p>The contents of page 8 became page 7: What's Inside "Theory and Research" outlines the theory and research behind the curriculum, covering topics that include teacher-child relationships, social-emotional competence, constructive and purposeful play, the environment, and partnering with families. It also offers specific recommendations for promoting children's development and learning.</p> <p>"How Children Develop and Learn" describes how children develop across the core domains, what makes each child unique, the stages of second-language acquisition, and the objectives you can use to observe and assess children's development.</p> <p>"The Learning Environment" shows you how to set up and maintain classroom interest areas, establish schedules and routines, and organize your days.</p> <p>"What Children Learn" identifies the knowledge, skills, and abilities that PreK children need to acquire and the process skills they use to learn content in the core areas of literacy, mathematics, science, social studies, the arts, and technology.</p>
Editorial Change	Publisher	Teacher	9781645530749	7	entire page	<p>Continued from above: "Caring and Teaching" explains how careful observations of children lead to a variety of intentional instructional strategies for motivating and guiding children's learning. This section also offers an approach to assessment that facilitates planning and helps you create a classroom community where children learn how to get along with others and solve problems peacefully.</p> <p>"Partnering With Families" explores the benefits of involving families in their children's learning and shares strategies for effective communication.</p>	<p>Continued from above: "Caring and Teaching" explains how careful observations of children lead to a variety of intentional instructional strategies for motivating and guiding children's learning. This section also offers an approach to assessment that facilitates planning and helps you create a classroom community where children learn how to get along with others and solve problems peacefully.</p> <p>"Partnering With Families" explores the benefits of involving families in their children's learning and shares strategies for effective communication.</p>
Editorial Change	Publisher	Teacher	9781645531104	7	Under "What You Do," Column 1	Seat the children at the table	Changed "Seat the children at the table" to "Seat the children at a table"
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Teaching Sequence," Green	Use 10 stamps	Changed "Use 10 stamps" to "Use 10 alphabet stamps"
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Teaching Sequence," Blue	using the stamps	Changed "use the stamps" to "use the alphabet stamps"
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Teaching Sequence," Purple	use the stamps	Changed "use the stamps" to "use the alphabet stamps"
Editorial Change	Publisher	Teacher	9781645531128	7	Under "Teaching Sequence," Blue	while he or she practices	Changed "while he or she practices" to "while he practices"
Editorial Change	Publisher	Teacher	9781645530763	8	Under "Read Aloud," line 5	choose a book from your classroom library. If your program's length allows it, consider planning for 2-3 read-alouds each day.	Changed "choose a book from your classroom library. If your program's length allows it, consider planning for 2-3 read-alouds each day." to "choose a book from the "Children's Books" list at the end of this Teaching Guide or your classroom library. If your program's length allows it, consider planning for 2 to 3 read-alouds each day."

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Editorial Change	Publisher	Teacher	9781645530770	8	Under "Investigation 2," Column 1	<ul style="list-style-type: none"> • large picture of a wheel (can be handdrawn) • pictures of a wind turbines 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	8	Under "Investigation 2," Column 2	<ul style="list-style-type: none"> • pictures of simple pulleys being used 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	8	Under "Investigation 3," Column 1	<ul style="list-style-type: none"> • pictures of tricycles or scooters that are similar to ones the children have access to outdoors • pictures of people playing a sport that involves wheels, e.g., motorsports, inline skate races, roller derby, wheelchair basketball, cycling 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	8	Under "Investigation 3," Column 2	<ul style="list-style-type: none"> • pictures of wheelchairs, stretchers, strollers, and baby walkers 	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530749	8	entire page	<p>Volume 2: Interest Areas Volume 2 applies the five key aspects of The Creative Curriculum® to the interest areas. Each chapter describes materials you can use to enhance children’s learning in the ten interest areas and the outdoors, as well as strategies for guiding children’s development and learning.</p> <p>What’s Inside</p> <ul style="list-style-type: none"> • Blocks • Dramatic Play • Toys and Games • Art • Library • Discovery • Sand and Water • Music and Movement • Cooking • Technology • Outdoors 	<p>The contents of page 9 became page 8: Volume 2: Interest Areas Volume 2 applies the five key aspects of The Creative Curriculum® to the interest areas. Each chapter describes materials you can use to enhance children’s learning in the ten interest areas and the outdoors, as well as strategies for guiding children’s development and learning.</p> <p>What’s Inside</p> <ul style="list-style-type: none"> • Blocks • Dramatic Play • Toys and Games • Art • Library • Discovery • Sand and Water • Music and Movement • Cooking • Technology • Outdoors
Editorial Change	Publisher	Teacher	9781645531104	8	Under "What You Do," Column 1	talk about each before beginning	Changed "talk about each before beginning" to "talk about each one before beginning"
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Yellow	Use two sets of matching cards (four cards total) that are distinctly different, e.g., cars and butterflies, to play the game. Allow the child to watch you turn the cards face down, and invite him to remember where to find a matching card.	Changed "Use two sets of matching cards (four cards total) that are distinctly different, e.g., cars and butterflies, to play the game. Allow the child to watch you turn the cards face down, and invite him to remember where to find a matching card." to "Use two pairs of matching cards (four cards total) that are distinctly different, e.g., cars and butterflies, to play the game. Allow the child to watch you turn the cards face down. Invite him to remember where to find the matching card."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Green	Increase the number of cards used from three to five pairs. Allow the child to look at the picture on each card and watch you turn the cards face down. Prompt the child to remember where to find the matching card and explain their matches.	Changed "Increase the number of cards used from three to five pairs. Allow the child to look at the picture on each card and watch you turn the cards face down. Prompt the child to remember where to find the matching card and explain their matches." to "Use three to five pairs of cards. Allow the child to look at the picture on each card and watch you turn the cards face down. Prompt the child to remember where to find each matching card and explain their matches."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Green	Use up to six pairs of cards for the game	Changed "Use up to six pairs of cards for the game" to "Use up to six pairs of cards"

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Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Blue	You're right, we have. Can you find the leaf card to match?"	Changed "You're right, we have. Can you find the leaf card to match?" to "You're right; we have. Can you find the leaf card that matches?"
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Blue	Invite the child to explain the similarity of all the cards and of individual matches	Changed "Invite the child to explain the similarity of all the cards and of individual matches" to "Invite the child to explain how the cards she selected are similar and why they do or do not match."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Purple	Use many sets of matching cards. Encourage the child to describe strategies he uses to remember where various cards are that he has recently uncovered.	Changed "Use many sets of matching cards. Encourage the child to describe strategies he uses to remember where various cards are that he has recently uncovered." to "Use many pairs of matching cards. Encourage the child to describe strategies he uses to remember the locations of cards he has recently uncovered."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Teaching Sequence," Purple	Can you explain to us how you knew	Changed "Can you explain to us how you knew" to "Can you explain how you knew"
Editorial Change	Publisher	Teacher	9781645531111	8	Under "What You Do," Column 2	Show them the Recipe Chart,	Changed "Show them the Recipe Chart," to "Show them the Recipe Card,"
Editorial Change	Publisher	Teacher	9781645531111	8	Under "English-Language Learners"	in the Recipe Chart.	Changed "in the Recipe Chart." to "in the Recipe Card."
Editorial Change	Publisher	Teacher	9781645531111	8	Under "What You Do," Column 1	fill with the bag a little more	Changed "fill with the bag a little more" to "fill the bag a little more"
Editorial Change	Publisher	Teacher	9781645530756	9	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530756	9	Under "Outdoor Experiences"	N/A	Under "Introducing the Playground," added TPGs aligned to the activity
Editorial Change	Publisher	Teacher	9781645530770	9	Under "Discovery," Column 2	locate a place to store the wheel collection	Changed "locate a place to store the wheel collection" to "a place to store the wheel collection"
Editorial Change	Publisher	Teacher	9781645530749	9	entire page	<p>Volume 3: Literacy</p> <p>Volume 3 provides you with knowledge and tools to help you inspire a lifelong love of reading and set children up for success as future readers and writers. This volume offers practical strategies for intentionally teaching critical language and literacy skills and for integrating rich and enjoyable literacy experiences into all the interest areas.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • A review of the research on early literacy learning • Detailed descriptions of seven components of literacy • Guidance for planning fun and interactive daily literacy experiences • Up-to-date information on meeting the needs of English- and dual-language learners • Strategies for supporting advanced language learners and children with disabilities 	<p>The contents of page 10 became page 9:</p> <p>Volume 3: Literacy</p> <p>Volume 3 provides you with knowledge and tools to help you inspire a lifelong love of reading and set children up for success as future readers and writers. This volume offers practical strategies for intentionally teaching critical language and literacy skills and for integrating rich and enjoyable literacy experiences into all the interest areas.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • A review of the research on early literacy learning • Detailed descriptions of seven components of literacy • Guidance for planning fun and interactive daily literacy experiences • Up-to-date information on meeting the needs of English- and dual-language learners • Strategies for supporting advanced language learners and children with disabilities
Editorial Change	Publisher	Teacher	9781645530633	9	Paragraph 1	Counters of every kind should be easily available as well as number lines, a hundred chart, and a clearly written list of numerals (1–20).	Changed "Counters of every kind should be easily available as well as number lines, a hundred chart, and a clearly written list of numerals (1–20)." to "Counters of every kind, number lines, a hundred chart, and a clearly written list of numerals (1–20) should be easily available."

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Editorial Change	Publisher	Teacher	9781645531104	9	Under "What You Do," Column 1	based on a folktale, that is, a story that has been told aloud again and again	Changed "based on a folktale, that is, a story that has been told aloud again and again" to "based on a folktale, which is a story that has been told again and again"
Editorial Change	Publisher	Teacher	9781645531128	9	Under "What You Do," Column 1	Materials: a yarn or foam ball	Changed "Materials: a yarn or foam ball" to "Materials: yarn or foam ball"
Editorial Change	Publisher	Teacher	9781645531128	9	Under "What You Do," Column 1	Make sure the ball or beanbag is a size that will fit easily into a child's hand	Changed "Make sure the ball or beanbag is a size that will fit easily into a child's hand" to "Make sure the ball or beanbag will fit easily in a child's hand"
Editorial Change	Publisher	Teacher	9781645530824	10	Under "Interest Areas," "Day 2"	classrooms	Changed "classrooms" to "classroom"
Editorial Change	Publisher	Teacher	9781645530749	10	entire page	<p>Volume 4: Mathematics Volume 4 helps you fully understand the mathematical concepts and skills you will be teaching and shows you how to purposefully include mathematics learning throughout the day. It also shows how you can incorporate mathematics into interest areas and explains how to scaffold children's learning in each interest area.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • Research and guidance for teaching number and operation concepts, geometry, data analysis, measurement, patterns, reasoning, problem solving, and representation • Strategies for incorporating mathematics learning into interest areas, routines, and transitional times • Resources for planning the mathematics program • Information about adapting instruction for children with disabilities • Strategies for supporting English- and dual-language learners 	<p>The contents of page 11 became page 10: Volume 4: Mathematics Volume 4 helps you fully understand the mathematical concepts and skills you will be teaching and shows you how to purposefully include mathematics learning throughout the day. It also shows how you can incorporate mathematics into interest areas and explains how to scaffold children's learning in each interest area.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • Research and guidance for teaching number and operation concepts, geometry, data analysis, measurement, patterns, reasoning, problem solving, and representation • Strategies for incorporating mathematics learning into interest areas, routines, and transitional times • Resources for planning the mathematics program • Information about adapting instruction for children with disabilities • Strategies for supporting English- and dual-language learners
Editorial Change	Publisher	Teacher	9781645531104	10	Under "Materials"	e.g., mouse puppet for "Hickory, Dickory, Dock"	Changed "e.g., mouse puppet for "Hickory, Dickory, Dock"" to "e.g., a mouse puppet for "Hickory, Dickory, Dock""
Editorial Change	Publisher	Teacher	9781645531104	10	Under "Including All Children"	Have a box ready with objects that rhyme	Changed "Have a box ready with objects that rhyme" to "Have a box ready with objects whose names rhyme"
Editorial Change	Publisher	Teacher	9781645531128	10	Under "Teaching Sequence," Green	travel under his or her feet.	Changed "travel under his or her feet." to "travel under her feet."
Editorial Change	Publisher	Teacher	9781645531128	10	Under "Additional Ideas"	propel his or her body off the ground.	Changed "propel his or her body off the ground." to "propel his body off the ground."
Editorial Change	Publisher	Teacher	9781645530800	11	Paragraph 1, line 2	not help but tap your	Changed "not help but tap your" to "not resist tapping your."
Editorial Change	Publisher	Teacher	9781645530756	11	To the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading "Large Group"
Editorial Change	Publisher	Teacher	9781645530756	11	Under "Discussion and Shared Writing," Paragraph 3, line 6	Note and acknowledge any children who offer an alternative pronunciation or preferred nickname.	Changed "Note and acknowledge any children who offer an alternative pronunciation or preferred nickname." to "Note and acknowledge any alternative pronunciations or preferred nicknames children offer."
Editorial Change	Publisher	Teacher	9781645530770	11	top right of page	Wheels Planning for the Study	Deleted this text.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530770	11	Paragraph 1, line 5	about the different types	Changed "about the different types" to "about different types"
Editorial Change	Publisher	Teacher	9781645530770	11	Under "What You Can Do at Home," line 4	This builds children's observation skills and helps them make connections between they are learning	Changed "This builds children's observation skills and helps them make connections between they are learning" to "Doing so builds children's observation skills and helps them make connections between what they are learning"
Editorial Change	Publisher	Teacher	9781645530817	11	Under "Dear Families"	Preschool children	Changed "Preschool children" to "Prekindergarten children"
Editorial Change	Publisher	Teacher	9781645530824	11	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530824	11	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	11	Under "Planning and Preparations"	N/A	Added new text under "Planning and Preparations": "Visit a local kindergarten classroom and take photos to use during the investigation"
Editorial Change	Publisher	Teacher	9781645530749	11	entire page	<p>Volume 5: Science and Technology, Social Studies & the Arts Volume 5 expands on the content areas of science and technology, social studies, and the arts, since these subjects are an integral part of the PreK day. This volume helps teachers plan for and support children's learning and explorations. Volume 5 also gives teachers a solid knowledge foundation for fully and effectively implementing studies in the classroom.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • Strategies for incorporating learning in these content areas throughout the day • An in-depth look at studies and ways to fully engage children in project-based investigations of topics • Guidance for interacting with children in interest areas as they explore concepts related to science and technology, social studies, and the arts • Review of the latest related research and how children develop knowledge and understanding of these areas 	<p>The contents of page 12 became page 11: Volume 5: Science and Technology, Social Studies & the Arts Volume 5 expands on the content areas of science and technology, social studies, and the arts, since these subjects are an integral part of the PreK day. This volume helps teachers plan for and support children's learning and explorations. Volume 5 also gives teachers a solid knowledge foundation for fully and effectively implementing studies in the classroom.</p> <p>What's Inside</p> <ul style="list-style-type: none"> • Strategies for incorporating learning in these content areas throughout the day • An in-depth look at studies and ways to fully engage children in project-based investigations of topics • Guidance for interacting with children in interest areas as they explore concepts related to science and technology, social studies, and the arts • Review of the latest related research and how children develop knowledge and understanding of these areas
Editorial Change	Publisher	Teacher	9781645530619	11	Paragraph 2	Solidly colored adhesive paper	Changed "Solidly colored adhesive paper" to "Solid-colored adhesive paper"
Editorial Change	Publisher	Teacher	9781645530619	11	Paragraph 4	keep hollow blocks stored	Changed "keep hollow blocks stored" to "store hollow blocks"
Editorial Change	Publisher	Teacher	9781645530633	11	Paragraph 3	Some three-dimensional shapes that PreK children can easily identify include	Changed "Some three-dimensional shapes that PreK children can easily identify include" to "Some three-dimensional shapes that PreK children can easily identify include the following:"
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Materials"	e.g., shoe, key, etc.; props that rhyme with chosen words, e.g., hat, mitten, or book	Changed "e.g., shoe, key, etc.; props that rhyme with chosen words, e.g., hat, mitten, or book" to "e.g., shoe, key; props that rhyme with chosen words, e.g., hat, mitten, book"

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Editorial Change	Publisher	Teacher	9781645531104	11	Under "What You Do," Column 1	at the end of the word. Offer some examples, and invite children to say some rhyming words they know. Write the rhyming words on the chart paper.	Changed "at the end of the word. Offer some examples, and invite children to say some rhyming words they know. Write the rhyming words on the chart paper." to "at the end of the words. Offer some examples and invite children to say some rhyming words they know. Write the rhyming words on chart paper."
Editorial Change	Publisher	Teacher	9781645531104	11	Under "What You Do," Column 2	transition from one activity to the next, such as:	Changed "transition from one activity to the next, such as:" to "transition from one activity to the next."
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Teaching Sequence," Yellow	prompt her to say	Changed "prompt her to say" to "prompt the child to say"
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Teaching Sequence," Green	e.g., socks, bear, or mitten.	Changed "e.g., socks, bear, or mitten." to "e.g., socks, bear, and mitten."
Editorial Change	Publisher	Teacher	9781645531135	11	Under "Teaching Sequence," Yellow	signal to the children to come to the rug area.	Changed "signal to the children to come to the rug area." to "signal to the children that it is time to come to the rug area."
Editorial Change	Publisher	Teacher	9781645530800	12	Running head	Music Making Planning for the Study	deletion of running head
Editorial Change	Publisher	Teacher	9781645530756	12	To the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	12	Under "Investigation 5"	Day 2: Visit a grocery store.	Changed "Day 2: Visit a grocery store." to "Day 2: Go on a site visit to a grocery store."
Editorial Change	Publisher	Teacher	9781645530787	12	Under "Celebrate Learning"	Day 2: Host family members for the celebration.	Changed "Day 2: Host family members for the celebration." to "Family members and guests visit for a celebration."
Editorial Change	Publisher	Teacher	9781645530763	12	Column 1, Paragraph 2, line 10	Investigating water provides children with an opportunity to learn about how water is used and how it helps people and the environment.	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530770	12	top left of page	Wheels Planning for the Study	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530817	12	Top of page	Simple Machines Planning for the Study	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530824	12	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530749	12	entire page	Volume 6: Objectives for Development & Learning, Birth Through Third Grade A central resource of The Creative Curriculum® for Texas is Volume 6: Objectives for Development & Learning Birth Through Third Grade. In this volume, we explain the 38 research-based objectives that are focused on the development of the whole child and are most predictive of a child's future success in school. These objectives define the path you'll take with the children in your classroom. They inform every aspect of your teaching, so you'll see them addressed everywhere—from the foundation volumes to all of the resources that you will use each day in your classroom. We recommend spending some time with Objectives for Development & Learning to learn more about the objectives and how they help you track children's progress in each area of development and learning.	The contents of page 13 became page 12: Volume 6: Objectives for Development & Learning, Birth Through Third Grade A central resource of The Creative Curriculum® for Texas is Volume 6: Objectives for Development & Learning Birth Through Third Grade. In this volume, we explain the 38 research-based objectives that are focused on the development of the whole child and are most predictive of a child's future success in school. These objectives define the path you'll take with the children in your classroom. They inform every aspect of your teaching, so you'll see them addressed everywhere—from the foundation volumes to all of the resources that you will use each day in your classroom. We recommend spending some time with Objectives for Development & Learning to learn more about the objectives and how they help you track children's progress in each area of development and learning.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530626	12	Paragraph 3	Discovering new language during a study of a topic children find interesting is a powerful way for children's active explorations to inform their growing understandings and build their background knowledge.	Changed "Discovering new language during a study of a topic children find interesting is a powerful way for children's active explorations to inform their growing understandings and build their background knowledge." to "Discovering new language during an active study of a topic children find interesting informs their growing understandings and builds their background knowledge."
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Materials"	Materials: variety of objects, including some with names that begin with the same sound, e.g., boat, button, blanket, and bottle; a cardboard box or a bag to store objects	Changed "Materials: variety of objects, including some with names that begin with the same sound, e.g., boat, button, blanket, and bottle; a cardboard box or a bag to store objects" to "Materials: variety of objects, including some whose names begin with the same sound, e.g., boat, button, blanket, and bottle; cardboard box or bag to store objects"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "English-Language Learners"	Include objects with names that begin with the same sound	Changed "Include objects with names that begin with the same sound" to "Include objects whose names begin with the same sound"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "English-Language learners"	exaggerating the beginning sounds of the objects. • Point out names of the children that also start with the same sound, e.g., "Beto's name also starts with the /b/ sound, like button, bottle and baby."	Changed "exaggerating the beginning sounds of the objects. • Point out names of the children that also start with the same sound, e.g., 'Beto's name also starts with the /b/ sound, like button, bottle and baby.'" to "exaggerating the beginning sounds of the objects' names. • Point out children's names that also start with the same sound, e.g., 'Beto's name also starts with the /b/ sound, like button, bottle, and baby.'"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "What You Do"	group those with names that begin	Changed "group those with names that begin" to "group those whose names begin"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Teaching Sequence," Green	find two objects with names that start with the same sound.	Changed "find two objects with names that start with the same sound." to "find two objects whose names start with the same sound."
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Teaching Sequence," Blue	Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string. "Can you sort these objects into two groups? Make one group of objects with names that start with the sound /s/. Make another group with names that start with the sound /b/."	Changed "Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string. "Can you sort these objects into two groups? Make one group of objects with names that start with the sound /s/. Make another group with names that start with the sound /b/.'" to "Include objects whose names begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat; sock, snake, string. "Can you sort these objects into two groups?" Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string. "Can you sort these objects into two groups? Make one group of objects with names that start with the sound /s/. Make another group with names that start with the sound /b/.'"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Teaching Sequence," Purple	Use objects with several beginning sounds for the child to sort. Invite the child to name each object as she takes it from the box and sorts it into the appropriate pile.	Changed "Use objects with several beginning sounds for the child to sort. Invite the child to name each object as she takes it from the box and sorts it into the appropriate pile." to "Include objects with several different beginning sounds. Invite the child to name each object as she takes it from the box and sorts it into the appropriate pile."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531111	12	Under "What You Do," Column 2	for the children to take	Changed "for the children to take" to "for the children to use to take"
Editorial Change	Publisher	Teacher	9781645531111	12	Under "Teaching Sequence," Purple	measuring unit.	Changed "measuring unit." to "measuring units."
Editorial Change	Publisher	Teacher	9781645530787	13	Top right of page	Gardening Planning for the Study	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	13	Column 1, Paragraph 1, line 4	Water is composed of two elements: hydrogen and oxygen (2 hydrogen + 1 oxygen = H ₂ O).	Changed "Water is composed of two elements: hydrogen and oxygen (2 hydrogen + 1 oxygen = H ₂ O)." to "Water is composed of hydrogen and oxygen (2 hydrogen atoms + 1 oxygen atom = H ₂ O)."
Editorial Change	Publisher	Teacher	9781645530763	13	Column 1, Paragraph 1, line 8	Water usually refers to its liquid state.	Changed "Water usually refers to its liquid state" to "The term water usually refers to its liquid state."
Editorial Change	Publisher	Teacher	9781645530763	13	Column 1, Paragraph 2, line 14	Conservation efforts can be helped by simple changes in people's daily routines,	Changed "Conservation efforts can be helped by simple changes in people's daily routines," to "Conservation efforts include making simple changes in your daily routines,"
Editorial Change	Publisher	Teacher	9781645530763	13	Column 2, Paragraph 1, line 6	they can experiment with how it changes between a solid, liquid, and gas. They will also have opportunities to learn how water helps people and the environment and will be shown ways to conserve it.	Changed "they can experiment with how it changes between a solid, liquid, and gas. They will also have opportunities to learn how water helps people and the environment and will be shown ways to conserve it." to "they can experiment with changing it into its different states: solid, liquid, and gas. They will also learn how water helps people and the environment and ways to conserve water."
Editorial Change	Publisher	Teacher	9781645530770	13	Column 1, Paragraph 2	show the visitors	Change "show the visitors" to "show their guests"
Editorial Change	Publisher	Teacher	9781645530824	13	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	13	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	13	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	13	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	13	Column 2, Paragraph 1	assess each child accurately	Changed "assess each child accurately" to "assess each child's knowledge and skills accurately"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	13	entire page	<p>What's Inside Progressions of Development and Learning In order to guide children's development and learning, it is important to understand what each child currently knows and can do. For the first 23 objectives, we show progressions of development and learning, which are depicted in color-coded charts. The colors represent the widely held expectations for skills and knowledge in age-groups and classes/grades. For example, green indicates skills and knowledge expected in a preschool 3 class, and blue indicates skills and knowledge expected in a pre-K 4 class.</p> <p>For instructional purposes, this enables you to quickly determine the developmental levels of each child in your classroom. Notice that the colors often overlap. The sample chart tells you that children in both preschool 3 classes (green) and pre-K 4 classes (blue) may be demonstrating skills at level 4 for Objective 15a, "Notices and discriminates rhyme." It also tells you that this overlap is widely expected by developmental experts. The inclusion of levels from birth through third grade makes it possible for you to assess and plan for children across a broad developmental spectrum, including children with disabilities, children who demonstrate competencies beyond widely held developmental expectations, and dual-language learners. The progressions show the usual sequence of development so you can assess each child accurately and use the information to plan instruction.</p>	<p>The contents of page 14 became page 13: What's Inside Progressions of Development and Learning In order to guide children's development and learning, it is important to understand what each child currently knows and can do. For the first 23 objectives, we show progressions of development and learning, which are depicted in color-coded charts. The colors represent the widely held expectations for skills and knowledge in age-groups and classes/grades. For example, green indicates skills and knowledge expected in a preschool 3 class, and blue indicates skills and knowledge expected in a pre-K 4 class.</p> <p>For instructional purposes, this enables you to quickly determine the developmental levels of each child in your classroom. Notice that the colors often overlap. The sample chart tells you that children in both preschool 3 classes (green) and pre-K 4 classes (blue) may be demonstrating skills at level 4 for Objective 15a, "Notices and discriminates rhyme." It also tells you that this overlap is widely expected by developmental experts. The inclusion of levels from birth through third grade makes it possible for you to assess and plan for children across a broad developmental spectrum, including children with disabilities, children who demonstrate competencies beyond widely held developmental expectations, and dual-language learners. The progressions show the usual sequence of development so you can assess each child accurately and use the information to plan instruction.</p>
Editorial Change	Publisher	Teacher	9781645530749	13	entire page	<p>Continued from above: Using the Progressions to Plan You make many decisions each day as you observe children and respond in appropriate ways. These observations require you to think about each child and consider how best to provide support. The progressions for each objective help you decide how and when to adapt an activity to best meet individual children's needs and give them the opportunity to be successful each day, across all levels of development and learning.</p> <p>The color-coded progressions are also used in one of your key teaching resources: Intentional Teaching Experiences. This helps you see, at a glance, how to adapt the activity to each child's strengths and needs.</p>	<p>Continued from above: Using the Progressions to Plan You make many decisions each day as you observe children and respond in appropriate ways. These observations require you to think about each child and consider how best to provide support. The progressions for each objective help you decide how and when to adapt an activity to best meet individual children's needs and give them the opportunity to be successful each day, across all levels of development and learning.</p> <p>The color-coded progressions are also used in one of your key teaching resources: Intentional Teaching Experiences. This helps you see, at a glance, how to adapt the activity to each child's strengths and needs.</p>
Editorial Change	Publisher	Teacher	9781645530619	13	Paragraph 2	displaying in the Block area books related to children's interests and constructions. Help children find books to answer their questions (e.g., a book on bridges	Changed "displaying in the Block area books related to children's interests and constructions. Help children find books to answer their questions (e.g., a book on bridges" to "displaying books in the Block area that are related to children's interests and constructions. Help children find books to answer their questions (e.g., a book about bridges"
Editorial Change	Publisher	Teacher	9781645531104	13	Under "Additional Ideas"	The extra tactile stimulation of foam paint can help a child understand the idea of the shape of the letter.	Changed "The extra tactile stimulation of foam paint can help a child understand the idea of the shape of the letter." to "The tactile stimulation presented by the foam paint can enhance children's understanding of letters' shapes."
Editorial Change	Publisher	Teacher	9781645531104	13	Under "Teaching Sequence," Blue	Ask the child to write his or her name.	Changed "Ask the child to write his or her name." to "Ask the child to write her name."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531128	13	Under "Teaching Sequence," Purple	Advanced punting skills	Changed "Advanced punting skills" to "As punting skills advance,"
Editorial Change	Publisher	Teacher	9781645530756	14	To the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	14	Top left of page	Gardening Planning for the Study	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	14	Column 2, Paragraph 3, line 8	additional recommendations for books	Changed "additional recommendations for books" to "additional recommendations of books"
Editorial Change	Publisher	Teacher	9781645530824	14	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	14	Under "Materials"	collection of photos of kindergarten classrooms	Changed "collection of photos of kindergarten classrooms" to "photos of kindergarten classroom"
Editorial Change	Publisher	Teacher	9781645530749	14	Heading, top left page	The Creative Curriculum® for Texas, Daily Resources.	Changed "The Creative Curriculum® for Texas, Daily Resources." to "The Creative Curriculum® for Texas, Teaching Guides"
Editorial Change	Publisher	Teacher	9781645530749	14	entire page	<p>The Creative Curriculum® for Texas, Daily Resources Teaching Guides provide the day-by-day detailed plans you'll use to meaningfully engage children throughout the school year in a cohesive, sequential manner.</p> <p>Included in the collection are two Teaching Guides that focus on the important transitions in a young child's life: The First Six Weeks: Building Your Classroom Community Teaching Guide, which helps children transition into the classroom, and the Getting Ready for Kindergarten Teaching Guide, which helps children and families prepare for the transition into kindergarten. The remaining six Teaching Guides address a variety of developmentally appropriate topics that interest young children and are relevant to their daily lives: wheels, water, gardening, simple machines, music making, and boxes.</p>	<p>The contents of page 15 became page 14: The Creative Curriculum® for Texas, Daily Resources Teaching Guides provide the day-by-day detailed plans you'll use to meaningfully engage children throughout the school year in a cohesive, sequential manner.</p> <p>Included in the collection are two Teaching Guides that focus on the important transitions in a young child's life: The First Six Weeks: Building Your Classroom Community Teaching Guide, which helps children transition into the classroom, and the Getting Ready for Kindergarten Teaching Guide, which helps children and families prepare for the transition into kindergarten. The remaining six Teaching Guides address a variety of developmentally appropriate topics that interest young children and are relevant to their daily lives: wheels, water, gardening, simple machines, music making, and boxes.</p>
Editorial Change	Publisher	Teacher	9781645530749	14	Column 2, Paragraph 1	<p>The Creative Curriculum® for Texas, Daily Resources Included in the collection are two Teaching Guides that focus on the important transitions in a young child's life: The First Six Weeks: Building Your Classroom Community Teaching Guide, which helps children transition into the classroom, and the Getting Ready for Kindergarten Teaching Guide, which helps children and families prepare for the transition into kindergarten.</p>	<p>Changed "The Creative Curriculum® for Texas, Daily Resources Included in the collection are two Teaching Guides that focus on the important transitions in a young child's life: The First Six Weeks: Building Your Classroom Community Teaching Guide, which helps children transition into the classroom, and the Getting Ready for Kindergarten Teaching Guide, which helps children and families prepare for the transition into kindergarten." to "The first Teaching Guide included in the collection focuses specifically on an important transition in a young child's life. The First Six Weeks: Building Your Classroom Community Teaching Guide helps children transition into the classroom without featuring a study. The first study included in the collection—the Water Teaching Guide—introduces you to the important elements of a study and walks you through the process of conducting an investigation of water with the children. You will complete the school year with the Getting Ready for Kindergarten Teaching Guide, which helps children and their families make the transition to kindergarten."</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531104	14	Under "Teaching Sequence," Green	Assist the child by pointing to the animal picture for him to sing.	Changed "Assist the child by pointing to the animal picture for him to sing." to "Assist the child by pointing to the picture of the animal whose name he should sing."
Editorial Change	Publisher	Teacher	9781645531135	14	Under "Teaching Sequence," Green	Who would you play with	Changed "Who would you play with" to "Who would you like to play with"
Editorial Change	Publisher	Teacher	9781645530756	15	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	15	Column 2, Paragraph 4	invite families to take home plants to care for.	Changed "invite families to take home plants to care for" to "invite families to take plants home to care for."
Editorial Change	Publisher	Teacher	9781645530817	15	Under "Introduction"	related to simple machines. The Exploring the Topic section of the study gives you time to observe,	Changed "related to simple machines. The Exploring the Topic section of the study gives you time to observe," to "related to simple machines, giving you time to observe,"
Editorial Change	Publisher	Teacher	9781645530824	15	Under "Choice Time," Column 1, bullet 2	For example,	Changed "For example," to "For example, say,"
Editorial Change	Publisher	Teacher	9781645530824	15	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	15	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	15	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	15	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	15	entire page	At-a-Glance charts precede every Focus or Investigation Question within your Teaching Guide. They will help you plan by giving you a bird's-eye view of what to expect in the coming days. The number of days on a given chart varies according to the amount of time dedicated to each Focus or Investigation Question.	Replaced contents of page 16 with the following: "The First Six Weeks: Building Your Classroom Community Teaching Guide: In creating The First Six Weeks: Building Your Classroom Community Teaching Guide, we focused on questions that we know to be typical of preschool children. Even if the children themselves cannot fully articulate them, these questions address some of the greatest concerns most children have as a new school year begins. We have used these questions as the starting points for structuring your classroom conversations and learning experiences during the first weeks of school. To round out the first six weeks, we have created daily plans that you can use to conduct a ministudy on the sounds that children will hear at school, including how and where those sounds are produced. The questions the children will investigate to answer include: Focus Question 1. What names do we need to know at school? Focus Question 2. What should we do if we feel sad or scared at school? Focus Question 3. What are our rules? Focus Question 4. When do things happen at school? Focus Question 5. Who works at our school? Focus Question 6. How can we make and keep friends? How can we be part of a group? Ministudy: What sounds do we hear at school? Where do they come from?"
Editorial Change	Publisher	Teacher	9781645531104	15	Under "What You Do," Column 1	talk about the way each letter feels.	Changed "talk about the way each letter feels." to "talk about how each letter feels when you touch it."
Editorial Change	Publisher	Teacher	9781645531104	15	Under "Including All Children"	a child can feel with his or her whole hand.	Changed "a child can feel with his or her whole hand." to "a child can feel with her whole hand."
Editorial Change	Publisher	Teacher	9781645530756	16	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	16	Column 1, Paragraph 1, line 4	explorations to learn the different ways	Changed "explorations to learn the different ways" to "explorations to learn different ways"
Editorial Change	Publisher	Teacher	9781645530824	16	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	16	Under "Discussion and Shared Writing," Column 2, bullet 2	between the classrooms. For example,	Changed "between the classrooms. For example, " to "between the classrooms:"
Editorial Change	Publisher	Teacher	9781645530749	16		NEW PAGE ADDED after original page 15	<p>Added new page with the following content:</p> <p>Getting Ready for Kindergarten Teaching Guide This Teaching Guide contains a collection of daily plans that will help you prepare for the end of the PreK year and the transition to kindergarten. During the last several weeks of the school year, you will be busy supporting children as they say good-bye to the familiarity of their classroom, their routines, and possibly even their friends, while also helping them look forward to moving on to kindergarten. By using the plans in this Teaching Guide, you will be able to continue to organize the day in the same way that you normally do while introducing the new ideas and experiences that come with the end of the PreK year.</p> <p>The questions the children will investigate to answer include:</p> <p>Focus Question 1: How is kindergarten like PreK? How is it different? Focus Question 2: How do we feel about going to kindergarten? Focus Question 3: How do we make and keep friends in kindergarten?</p>
Editorial Change	Publisher	Teacher	9781645530619	16	Under "Bridging"	their eye–hand coordination.	Changed "their eye–hand coordination." to "their hand-eye coordination."
Editorial Change	Publisher	Teacher	9781645530633	16	Paragraph 1	the models and shape orientations can become more complex	Changed "the models and shape orientations can become more complex" to "the models and shape orientations you display can become more complex"
Editorial Change	Publisher	Teacher	9781645531104	16	Under "Teaching Sequence," Purple	How about 'ten tiny turtles'? We need the name of an animal that starts with the /t/ sound."	Changed "How about 'ten tiny turtles'? We need the name of an animal that starts with the /t/ sound." to "We need the name of an animal that starts with the /t/ sound. How about 'ten tiny turtles'?"
Editorial Change	Publisher	Teacher	9781645530800	17	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530800	17	Outdoor Experience, Physical Fun, under first bullet	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530756	17	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530756	17	Under "Art," "Respond," line 2	encourage the child to share	Changed "encourage the child to share" to "encourage Patrice to share"
Editorial Change	Publisher	Teacher	9781645530770	17	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530770	17	Under "Spanish"	ruedas, rodar, deslizar	Changed "ruedas, rodar, deslizar" to "deslizar, rodar, ruedas"

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Editorial Change	Publisher	Teacher	9781645530770	17	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530817	17	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	17	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	17	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	17	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	17	Under "Choice Time," Column 1, bullet 2	what they will look forward to	Changed "what they will look forward to" to "what they look forward to"
Editorial Change	Publisher	Teacher	9781645530824	17	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	17	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	17	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	17	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	17	entire page	NEW PAGES ADDED after new page 16	<p>Added new page with the following content:</p> <p>Six of the eight Teaching Guides feature what we call studies. Studies are in-depth investigations designed to engage children in interesting topics that are relevant to their daily lives. Each study is organized as a series of investigations. Each investigation is based on a meaningful question, and each lasts for 3–5 days. We recommend starting the Water Teaching Guide first, which includes "Getting to Know Studies" tips that help you become confident in starting study work with children. After implementing the Water Teaching Guide, you can implement the remaining seven Teaching Guides in any order based on what the children's current interests are.</p> <p>Benefits of Studies</p> <ul style="list-style-type: none"> • Children actively explore to find answers to their own questions about the topic. • Children investigate topics through direct experiences and manipulate real objects. • Children have the opportunity to develop skills such as observing, exploring, problem-solving, communicating, and representing. • Children learn critical literacy and mathematics skills in the context of each study. <p>Study Topics: Water (first study) Boxes Gardening Music Making Simple Machines Wheels</p>
Editorial Change	Publisher	Teacher	9781645530633	17	Paragraph 2	Transformational language for young children includes the words turn, flip, and slide.	text deletion

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Editorial Change	Publisher	Teacher	9781645530633	17	Paragraph 2	having them fill in a quilt square or a particular size piece of paper	Changed "having them fill in a quilt square or a particular size piece of paper" to "having them fill in a quilt square or a piece of paper"
Editorial Change	Publisher	Teacher	9781645530640	17	Paragraph 2	by simply interacting and navigating	Changed "by simply interacting and navigating" to "by simply interacting with and navigating"
Editorial Change	Publisher	Teacher	9781645531104	17	Under "Teaching Sequence," Green	for the child to choose	Changed "for the child to choose" to "for the child to choose from"
Editorial Change	Publisher	Teacher	9781645530800	18	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530756	18	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	18	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 1, Paragraph 1, line 7	If you have taught	Changed "If you have taught" to "If you have introduced"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 1, Paragraph 1, line 12	each time you teach this study, the children's interests and curiosity will guide the explorations	Changed "each time you teach this study, the children's interests and curiosity will guide the explorations" to "each time you introduce this study, the children's interests and curiosity will lead the explorations"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 1, Paragraph 2, line 1	Every child in your class has their own unique needs	Changed "Every child in your class has their own unique needs" to "Every child has unique needs"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 1, Paragraph 2, line 9	to ensure that all children's needs are met, allowing each child to fully participate.	Changed "to ensure that all children's needs are met, allowing each child to fully participate." to "to ensure that all children can participate fully in every activity."
Editorial Change	Publisher	Teacher	9781645530763	18	Column 1, Paragraph 3, line 9	offer multiples of favorite water props	Changed "offer multiples of favorite water props" to "offer multiples of popular water props"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 2, Paragraph 1, line 4	investigations for English-language learners. Because many of a study's investigations occur in small groups,	Changed "investigations for English-language learners. Because many of a study's investigations occur in small groups," to "investigations for all children, including English-language learners. Because many investigations occur in small groups,"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 2, Paragraph 2, line 5	the children's first language, use small-group time to repeat words and concepts in their first language to serve as a bridge	Changed "the children's first language, use small-group time to repeat words and concepts in their first language to serve as a bridge" to "the children's first languages, use small-group time to repeat words and concepts in those languages to serve as a bridge"
Editorial Change	Publisher	Teacher	9781645530763	18	Column 2, Paragraph 2, line 12	volunteers who speak the children's language can also be a great resource to facilitate small groups.	Changed "volunteers who speak the children's language can also be a great resource to facilitate small groups." to "volunteers who speak the children's languages can also be a great resource for facilitating small groups."
Editorial Change	Publisher	Teacher	9781645530763	18	Column 2, Paragraph 3, line 5	during the classroom routines and activities.	Changed "during the classroom routines and activities" to "during the classroom discussions, routines, and activities."
Editorial Change	Publisher	Teacher	9781645530770	18	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	18	Under "Opening Routine," blue text box	about how to plan your opening routine.	Changed "about how to plan your opening routine." to "about planning your opening routine."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530817	18	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	18	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530749	18	Column 2, last Paragraph	Green: preschool 3 class Blue: pre-K 4 class	Changed "Green: preschool 3 class Blue: pre-K 4 class" to "Green: preschool 3 Blue: pre-K 4"
Editorial Change	Publisher	Teacher	9781645530749	18	entire page	<p>Intentional Teaching Experiences These cards describe playful, engaging activities that can be implemented throughout the day. Designed for ages 3–6, the experiences presented on these cards support social–emotional, physical, and language development and learning in literacy and mathematics. They are typically offered during small-group time, but many are also appropriate for large-group, outdoor, and one-on-one experiences.</p> <p>Child-facing interactions are most meaningful when they are interactive, hands-on, and play-based. Each Intentional Teaching Experience explains how to implement such experiences in your classroom. It includes the Texas Prekindergarten Guidelines addressed by the activity, a list of materials, suggestions to help you support English-language learners, ways to modify the experience for children with special needs, and questions to guide your observations.</p> <p>Intentional Teaching Experiences are written in English on one side and Spanish on the other. If you have English-language learners whose first language is Spanish, these cards will help you support the development of their first language along with English. Whether you speak Spanish, English, or both, you’ll find strategies to help English-language learners engage fully in the activity.</p> <p>If some Spanish-speaking children are just starting to learn English and you or a colleague speak Spanish,</p>	<p>The contents of page 17 became page 18: Intentional Teaching Experiences These cards describe playful, engaging activities that can be implemented throughout the day. Designed for ages 3–6, the experiences presented on these cards support social–emotional, physical, and language development and learning in literacy and mathematics. They are typically offered during small-group time, but many are also appropriate for large-group, outdoor, and one-on-one experiences.</p> <p>Child-facing interactions are most meaningful when they are interactive, hands-on, and play-based. Each Intentional Teaching Experience explains how to implement such experiences in your classroom. It includes the Texas Prekindergarten Guidelines addressed by the activity, a list of materials, suggestions to help you support English-language learners, ways to modify the experience for children with special needs, and questions to guide your observations.</p> <p>Intentional Teaching Experiences are written in English on one side and Spanish on the other. If you have English-language learners whose first language is Spanish, these cards will help you support the development of their first language along with English. Whether you speak Spanish, English, or both, you’ll find strategies to help English-language learners engage fully in the activity.</p> <p>If some Spanish-speaking children are just starting to learn English and you or a colleague speak Spanish, consider first</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	18	entire page	<p>Continued from above: consider first presenting the activity in Spanish to build children’s vocabulary and understanding of concepts. Later in the week, you can use the Intentional Teaching Experience in English with the same children to reinforce the concepts introduced earlier while promoting their English language skills.</p> <p>The heart of each Intentional Teaching Experience is the color-coded Teaching Sequence. It explains how to individualize the learning experience to meet the strengths and needs of every child and gives you a starting point for the activity. The way an experience is carried out with a 4-year-old at the end of the year may be very different from the way you use it with a 3-year-old at the beginning of the year. The colors are explained in more detail in Volume 6: Objectives for Development & Learning. If you are using the GOLD® assessment system, use your most current assessment information to decide where in the Teaching Sequence to begin with each child.</p> <p>The colors correspond to widely held expectations for the following age or class/grade ranges: Yellow: 2 to 3 years Green: preschool 3 class Blue: pre-K 4 class Purple: kindergarten Pink: first grade Silver: second grade Brown: third grade</p>	<p>Continued from above: presenting the activity in Spanish to build children’s vocabulary and understanding of concepts. Later in the week, you can use the Intentional Teaching Experience in English with the same children to reinforce the concepts introduced earlier while promoting their English language skills.</p> <p>The heart of each Intentional Teaching Experience is the color-coded Teaching Sequence. It explains how to individualize the learning experience to meet the strengths and needs of every child and gives you a starting point for the activity. The way an experience is carried out with a 4-year-old at the end of the year may be very different from the way you use it with a 3-year-old at the beginning of the year. The colors are explained in more detail in Volume 6: Objectives for Development & Learning. If you are using the GOLD® assessment system, use your most current assessment information to decide where in the Teaching Sequence to begin with each child.</p> <p>The colors correspond to widely held expectations for the following age or class/grade ranges: Yellow: 2 to 3 years Green: preschool 3 class Blue: pre-K 4 class Purple: kindergarten Pink: first grade Silver: second grade Brown: third grade</p>
Editorial Change	Publisher	Teacher	9781645530657	18	Under "8," "Interacts cooperatively"	Takes turns being “it” during tag game on the playground	Changed "Takes turns being "it" during tag game on the playground" to "Takes turns being "it" during a game of tag on the playground"
Editorial Change	Publisher	Teacher	9781645530800	19	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Choice Time”
Editorial Change	Publisher	Teacher	9781645530800	19	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Read-Aloud”
Editorial Change	Publisher	Teacher	9781645530800	19	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Small Group”
Editorial Change	Publisher	Teacher	9781645530800	19	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large-Group Roundup”
Editorial Change	Publisher	Teacher	9781645530800	19	In "Read-Aloud" section	See the accompanying guidance for additional ideas for sharing the book with children.	Deleted this sentence.
Editorial Change	Publisher	Teacher	9871645530756	19	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of “Large-Group Roundup”
Editorial Change	Publisher	Teacher	9781645530787	19	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530787	19	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under “Outdoor Experiences” section
Editorial Change	Publisher	Teacher	9781645530770	19	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Choice Time”
Editorial Change	Publisher	Teacher	9781645530770	19	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Read-Aloud”

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Editorial Change	Publisher	Teacher	9781645530770	19	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	19	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Choice Time," Column 1, bullet 2	We can add 'How are levers used?' to our chart."	Changed "We can add "how are levers used" to our chart.'" to "We can add 'Some simple machines have handles' to our chart."
Editorial Change	Publisher	Teacher	9781645530817	19	Under "Choice Time," Column 2, bullet 3	when you use a little force or a lot of force.	Changed "when you use a little force or a lot of force" to "when you use a little force compared to a lot of force."
Editorial Change	Publisher	Teacher	9781645530817	19	Under "English Language Learners," line 3	Switching back and forth between languages makes the read-aloud twice as long and the loses the rhythm of the story in both languages.	Changed "Switching back and forth between languages makes the read-aloud twice as long and the loses the rhythm of the story in both languages." to "Switching back and forth between languages during a single read-aloud makes it twice as long and loses the rhythm of the story in both languages."
Editorial Change	Publisher	Teacher	9781645530794	19	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	19	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	19	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	19	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	19	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530824	19	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	19	Under "Spanish"	N/A	Add new content under "Spanish": "tímido"

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Editorial Change	Publisher	Teacher	9781645530749	19	entire page	<p>Title—Presents the title of the activity.</p> <p>What You Do—Lists the materials to use and explains how to do the activity.</p> <p>Reference Number—Helps you quickly locate a particular activity. The numerals on the cards are not meant to recommend a sequence.</p> <p>Objectives—Lists the objectives and dimensions from Volume 6: Objectives for Development & Learning that are addressed during the activity.</p> <p>Texas Prekindergarten Guidelines—Lists the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences.</p> <p>English-language learners—Suggests ideas for helping English-language learners fully engage in the experience.</p> <p>Teaching Sequence—Suggests ways to adapt the experience according to the needs and abilities of each child. It helps you individualize and scaffold children’s learning.</p> <p>Including All Children—Offers strategies for ensuring that all children can participate.</p>	<p>The contents of page 18 became page 19: Title—Presents the title of the activity.</p> <p>What You Do—Lists the materials to use and explains how to do the activity.</p> <p>Reference Number—Helps you quickly locate a particular activity. The numerals on the cards are not meant to recommend a sequence.</p> <p>Objectives—Lists the objectives and dimensions from Volume 6: Objectives for Development & Learning that are addressed during the activity.</p> <p>Texas Prekindergarten Guidelines—Lists the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences.</p> <p>English-language learners—Suggests ideas for helping English-language learners fully engage in the experience.</p> <p>Teaching Sequence—Suggests ways to adapt the experience according to the needs and abilities of each child. It helps you individualize and scaffold children’s learning.</p> <p>Including All Children—Offers strategies for ensuring that all children can participate.</p>
Editorial Change	Publisher	Teacher	9781645530749	19	entire page	<p>Continued from above: Questions to Guide Your Observation—Use these questions to reflect on what children might be learning during the experience and focus your observations for assessment and planning.</p> <p>Title—Presents the title of the activity.</p> <p>What You Do—Lists the materials to use and explains how to do the activity.</p> <p>Reference Number—Helps you quickly locate a particular activity. The numerals on the cards are not meant to recommend a sequence.</p>	<p>Continued from above: Questions to Guide Your Observation—Use these questions to reflect on what children might be learning during the experience and focus your observations for assessment and planning.</p> <p>Title—Presents the title of the activity.</p> <p>What You Do—Lists the materials to use and explains how to do the activity.</p> <p>Reference Number—Helps you quickly locate a particular activity. The numerals on the cards are not meant to recommend a sequence.</p>
Editorial Change	Publisher	Teacher	9781645530749	19	Under "Questions to Guide your Observation," bottom right page	Use these questions to reflect	Changed "Use these questions to reflect" to "Offers questions to help you reflect"
Editorial Change	Publisher	Teacher	9781645530619	19	Paragraph 2	determine when to interact and what to say to support children’s development and learning.	Changed "determine when to interact and what to say to support children’s development and learning." to "determine when to interact with children and what to say to support their development and learning."
Editorial Change	Publisher	Teacher	9781645531104	19	Under "Teaching Sequence," Green	using his or her own name	Changed "using his or her own name" to "using her own name"
Editorial Change	Publisher	Teacher	9781645531128	19	Under "Including All Children"	help him or her bounce and catch	Changed "help him or her bounce and catch" to "help bounce and catch"
Editorial Change	Publisher	Teacher	9781645531135	19	Under "What You Do," Column 1	Can you think of when we make cards	Changed "Can you think of when we make cards" to "Can you think of a time when we make cards"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9871645530756	20	Under "A note about Question of the day"	Other times, like today, the question can be explored and answered through the use of a two column graph that the children can respond to as they arrive for the day. Children can add their answers to the graph by writing their names on a sticky note or sticking their picture or name card on the column they choose. Remember, you can always choose to substitute the suggested question of the day with one you create.	Changed "Other times, like today, the question can be explored and answered through the use of a two column graph that the children can respond to as they arrive for the day. Children can add their answers to the graph by writing their names on a sticky note or sticking their picture or name card on the column they choose. Remember, you can always choose to substitute the suggested question of the day with one you create. " to "These questions give children an opportunity to think individually and demonstrate emergent writing skills. In response to questions such as 'Can you name someone in your family?,' children may write, draw, or dictate their ideas. As children gain confidence in their writing skills, it is important to accept any mark, scribble, or letter-like forms they create."
Editorial Change	Publisher	Teacher	9871645530756	20	Under "Materials," bullet 4	<ul style="list-style-type: none"> • chart paper with markers • two-column graph on chart paper or another large-format display, e.g., magnet board, whiteboard • children's name cards (with photos, if possible) to place on graph 	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	20	Under "Question of the day"	Do you know the name of someone in your family?	Changed "Do you know the name of someone in your family?" to "What is the name of someone in your family?"
Editorial Change	Publisher	Teacher	9871645530756	20	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	20	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	20	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	20	Under "English Language Learners"	for the children to continue exploring.	Changed "for the children to continue exploring" to "for them to continue exploring."
Editorial Change	Publisher	Teacher	9781645530817	20	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	20	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	20	Under "Daily Resources," Column 2	book: Changes in our World	Moved the text "book: Changes in our World" from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530824	20	Under "Materials"	N/A	Content added, new bullet after "journals": "-variety of writing tools"
Editorial Change	Publisher	Teacher	9781645530824	20	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	20	Under "Discussion and Shared Writing," Column 2, bullet 1	in the discussion. For example,	Changed "in the discussion. For example," to "in the discussion:"

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Editorial Change	Publisher	Teacher	9781645530749	20	entire page	<p>Title—Presents the title of the activity.</p> <p>Reference Number— Helps you quickly locate individual Mighty Minutes® cards. You do not need to use Mighty Minutes® in any particular order.</p> <p>Objectives—Lists the objectives from Volume 6: Objectives for Development & Learning that are addressed in the activity.</p> <p>Texas Prekindergarten Guidelines—Lists the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences.</p> <p>What You Do—Explains how to do the activity.</p> <p>On the Back—The reverse side of each Mighty Minutes® card suggests ways to change the activity to either (1) focus on a different area of learning or (2) increase or decrease the complexity of the activity. The Teaching Guides also show you how to adapt some of these activities to make them relevant to the study topics.</p>	<p>The contents of page 19 became page 20: Title—Presents the title of the activity.</p> <p>Reference Number— Helps you quickly locate individual Mighty Minutes® cards. You do not need to use Mighty Minutes® in any particular order.</p> <p>Objectives—Lists the objectives from Volume 6: Objectives for Development & Learning that are addressed in the activity.</p> <p>Texas Prekindergarten Guidelines—Lists the Texas Prekindergarten Guidelines (TPG) that are the primary and related objectives of the experiences.</p> <p>What You Do—Explains how to do the activity.</p> <p>On the Back—The reverse side of each Mighty Minutes® card suggests ways to change the activity to either (1) focus on a different area of learning or (2) increase or decrease the complexity of the activity. The Teaching Guides also show you how to adapt some of these activities to make them relevant to the study topics.</p>
Editorial Change	Publisher	Teacher	9781645530749	20	entire page	<p>Continued from above: Mighty Minutes® Mighty Minutes® allow you to make the most of all your student-facing experiences with songs, chants, rhymes, and games. They can be used anywhere to teach skills in all areas of development and learning during “in-between” times, such as when you’re preparing to go outside or gathering children for large-group time. Like all the other materials in the curriculum, Mighty Minutes® are rooted in the Texas Prekindergarten Guidelines so that even your shortest activities support children’s learning and development in important areas.</p> <p>Mighty Minutes® are available in English and Spanish and are perfect for encouraging development in both languages. While Mighty Minutes® can be completed in either language, it’s best to introduce the activity first in the children’s first language and again at a later time in the children’s second language. This maintains the activity’s intended length and keeps children engaged.</p>	<p>Continued from above: Mighty Minutes® Mighty Minutes® allow you to make the most of all your student-facing experiences with songs, chants, rhymes, and games. They can be used anywhere to teach skills in all areas of development and learning during “in-between” times, such as when you’re preparing to go outside or gathering children for large-group time. Like all the other materials in the curriculum, Mighty Minutes® are rooted in the Texas Prekindergarten Guidelines so that even your shortest activities support children’s learning and development in important areas.</p> <p>Mighty Minutes® are available in English and Spanish and are perfect for encouraging development in both languages. While Mighty Minutes® can be completed in either language, it’s best to introduce the activity first in the children’s first language and again at a later time in the children’s second language. This maintains the activity’s intended length and keeps children engaged.</p>
Editorial Change	Publisher	Teacher	9781645530626	20	Paragraph 2	is an important goal/consideration for teachers.	Changed "is an important goal/consideration for teachers." to "is an important goal and a critical consideration for teachers."
Editorial Change	Publisher	Teacher	9781645530633	20	last Paragraph	This is a much more difficult task and one that requires many problem-solving, experimental experiences.	Changed "This is a much more difficult task and one that requires many problem-solving, experimental experiences." to "This is a much more difficult task and one that requires much practice problem-solving and experimenting."
Editorial Change	Publisher	Teacher	9781645530640	20	last Paragraph	Technology in the classroom is not just a child playing with a tablet during choice time but includes how teachers engage and partner with children and their families from “diverse linguistic, cultural, and economic backgrounds”	Changed "Technology in the classroom is not just a child playing with a tablet during choice time but includes how teachers engage and partner with children and their families from "diverse linguistic, cultural, and economic backgrounds"" to "Technology in the classroom is not just a child playing with a tablet during choice time. It's also teachers engaging and partnering with children and their families who are of "diverse linguistic, cultural, and economic backgrounds""
Editorial Change	Publisher	Teacher	9781645531104	20	Under "Additional Ideas"	words they recognize and to send	Changed "words they recognize and to send" to "words they recognize and send"

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Editorial Change	Publisher	Teacher	9781645531128	20	Under "Including All Children"	use his or her body	Changed "use his or her body" to "use his body"
Editorial Change	Publisher	Teacher	9781645531128	20	Under "Teaching Sequence," Yellow	make simple shapes and sizes with his or her body.	Changed "make simple shapes and sizes with his or her body." to "make simple shapes and sizes with her body."
Editorial Change	Publisher	Teacher	9781645531128	20	Under "Questions to Guide Your Observations"	Was the child able to make shapes with his or her body?	Changed "Was the child able to make shapes with his or her body?" to "Was the child able to make shapes with his body?"
Editorial Change	Publisher	Teacher	9781645531128	20	Under "Teaching Sequence," Purple	challenge the child to make shapes	Changed "challenge the child to make shapes" to "challenge him to make shapes"
Editorial Change	Publisher	Teacher	9781645530800	21	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	21	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	21	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	21	Under "Extending children's interest," line 6	children in your room.	Changed "children in your room" to "children in your classroom."
Editorial Change	Publisher	Teacher	9781645530787	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	21	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	21	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	21	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9781645530817	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	21	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	21	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	21	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	21	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	21	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	21	Under "Laminated Paper"	without damaging the paper	Changed "without damaging the paper" to "without damaging it"
Editorial Change	Publisher	Teacher	9781645530749	21	entire page	<p>Mighty Minutes® Posters These posters display specific Mighty Minutes® featuring welcome songs and phonological awareness skills in a large-print, laminated format that makes them easy to use in interactive large-group settings or during other activities in which children would benefit from seeing the text. Once you have introduced a Mighty Minutes® Poster to children, you can display the poster in the large-group meeting area or an interest area and encourage children to repeat the experience with you or independently. After a few days, you may find that children are able to lead the experience on their own!</p> <p>Laminated Paper—The sturdy, laminated paper allows you and the children to use dry-erase markers to write directly on the poster and makes it easy to tape the poster to the wall without damaging the paper.</p> <p>Writing Blanks—Blank spaces offer you the ability to add your own words or names to the experience.</p> <p>Bilingual Support—Mighty Minutes® Posters are written in English on one side and Spanish on the other. This enables both English- and Spanish-speaking children to become familiar with the text in their first languages.</p>	<p>The contents of page 20 became page 21: Mighty Minutes® Posters These posters display specific Mighty Minutes® featuring welcome songs and phonological awareness skills in a large-print, laminated format that makes them easy to use in interactive large-group settings or during other activities in which children would benefit from seeing the text. Once you have introduced a Mighty Minutes® Poster to children, you can display the poster in the large-group meeting area or an interest area and encourage children to repeat the experience with you or independently. After a few days, you may find that children are able to lead the experience on their own!</p> <p>Laminated Paper—The sturdy, laminated paper allows you and the children to use dry-erase markers to write directly on the poster and makes it easy to tape the poster to the wall without damaging the paper.</p> <p>Writing Blanks—Blank spaces offer you the ability to add your own words or names to the experience.</p> <p>Bilingual Support—Mighty Minutes® Posters are written in English on one side and Spanish on the other. This enables both English- and Spanish-speaking children to become familiar with the text in their first languages.</p>
Editorial Change	Publisher	Teacher	9781645530633	21	last Paragraph	Children will learn how to conserve, to reason with transitivity, to select appropriate units	Changed "Children will learn how to conserve, to reason with transitivity, to select appropriate units" to "Children will learn how to conserve, reason with transitivity, select appropriate units"

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Editorial Change	Publisher	Teacher	9781645530800	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	22	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	22	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	22	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	22	Under "Discussion and Shared Writing," bullet 2	visit and to talk about	Changed "visit and to talk about" to "visit and talk about"
Editorial Change	Publisher	Teacher	9781645530749	22	entire page	<p>Teaching Strategies® Children’s Book Collection Reading aloud with children is the best way to inspire a love of reading and promote language and literacy skills—and there are many wonderful books to choose from! The Teaching Strategies® Children’s Book Collection contains 53 high-quality children’s books that were carefully selected to include a variety of culturally and linguistically relevant stories for children and families from diverse backgrounds. The collection includes beloved classic tales; contemporary works by well-known authors; and ten original nonfiction books created especially to complement the explorations and investigations in each study.</p> <p>You will also find nine “Big Books” to add to your book collection for interactive and engaging discussions during large-group meetings or immersive small-group real-alouds!</p>	<p>The contents of page 21 became page 22: Teaching Strategies® Children’s Book Collection Reading aloud with children is the best way to inspire a love of reading and promote language and literacy skills—and there are many wonderful books to choose from! The Teaching Strategies® Children’s Book Collection contains 53 high-quality children’s books that were carefully selected to include a variety of culturally and linguistically relevant stories for children and families from diverse backgrounds. The collection includes beloved classic tales; contemporary works by well-known authors; and ten original nonfiction books created especially to complement the explorations and investigations in each study.</p> <p>You will also find nine “Big Books” to add to your book collection for interactive and engaging discussions during large-group meetings or immersive small-group real-alouds!</p>
Editorial Change	Publisher	Teacher	9781645530626	22	Paragraph 2	and that a period signals the end of a sentence.	Changed "and that a period signals the end of a sentence." to "and hear the teacher explain that a period signals the end of a sentence."
Editorial Change	Publisher	Teacher	9781645531128	22	Under "Including All Children"	place his or her hands on the leader’s shoulders	Changed "place his or her hands on the leader’s shoulders" to "place her hands on the leader’s shoulders"
Editorial Change	Publisher	Teacher	9781645530800	23	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	23	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	23	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Editorial Change	Publisher	Teacher	9871645530756	23	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
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Editorial Change	Publisher	Teacher	9781645530787	23	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
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Editorial Change	Publisher	Teacher	9781645530770	23	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	23	Column 2, bullet 1	pictures the children choose: "What do the wheels look like"	Changed "pictures the children choose: 'What do the wheels look like'" to "pictures the children choose, e.g., "What do the wheels look like"
Editorial Change	Publisher	Teacher	9781645530817	23	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	23	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	23	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
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Editorial Change	Publisher	Teacher	9781645530824	23	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9781645530824	23	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	23	entire page	<p>Book Discussion Cards™</p> <p>Some of the best children’s books have fairly complex story lines. Experts recommend reading these stories to children at least three times for them to benefit fully from the experience. Book Discussion Cards™ explain how to read and talk about selected books in the Teaching Strategies® Children’s Book Collection. Intended for quick reference during group read-alouds, Book Discussion Cards™ offer suggestions for introducing each book, emphasizing vocabulary as you read, commenting on characters, and asking probing questions.</p> <p>The best way to prepare for a read-aloud is to read the entire book by yourself and then read the Book Discussion Card™. Feel free to keep the card in your lap for quick reference while you’re reading to children, but try to avoid reading from the card. The best read-alouds are lively. They’re fast-paced, and they involve much eye contact and interaction between the teacher and children</p> <p>The Supporting Social–Emotional Development callouts help you make story-related connections to social–emotional developmental skills.</p> <p>The Vocabulary section offers child-friendly definitions of words that are central to understanding the story.</p> <p>During the First Read-Aloud, you’ll present new ideas and ways of thinking. You can introduce characters’ names, hint at the problems they face, and model wondering about</p>	<p>The contents of page 22 became page 23:</p> <p>Book Discussion Cards™</p> <p>Some of the best children’s books have fairly complex story lines. Experts recommend reading these stories to children at least three times for them to benefit fully from the experience. Book Discussion Cards™ explain how to read and talk about selected books in the Teaching Strategies® Children’s Book Collection. Intended for quick reference during group read-alouds, Book Discussion Cards™ offer suggestions for introducing each book, emphasizing vocabulary as you read, commenting on characters, and asking probing questions.</p> <p>The best way to prepare for a read-aloud is to read the entire book by yourself and then read the Book Discussion Card™. Feel free to keep the card in your lap for quick reference while you’re reading to children, but try to avoid reading from the card. The best read-alouds are lively. They’re fast-paced, and they involve much eye contact and interaction between the teacher and children</p> <p>The Supporting Social–Emotional Development callouts help you make story-related connections to social–emotional developmental skills.</p> <p>The Vocabulary section offers child-friendly definitions of words that are central to understanding the story.</p> <p>During the First Read-Aloud, you’ll present new ideas and ways of thinking. You can introduce characters’ names, hint at the</p>
Editorial Change	Publisher	Teacher	9781645530749	23	entire page	<p>Continued from above: what the characters might be thinking. These strategies encourage children to move from literal meanings to higherlevel thinking. Following the first read-aloud, you can pose the after-reading questions and support children to answer them.</p> <p>The Second Read-Aloud should occur one or two days after the first one. This time, by asking different questions and adding clarifying comments as you read, you can help children recall the characters and the problem. Children will likely be better prepared to answer questions, and you can guide them to engage with the story more deeply.</p> <p>The Third Read-Aloud should occur within a week of the second one. Invite the children to identify the main characters and describe their problem. During this read-aloud, you can show an illustration and ask, “What is happening here?” or “What do you think [character’s name] is thinking?” By the third read-aloud, children should do much of the talking. You can encourage them to use the vocabulary from the book as they explain what’s happening in the story.</p>	<p>Continued from above: problems they face, and model wondering about what the characters might be thinking. These strategies encourage children to move from literal meanings to higherlevel thinking. Following the first read-aloud, you can pose the after-reading questions and support children to answer them.</p> <p>The Second Read-Aloud should occur one or two days after the first one. This time, by asking different questions and adding clarifying comments as you read, you can help children recall the characters and the problem. Children will likely be better prepared to answer questions, and you can guide them to engage with the story more deeply.</p> <p>The Third Read-Aloud should occur within a week of the second one. Invite the children to identify the main characters and describe their problem. During this read-aloud, you can show an illustration and ask, “What is happening here?” or “What do you think [character’s name] is thinking?” By the third read-aloud, children should do much of the talking. You can encourage them to use the vocabulary from the book as they explain what’s happening in the story.</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531104	23	Under "Teaching Sequence," Yellow	Show the child familiar environmental print, and give him or her a chance to recognize the product. "I see you pointing to the cereal box. I know you like this cereal. What do you call this cereal? You call it 'My Bite.'" "Can you make the /m/ sound like in Mighty Bites cereal?"	Changed "Show the child familiar environmental print, and give him or her a chance to recognize the product. "I see you pointing to the cereal box. I know you like this cereal. What do you call this cereal? You call it 'My Bite.' Can you make the /m/ sound like in Mighty Bites cereal?" to "Show the child familiar environmental print, and give her a chance to recognize the product. "I see you pointing to the macaroni box. I know you like macaroni. What do you call macaroni and cheese? You call it 'mac.' Can you make the /m/ sound like in macaroni?""
Editorial Change	Publisher	Teacher	9781645531111	23	Under "Teaching Sequence," Purple	notice the details to place them	Changed "notice the details to place them" to "notice the details needed to place them"
Editorial Change	Publisher	Teacher	9781645531128	23	Under "Teaching Sequence," Green	different directions and pathways and at various speeds.	Changed "different directions and pathways and at various speeds." to "different directions and pathways at various speeds."
Editorial Change	Publisher	Teacher	9781645530800	24	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	24	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	24	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	24	Under "Discussion and Shared Writing," bullet 2	gardens, such as container gardens	Changed "gardens, such as container gardens" to "gardens, displaying container gardens"
Editorial Change	Publisher	Teacher	9781645530787	24	Column 2, blue text box	As you choose garden pictures	Changed "As you choose garden pictures" to "If you choose your own garden pictures"
Editorial Change	Publisher	Teacher	9781645530763	24	Under "What You Can Do at Home," line 2	washing hands, cooking with water, etc.	Changed "washing hands, cooking with water, etc." to "washing hands, and cooking with water."
Editorial Change	Publisher	Teacher	9781645530763	24	Under "What You Can Do at Home," line 6	This will help develop your child's observation skills and help them make connections	Changed "This will help develop your child's observation skills and help them make connections" to "Doing so will develop your child's observation skills and ability to make connections"
Editorial Change	Publisher	Teacher	9781645530770	24	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	24	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	24	Under "Daily Resources"	book: My Neighbors and Their Simple Machines	Moved bullet text entry under heading "Materials."
Editorial Change	Publisher	Teacher	9781645530817	24	Under "Materials"	- machine that is not a simple machine	Bullet point added to this text.
Editorial Change	Publisher	Teacher	9781645530794	24	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	24	entire page	<p>Recipe Cards Cooking is a fun and exciting part of teaching in a PreK classroom. These Recipe Cards were designed to help facilitate classroom-friendly cooking experiences. You will see these cards highlighted in every Teaching Guide, but they are meant to be used flexibly throughout your school year. Feel free to use these recipes whenever and however you see fit. Also available in the Download Library, the Recipe Cards can be printed in both English and Spanish and shared with families.</p> <p>Simple Illustrations—Images and child-friendly language make Recipe Cards easy for young children to understand, encourage literacy and math learning, and help children independently follow the recipe instructions.</p> <p>Laminated Paper—The cards are laminated for easy cleanup after cooking fun!</p>	<p>The contents of page 23 became page 24: Recipe Cards Cooking is a fun and exciting part of teaching in a PreK classroom. These Recipe Cards were designed to help facilitate classroom-friendly cooking experiences. You will see these cards highlighted in every Teaching Guide, but they are meant to be used flexibly throughout your school year. Feel free to use these recipes whenever and however you see fit. Also available in the Download Library, the Recipe Cards can be printed in both English and Spanish and shared with families.</p> <p>Simple Illustrations—Images and child-friendly language make Recipe Cards easy for young children to understand, encourage literacy and math learning, and help children independently follow the recipe instructions.</p> <p>Laminated Paper—The cards are laminated for easy cleanup after cooking fun!</p>
Editorial Change	Publisher	Teacher	9781645530749	24		<p>Four Important Components of Repeated, Interactive Read-Alouds Read-Aloud Plan to read aloud with the children at least twice during a half-day session and three times during a full-day session. Each day, your Teaching Guide will suggest a book from the Teaching Strategies® Children’s Book Collection. You’ll use that book in an interactive reading experience. The Teaching Guide provides detailed support for reading aloud. Sometimes the daily plan will direct you to locate a Book Discussion Card™; other times the daily plans will suggest a book from the Children’s Book list at the end of the Teaching Guide.</p> <p>You can read aloud as a whole group or, more effectively, with smaller groups of children. You can also informally share books from the Library area during choice time or more casual read-aloud times. Select books on the basis of children’s interests, concepts you want children to understand, or the sheer enjoyment of good books.</p> <p>Learn more about how to lead an interactive reading experience by reading chapter 10 of <i>The Creative Curriculum® for Texas, Volume 2: Interest Areas</i> and chapter 3 of <i>The Creative Curriculum® for Texas, Volume 3: Literacy</i>.</p> <p>Book Introduction—Before you begin, read the title, show the front cover of the book, introduce the main characters</p>	<p>All content on this page is being moved from its current location (p. 29) to become the new p. 25. We wanted read-aloud information to be adjacent to the Book Discussion Cards™ description.</p>
Editorial Change	Publisher	Teacher	9781645530749	24		<p>Read-Aloud Plan to read aloud with the children at least twice during a half-day session and three times during a full-day session. Each day, your Teaching Guide will suggest</p>	<p>Changed "Read-Aloud Plan to read aloud with the children at least twice during a half-day session and three times during a full-day session. Each day, your Teaching Guide will suggest" to "Plan to read aloud with the children at least twice during a half-day program and three times during a full-day program. Each day, your Teaching Guide will suggest"</p>
Editorial Change	Publisher	Teacher	9781645530749	24		<p>The Teaching Guide provides detailed support for reading aloud. Sometimes the daily plan</p>	<p>Changed "The Teaching Guide provides detailed support for reading aloud. Sometimes the daily plan" to "The Teaching Guides provide detailed support for reading aloud. Sometimes the daily plans"</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530619	24	Paragraph 2	how they come, where they walk, and where else they go. This example shows how a teacher supported child-initiated learning and Mr. Alvarez extended Tasheen’s block play in the following ways:	Changed "how they come, where they walk, and where else they go. This example shows how a teacher supported child-initiated learning and Mr. Alvarez extended Tasheen’s block play in the following ways:" to "how they get there, where they walk, and where else they go. Mr. Alvarez supported child-initiated learning and extended Tasheen’s block play by:"
Editorial Change	Publisher	Teacher	9781645531104	24	Under "What You Do," Column 2	Discuss that new trees grow	Changed "Discuss that new trees grow" to "Discuss the facts that new trees grow"
Editorial Change	Publisher	Teacher	9781645531111	24	Under "English-Language Learners"	help the children follow the recipes	Changed "help the children follow the recipes" to "help the children follow the recipe"
Editorial Change	Publisher	Teacher	9781645531128	24	Under "Teaching Sequence," Green	Encourage the child to practice swinging the jump rope motion without the jump rope.	Changed "Encourage the child to practice swinging the jump rope motion without the jump rope." to "Encourage the child to practice the motion of swinging the jump rope without the jump rope."
Editorial Change	Publisher	Teacher	9781645531128	24	Under "Teaching Sequence," Green	letting it strike the floor."	Changed "letting it strike the floor."" to "letting it hit the floor.""
Editorial Change	Publisher	Teacher	9781645531128	24	Under "Teaching Sequence," Blue	giving the appropriate reminders about the steps.	Changed "giving the appropriate reminders about the steps." to "providing the appropriate reminders about the steps."
Editorial Change	Publisher	Teacher	9781645530800	25	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	25	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	25	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	25	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	25	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	25	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	25	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	25	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	25	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	25	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	25	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	25	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	25	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530817	25	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	25	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	25	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	25	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	25	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	25	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	25	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	25	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	25	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530824	25	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530749	25	Under "Recipe Cards"	These Recipe Cards were designed to help facilitate classroom-friendly cooking experiences. You will see these cards highlighted in every Teaching Guide, but they are meant to be used flexibly throughout your school year.	Changed "These Recipe Cards were designed to help facilitate classroom-friendly cooking experiences. You will see these cards highlighted in every Teaching Guide, but they are meant to be used flexibly throughout your school year. " to "Recipe Cards were designed to help facilitate classroom-friendly cooking experiences. You will see Intentional Teaching Experiences with corresponding Recipe Cards highlighted in every Teaching Guide, but they are meant to also be used flexibly throughout the year."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	25	entire page	<p>Photo Cards Real-life images are an important way for PreK children to learn about the world around them. In each study, you will want to incorporate real-life images that reflect your local school community. To get you started, these Photo Cards, designed specifically for The Creative Curriculum® for Texas, are intended to save you time. They can be used in large-group discussions, posted in interest areas, or made available for children to examine closely in the Discovery area. This carefully curated selection of nonfiction images will support children’s discussions, reflections, and explorations.</p> <p>You will notice that these photo cards are sorted by study topic. However, the same image can be used for multiple studies. For example, an image of a windmill can be used in the Wheels study, the Simple Machines study, or even in the Water study!</p> <p>Printable versions are also available in the Download Library. Consider using them to create class books, picture graphs, and matching and sorting games or to reinforce vocabulary on your alphabet word wall.</p> <p>Number—Numbers on the Photo Cards help you keep them in order when not in use.</p> <p>Study Name—This indicates the study with which the photo card is intended to be used. However, you can use the photo cards as you see fit within multiple studies.</p> <p>Laminated Paper—The sturdy, laminated paper protects the photo cards and allows for easy</p>	The contents of page 24 moved to page 25
Editorial Change	Publisher	Teacher	9781645531104	25	Under "Teaching Sequence," Yellow	Cameron, do you see on the chart a label from a food	Changed "Cameron, do you see on the chart a label from a food" to "Cameron, do you see a label on the chart from a food"
Editorial Change	Publisher	Teacher	9781645531128	25	Under "What You Do," Column 2	Talk to each child as he or she completes each step.	Changed "Talk to each child as he or she completes each step." to "Talk to each child as they complete each step."
Editorial Change	Publisher	Teacher	9781645531128	25	Under "Teaching Sequence," Purple	"Contact the ball with your instep or shoelaces—not your toes."	Changed "Contact the ball with your instep or shoelaces—not your toes." to "Kick the ball with your instep or shoelaces—not your toes."
Editorial Change	Publisher	Teacher	9781645531128	25	Under "Teaching Sequence," Purple	"Contact the ball in the center when kicking."	Changed "Contact the ball in the center when kicking." to "Kick the ball in the center when kicking."
Editorial Change	Publisher	Teacher	9781645530800	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	26	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	26	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	26	Under "Planning for the Celebration," Column 2, Paragraph 3	Set up different stations that allow children to explore materials such as hoses, sprinklers, buckets, sponges, etc.	Changed "Set up different stations that allow children to explore materials such as hoses, sprinklers, buckets, sponges, etc." to "Set up stations that allow children to explore different materials, such as hoses, sprinklers, buckets, and sponges."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	26	Under "Planning for the Celebration," Column 2, Paragraph 4	ideas for how to best celebrate	Changed "ideas for how to best celebrate" to "ideas for how to celebrate"
Editorial Change	Publisher	Teacher	9781645530770	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	26	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	26	Under "Discussion and Shared Writing," Column 2, bullet 1	For example, "I remember when we first started school,	Changed "For example, "I remember when we first started school," to "For example, say, "I remember when we first started school, and"
Editorial Change	Publisher	Teacher	9781645530824	26	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530633	26	Paragraph 1	For example, you might explain,	Changed "For example, you might explain," to "For example, you might offer explanations such as the following:"
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Yellow	Before a child can strike a balloon, he or she must first be able to throw it straight up into the air.	Changed "Before a child can strike a balloon, he or she must first be able to throw it straight up into the air." to "Before a child can hit a balloon, he or she must be able to throw it straight up into the air."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	If a child has initial difficulties striking a balloon in the air, she can hold the balloon in one hand and strike it with the other.	Changed "If a child has initial difficulties striking a balloon in the air, she can hold the balloon in one hand and strike it with the other." to "If a child has initial difficulties hitting a balloon in the air, she can hold the balloon in one hand and hit it with the other."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	"Throw the balloon into the air and strike it with one hand."	Changed "Throw the balloon into the air and strike it with one hand." to "Throw the balloon into the air and hit it with one hand."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	"See how high you can throw the balloon and still strike it."	Changed "See how high you can throw the balloon and still strike it." to "See how high you can throw the balloon and still hit it."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	"Throw the balloon into the air and then jump up and strike it with your head."	Changed "Throw the balloon into the air and then jump up and strike it with your head." to "Throw the balloon into the air and then jump up and hit it with your head."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	"Throw the balloon into the air and strike it with your elbow."	Changed "Throw the balloon into the air and strike it with your elbow." to "Throw the balloon into the air and hit it with your elbow."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Green	"When the balloon comes down, strike it with your knee."	Changed "When the balloon comes down, strike it with your knee." to "When the balloon comes down, hit it with your knee."
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Blue	"Every time the balloon comes down, strike it with a different body part."	Changed "Every time the balloon comes down, strike it with a different body part." to "Every time the balloon comes down, hit it with a different body part."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Blue	"How many times can you strike the balloon in the air with your hand before it hits the floor?" "Can you strike the balloon three times in a row with your head?"	Changed ""How many times can you strike the balloon in the air with your hand before it hits the floor?" "Can you strike the balloon three times in a row with your head?" to ""How many times can you hit the balloon in the air with your hand before it hits the floor?" "Can you hit the balloon three times in a row with your head?"
Editorial Change	Publisher	Teacher	9781645531128	26	Under "Teaching Sequence," Purple	Challenge the child to strike a balloon	Changed "Challenge the child to strike a balloon" to "Challenge the child to hit a balloon"
Editorial Change	Publisher	Teacher	9781645530800	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	27	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	27	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	27	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	27	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	27	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

Proclamation 2021— Editorial Changes

Teaching Strategies LLC

The Creative Curriculum® for Texas (ISBN 9781645530596)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530794	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	27	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	27	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	27	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	27	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	27	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	27	entire page	<p>Putting It All Together: A Snapshot of Your Day Getting Organized Now that you have an idea of all the components that are available to you, let's look at how it all fits together to make for a meaningful and engaging first six weeks!</p> <p>In your box, you'll find your Teaching Strategies® Resource Organizer. Use this specially designed binder to assemble everything you plan to use on a particular day and keep it close at hand. You can slide your Teaching Guide into the center pocket of the binder by slipping the back cover into the pocket so you can still turn the pages easily. The additional pockets hold the Intentional Teaching Experiences, Book Discussion Cards™, Mighty Minutes®, Photo Cards, and children's books that you'll be using that day.</p>	<p>The contents of page 25 moved to page 26: Putting It All Together: A Snapshot of Your Day Getting Organized Now that you have an idea of all the components that are available to you, let's look at how it all fits together to make for a meaningful and engaging first six weeks!</p> <p>In your box, you'll find your Teaching Strategies® Resource Organizer. Use this specially designed binder to assemble everything you plan to use on a particular day and keep it close at hand. You can slide your Teaching Guide into the center pocket of the binder by slipping the back cover into the pocket so you can still turn the pages easily. The additional pockets hold the Intentional Teaching Experiences, Book Discussion Cards™, Mighty Minutes®, Photo Cards, and children's books that you'll be using that day.</p>
Editorial Change	Publisher	Teacher	9781645530749	27	Paragraph 1, line 5	first six weeks!	Changed "first six weeks!" to "first six weeks, and beyond."
Editorial Change	Publisher	Teacher	9781645530657	27	Column 1, bullet 5	and to cooperate	Changed "and to cooperate" to "and to cooperate with others."
Editorial Change	Publisher	Teacher	9781645531104	27	Under "Teaching Sequence," Green	think about his or her five senses	Changed "think about his or her five senses" to "think about his five senses"
Editorial Change	Publisher	Teacher	9871645530756	28	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	28	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	28	Under "Discussion and Shared Writing," bullet 2	flowers to our garden, and Jacob, you added	Changed "flowers to our garden, and Jacob, you added" to "flowers to our garden. Jacob, you added"
Editorial Change	Publisher	Teacher	9781645530824	28	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	28	Under "Materials"	N/A	Added new content under "Materials" at the second bullet: "-books about friendship"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	28	entire page	<p>Getting Acquainted With Your Daily Plans Open your Teaching Guide and review the first At-a-Glance pages. These pages give you an opportunity to look ahead, review the activities, gather your materials in advance, and consider any adjustments that you might need to make for your class. Next, you'll find a set of daily plans for each Focus or Investigation Question. Daily plans provide detailed guidance for discussions, books, Intentional Teaching Experiences, recommended Mighty Minutes®, and other materials that you'll use on particular days. The daily plans were designed to help you intentionally support children's development and learning across all areas while building relationships and exploring project-based studies throughout the school year.</p> <p>The daily plans provide lists of materials and Daily Resources you will need for each day. The Daily Resources list includes extra Mighty Minutes® for any additional transitions or activities you might need outside of the daily plans.</p>	<p>The contents of page 26 moved to page 27: Getting Acquainted With Your Daily Plans Open your Teaching Guide and review the first At-a-Glance pages. These pages give you an opportunity to look ahead, review the activities, gather your materials in advance, and consider any adjustments that you might need to make for your class. Next, you'll find a set of daily plans for each Focus or Investigation Question. Daily plans provide detailed guidance for discussions, books, Intentional Teaching Experiences, recommended Mighty Minutes®, and other materials that you'll use on particular days. The daily plans were designed to help you intentionally support children's development and learning across all areas while building relationships and exploring project-based studies throughout the school year.</p> <p>The daily plans provide lists of materials and Daily Resources you will need for each day. The Daily Resources list includes extra Mighty Minutes® for any additional transitions or activities you might need outside of the daily plans.</p>
Editorial Change	Publisher	Teacher	9781645530749	28	images	N/A	Updated image
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Additional Ideas"	Heavy wooden paddles may be unsafe if dropped by the child.	Changed "Heavy wooden paddles may be unsafe if dropped by the child." to "Heavy wooden paddles may be unsafe if children drop them."
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Teaching Sequence," Green	"When the balloon comes down, raise your paddle up and strike it back into the air."	Changed "When the balloon comes down, raise your paddle up and strike it back into the air." to "When the balloon comes down, raise your paddle and hit it back into the air."
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Teaching Sequence," Green	"Strike the balloon hard with the paddle."	Changed "Strike the balloon hard with the paddle." to "Hit the balloon hard with the paddle."
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Teaching Sequence," Blue	"If you want the balloon to go straight into the air, you must strike the balloon with the face of the paddle."	Changed "If you want the balloon to go straight into the air, you must strike the balloon with the face of the paddle." to "If you want the balloon to go straight into the air, you must hit the balloon with the face of the paddle."
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Teaching Sequence," Purple	"How many times can you strike the balloon in the air with your paddle before it hits the floor?"	Changed "How many times can you strike the balloon in the air with your paddle before it hits the floor?" to "How many times can you hit the balloon in the air with your paddle before it hits the floor?"
Editorial Change	Publisher	Teacher	9781645531128	28	Under "Teaching Sequence," Purple	"Show me you can strike the balloon over the net with the paddle."	Changed "Show me you can strike the balloon over the net with the paddle." to "Show me you can hit the balloon over the net with the paddle."
Editorial Change	Publisher	Teacher	9781645530787	29	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	29	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	29	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	29	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530824	29	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	29	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	29	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	29	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	29	entire page	NEW PAGE ADDED after original page 26	New content added: "What's in an at a glance chart?" At-a-Glance—Preceding each Focus Question is a chart that shows you what each day will look like. These charts list the classroom materials and Daily Resources you will use. They also provide information about connecting with families, extending the children's learning outdoors, and preparing for upcoming experiences. Vocabulary—This section lists the vocabulary words you will introduce throughout the Teaching Guide. Vocabulary—This section lists the vocabulary words you will introduce throughout the Teaching Guide.
Editorial Change	Publisher	Teacher	9781645531111	29	Under "Teaching Sequence," Blue	This one says 1/2 and a 1/4 cup	Changed "This one says 1/2 and a 1/4 cup" to "This one says 1/2 and here is a 1/4 cup"
Editorial Change	Publisher	Teacher	9781645531128	29	Under "Questions to Guide Your Observations"	Did the child stop when he or she heard the signal?	Changed "Did the child stop when he or she heard the signal?" to "Did the child stop when he heard the signal?"
Editorial Change	Publisher	Teacher	9871645530756	30	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	30	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	30	Under "Large Group," Day 1	"What Do We Want to Find Out About Simple Machines?"	Changed "'What Do We Want to Find Out About Simple Machines?'" to "'What We Want to Find Out About Simple Machines?'"
Editorial Change	Publisher	Teacher	9781645530824	30	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	30	Under "Discussion and Shared Writing," Column 2, bullet 1	might make someone feel. For example,	Changed "might make someone feel. For example," to "might make someone feel:"
Editorial Change	Publisher	Teacher	9781645530749	30	entire page	ADDITIONAL NEW PAGE ADDED after original page 26	New content added: "What's in an at a glance chart?" continued: Outdoor Experiences—This section suggests ways to extend the children's learning outdoors. Wow! Experiences—This section lists classroom visitors, site visits, and other special events. Family Partnerships—This section suggests ways to connect with families, such as inviting them to participate in classroom events and providing them with resources. Planning and Preparations—Some investigations include experiences that require additional planning or preparations. Those activities are listed here to help you prepare for them in advance.
Editorial Change	Publisher	Teacher	9781645530619	30	Paragraph 3	eye–hand coordination	Changed "eye–hand coordination" to "hand–eye coordination"

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Editorial Change	Publisher	Teacher	9781645531104	30	Under "Teaching Sequence," Yellow	recognize his or her own name.	Changed "recognize his or her own name." to "recognize his own name."
Editorial Change	Publisher	Teacher	9781645531128	30	Under "Teaching Sequence," Yellow	Talk about each color as he or she adds it	Changed "Talk about each color as he or she adds it" to "Talk about each color as she adds it"
Editorial Change	Publisher	Teacher	9781645530800	31	Top of page	N/A	Added TPGs aligned to the Investigation to the top of the Page
Editorial Change	Publisher	Teacher	9781645530800	31	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530800	31	Under "How to make Percussion Instruments," line 3	Secure plastic wrap or aluminum foil	Changed "secure plastic wrap or aluminum foil" to "Secure plastic wrap or heavy duty aluminum foil."
Editorial Change	Publisher	Teacher	9871645530756	31	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	31	Under "Connecting with Families"	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Connecting with Families"
Editorial Change	Publisher	Teacher	9871645530756	31	Under "Connecting with Families"	Thank family members who joined the class on the walk around the school and invite them to share what they noticed.	Changed "Thank family members who joined the class on the walk around the school and invite them to share what they noticed" to "If any family members joined the class on the walk around the school, thank them and invite them to share what they noticed."
Editorial Change	Publisher	Teacher	9781645530763	31	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530763	31	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	31	Under "Family Partnerships," bullet 2	Invite families to contribute photos, books, or materials related to water.	Changed "Invite families to contribute photos, books, or materials related to water" to "Invite families to contribute photos, books, and materials related to water."
Editorial Change	Publisher	Teacher	9781645530763	31	Under "Planning and Preparations," bullet 1	Plan a route around the school where the children will be able to discover the largest variety of water sources before the walk on Day 4.	Changed "Plan a route around the school where the children will be able to discover the largest variety of water sources before the walk on Day 4." to "Prior to the walk on Day 4, plan a route around the school where the children will be able to discover the largest variety of water sources."
Editorial Change	Publisher	Teacher	9781645530770	31	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530770	31	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530817	31	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	31	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	31	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page

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Editorial Change	Publisher	Teacher	9781645530794	31	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	31	Under "Large-Group Roundup," Column 2	Explain that tomorrow, they will have a chance to make cards for their special friends.	" Explain that tomorrow, they will have a chance to make cards for their special friends." reconstructed to read: "Explain that they will have a chance to make cards for their special friends tomorrow."
Editorial Change	Publisher	Teacher	9781645530824	31	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	31	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	31	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	31	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	31	entire page	<p>What's In a Daily Plan? You'll find that the daily plans contain all of the information you need to prepare for and implement a seamless day of teaching. The best part about the daily plans is that they give you structure and guidance for the whole day while offering you flexibility to be responsive to children's needs and interests. Let's take a closer look at each component of a daily plan.</p> <p>Vocabulary—We've selected key vocabulary in both English and Spanish to introduce during that day's group discussions, read-alouds, or Intentional Teaching Experience activities. Children will have multiple opportunities throughout the day to hear these words and construct an understanding of what they mean. Some of these words may not be a part of everyday speech but are important for children to learn. Your role is to look for opportunities to promote understanding of these words throughout the day.</p> <p>Large Group—Large groups offer children a sense of belonging to a group. In this setting, children can practice communication skills; ask questions; and share their ideas, feelings, and work. Group gatherings are also good time to talk about and solve problems that affect the whole group, discuss what children are learning, and plan what to do next. Large-group time typically lasts 15–20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing.</p>	<p>The contents of page 27 have moved to page 30: What's In a Daily Plan? You'll find that the daily plans contain all of the information you need to prepare for and implement a seamless day of teaching. The best part about the daily plans is that they give you structure and guidance for the whole day while offering you flexibility to be responsive to children's needs and interests. Let's take a closer look at each component of a daily plan.</p> <p>Vocabulary—We've selected key vocabulary in both English and Spanish to introduce during that day's group discussions, read-alouds, or Intentional Teaching Experience activities. Children will have multiple opportunities throughout the day to hear these words and construct an understanding of what they mean. Some of these words may not be a part of everyday speech but are important for children to learn. Your role is to look for opportunities to promote understanding of these words throughout the day.</p> <p>Large Group—Large groups offer children a sense of belonging to a group. In this setting, children can practice communication skills; ask questions; and share their ideas, feelings, and work. Group gatherings are also good time to talk about and solve problems that affect the whole group, discuss what children are learning, and plan what to do next. Large-group time typically lasts 15–20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing.</p>

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Editorial Change	Publisher	Teacher	9781645530749	31	entire page	<p>Continued from above: Opening Routine—Every day begins with a welcome song and an attendance check to build the children’s sense of community. You’ll find suggestions for welcome songs in Mighty Minutes®. If your program requires you to perform other daily routines, such as reciting the Pledge of Allegiance and observing a moment of silence, this is a good time to do so.</p> <p>Discussion and Shared Writing—Here you’ll find suggestions for leading a discussion with the children. This is a good way to promote language skills, introduce new ideas related to a study, build community, and explore social–emotional concepts. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a white board, or a smart board. You will be the scribe and record children’s ideas. Use “self-talk” as you model writing, e.g., “I’m going to begin writing Keshan with an uppercase letter, or a capital letter, because it is a person’s name.” More information about shared writing is presented on Intentional Teaching Experience LL01, “Shared Writing,” and in chapter 3 of <i>The Creative Curriculum® for Texas</i>, Volume 3: Literacy.</p>	<p>Continued from above: Opening Routine—Every day begins with a welcome song and an attendance check to build the children’s sense of community. You’ll find suggestions for welcome songs in Mighty Minutes®. If your program requires you to perform other daily routines, such as reciting the Pledge of Allegiance and observing a moment of silence, this is a good time to do so.</p> <p>Discussion and Shared Writing—Here you’ll find suggestions for leading a discussion with the children. This is a good way to promote language skills, introduce new ideas related to a study, build community, and explore social–emotional concepts. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a white board, or a smart board. You will be the scribe and record children’s ideas. Use “self-talk” as you model writing, e.g., “I’m going to begin writing Keshan with an uppercase letter, or a capital letter, because it is a person’s name.” More information about shared writing is presented on Intentional Teaching Experience LL01, “Shared Writing,” and in chapter 3 of <i>The Creative Curriculum® for Texas</i>, Volume 3: Literacy.</p>
Editorial Change	Publisher	Teacher	9781645530749	31		<p>We’ve selected key vocabulary in both English and Spanish to introduce during that day’s group discussions, read-alouds or Intentional Teaching Experience activities. Children will have multiple opportunities throughout the day to hear these words and construct an understanding of what they mean. Some of these words may not be a part of everyday speech but are important for your children to learn. Your role is to look for opportunities to promote understanding of these words throughout the day.</p>	<p>Changed "We've selected key vocabulary in both English and Spanish to introduce during that day's group discussions, read-alouds or Intentional Teaching Experience activities. Children will have multiple opportunities throughout the day to hear these words and construct an understanding of what they mean. Some of these words may not be a part of everyday speech but are important for your children to learn. Your role is to look for opportunities to promote understanding of these words throughout the day." to "This section identifies a few study-related English and Spanish words to introduce during your interactions with children and reinforce throughout the day."</p>
Editorial Change	Publisher	Teacher	9781645530749	31		N/A	<p>Added the following new content to the top left of page in text box: Daily Resources and materials- Each day, you will find a list of Daily Resources- Intentional Teaching Experiences, Mighty Minutes, Mighty Minutes Posters, Photo Cards, Recipe Cards, Book Discussion Cards, and children’s books- and additional materials that you will need to collect before starting your day.</p>
Editorial Change	Publisher	Teacher	9781645530749	31		N/A	<p>Added the following new content: Each day begins with a question that the children will respond to with support from you and their families. You will find this in Column 1, text box under Question of the Day</p>

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Editorial Change	Publisher	Teacher	9781645530749	31		Here you'll find suggestions for leading a discussion with the children. This is a good way to promote language skills, introduce new ideas related to a study, build community, and explore social-emotional concepts. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a white board, or a smart board. You will be the scribe and record children's ideas. Use "self-talk" as you model writing, e.g., "I'm going to begin writing Keshan with an uppercase letter, or a capital letter, because it is a person's name." More information about shared writing is presented on Intentional Teaching Experience LL01, "Shared Writing," and in chapter 3 of <i>The Creative Curriculum® for Texas</i> , Volume 3: Literacy.	Changed "Here you'll find suggestions for leading a discussion with the children. This is a good way to promote language skills, introduce new ideas related to a study, build community, and explore social-emotional concepts. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a white board, or a smart board. You will be the scribe and record children's ideas. Use "self-talk" as you model writing, e.g., "I'm going to begin writing Keshan with an uppercase letter, or a capital letter, because it is a person's name." More information about shared writing is presented on Intentional Teaching Experience LL01, "Shared Writing," and in chapter 3 of <i>The Creative Curriculum® for Texas</i> , Volume 3: Literacy." to "Here you will find suggestions for leading a discussion with the children. During large-group discussions, children can practice communication skills, ask questions, and share their ideas, feelings, and work. The discussions include shared writing, an interactive process in which you and the children develop a text together on chart paper, a whiteboard, or a smart board."
Editorial Change	Publisher	Teacher	9781645530749	31		Large Group—Large groups offer children a sense of belonging to a group. In this setting, children can practice communication skills; ask questions; and share their ideas, feelings, and work. Group gatherings are also a good time to talk about and solve problems that affect the whole group, discuss what children are learning, and plan what to do next. Large-group time typically lasts 15-20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing.	Changed "Large Group—Large groups offer children a sense of belonging to a group. In this setting, children can practice communication skills; ask questions; and share their ideas, feelings, and work. Group gatherings are also a good time to talk about and solve problems that affect the whole group, discuss what children are learning, and plan what to do next. Large-group time typically lasts 15-20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing." to "This time of day typically lasts 15–20 minutes and consists of three events: an opening routine, a large-group experience, and discussion and shared writing."
Editorial Change	Publisher	Teacher	9781645530749	31		Every day begins with a welcome song and attendance check to build the children's sense of community. You'll find suggestions for welcome songs in <i>Mighty Minutes®</i> . If your program requires you to perform other daily routines, such as reciting the Pledge of Allegiance and observing a moment of silence, this is a good time to do so.	Changed "Every day begins with a welcome song and attendance check to build the children's sense of community. You'll find suggestions for welcome songs in <i>Mighty Minutes®</i> . If your program requires you to perform other daily routines, such as reciting the Pledge of Allegiance and observing a moment of silence, this is a good time to do so." to "A welcome song and an attendance check at the beginning of each day build the children's sense of community. You will find suggestions for welcome songs in <i>Mighty Minutes®</i> ."
Editorial Change	Publisher	Teacher	9781645530619	31	Under "Social-Emotional"	you may have a turn	Changed "you may have a turn" to "you can have a turn"
Editorial Change	Publisher	Teacher	9781645530800	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	32	Under "Getting to know studies"	to build children's interest	Changed "to build children's interest" to "to build their interest"
Editorial Change	Publisher	Teacher	9781645530763	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	32	Under "Opening Routine," Paragraph 2, line 9	information about how to plan your opening routine.	Changed "information about how to plan your opening routine" to "information about planning your opening routine."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530770	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	32	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	32	Under "Daily Resources"	book: Changes in our World	Text "book: Changes in our World" moved from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530824	32	Under "Materials"	materials to make cards	"materials to make cards" updated to remove to and add for, to read: "materials for making cards"
Editorial Change	Publisher	Teacher	9781645530824	32	Under "Discussion and Shared Writing," bullet 2	in the book. For example,	This phrase, 'in the book. For example,' was updated to now read, 'in the book.'
Editorial Change	Publisher	Teacher	9781645530749	32		program may call "center time" or "worktime"—each child chooses an interest area to work in that day. He or she may also choose someone to work with and the materials they'll use. Choice time typically lasts for an hour or more, not including cleanup. During this time, all of the interest areas are available to children, and they are free to move to the areas of their choice. The Teaching Guide offers ideas to consider as you interact with and observe children in the interest areas each day. For more detailed information about how to set up interest areas, display materials, and interact with children in the interest areas, see The Creative Curriculum® for Texas, Volume 2: Interest Areas. You will also find guidance for planning and supporting children's learning in interest areas in Volume 3: Literacy, Volume 4: Mathematics, and Volume 5: Science and Technology, Social Studies & the Arts.	All of the Choice Time text replaced with: "For choice time—which your program may call "center time" or "work time"— each child chooses an interest area to work in that day. He or she may also choose someone to work with and the materials they will use. Choice time typically lasts for an hour or more, not including cleanup. During this time, all of the interest areas are available to children, and they are free to move to the areas of their choice. The Teaching Guide offers ideas to consider as you interact with and observe children in the interest areas each day."
Editorial Change	Publisher	Teacher	9781645530749	32		N/A	New content added at the bottom of the page: "Texas Prekindergarten Guidelines- Throughout the day, you will find Texas Prekindergarten Guidelines (TPG) and objectives for development and learning (ODL) to help focus your observations. While you may observe many skills and abilities during an activity, three have been highlighted each day for your consideration."
Editorial Change	Publisher	Teacher	9781645530633	32	Paragraph 3	A pattern cannot be established if a unit is only used one or two times.	Changed "A pattern cannot be established if a unit is only used one or two times." to "A pattern cannot be established if a unit is used only once or twice."
Editorial Change	Publisher	Teacher	9781645531128	32	Top right of page	N/A	Added new content: "Interest Area Library" at the top right of the card
Editorial Change	Publisher	Teacher	9781645531128	32	Under "Teaching Sequence," Blue	show me how you'd write the number 9?"	Changed "show me how you'd write the number 9?" to "show me how you would write the number 9?"
Editorial Change	Publisher	Teacher	9781645530800	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	33	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9781645530800	33	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	33	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	33	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530787	33	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	33	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	33	Column 1, bullet 1	Provide the children with a variety of cups and funnels and water. • Observe how the children as they explore water and the props. Take note of how they describe the water,	Changed the bullets "Provide the children with a variety of cups and funnels and water. • Observe how the children as they explore water and the props. Take note of how they describe the water," to the bullets "Provide the children with water and a variety of cups and funnels. • Observe the children as they explore water and the props. Note how they describe the water,"
Editorial Change	Publisher	Teacher	9781645530770	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	33	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	33	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	33	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	33	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	33	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	33	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	33	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	33	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	33	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530824	33	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	33	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	33	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	33	Under "Large-Group Roundup," Column 2	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	33	entire page	<p>Read-Aloud Plan to read aloud with the children at least twice during a half-day session and three times during a full-day session. Each day, your Teaching Guide will suggest a book from the Teaching Strategies® Children's Book Collection. You'll use that book in an interactive reading experience. The Teaching Guide provides detailed support for reading aloud. Sometimes the daily plan will direct you to locate a Book Discussion Card™; other times the daily plans will suggest a book from the Children's Book list at the end of the Teaching Guide. You can read aloud as a whole group or, more effectively, with smaller groups of children. You can also informally share books from the Library area during choice time or more casual read-aloud times. Select books on the basis of children's interests, concepts you want children to understand, or the sheer enjoyment of good books. Learn more about how to lead an interactive reading experience by reading chapter 10 of <i>The Creative Curriculum® for Texas, Volume 2: Interest Areas</i> and chapter 3 of <i>The Creative Curriculum® for Texas, Volume 3: Literacy</i>. other Book Introduction—Before you begin, read the title, show the front cover of the book, introduce the main characters, and tell children about the problem the characters face. Comments and Questions—Before reading the book aloud, read the comments and questions suggested on the card. They will help children think about and understand the story. You might find it helpful to record a few of the</p>	<p>The following content will replace the content that is currently on p. 29: Read-Aloud—Each daily plan provides guidance for one read-aloud. You may use a book from the included collection along with its corresponding Book Discussion Card™ or choose a book from your classroom library. If your program's length allows it, consider planning for 2 to 3 read-alouds each day. Small Group—Small-group time is a period of 10–15 minutes during which you work with just a few children. In the first few weeks, this section offers guidance on ways to introduce the interest areas and materials to the children. Later, you will be given guidance for how to use an Intentional Teaching Experience in small group. The Intentional Teaching Experience explains how to implement the activity with a small group of children and suggests ways to individualize the experience for each child. If you would prefer a different option for small group that day, choose another Intentional Teaching Experience with the same primary objective. Large-Group Roundup— Coming together as a class for large-group roundup presents an opportunity to discuss and reflect on the day's activities and to review any new concepts that you introduced. Connecting with families— Consider suggestions for connecting with families and sharing what their children are learning each day. Reflecting on the day—This section includes opportunities to reflect on your teaching practice and the events of the day. Preparing for the next day—This section lists materials to collect and suggestions for preparing for the following day.</p>
Editorial Change	Publisher	Teacher	9781645530749	33	entire page	<p>Continued from above: comments and questions on sticky notes and attach them to the corresponding pages in the book as reminders. Vocabulary—As you read the story, point to illustrations that will help children understand the vocabulary words, which are listed on the card for easy reference. You can also use facial expressions and other body language to convey the meaning of words. After-Reading Questions—Following the story, ask two or three questions that help children think through the entire story or think about the ideas in the story. Be prepared to answer the questions yourself or guide children to conclusions.</p>	
Editorial Change	Publisher	Teacher	9781645530749	33	image	Book Discussion Card images removed	Images of pages of Teaching Guide have been inserted to replace Book Discussion Card images.
Editorial Change	Publisher	Teacher	9781645530640	33	Under "English- and Dual-Language Learners," bullet 2	phrases for children to take turns	Changed "phrases for children to take turns" to "phrases for children to use to take turns"

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Editorial Change	Publisher	Teacher	9781645530640	33	Under "English- and Dual-Language Learners," bullet 4	spoken by the children related to study	Changed "spoken by the children related to study" to "spoken by the children that are related to the study"
Editorial Change	Publisher	Teacher	9781645531104	33	Under "Teaching Sequence," Yellow	illustrated on his or her picture	Changed "illustrated on his or her picture" to "illustrated on her picture"
Editorial Change	Publisher	Teacher	9781645530800	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	34	Under "Large Group" section head	• Mighty Minutes 25, "Rainy Day Blues"	Changed "Mighty Minutes 25, 'Rainy Day Blues'" to "Mighty Minutes 15, 'Rainy Day Blues'"
Editorial Change	Publisher	Teacher	9781645530787	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	34	Column 2, Paragraph 2, line 7	and a pizza garden (basil and tomatoes).	Changed "and a pizza garden (basil and tomatoes)" to "and a pizza garden (basil and tomatoes for making pizza)."
Editorial Change	Publisher	Teacher	9781645530763	34	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	34	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	34	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	34	Under "Read -Aloud," Column 2, line 7	based on their interests	Changed "based on their interests" to "based on the children's interests"
Editorial Change	Publisher	Teacher	9781645530763	34	Under "English Language Learners," line 3	not used in their first languages.	Changed "not used in their first languages" to "not used in the children's first languages."
Editorial Change	Publisher	Teacher	9781645530770	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	34	Under "Materials," bullet 2	collect observations on the site visit	Changed "collect observations on the site visit" to "collect observations on the walk"
Editorial Change	Publisher	Teacher	9781645530817	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	34	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530749	34	entire page	Preparing for the First Days of School The beginning of the year can feel overwhelming for children and also for you. A good deal of responsibility falls on you to ensure that you and your physical environment are ready to welcome children and families into your program. The time that you invest in planning and preparing for the first days of school will help make these early moments as successful as possible for both you and the children in your class. To help you plan and prepare for the first days of school, review the following checklist of reminders and important items to consider. While this is a rather comprehensive checklist, every program is unique. Be sure to take advantage of the additional space provided below to add items that reflect your program's specific needs. A printable version of this checklist is available in the Download Library located in the Teach area of MyTeachingStrateiges®.	The contnets of page 30 moved to page 34: Preparing for the First Days of School The beginning of the year can feel overwhelming for children and also for you. A good deal of responsibility falls on you to ensure that you and your physical environment are ready to welcome children and families into your program. The time that you invest in planning and preparing for the first days of school will help make these early moments as successful as possible for both you and the children in your class. To help you plan and prepare for the first days of school, review the following checklist of reminders and important items to consider. While this is a rather comprehensive checklist, every program is unique. Be sure to take advantage of the additional space provided below to add items that reflect your program's specific needs. A printable version of this checklist is available in the Download Library located in the Teach area of MyTeachingStrateiges®.
Editorial Change	Publisher	Teacher	9781645530749	34	Column 2, Paragraph 1	this checklist is available in the Download Library located in the Teach area of MyTeachingStrateiges®.	Changed "this checklist is available in the Download Library located in the Teach area of MyTeachingStrateiges®." to "this checklist is available in the Library area of MyTeachingStrategies®."
Editorial Change	Publisher	Teacher	9781645530633	34	Paragraph 2	Encourage children to create and extend patterns with blocks or other toys. After they make a pattern, ask them to describe it	Changed "Encourage children to create and extend patterns with blocks or other toys. After they make a pattern, ask them to describe it" to "Encourage your child to create and extend patterns with blocks or other toys. After he makes a pattern, ask him to describe it"
Editorial Change	Publisher	Teacher	9781645530640	34	Bullet 1	communication devices, chairs with sides	Changed "communication devices, chairs with sides" to "communication devices, and chairs with sides"
Editorial Change	Publisher	Teacher	9781645530800	35	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	35	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	35	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	35	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	35	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	35	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	35	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	35	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	35	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	35	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9781645530817	35	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
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Editorial Change	Publisher	Teacher	9781645530824	35	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	35	entire page	<p>Welcoming Children and Families to the Program From the very first moments of the new school year, you will begin building relationships with children and their families. Children need to know that their classroom is a safe place where they can have fun and try out new ideas. Families need to know that the person responsible for their children—the person teaching them new things, helping them when they get frustrated, comforting them when they get sad or angry, and celebrating with them when they accomplish a skill for the first time—genuinely cares about their children.</p> <p>As you welcome children and families into the program at the beginning of the year, your first priority is to ensure that they recognize themselves as important and valued members of the classroom community.</p> <ul style="list-style-type: none"> ■ Review family and child records. Note any information that will help you make meaningful connections during initial meetings and interactions during the first week (Vol. 1, pp. 220–222). ■ Send a welcome letter to each child and his or her family. Familiarize yourself with additional strategies for communicating with families (Vol. 1, pp. 227–228). ■ Create laminated pictorial name tags. Try to get photos of the children before the first day of school or photograph children on the first day. 	<p>The contents of page 31 moved to page 35: Welcoming Children and Families to the Program From the very first moments of the new school year, you will begin building relationships with children and their families. Children need to know that their classroom is a safe place where they can have fun and try out new ideas. Families need to know that the person responsible for their children—the person teaching them new things, helping them when they get frustrated, comforting them when they get sad or angry, and celebrating with them when they accomplish a skill for the first time—genuinely cares about their children.</p> <p>As you welcome children and families into the program at the beginning of the year, your first priority is to ensure that they recognize themselves as important and valued members of the classroom community.</p> <ul style="list-style-type: none"> ■ Review family and child records. Note any information that will help you make meaningful connections during initial meetings and interactions during the first week (Vol. 1, pp. 220–222). ■ Send a welcome letter to each child and his or her family. Familiarize yourself with additional strategies for communicating with families (Vol. 1, pp. 227–228). ■ Create laminated pictorial name tags. Try to get photos of the children before the first day of school or photograph children on the first day.
Editorial Change	Publisher	Teacher	9781645530749	35	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Ask each family to share a family photo that you can display in the classroom (Vol. 1, p. 80). ■ Post a picture of yourself, co-teachers, and any other individuals who will be responsible for caring for the children on a visible wall of the classroom. Include a short summary about yourself (Vol. 1, p. 80). ■ Plan a system for ongoing communication with families, such as a daily message board, regular phone calls, or weekly emails (Vol. 1, p. 228). ■ Confirm that there are positive and welcoming messages throughout the classroom (Vol. 1, pp. 85–86). 	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Ask each family to share a family photo that you can display in the classroom (Vol. 1, p. 80). ■ Post a picture of yourself, co-teachers, and any other individuals who will be responsible for caring for the children on a visible wall of the classroom. Include a short summary about yourself (Vol. 1, p. 80). ■ Plan a system for ongoing communication with families, such as a daily message board, regular phone calls, or weekly emails (Vol. 1, p. 228). ■ Confirm that there are positive and welcoming messages throughout the classroom (Vol. 1, pp. 85–86).
Editorial Change	Publisher	Teacher	9781645531104	35	Under "English-Language Learners"	N/A	New content added in the English-Language Learners section: "Ask children what kind of fruit they eat at home."
Editorial Change	Publisher	Teacher	9781645530800	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	36	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	36	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9871645530756	36	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	36	Under "Discussion and Shared Writing," bullet 5	"What activities do we both at home and at school?"	"What activities do we do both at home and at school?"
Editorial Change	Publisher	Teacher	9781645530763	36	Under "Discussion and Shared Writing," bullet 6	how the children use water at home and at school	Changed "how the children use water at home and at school" to "how the children use water at home and how they use it at school."
Editorial Change	Publisher	Teacher	9781645530763	36	Under "Getting to know studies"	Often at the beginning of a study, children explore	Changed "Often at the beginning of a study, children explore" to "At the beginning of a study, children often explore"
Editorial Change	Publisher	Teacher	9781645530770	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	36	Column 2, last Paragraph	items go fast and go slowly.	Changed "items go fast and go slowly" to "items go fast and slow."
Editorial Change	Publisher	Teacher	9781645530817	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	36	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530749	36	entire page	<p>Conveying positive messages Conveying positive messages through the arrangement of your classroom helps you communicate to children and families that they belong there. Take some time to ask yourself if these messages are clearly being communicated by the choices you have made in setting up your physical environment. "This is a good place to be."</p> <ul style="list-style-type: none"> The classroom has warm and homey decorative touches throughout, such as framed artwork, plants, fabric-covered pillows in the Library area, baskets for storage, and tablecloths (Vol. 1, pp. 81, 85). The furniture, books, art supplies, and other learning materials in the classroom are well-maintained (i.e., not broken or missing any pieces) (Vol. 1, p. 85). The entranceway is attractive, neat, and inviting, with places to display children's future work (Vol. 1, p. 224). "You belong here." The learning materials and pictures on the walls reflect the diversity and cultures of the children in the program and the community and emphasize the diversity of the world (Vol. 1, p. 85). Every child in the program has a cubby marked with his or her name and picture in which to keep personal items (Vol. 1, p. 85). Family members have a designated place to hang their coats and store any other belongings during their visits (Vol. 1, p. 85). "This is a place you can trust." Bookshelves, storage shelves, and boxes or baskets of materials are labeled with words and pictures and are 	<p>The contents of page 32 moved to page 36: Conveying positive messages Conveying positive messages through the arrangement of your classroom helps you communicate to children and families that they belong there. Take some time to ask yourself if these messages are clearly being communicated by the choices you have made in setting up your physical environment. "This is a good place to be."</p> <ul style="list-style-type: none"> The classroom has warm and homey decorative touches throughout, such as framed artwork, plants, fabric-covered pillows in the Library area, baskets for storage, and tablecloths (Vol. 1, pp. 81, 85). The furniture, books, art supplies, and other learning materials in the classroom are well-maintained (i.e., not broken or missing any pieces) (Vol. 1, p. 85). The entranceway is attractive, neat, and inviting, with places to display children's future work (Vol. 1, p. 224). "You belong here." The learning materials and pictures on the walls reflect the diversity and cultures of the children in the program and the community and emphasize the diversity of the world (Vol. 1, p. 85). Every child in the program has a cubby marked with his or her name and picture in which to keep personal items (Vol. 1, p. 85). Family members have a designated place to hang their coats and store any other belongings during their visits (Vol. 1, p. 85).

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	36	entire page	Continued from above: <ul style="list-style-type: none"> An illustrated daily schedule is prominently displayed so that children and their families can see and learn the order of the program day (Vol. 1, pp. 85–86). Photographs of the children and their families are displayed throughout the classroom at both child and adult eye level (Vol. 1, pp. 85–86). <p>“There are places where you can be by yourself when you want to be alone.”</p> <ul style="list-style-type: none"> Small, quiet areas of the room accommodate one or two children only (Vol. 1, pp. 81, 86). A large pillow or stuffed chair in a quiet corner with minimal displays invites children to enjoy being quiet and alone (Vol 1, p. 86). Headphones are available for audio players and other devices so children can listen to recordings individually (Vol. 1, p. 86). <p>“You can do many things on your own here.”</p> <ul style="list-style-type: none"> Materials for children’s use are stored on low, open shelves where children can reach them easily (Vol. 1, pp. 78, 81, 86). Shelves are labeled with pictures and words that show children where toys and materials belong (Vol. 1, pp. 78, 81, 86). 	Continued from above: <p>“This is a place you can trust.”</p> <ul style="list-style-type: none"> Bookshelves, storage shelves, and boxes or baskets of materials are labeled with words and pictures and are neat and uncluttered (Vol. 1, pp. 85–86). An illustrated daily schedule is prominently displayed so that children and their families can see and learn the order of the program day (Vol. 1, pp. 85–86). Photographs of the children and their families are displayed throughout the classroom at both child and adult eye level (Vol. 1, pp. 85–86). <p>“There are places where you can be by yourself when you want to be alone.”</p> <ul style="list-style-type: none"> Small, quiet areas of the room accommodate one or two children only (Vol. 1, pp. 81, 86). A large pillow or stuffed chair in a quiet corner with minimal displays invites children to enjoy being quiet and alone (Vol 1, p. 86). Headphones are available for audio players and other devices so children can listen to recordings individually (Vol. 1, p. 86). <p>“You can do many things on your own here.”</p> <ul style="list-style-type: none"> Materials for children’s use are stored on low, open shelves where children can reach them easily (Vol. 1, pp. 78, 81, 86).
Editorial Change	Publisher	Teacher	9781645530749	36	entire page	Continued from above: <ul style="list-style-type: none"> Labels and printed materials are in the children’s first languages as well as in English (Vol. 1, pp. 78–79, 86). Materials are displayed attractively, inviting and encouraging children to use them (Vol. 1, pp. 81, 86). There are various well-defined areas to encourage independent discovery, small-group investigations, and large-group activities (Vol. 1, pp. 76–81, 86). Each interest area in the classroom is labeled with signs explaining what children will learn in that area and ways that families can support their children as they make discoveries (Vol. 1, p. 224). 	Continued from above: <ul style="list-style-type: none"> Shelves are labeled with pictures and words that show children where toys and materials belong (Vol. 1, pp. 78, 81, 86). Labels and printed materials are in the children’s first languages as well as in English (Vol. 1, pp. 78–79, 86). Materials are displayed attractively, inviting and encouraging children to use them (Vol. 1, pp. 81, 86). There are various well-defined areas to encourage independent discovery, small-group investigations, and large-group activities (Vol. 1, pp. 76–81, 86). Each interest area in the classroom is labeled with signs explaining what children will learn in that area and ways that families can support their children as they make discoveries (Vol. 1, p. 224).
Editorial Change	Publisher	Teacher	9781645531104	36	Under "What You Do," Column 1	Write the recipe with the children.	Changed "Write the recipe with the children." to "Write the recipe on the chart paper with the children."
Editorial Change	Publisher	Teacher	9781645531104	36	Under "Teaching Sequence," Purple	help her or him find a word	Changed "help her or him find a word" to "help her find a word"
Editorial Change	Publisher	Teacher	9781645531135	36	Under "What You Do," Column 1	answer questions and share curiosities.	Changed "answer questions and share curiosities." to "answer questions and share what they are curious about."
Editorial Change	Publisher	Teacher	9781645530800	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	37	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	37	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	37	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9871645530756	37	Under "Read-Aloud," "Using the 'picture walk' strategy," line 3	using the "picture walk" strategy and the associated Book Discussion Card™	Changed "using the 'picture walk' strategy and the associated Book Discussion Card™" to "using the 'picture walk' strategy and the corresponding Book Discussion Card™"
Editorial Change	Publisher	Teacher	9781645530787	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	37	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	37	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	37	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	37	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	37	Under "English Language Learners"	For example, add rice paper	Changed "For example, add rice paper" to "For example, you can add rice paper"
Editorial Change	Publisher	Teacher	9781645530770	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	37	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	37	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	37	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	37	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	37	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	37	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	37	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	37	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	37	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	37	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	37	entire page	<p>Arranging the Physical Environment The physical environment—the way your classroom is set up and the materials included in it—not only encourages children to explore and discover new things, it also strengthens the quality of the learning experiences and activities that children participate in during the day. A well-organized classroom helps facilitate children’s learning and development as they make choices, use materials, and take ownership of caring for the classroom.</p> <ul style="list-style-type: none"> ■ Evaluate the classroom materials that are currently available. • Remove any unusable materials, such as broken toys or games that are missing pieces. • Organize materials by interest area (Vol. 1, pp. 75–80). ■ At the beginning of the school year, it may be appropriate to limit the number of materials available at each interest area to avoid overwhelming children. Select a few materials for each interest area that children can use easily and independently (i.e., open-ended and familiar materials) (Vol. 1, pp. 75–80). 	<p>The contents of page 33 moved to page 37: Arranging the Physical Environment The physical environment—the way your classroom is set up and the materials included in it—not only encourages children to explore and discover new things, it also strengthens the quality of the learning experiences and activities that children participate in during the day. A well-organized classroom helps facilitate children’s learning and development as they make choices, use materials, and take ownership of caring for the classroom.</p> <ul style="list-style-type: none"> ■ Evaluate the classroom materials that are currently available. • Remove any unusable materials, such as broken toys or games that are missing pieces. • Organize materials by interest area (Vol. 1, pp. 75–80). ■ At the beginning of the school year, it may be appropriate to limit the number of materials available at each interest area to avoid overwhelming children. Select a few materials for each interest area that children can use easily and independently (i.e., open-ended and familiar materials) (Vol. 1, pp. 75–80).
Editorial Change	Publisher	Teacher	9781645530749	37	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Consider the children’s family backgrounds as you select materials and plan learning experiences. Ensure that the materials do not depict stereotypes (Vol. 1, pp. 50–52, 85). ■ Strategically arrange the basic furnishings of the classroom (Vol. 1, p. 77). ■ Label classroom materials (Vol. 1, pp. 78–79). <p>Best practices for labeling classroom materials</p> <ul style="list-style-type: none"> • Include labels with pictures and words in lowercase letters. • If possible, consider including a sample of the object on the label (e.g., a bead, a toy car, etc.) for children who may have visual impairments. • Use one color for English and a different color for the second language that is predominant in your classroom. If other languages are spoken by children in your classroom, include words from those languages in the classroom so all children see their first languages. • If there are labels in multiple languages in the classroom, make sure to limit the number of labels to avoid overwhelming children and creating visual distractions. 	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Consider the children’s family backgrounds as you select materials and plan learning experiences. Ensure that the materials do not depict stereotypes (Vol. 1, pp. 50–52, 85). ■ Strategically arrange the basic furnishings of the classroom (Vol. 1, p. 77). ■ Label classroom materials (Vol. 1, pp. 78–79). <p>Best practices for labeling classroom materials</p> <ul style="list-style-type: none"> • Include labels with pictures and words in lowercase letters. • If possible, consider including a sample of the object on the label (e.g., a bead, a toy car, etc.) for children who may have visual impairments. • Use one color for English and a different color for the second language that is predominant in your classroom. If other languages are spoken by children in your classroom, include words from those languages in the classroom so all children see their first languages. • If there are labels in multiple languages in the classroom, make sure to limit the number of labels to avoid overwhelming children and creating visual distractions.
Editorial Change	Publisher	Teacher	9781645530619	37	last Paragraph	As discussed in chapter 3 of <i>The Creative Curriculum® for Texas, Volume 1</i> :	Changed "As discussed in chapter 3 of <i>The Creative Curriculum® for Texas, Volume 1</i> :" to "As discussed in chapter 3 of <i>Volume 1</i> :"
Editorial Change	Publisher	Teacher	9781645531104	37	Under "Teaching Sequence," Yellow	Point out the words to him or her	Changed "Point out the words to him or her" to "Point out the words to her"
Editorial Change	Publisher	Teacher	9781645531111	37	Under "English-Language Learners"	by reciting very slowly	Changed "by reciting very slowly" to "by reciting it very slowly"
Editorial Change	Publisher	Teacher	9781645531111	37	Under "Questions to Guide Your Observations"	Did he or she point and count	Changed "Did he or she point and count" to "Did he or she point to and count"

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Editorial Change	Publisher	Teacher	9781645531128	37	Under "Teaching Sequence," Purple	then jump squats and back kicks."	Changed "then jump squats and back kicks."" to "then jump squats, and then back kicks.""
Editorial Change	Publisher	Teacher	9781645530800	38	Under "Vocabulary," English.	English: vibration; see Book Discussion Card 16	Changed "English: vibration, see Book Discussion Card 16" to "English: vibration; Book Discussion Card 16."
Editorial Change	Publisher	Teacher	9781645530800	38	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	38	Under "Large Group," "Discussion and Shared Writing," bullet 7, line 2	the sounds they made. Chart their answers, e.g.,	Changed "the sounds they made. Chart their answers, e.g.," to "the sounds they made, e.g.,"
Editorial Change	Publisher	Teacher	9781645530800	38	Under "Large Group," "Discussion and Shared Writing," bullet 7, line 8	"What do you think will happen when he taps the side of the drum?"	Changed "'What do you think will happen when he taps the side of the drum?'" to "'What do you think will happen when he taps the side of the drum?' Record their answers."
Editorial Change	Publisher	Teacher	9871645530756	38	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	38	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	38	Under "Small Group," Column 3, line 5	feel included and part of your classroom	Changed "feel included and part of your classroom" to "feel included and like a valued member of your classroom"
Editorial Change	Publisher	Teacher	9781645530763	38	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	38	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	38	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	38	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	38	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	38	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	38	Under "Large Group," Column 2, last Paragraph	and how to use boxes in interesting ways	Changed "and how to use boxes in interesting ways" to "and use them in interesting ways"
Editorial Change	Publisher	Teacher	9781645530824	38	Column 2, Paragraph 1	(You can use regular printer paper and even print the photos in black and white to save money.)	This sentence, '(You can use regular printer paper and even print the photos in black and white to save money.) now reads, 'You can use photo paper or regular printer paper and print in color or in black and white.'
Editorial Change	Publisher	Teacher	9781645530824	38	Column 2, Paragraph 1	yearbooks with photos	this line had 'the' inserted to read, 'yearbooks with the photos'
Editorial Change	Publisher	Teacher	9781645530824	38	Column 2, Paragraph 1	putting a handprint in the book, adding a special sticker, or dictating a message for the teacher to record.	This has been updated to replace 'a' with 'their' and deleted 'to record' from the end. It now reads, 'putting their handprint in the book, adding a special sticker, or dictating a message to the teacher.'

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Editorial Change	Publisher	Teacher	9781645530824	38	Column 2, Paragraph 2	provide copies to the children. They can take their copy home with them for a bit of summer reading	This line has been updated to remove "They can take their copy home with them for a bit of summer reading". The condensed line now reads, ;provide copies to the children for them to enjoy with their families.'
Editorial Change	Publisher	Teacher	9781645530824	38	Column 1, Paragraph 2	Invite children to review their portfolios at the end of the year and encourage them to pick a few of their favorite pieces.	Replace 'Invite with Encourage' and then insert 'encourage them' before choose, to read, 'Encourage children to review their portfolios at the end of the year and choose a few of their favorite pieces.'
Editorial Change	Publisher	Teacher	9781645530824	38	Column 1, Paragraph 2	look online with the children at pictures of famous art galleries so they can see the various ways that art is displayed.	Replace, 'look online with the children at pictures of, with 'explore' to read, "explore famous art galleries online with the children so they can see the various ways to display art."
Editorial Change	Publisher	Teacher	9781645530824	38	Column 1, Paragraph 2	If your program is located near a college campus (many campuses have a small gallery for displaying student work) or a local art gallery,	Remove the text arround college campus and simplify to read, 'If your program is located near an art gallery,'
Editorial Change	Publisher	Teacher	9781645530749	38	entire page	<ul style="list-style-type: none"> ■ Keep an eye open for items that might make the environment more comfortable and attractive, such as flowers from your garden or a framed picture of yourself and your family (Vol. 1, p. 81). ■ Store extra materials in a way that does not create unnecessary visual clutter (Vol. 1, p. 81). ■ Keep a prioritized list of the materials you want to request or order. <p>Considerations for setting up the defined areas in your classroom</p> <ul style="list-style-type: none"> • Where are electrical outlets in the room? Place your Technology, Music and Movement, and Library areas near outlets so you can easily plug in music players or computers. • Where are the sinks? Place the Sand and Water and Art areas close to a sink for easy cleanup and water access. • Where are your larger, more defined spaces? Reserve a defined space for your large-group time where children can spread out and be comfortable having group discussions. • How much shelving space do you have? Place the Toys and Games and Block areas near accessible shelves that can store materials for these areas. 	<p>The context of page 34 moved to page 38:</p> <ul style="list-style-type: none"> ■ Keep an eye open for items that might make the environment more comfortable and attractive, such as flowers from your garden or a framed picture of yourself and your family (Vol. 1, p. 81). ■ Store extra materials in a way that does not create unnecessary visual clutter (Vol. 1, p. 81). ■ Keep a prioritized list of the materials you want to request or order. <p>Considerations for setting up the defined areas in your classroom</p> <ul style="list-style-type: none"> • Where are electrical outlets in the room? Place your Technology, Music and Movement, and Library areas near outlets so you can easily plug in music players or computers. • Where are the sinks? Place the Sand and Water and Art areas close to a sink for easy cleanup and water access. • Where are your larger, more defined spaces? Reserve a defined space for your large-group time where children can spread out and be comfortable having group discussions. • How much shelving space do you have? Place the Toys and Games and Block areas near accessible shelves that can store materials for these areas.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	38	entire page	Continued from above: <ul style="list-style-type: none"> Where should quiet spaces be set up? Place quieter areas (such as the Library area) away from noisier, more active areas (such as the Block area). Tips for setting up interest areas Make sure messier activities like sand and water play take place on a washable floor, away from carpeting. Consider using shower curtains or drop cloths as additional protection from messes. Keep writing materials in every interest area. Be flexible when children want to bring materials from one interest area to another (e.g., bringing play food items from the Dramatic Play area into the Block area for the restaurant that children built). Carpets, tables, and shelves can help define your classroom interest areas. If you have limited furniture, use masking tape or small area rugs to define spaces. <p>If space limitations prevent you from giving each interest area a designated space, you can make the materials available in other areas of the classroom. For example, you might place tablets or a computer (which would ordinarily be in the Technology area) in the Library area and store musical instruments (generally included in the Music and Movement area) in the Dramatic Play area.</p>	Continued from above: <ul style="list-style-type: none"> Where should quiet spaces be set up? Place quieter areas (such as the Library area) away from noisier, more active areas (such as the Block area). Tips for setting up interest areas Make sure messier activities like sand and water play take place on a washable floor, away from carpeting. Consider using shower curtains or drop cloths as additional protection from messes. Keep writing materials in every interest area. Be flexible when children want to bring materials from one interest area to another (e.g., bringing play food items from the Dramatic Play area into the Block area for the restaurant that children built). Carpets, tables, and shelves can help define your classroom interest areas. If you have limited furniture, use masking tape or small area rugs to define spaces. <p>If space limitations prevent you from giving each interest area a designated space, you can make the materials available in other areas of the classroom. For example, you might place tablets or a computer (which would ordinarily be in the Technology area) in the Library area and store musical instruments (generally included in the Music and Movement area) in the Dramatic Play area.</p>
Editorial Change	Publisher	Teacher	9781645530619	38	Paragraph 2	When you discuss with children which new props to add to the Dramatic Play area, you are fostering children’s understanding of themselves as partners in learning. By being responsive to children’s suggestions, they will also be more likely to use the new materials and props.	Changed "When you discuss with children which new props to add to the Dramatic Play area, you are fostering children’s understanding of themselves as partners in learning. By being responsive to children’s suggestions, they will also be more likely to use the new materials and props." to "Discussing which new props to add to the Dramatic Play area fosters children's understanding of themselves as partners in learning. By being responsive to children’s suggestions, you make it more likely that they will use the new materials and props."
Editorial Change	Publisher	Teacher	9781645530619	38	Paragraph 4	their playful learning flourishes!	Changed "their playful learning flourishes!" to "you help their playful learning to flourish!"
Editorial Change	Publisher	Teacher	9781645530619	38	Paragraph 5	some topics come up often enough and build upon each other, to merit keeping a box of props in storage	Changed "some topics come up often enough and build upon each other, to merit keeping a box of props in storage" to "some topics come up often and build upon each other, meriting a box of props kept in storage"
Editorial Change	Publisher	Teacher	9781645530619	38	Under "Doctor's Office"	N/A	New content added in the Doctor's Office section: "All children visit the doctor throughout their lives, making this a common experience and a popular dramatic play scenario. Props may include the following:"
Editorial Change	Publisher	Teacher	9781645531104	38	Under "What You Do," Column 1	1. Ask the children to wash their hands.	Changed "1. Ask the children to wash their hands." to "1. Before and after cooking, ask the children to wash their hands."
Editorial Change	Publisher	Teacher	9781645531128	38	Under "Including All Children"	Hold the ball stationary for the child	Changed "Hold the ball stationary for the child" to "Hold the ball for the child"
Editorial Change	Publisher	Teacher	9781645530800	39	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

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Editorial Change	Publisher	Teacher	9781645530800	39	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	39	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	39	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	39	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	39	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	39	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	39	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	39	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	39	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	39	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	39	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	39	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	39	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	39	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	39	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	39	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	39	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	39	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	39	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	39	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	39	Column 1, Paragraph 1	events where children	Replace 'where' with 'in which' to read, 'events in which children'
Editorial Change	Publisher	Teacher	9781645530824	39	Column 1, Paragraph 3	from the studies they may explore	Remove, 'they may' and replace with 'to' to read, 'from the studies to explore'

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Editorial Change	Publisher	Teacher	9781645530749	39	entire page	<p>Planning Your Daily Schedule Your classroom structure, daily routines, and schedule are just as important as the materials within the physical learning environment. The structure of each classroom day creates a predictable sequence of daily events. A consistent, developmentally appropriate daily schedule that is designed to meet all children’s needs facilitates a variety of learning experiences, caters to different learning styles, and nurtures children’s sense of comfort and security in the classroom. When activities are planned in an orderly, consistent, and thoughtful way, children feel empowered as active, independent learners. A consistent classroom schedule also helps children learn about, understand, and subsequently predict the sequence of daily events.</p> <ul style="list-style-type: none"> ■ Begin drafting a daily schedule, starting with fixed times of day such as arrivals and departures, mealtimes, rest time, playground/outdoor time, and other events that are outside of your scheduling control (Vol. 1, pp. 99–100). ■ Include time for morning large group, choice time, small group, read-aloud, and largegroup roundup at the end of the day (Vol. 1, pp. 91–96). ■ Plan for at least 60 minutes of uninterrupted, child-initiated choice time (Vol. 1, p. 100). ■ Ensure that small-group time is separate from choice time (Vol. 1, pp. 93–94). ■ Strive for 40–60 minutes of outdoor play (Vol. 1, p. 100). 	<p>The contents of page 35 have moved to page 39: Planning Your Daily Schedule Your classroom structure, daily routines, and schedule are just as important as the materials within the physical learning environment. The structure of each classroom day creates a predictable sequence of daily events. A consistent, developmentally appropriate daily schedule that is designed to meet all children’s needs facilitates a variety of learning experiences, caters to different learning styles, and nurtures children’s sense of comfort and security in the classroom. When activities are planned in an orderly, consistent, and thoughtful way, children feel empowered as active, independent learners. A consistent classroom schedule also helps children learn about, understand, and subsequently predict the sequence of daily events.</p> <ul style="list-style-type: none"> ■ Begin drafting a daily schedule, starting with fixed times of day such as arrivals and departures, mealtimes, rest time, playground/outdoor time, and other events that are outside of your scheduling control (Vol. 1, pp. 99–100). ■ Include time for morning large group, choice time, small group, read-aloud, and largegroup roundup at the end of the day (Vol. 1, pp. 91–96). ■ Plan for at least 60 minutes of uninterrupted, child-initiated choice time (Vol. 1, p. 100). ■ Ensure that small-group time is separate from choice time (Vol. 1, pp. 93–94). ■ Strive for 40–60 minutes of outdoor play (Vol. 1, p. 100).
Editorial Change	Publisher	Teacher	9781645530749	39	entire page	<p>Continued from above: ■ Create your daily schedule using pictures and words. If possible, use photos of the children in the classroom. Post the schedule near the large-group area for quick reference and use it with the children (Vol. 1, p. 100).</p> <p>For a variety of daily schedules, see pages 99–100 and 109 and the examples of schedules shown on pp. 101–108 in Volume 1: The Foundation. While the order of events in your schedule will ideally remain consistent, the time allotted for experiences on the schedule needs to be flexible and responsive to the needs, interests, and abilities of the children in your program. In the first weeks of school, some routines and learning experiences (such as cleanup time) may take longer, while experiences such as read-alouds and large-group activities will need to be shorter to reflect the children’s developmental levels. As the weeks progress and children’s independence and capacity to engage for longer periods of time increases, cleanup time will become shorter and large-group time will become longer.</p>	<p>Continued from above: ■ Create your daily schedule using pictures and words. If possible, use photos of the children in the classroom. Post the schedule near the large-group area for quick reference and use it with the children (Vol. 1, p. 100).</p> <p>For a variety of daily schedules, see pages 99–100 and 109 and the examples of schedules shown on pp. 101–108 in Volume 1: The Foundation. While the order of events in your schedule will ideally remain consistent, the time allotted for experiences on the schedule needs to be flexible and responsive to the needs, interests, and abilities of the children in your program. In the first weeks of school, some routines and learning experiences (such as cleanup time) may take longer, while experiences such as read-alouds and large-group activities will need to be shorter to reflect the children’s developmental levels. As the weeks progress and children’s independence and capacity to engage for longer periods of time increases, cleanup time will become shorter and large-group time will become longer.</p>
Editorial Change	Publisher	Teacher	9781645530619	39	Under "Grocery Store"	<ul style="list-style-type: none"> •price stickers, and numeral stamps and an ink pad 	<p>Changed "•price stickers, and numeral stamps and an ink pad" to "•price stickers or numeral stamps and an ink pad for children to make their own"</p>

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Editorial Change	Publisher	Teacher	9781645530800	40	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	40	Under "Discussion and Shared Writing: Musical Patterns," Bullet 4, line 5	the X means to tap your	Changed "the X means to tap your" to "the X means tap your."
Editorial Change	Publisher	Teacher	9871645530756	40	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	40	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	40	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	40	Under "Getting to know studies"	that uses water in large group,	Changed "that uses water in large group" to "that uses water,"
Editorial Change	Publisher	Teacher	9781645530763	40	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	40	Under "Discussion and Shared Writing," Column 2, Paragraph 2	brushing teeth callout to irregular plural teeth.	Changed "brushing teeth callout to irregular plural teeth" to "brushing teeth, point out the irregular plural teeth."
Editorial Change	Publisher	Teacher	9781645530817	40	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	40	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	40	Under "Discussion and Shared Writing," Column 2, blue box	interact with visitors to the classroom.	Changed "interact with visitors to the classroom." to "interact with classroom visitors."

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Editorial Change	Publisher	Teacher	9781645530749	40	entire page	<p>Arrivals and Departures</p> <p>At the beginning of the year, arrivals and departures are important moments of transition for the children and families in your classroom as they move from home to school and then from school to home. On the first day, remember to keep in mind that children, regardless of whether or not they have been in a classroom or group setting before, will be wondering what lies ahead and processing a lot of new information at once. By dedicating plenty of time for hellos and good-byes during arrivals and departures, you are anticipating the needs of children and their families and you are also easing children into these transitions and helping them feel secure in this new environment.</p> <ul style="list-style-type: none"> ■ Plan meaningful ways to interact with individual children as they enter and leave the classroom (Vol. 1, pp. 90–91, 96–97). ■ Create a daily sign-in sheet that children can write or scribble their names on when they arrive (Vol. 1, pp. 90–91). ■ Create a sheet that families can use to sign their children in and place it next to the children’s sign-in sheet (Vol. 1, pp. 223–224). ■ Use Intentional Teaching Experience SE02, “Look Who’s Here!” and Intentional Teaching Experience SE07, “Good-Byes,” as you develop your opening routine. 	<p>The contents of page 36 moved to page 40:</p> <p>Arrivals and Departures</p> <p>At the beginning of the year, arrivals and departures are important moments of transition for the children and families in your classroom as they move from home to school and then from school to home. On the first day, remember to keep in mind that children, regardless of whether or not they have been in a classroom or group setting before, will be wondering what lies ahead and processing a lot of new information at once. By dedicating plenty of time for hellos and good-byes during arrivals and departures, you are anticipating the needs of children and their families and you are also easing children into these transitions and helping them feel secure in this new environment.</p> <ul style="list-style-type: none"> ■ Plan meaningful ways to interact with individual children as they enter and leave the classroom (Vol. 1, pp. 90–91, 96–97). ■ Create a daily sign-in sheet that children can write or scribble their names on when they arrive (Vol. 1, pp. 90–91). ■ Create a sheet that families can use to sign their children in and place it next to the children’s sign-in sheet (Vol. 1, pp. 223–224). ■ Use Intentional Teaching Experience SE02, “Look Who’s Here!” and Intentional Teaching Experience SE07, “Good-Byes,” as you develop your opening routine. ■ Create an age-appropriate, interactive attendance chart that can be referenced at largegroup time (Vol. 1, pp. 90–91).
Editorial Change	Publisher	Teacher	9781645530749	40	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Create an age-appropriate, interactive attendance chart that can be referenced at largegroup time (Vol. 1, pp. 90–91). ■ Consider inviting family members to actively participate in arrival routines by supporting their child as he or she answers the question of the day. ■ Display “What We Did Today” items on an erasable board or chart outside of the classroom so family members can discuss the day’s events with their child (Vol. 1, pp. 80). <p>Having a sign-in sheet enables children to practice emergent writing skills as they learn to write and read their own names. Accept any attempt that a child makes to write her name on the sign-in sheet during arrival time. The transition from writing a simple mark on the page to clearly writing their name will demonstrate children’s emerging skills and development over the year.</p>	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Consider inviting family members to actively participate in arrival routines by supporting their child as he or she answers the question of the day. ■ Display “What We Did Today” items on an erasable board or chart outside of the classroom so family members can discuss the day’s events with their child (Vol. 1, pp. 80). <p>Having a sign-in sheet enables children to practice emergent writing skills as they learn to write and read their own names. Accept any attempt that a child makes to write her name on the sign-in sheet during arrival time. The transition from writing a simple mark on the page to clearly writing their name will demonstrate children’s emerging skills and development over the year.</p>
Editorial Change	Publisher	Teacher	9781645530633	40	Paragraph 1	for example, laces or not laces, or stripes	Changed "for example, laces or not laces, or stripes" to "for example, laces and not laces or stripes"

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Editorial Change	Publisher	Teacher	9781645531128	40	Under "Teaching Sequence," Yellow	Offer the child a variety of materials of different sizes to paint with, including small and thin items.	Changed "Offer the child a variety of materials of different sizes to paint with, including small and thin items." to "Provide a variety of materials of different sizes for the child to paint with, including small and thin items."
Editorial Change	Publisher	Teacher	9781645530800	41	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	41	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	41	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	41	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	41	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	41	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	41	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	41	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	41	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	41	Under "Read Aloud," Column 2, line 5	choose one from your community or school library to share.	Changed "choose one from your community or school library to share." to "choose one from your classroom, school or community library to share."
Editorial Change	Publisher	Teacher	9781645530763	41	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	41	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	41	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	41	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530770	41	Under "Day 4"	hole punches, and tape	Changed "hole punches, and tape" to "hole punches, tape"
Editorial Change	Publisher	Teacher	9781645530770	41	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530817	41	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	41	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	41	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Editorial Change	Publisher	Teacher	9781645530817	41	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	41	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	41	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	41	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	41	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	41	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530824	41	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	41	Under "Day 5," "Materials"	N/A	New Content Added: ; documentation from Focus Question 1 describing children's feelings about going to kindergarten
Editorial Change	Publisher	Teacher	9781645530824	41	Under "Day 5," "Making a Snack to Share"	for the recipe chosen yesterday, ingredients	Replace 'yesterday' with 'on Day 3' to read, 'for the recipe chosen on Day 3, ingredients'
Editorial Change	Publisher	Teacher	9781645530749	41	entire page	<p>Planning for Each Time of Your Day, continued Large Group In large group, children become members of a learning community. For many children, this may be their first experience being a part of a group. The first meeting of the morning sets the tone for the day and establishes children's understanding of what will happen in the classroom that day. Gathering again as a group at the end of the day can encourage children to reflect on and share (often with much excitement and enthusiasm) what they learned and discovered that day.</p> <p>Large group is most successful when the duration of the meeting is tailored to the needs and abilities of children. As you work up to a 15–20-minute large-group experience, be sure to remember that 5–10 minutes of large-group time may best meet the needs of the children at the beginning of the year.</p> <p>Large-group discussions and shared writing experiences help children develop language and literacy skills. By asking children questions during shared writing experiences and recording their reflections and ideas, you foster children's oral language, written language, and comprehension skills while demonstrating that their ideas matter. When children see that you are giving their interests and questions thoughtful consideration during shared writing experiences, they are encouraged to engage</p>	<p>The contents of page 37 moved to page 41: Planning for Each Time of Your Day, continued Large Group In large group, children become members of a learning community. For many children, this may be their first experience being a part of a group. The first meeting of the morning sets the tone for the day and establishes children's understanding of what will happen in the classroom that day. Gathering again as a group at the end of the day can encourage children to reflect on and share (often with much excitement and enthusiasm) what they learned and discovered that day.</p> <p>Large group is most successful when the duration of the meeting is tailored to the needs and abilities of children. As you work up to a 15–20-minute large-group experience, be sure to remember that 5–10 minutes of large-group time may best meet the needs of the children at the beginning of the year.</p> <p>Large-group discussions and shared writing experiences help children develop language and literacy skills. By asking children questions during shared writing experiences and recording their reflections and ideas, you foster children's oral language, written language, and comprehension skills while demonstrating that their ideas matter. When children see that you are giving their interests and questions thoughtful consideration during shared writing experiences, they are</p>

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Editorial Change	Publisher	Teacher	9781645530749	41	entire page	<p>Continued from above: as active learners as they build on what they already know and consider what they want to learn more about. See Intentional Teaching Experience LL01, "Shared Writing," for guidance related to discussion and shared-writing experiences.</p> <ul style="list-style-type: none"> ■ Decide what to include in your morning routine. For example, you might sing a welcome song, recite the Pledge of Allegiance, and then review the attendance chart with the children before having a group discussion about your focus for the day. ■ Refer to the materials listed in your daily plans and collect them prior to your large group. ■ Find a convenient place to store children's name cards so that you can use and refer to them during group activities. <p>Elements of an engaging and meaningful large-group experience include</p> <ul style="list-style-type: none"> • opening with the same routine each day (e.g., a good morning song, a welcome chant, a morning stretch, or a yoga pose); • reviewing the question of the day; and • creating a sense of a caring classroom community (e.g., using a job or attendance chart or posting a weekly or monthly calendar to document and call attention to meaningful events or special days that will take place in the classroom). 	<p>Continued from above: encouraged to engage as active learners as they build on what they already know and consider what they want to learn more about. See Intentional Teaching Experience LL01, "Shared Writing," for guidance related to discussion and shared-writing experiences.</p> <ul style="list-style-type: none"> ■ Decide what to include in your morning routine. For example, you might sing a welcome song, recite the Pledge of Allegiance, and then review the attendance chart with the children before having a group discussion about your focus for the day. ■ Refer to the materials listed in your daily plans and collect them prior to your large group. ■ Find a convenient place to store children's name cards so that you can use and refer to them during group activities. <p>Elements of an engaging and meaningful large-group experience include</p> <ul style="list-style-type: none"> • opening with the same routine each day (e.g., a good morning song, a welcome chant, a morning stretch, or a yoga pose); • reviewing the question of the day; and • creating a sense of a caring classroom community (e.g., using a job or attendance chart or posting a weekly or monthly calendar to document and call attention to meaningful events or special days that will take place in the classroom).
Editorial Change	Publisher	Teacher	9781645531104	41	Under "Teaching Sequence," Purple	let's see who else's name cards are in this pile	Changed "let's see who else's name cards are in this pile" to "let's see what other name cards are in this pile"
Editorial Change	Publisher	Teacher	9871645530756	42	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	42	Under "Materials"	N/A	Added new bullet with the following text: plants
Editorial Change	Publisher	Teacher	9781645530787	42	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	42	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	42	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	42	Under "Family Partnerships"	everyday routines that use water.	Changed "everday routines that use water" to "everyday routines that involve water."
Editorial Change	Publisher	Teacher	9781645530770	42	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	42	Column 2, blue box	It is a good idea at the end of the school year to encourage children to reflect on what they have learned, the friendships they formed, and the their role	Rearranged this sentence, while keeping all of the words. It now reads, 'At the end of the school year, it is a good idea to encourage children to reflect on what they learned, the friendships they formed, and their role'
Editorial Change	Publisher	Teacher	9781645530824	42	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530749	42	entire page	<p>Transitions There are many transitions in a PreK day. If children don't know what is expected of them and have to wait with nothing to do, these transitions can become overwhelming and even chaotic! Transitions can be fun and enjoyable, however, when you turn them into engaging opportunities for learning and use them to reinforce children's developing skills.</p> <p>Transition times provide a fun way to reinforce your program's best practices and strengthen the children's connections within the classroom community. When you give children clear and consistent directions, ensure that your expectations are developmentally appropriate, and strive to meet children's individual needs, you strengthen their understanding of transitions and help them to grow as caring partners in the program.</p> <ul style="list-style-type: none"> ■ Talk with other teachers, your coach, or a mentor about strategies they use to make the most of transition times, e.g., cleanup, walking in the hallway from place to place, or preparing for rest. ■ Use children's name cards as a way to transition to interest areas. ■ Locate the Mighty Minutes® cards in The Creative Curriculum® for Texas materials. Review several songs, chants, or simple games to use during transitional times. 	<p>The contents of page 38 moved to page 42: Transitions There are many transitions in a PreK day. If children don't know what is expected of them and have to wait with nothing to do, these transitions can become overwhelming and even chaotic! Transitions can be fun and enjoyable, however, when you turn them into engaging opportunities for learning and use them to reinforce children's developing skills.</p> <p>Transition times provide a fun way to reinforce your program's best practices and strengthen the children's connections within the classroom community. When you give children clear and consistent directions, ensure that your expectations are developmentally appropriate, and strive to meet children's individual needs, you strengthen their understanding of transitions and help them to grow as caring partners in the program.</p> <ul style="list-style-type: none"> ■ Talk with other teachers, your coach, or a mentor about strategies they use to make the most of transition times, e.g., cleanup, walking in the hallway from place to place, or preparing for rest. ■ Use children's name cards as a way to transition to interest areas. ■ Locate the Mighty Minutes® cards in The Creative Curriculum® for Texas materials. Review several songs, chants, or simple games to use during transitional times.
Editorial Change	Publisher	Teacher	9781645530749	42	entire page	<p>Continued from above: ■ Introduce songs, rhymes, chants, or fingerplays to children to signal the beginning of a transition (Vol. 1, pp. 96–97).</p> <p>Planning for transitions (Vol. 1, pp. 96–97) As you plan for transitions, consider the following strategies and examples.</p> <ul style="list-style-type: none"> • Give clear instructions, e.g., "In 10 minutes we will be going outside. You can finish that puzzle before it's time to clean up and go out to the playground." • Give children a 10-, 5-, or 3-minute notice before an upcoming transition, e.g., "Five more minutes until cleanup. I see that there are only a few puzzle pieces remaining. I'll make sure to take a picture of the puzzle when you are finished putting it together." • Allow plenty of time for each transition to ensure that children do not feel rushed or anxious, e.g., "It is cleanup time. Reese, could you start taking the puzzle apart and putting it into the box? Charlie, could you please make sure to pick up any puzzle pieces on the floor and give them to Reese?" • Be flexible, e.g., "I see that you are still working on your block structure; I will give you five more minutes to finish while the others begin cleaning up." 	<p>Continued from above: ■ Introduce songs, rhymes, chants, or fingerplays to children to signal the beginning of a transition (Vol. 1, pp. 96–97).</p> <p>Planning for transitions (Vol. 1, pp. 96–97) As you plan for transitions, consider the following strategies and examples.</p> <ul style="list-style-type: none"> • Give clear instructions, e.g., "In 10 minutes we will be going outside. You can finish that puzzle before it's time to clean up and go out to the playground." • Give children a 10-, 5-, or 3-minute notice before an upcoming transition, e.g., "Five more minutes until cleanup. I see that there are only a few puzzle pieces remaining. I'll make sure to take a picture of the puzzle when you are finished putting it together." • Allow plenty of time for each transition to ensure that children do not feel rushed or anxious, e.g., "It is cleanup time. Reese, could you start taking the puzzle apart and putting it into the box? Charlie, could you please make sure to pick up any puzzle pieces on the floor and give them to Reese?" • Be flexible, e.g., "I see that you are still working on your block structure; I will give you five more minutes to finish while the others begin cleaning up."
Editorial Change	Publisher	Teacher	9781645530640	42	Paragraph 1	making daily choices in interest areas	Changed "making daily choices in interest areas" to "making daily choices in the interest areas"
Editorial Change	Publisher	Teacher	9781645531104	42	Under "Additional Ideas"	This activity is a great way to collect what you'll need to assess	Changed "This activity is a great way to collect what you'll need to assess" to "This activity is a great way to collect assessment data for"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530800	43	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530800	43	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9871645530756	43	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	43	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	43	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	43	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	43	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	43	Under "Planning and Preparations," bullet 3	discover the largest variety	Changed "discover the largest variety" to "discover the greatest variety"
Editorial Change	Publisher	Teacher	9781645530770	43	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	43	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	43	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	43	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	43	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	43	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	43	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	43	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530824	43	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	43	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	43	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	43	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530749	43	entire page	<p>Planning for Each Time of Your Day, continued Outdoors Outdoor play is crucial to children’s health and well-being. The time children spend outdoors each day is just as important to their development and learning as the time they spend in the classroom. The outdoor environment in your program will offer endless opportunities to interact with children and guide their learning as they explore and play.</p> <ul style="list-style-type: none"> ■ Create outdoor spaces for sand and water play, wheeled toys, indoor materials that can be brought outdoors, playing games, building, and pretend play (Vol. 2, pp. 256– 257). ■ Add equipment to your outdoor play area such as tunnels, cones, balls, and boxes. ■ Collect measuring tools to use in outdoor sand and water play, such as measuring cups and spoons (Vol. 2, pp. 256–257). ■ Provide materials for labeling plants outdoors. ■ Incorporate signs that the children might see elsewhere in the community, e.g., road signs, exit signs, and warning signs (Vol. 2, p. 258). ■ Plan opportunities to sing and recite rhymes or chants while children are outdoors. ■ Inspect the outdoor area daily to ensure that it is safe and free of hazards (Vol. 2, p. 266). 	<p>The contents of page 39 moved to page 43: Planning for Each Time of Your Day, continued Outdoors Outdoor play is crucial to children’s health and well-being. The time children spend outdoors each day is just as important to their development and learning as the time they spend in the classroom. The outdoor environment in your program will offer endless opportunities to interact with children and guide their learning as they explore and play.</p> <ul style="list-style-type: none"> ■ Create outdoor spaces for sand and water play, wheeled toys, indoor materials that can be brought outdoors, playing games, building, and pretend play (Vol. 2, pp. 256– 257). ■ Add equipment to your outdoor play area such as tunnels, cones, balls, and boxes. ■ Collect measuring tools to use in outdoor sand and water play, such as measuring cups and spoons (Vol. 2, pp. 256–257). ■ Provide materials for labeling plants outdoors. ■ Incorporate signs that the children might see elsewhere in the community, e.g., road signs, exit signs, and warning signs (Vol. 2, p. 258).
Editorial Change	Publisher	Teacher	9781645530749	43	entire page	<p>Continued from above: Outdoor areas in early childhood programs often vary widely. No matter what kind of outdoor space you have, you can create a setting where children can enjoy the outdoors. To make the most out of your program’s outdoor areas, refer to the suggestions in chapter 2 of Volume 2: Interest Areas.</p>	<p>Continued from above: ■ Plan opportunities to sing and recite rhymes or chants while children are outdoors. ■ Inspect the outdoor area daily to ensure that it is safe and free of hazards (Vol. 2, p. 266).</p> <p>Outdoor areas in early childhood programs often vary widely. No matter what kind of outdoor space you have, you can create a setting where children can enjoy the outdoors. To make the most out of your program’s outdoor areas, refer to the suggestions in chapter 2 of Volume 2: Interest Areas.</p>
Editorial Change	Publisher	Teacher	9781645531104	43	Under "English-Language Learners"	master a few words rather than to overwhelm	Changed "master a few words rather than to overwhelm" to "master a few words than to overwhelm"
Editorial Change	Publisher	Teacher	9781645531128	43	Under "Teaching Sequence," Yellow	See how the box moves a little bit forward	Changed "See how the box moves a little bit forward" to "See how the box moves forward a little bit"
Editorial Change	Publisher	Teacher	9781645530800	44	Under "Materials," Bullet 1, line 2	list that points out shapes	Changed "list that points out shapes" to "list that features shapes"
Editorial Change	Publisher	Teacher	9781645530800	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	44	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9871645530756	44	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	44	Column 2, Paragraph 1	pointing out the ones outdoors.	Changed "pointing out the ones outdoors." to "pointing out any you find outdoors."
Editorial Change	Publisher	Teacher	9781645530763	44	Column 2, Paragraph 2	Invite the child to imitate you.	Changed "Invite the child to imitate you." to "Invite the children to imitate you."
Editorial Change	Publisher	Teacher	9781645530763	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	44	Under "Materials"	N/A	Added new bullet entry for the following text: materials to make levers
Editorial Change	Publisher	Teacher	9781645530817	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	44	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530749	44	entire page	<p>Choice time nurtures children's growing independence and helps them become engaged and active learners as they decide for themselves where they will work or play, what they will do in those interest areas, and the materials they will explore. The discoveries children make during childinitiated learning experiences provide a great starting point for group discussions as children share what they worked on during choice time.</p> <ul style="list-style-type: none"> ■ Familiarize yourself with the different ways you can help children decide which interest area to visit during choice time (e.g., displaying a chart with pictures, offering a sign-up sheet for favorite activities, or using timers to manage children's time) (Vol. 1, pp. 94–96). ■ Ensure that small-group time is separate from choice time so that children are not "pulled away" from their chosen experiences (Vol. 1, pp. 93–96). ■ Add writing, drawing, and construction materials to all areas so children can represent their discoveries and learning (Vol. 3, p. 117). ■ Include a variety of fiction and nonfiction books in each interest area (Vol. 3, p. 24). ■ Write and post rules or directions for using particular tools, materials, and equipment (e.g., screwdrivers, nails, staplers). Note, however, that posted rules and instructions do not take the place of direct supervision. Plan to closely supervise children who are using items that could be misused or pose a hazard to children (Vol. 1, pp. 169–170). ■ Display intriguing pictures in interest areas to encourage conversation and writing (Vol. 2, p. 51). 	<p>The contents of page 40 moved to page 44.</p> <p>Choice Time</p> <p>Choice time nurtures children's growing independence and helps them become engaged and active learners as they decide for themselves where they will work or play, what they will do in those interest areas, and the materials they will explore. The discoveries children make during childinitiated learning experiences provide a great starting point for group discussions as children share what they worked on during choice time.</p> <ul style="list-style-type: none"> ■ Familiarize yourself with the different ways you can help children decide which interest area to visit during choice time (e.g., displaying a chart with pictures, offering a sign-up sheet for favorite activities, or using timers to manage children's time) (Vol. 1, pp. 94–96). ■ Ensure that small-group time is separate from choice time so that children are not "pulled away" from their chosen experiences (Vol. 1, pp. 93–96). ■ Add writing, drawing, and construction materials to all areas so children can represent their discoveries and learning (Vol. 3, p. 117). ■ Include a variety of fiction and nonfiction books in each interest area (Vol. 3, p. 24). ■ Write and post rules or directions for using particular tools, materials, and equipment (e.g., screwdrivers, nails, staplers). Note, however, that posted rules and instructions do not take the place of direct supervision. Plan to closely supervise children who are using items that could be misused or pose a hazard to children (Vol. 1, pp. 169–170). ■ Display intriguing pictures in interest areas to encourage conversation and writing (Vol. 2, p. 51).
Editorial Change	Publisher	Teacher	9781645530626	44	Paragraph 1	Planning for children's literacy learning	Changed "Planning for children's literacy learning" to "The process of planning for children's literacy learning"
Editorial Change	Publisher	Teacher	9781645530633	44	Paragraph 1	children continue to think and design solutions	Changed "children continue to think and design solutions" to "children continue to think about and design solutions"

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Editorial Change	Publisher	Teacher	9781645530657	44	bullet 3	using squirt bottles, medicine droppers	Changed "using squirt bottles, medicine droppers" to "using squirt bottles, squeezing medicine droppers"
Editorial Change	Publisher	Teacher	9781645530800	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	45	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	45	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	45	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	45	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	45	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530787	45	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Large Group," blue text box, line 2	This will help the children	Changed "This will help the children" to "Doing so will help the children"
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Choice Time," Column 1, bullet 1	in the Art area	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	45	Under "Choice Time," Column 2, bullet 1	about their pictures:	Changed "about their pictures:" to "about their pictures, e.g.,"
Editorial Change	Publisher	Teacher	9781645530770	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	45	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	45	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	45	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	45	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	45	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Editorial Change	Publisher	Teacher	9781645530817	45	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	45	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	45	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	45	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	45	Under "Choice Time," Column 2, Paragraph 1	notice if the shapes changed or if they remained the same.	Changed "notice if the shapes changed or if they remained the same." to "notice if the shapes changed as they slid or if they remained the same."
Editorial Change	Publisher	Teacher	9781645530824	45	Under "Choice Time," Column 1, bullet 2	For example, "You were so proud	Inserted ',you might say,' after 'For example' to read, 'For example, you might say, "You were so proud'
Editorial Change	Publisher	Teacher	9781645530824	45	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	45	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	45	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	45	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530749	45	entire page	<p>Planning for Each Time of Your Day, continued Read-Alouds</p> <p>The teacher–child interactions that take place before, during, and after readalouds refine children’s comprehension skills and their understanding of language. When children hear books read aloud to them, they</p> <ul style="list-style-type: none"> • learn how to listen to and comprehend stories and other informational texts, • begin to understand what a story is (e.g., stories have characters, a plot, a setting, and a problem to be resolved), and • develop the knowledge that books have various purposes (e.g., to describe ideas, feelings, and emotions; provide information; or tell a story). <p>The repeated read-alouds you’ll find throughout the Teaching Guides reflect a research-based approach that supports children’s literacy, language, and comprehension skills. High-quality children’s books are often more complex in their plots, problems, and ideas and should be read at least three times to allow children to fully engage with the text. Elements of a repeated read-aloud include</p> <ul style="list-style-type: none"> • reading a book at least three times; 	<p>The contents of page 41 moved to page 45:</p> <p>Planning for Each Time of Your Day, continued Read-Alouds</p> <p>The teacher–child interactions that take place before, during, and after readalouds refine children’s comprehension skills and their understanding of language. When children hear books read aloud to them, they</p> <ul style="list-style-type: none"> • learn how to listen to and comprehend stories and other informational texts, • begin to understand what a story is (e.g., stories have characters, a plot, a setting, and a problem to be resolved), and • develop the knowledge that books have various purposes (e.g., to describe ideas, feelings, and emotions; provide information; or tell a story). <p>The repeated read-alouds you’ll find throughout the Teaching Guides reflect a research-based approach that supports children’s literacy, language, and comprehension skills. High-quality children’s books are often more complex in their plots, problems, and ideas and should be read at least three times to allow children to fully engage with the text. Elements of a repeated read-aloud include</p>

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Editorial Change	Publisher	Teacher	9781645530749	45	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> • asking children questions about characters and story events; • defining words while reading the story; and • building on children’s reconstruction of the text by asking them how the characters feel, why characters do what they do, and what the children think will happen next. <ul style="list-style-type: none"> ■ Plan for two or three read-alouds each day (Vol. 1, p. 100). ■ Establish regular read-aloud times during the classroom day. Plan reading experiences for your whole group, small groups, and individual children (Vol. 3, p. 81). ■ When selecting potential books for read-alouds, estimate the length of time each book might take to read aloud and consider children’s capacity for sustaining attention, especially at the beginning of the year (Vol. 3, pp. 81–82). ■ Try to minimize potential distractions (Vol. 3, p. 82). ■ Introduce complex books in small-group experiences (Vol. 3, p. 82). ■ Refer to the explanation of the repeated read-aloud that details what to do in the first, second, and third read-aloud (Vol. 3, pp. 89–92). 	<p>Continued from above:</p> <ul style="list-style-type: none"> • reading a book at least three times; • asking children questions about characters and story events; • defining words while reading the story; and • building on children’s reconstruction of the text by asking them how the characters feel, why characters do what they do, and what the children think will happen next. <ul style="list-style-type: none"> ■ Plan for two or three read-alouds each day (Vol. 1, p. 100). ■ Establish regular read-aloud times during the classroom day. Plan reading experiences for your whole group, small groups, and individual children (Vol. 3, p. 81). ■ When selecting potential books for read-alouds, estimate the length of time each book might take to read aloud and consider children’s capacity for sustaining attention, especially at the beginning of the year (Vol. 3, pp. 81–82). ■ Try to minimize potential distractions (Vol. 3, p. 82). ■ Introduce complex books in small-group experiences (Vol. 3, p. 82). ■ Refer to the explanation of the repeated read-aloud that details what to do in the first, second, and third read-aloud (Vol. 3, pp. 89–92).
Editorial Change	Publisher	Teacher	9781645530640	45	line 1	look for these indications	Changed "look for these indications" to "look for indications"
Editorial Change	Publisher	Teacher	9781645530800	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	46	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	46	Under "Large-Group Roundup," Column 1, Paragraph 1	"What are the different sources of water around school?"	Changed "'What are the different sources of water around school?'" to "'What different sources of water did we find in our school?'"
Editorial Change	Publisher	Teacher	9781645530763	46	Under "Large Group," blue text box, line 2	this refers to	Changed "this refers to" to "it refers to"
Editorial Change	Publisher	Teacher	9781645530770	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	46	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	46	Under "Materials"	N/A	Added new content: -materials for making illustrations, this can be found under the 'Materials' heading

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Editorial Change	Publisher	Teacher	9781645530824	46	Under "Discussion and Shared Writing," Column 2, bullet 3	Together as a group, write the letter	Remove 'as a group,' to read, 'Together, write the letter'
Editorial Change	Publisher	Teacher	9781645530749	46	entire page	<p>While Teaching Guides provide specific guidance for one or two read-alouds per day, we strongly encourage you to plan for additional read-alouds if your schedule permits. When selecting titles for these, make sure that they reflect children’s interests, cultural and linguistic backgrounds, and life experiences.</p> <p>At the beginning of the year, dynamic read-aloud discussions provide a wonderful way to introduce vocabulary and scaffold children’s understanding of different emotions. Stories that focus on topics such as building community, meeting new people, feeling nervous, welcoming others, and becoming a good friend set the stage for additional informal discussions as you help children make connections to their everyday experiences.</p> <p>Remember to keep the following in mind as you plan read-alouds for the beginning of the year:</p> <ul style="list-style-type: none"> • A book does not need to be read all at once; you can spread a story over two or three read-alouds. • Invite children to sit or even lounge comfortably while you read. • Make sure that children are near enough to see the book and can hear you as you read. • Provide children with different seating options, such as a chair, pillow, or carpet square. • Remember, active engagement does not mean children are sitting cross-legged, completely still and silent. 	<p>The contents of page 42 moved to page 46: While Teaching Guides provide specific guidance for one or two read-alouds per day, we strongly encourage you to plan for additional read-alouds if your schedule permits. When selecting titles for these, make sure that they reflect children’s interests, cultural and linguistic backgrounds, and life experiences.</p> <p>At the beginning of the year, dynamic read-aloud discussions provide a wonderful way to introduce vocabulary and scaffold children’s understanding of different emotions. Stories that focus on topics such as building community, meeting new people, feeling nervous, welcoming others, and becoming a good friend set the stage for additional informal discussions as you help children make connections to their everyday experiences.</p> <p>Remember to keep the following in mind as you plan read-alouds for the beginning of the year:</p> <ul style="list-style-type: none"> • A book does not need to be read all at once; you can spread a story over two or three read-alouds. • Invite children to sit or even lounge comfortably while you read. • Make sure that children are near enough to see the book and can hear you as you read. • Provide children with different seating options, such as a chair, pillow, or carpet square. • Remember, active engagement does not mean children are sitting cross-legged,
Editorial Change	Publisher	Teacher	9781645531111	46	Under Objective 22, top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530800	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	47	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9871645530756	47	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	47	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530770	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	47	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	47	Under "Choice Time," Column 1, bullet 4	For example, you might say,	Changed "For example, you might say," to "For example, you might ask,"
Editorial Change	Publisher	Teacher	9781645530817	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	47	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	47	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	47	Under "Large-Group Roundup," Column 2	Explain that tomorrow, they will begin planning their end-of-year celebration	Remove 'that tomorrow' after explain, and insert 'tomorrow' after celebration to read, 'Explain that they will begin planning their end-of-year celebration tomorrow.'
Editorial Change	Publisher	Teacher	9781645530824	47	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	47	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	47	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	47	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530749	47	entire page	<p>Planning for Each Time of Your Day, continued Small Group Small-group activities are ideal for introducing new concepts and materials and for reinforcing skills that children are already developing. These small-group learning experiences encourage children to have conversations and share materials, while giving teachers opportunities to extend children’s thinking by posing new challenges for them to solve.</p> <ul style="list-style-type: none"> ■ Familiarize yourself with the guidelines for leading small-group experiences (Vol. 1, pp. 93–94, 186–188). ■ Review the detailed example of how to guide learning during a small-group activity (Vol 1, pp. 186–188). ■ Become familiar with a few of the Intentional Teaching Experiences. ■ Decide the length of time necessary to complete a small-group learning experience. <p>Remember that some activities like cooking may take longer than other activities (Vol. 1, p. 94).</p> <ul style="list-style-type: none"> ■ Ensure you have materials such as chart paper and markers easily accessible when leading small group so you can record children’s ideas. ■ Consider inviting children who are not participating in the small-group activity to engage in a modified, independent choice time activity (e.g., a quieter 	<p>The contents of page 43 moved to page 47: Planning for Each Time of Your Day, continued Small Group Small-group activities are ideal for introducing new concepts and materials and for reinforcing skills that children are already developing. These small-group learning experiences encourage children to have conversations and share materials, while giving teachers opportunities to extend children’s thinking by posing new challenges for them to solve.</p> <ul style="list-style-type: none"> ■ Familiarize yourself with the guidelines for leading small-group experiences (Vol. 1, pp. 93–94, 186–188). ■ Review the detailed example of how to guide learning during a small-group activity (Vol 1, pp. 186–188). ■ Become familiar with a few of the Intentional Teaching Experiences. ■ Decide the length of time necessary to complete a small-group learning experience. <p>Remember that some activities like cooking may take longer than other activities (Vol. 1, p. 94).</p> <ul style="list-style-type: none"> ■ Ensure you have materials such as chart paper and markers easily accessible when leading small group so you can record children’s ideas. ■ Consider inviting children who are not participating in the small-group activity to engage in
Editorial Change	Publisher	Teacher	9781645531111	47	Under Objective 21, top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530800	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	48	Under "Introduction"	explained how to use the materials throughout the classroom and put them away,	Changed "explained how to use the materials throughout the classroom and put them away " to "explained how to use and put away the materials throughout the classroom,"
Editorial Change	Publisher	Teacher	9871645530756	48	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	48	Under "Large Group," Column 2, bullet 3	taste each type of herbed cream cheese and to compare their flavors.	Changed "taste each type of herbed cream cheese and to compare their flavors." to "taste each type of herbed cream cheese and compare their flavors."
Editorial Change	Publisher	Teacher	9781645530763	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	48	Under "Getting to know studies"	ideas and curiosities	Changed "ideas and curiosities" to "ideas and curiosity"
Editorial Change	Publisher	Teacher	9781645530770	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530794	48	Under "Daily Resources"	book: The Business of Boxes	Moved text "book: The Business of Boxes" from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530794	48	Under "Discussion and Shared Writing," Column 2, bullet 1	widths (i.e., flat), and three-dimensional as objects that can be measured by their lengths, widths, and heights (i.e., solid).	Changed "widths (i.e., flat), and three-dimensional as objects that can be measured by their lengths, widths, and heights (i.e., solid)." to "widths (i.e., they are flat), and three-dimensional as objects that can be measured by their lengths, widths, and heights (i.e., they are solid)."
Editorial Change	Publisher	Teacher	9781645530824	48	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530749	48	entire page	<p>Meals and Snacks Meals and snacks present another opportunity for you to lovingly interact with children, engage them in learning, and support their social–emotional development. Make it a priority to sit with children as they eat, and take part in their discussions.</p> <ul style="list-style-type: none"> ■ Find out whether any children in your class have food allergies or other dietary restrictions and take the appropriate steps outlined by your program’s guidelines and practices (Vol. 1, p. 97). ■ Take time to talk with families in person, over the phone, or through email to learn about their children’s eating habits and food preferences (Vol. 1, p. 97). ■ Create a calm and pleasant atmosphere to encourage socialization during meal and snack times. A read-aloud right before lunch can help set a relaxed tone for mealtimes (Vol. 1, p. 98). ■ Write, review, and post any breakfast, lunch, and snack menus. ■ Include snack and/or lunch helpers’ jobs on the job chart (e.g., setting the table and passing out supplies) (Vol. 4, p. 70). ■ Post written procedures for washing hands and cleaning dishes. Use numerals to indicate what to do first, second, third, etc. (Vol. 4, p. 70). ■ Post a picture and word recipe if children are going to make their own snacks. 	<p>The contents of page 44 moved to page 48: Meals and Snacks Meals and snacks present another opportunity for you to lovingly interact with children, engage them in learning, and support their social–emotional development. Make it a priority to sit with children as they eat, and take part in their discussions.</p> <ul style="list-style-type: none"> ■ Find out whether any children in your class have food allergies or other dietary restrictions and take the appropriate steps outlined by your program’s guidelines and practices (Vol. 1, p. 97). ■ Take time to talk with families in person, over the phone, or through email to learn about their children’s eating habits and food preferences (Vol. 1, p. 97). ■ Create a calm and pleasant atmosphere to encourage socialization during meal and snack times. A read-aloud right before lunch can help set a relaxed tone for mealtimes (Vol. 1, p. 98). ■ Write, review, and post any breakfast, lunch, and snack menus. ■ Include snack and/or lunch helpers’ jobs on the job chart (e.g., setting the table and passing out supplies) (Vol. 4, p. 70). ■ Post written procedures for washing hands and cleaning dishes. Use numerals to indicate what to do first, second, third, etc. (Vol. 4, p. 70).

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Editorial Change	Publisher	Teacher	9781645530749	48	entire page	<p>Continued: Encourage and support children to serve themselves independently. Help them read the self-serve snack charts and recipes beforehand. As children serve themselves, help them count, measure, and follow the appropriate steps in the preparation process.</p> <ul style="list-style-type: none"> ■ Try to reduce the need to get up and down from the table when sitting with the children so that you can actively participate in group discussions. You might need to keep extra food, napkins, paper cups, sponges, and paper towels near enough for you to reach from the table (Vol. 1, p. 98). ■ Be tolerant of spills and accidents as children take on more active roles, such as pouring their own milk or water and serving food (Vol. 1, p. 98). ■ If meals are served in the classroom, be sure to store the child- and adult-sized cleanup supplies where they will be readily available (Vol. 1, p. 98). <p>You can support children’s content learning during meals and snack time by guiding and taking part in their conversations. You might say, “Yes, Alejandro, your orange looks like a ball. Another word for ball is sphere,” or “You found the letter L on your milk carton; what other words do you know that start with the letter L?”</p>	<ul style="list-style-type: none"> ■ Post a picture and word recipe if children are going to make their own snacks. <p>Encourage and support children to serve themselves independently. Help them read the self-serve snack charts and recipes beforehand. As children serve themselves, help them count, measure, and follow the appropriate steps in the preparation process.</p> <ul style="list-style-type: none"> ■ Try to reduce the need to get up and down from the table when sitting with the children so that you can actively participate in group discussions. You might need to keep extra food, napkins, paper cups, sponges, and paper towels near enough for you to reach from the table (Vol. 1, p. 98). ■ Be tolerant of spills and accidents as children take on more active roles, such as pouring their own milk or water and serving food (Vol. 1, p. 98). ■ If meals are served in the classroom, be sure to store the child- and adult-sized cleanup supplies where they will be readily available (Vol. 1, p. 98). <p>You can support children’s content learning during meals and snack time by guiding and taking part in their conversations. You might say, “Yes, Alejandro, your orange looks like a ball. Another word for ball is sphere,” or “You found the letter L on your milk carton; what other words do you know that start with the letter L?”</p>
Editorial Change	Publisher	Teacher	9781645530749	48	Column 2	jump into The First Six Weeks	Changed "jump into The First Six Weeks" to "jump into The First Six Weeks Teaching Guide"
Editorial Change	Publisher	Teacher	9781645530640	48	Under "Observing Children's Understanding"	look for these indications	Changed "look for these indications" to "look for indications"
Editorial Change	Publisher	Teacher	9781645530800	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	49	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	49	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	49	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	49	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	49	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	49	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Editorial Change	Publisher	Teacher	9781645530749	49	entire page	<p>Caring fo Self and the Classroom As children become members of the classroom community, they learn to take care of themselves and share the responsibility of caring for the classroom space. It is everyone’s responsibility to care for classroom materials, use them appropriately, and clean up after each use.</p> <ul style="list-style-type: none"> ■ Make a sign with pictures and words demonstrating the steps for proper handwashing (Vol. 1, p. 192). ■ Create a handwashing song or chant to use in the first few weeks as children learn the procedure, e.g., sing “This is the way we wash our hands,” to the tune of “Here We Go ‘Round the Mulberry Bush.” ■ Label cubbies or spaces for each child’s belongings (Vol. 1, p. 81). ■ Become familiar with Intentional Teaching Experience SE12, “Classroom Jobs.” ■ Create and post a job chart (Vol. 1, pp. 82–83). 	<p>The contents of page 45 moved to page 49: Caring for Self and the Classroom As children become members of the classroom community, they learn to take care of themselves and share the responsibility of caring for the classroom space. It is everyone’s responsibility to care for classroom materials, use them appropriately, and clean up after each use.</p> <ul style="list-style-type: none"> ■ Make a sign with pictures and words demonstrating the steps for proper handwashing (Vol. 1, p. 192). ■ Create a handwashing song or chant to use in the first few weeks as children learn the procedure, e.g., sing “This is the way we wash our hands,” to the tune of “Here We Go ‘Round the Mulberry Bush.” ■ Label cubbies or spaces for each child’s belongings (Vol. 1, p. 81). ■ Become familiar with Intentional Teaching Experience SE12, “Classroom Jobs.” ■ Create and post a job chart (Vol. 1, pp. 82–83).
Editorial Change	Publisher	Teacher	9781645530626	49	last line	Place sign-up sheets	Changed "Place sign-up sheets" to "Display sign-up sheets"
Editorial Change	Publisher	Teacher	9781645531104	49	Under "What You Do," Column 1	1. Ask the children to wash their hands.	Changed "1. Ask the children to wash their hands." to "1. Before and after cooking, ask the children to wash their hands."
Editorial Change	Publisher	Teacher	9781645530800	50	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large Group”
Editorial Change	Publisher	Teacher	9781645530800	50	Under "English Language Learners," line 4	ask him or her to respond to children’s questions in English and in any other language(s) in which he or she is proficient.	Changed "ask him or her to respond to children’s questions in English and in any other language(s) in which he or she is proficient" to "ask him or her to respond to children’s questions in English and in those languages."
Editorial Change	Publisher	Teacher	9871645530756	50	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of “Read-Aloud”
Editorial Change	Publisher	Teacher	9871645530756	50	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of “Small Group”
Editorial Change	Publisher	Teacher	9781645530787	50	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large Group”
Editorial Change	Publisher	Teacher	9781645530763	50	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Small Group”
Editorial Change	Publisher	Teacher	9781645530763	50	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large-Group Roundup”
Editorial Change	Publisher	Teacher	9781645530770	50	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large Group”
Editorial Change	Publisher	Teacher	9781645530794	50	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large Group”
Editorial Change	Publisher	Teacher	9781645530794	50	Under "Materials"	N/A	New text added under "Materials": "- materials to make boxes and labels"
Editorial Change	Publisher	Teacher	9781645530824	50	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of “Large Group”

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Editorial Change	Publisher	Teacher	9781645530749	50	entire page	<p>Rest Time (full-day programs) In full-day programs, designated rest times help rejuvenate both children and teachers before the afternoon activities and experiences. All children benefit from having the opportunity to rest and have quiet time to relax and recharge.</p> <ul style="list-style-type: none"> ■ Find a safe space in the classroom to store children’s cots and blankets (Vol. 1, p. 81). ■ Select a quiet story or two to read before rest time to help children transition into this lowenergy time of day (Vol. 1, pp. 98–99). ■ Find soft music or recordings of environmental sounds, e.g., ocean, wind, and night sounds, to play during rest time (Vol. 1, pp. 98–99). ■ Familiarize yourself with any “lovies” or other comfort items that children will be bringing from home to have at rest time (Vol. 1, pp. 98–99). ■ Make plans for the children who do not sleep and/or the children who wake up early and decide which quiet activities and materials you will have available for them. Include a balance of quiet, open-ended math and literacy materials, such as pattern or attribute blocks, magnetic slates, drawing boards, and writing materials (Vol. 1, pp. 98–99). 	<p>The contents of page 46 moved to page 50: Rest Time (full-day programs) In full-day programs, designated rest times help rejuvenate both children and teachers before the afternoon activities and experiences. All children benefit from having the opportunity to rest and have quiet time to relax and recharge.</p> <ul style="list-style-type: none"> ■ Find a safe space in the classroom to store children’s cots and blankets (Vol. 1, p. 81). ■ Select a quiet story or two to read before rest time to help children transition into this lowenergy time of day (Vol. 1, pp. 98–99). ■ Find soft music or recordings of environmental sounds, e.g., ocean, wind, and night sounds, to play during rest time (Vol. 1, pp. 98–99). ■ Familiarize yourself with any “lovies” or other comfort items that children will be bringing from home to have at rest time (Vol. 1, pp. 98–99). ■ Make plans for the children who do not sleep and/or the children who wake up early and decide which quiet activities and materials you will have available for them. Include a balance of quiet, open-ended math and literacy materials, such as pattern or attribute blocks, magnetic slates, drawing boards, and writing materials (Vol. 1, pp. 98–99).
Editorial Change	Publisher	Teacher	9781645530800	51	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	51	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	51	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	51	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530800	51	Under "Large-Group Roundup." column 2, bullet 2	Ask children to sign or draw a thank you card for the visitor.	Changed "Ask children to sign or draw a thank you card for the visitor." to "Ask children to sign or illustrate a thank you card for the visitor."
Editorial Change	Publisher	Teacher	9871645530756	51	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	51	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	51	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	51	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	51	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	51	Under "Reflection"	Which concepts sparked their interest and curiosities the most?	Changed "Which concepts sparked their interest and curiosities the most?" to "Which concepts sparked their interest the most?"

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Editorial Change	Publisher	Teacher	9781645530770	51	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	51	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	51	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	51	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	51	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	51	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	51	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	51	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	51	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	51	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	51	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530824	51	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530824	51	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530824	51	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530749	51	entire page	<p>Planning for Ongoing, Observation-Based Assessment When rooted in ongoing observations, assessment is a powerful tool that supports children’s learning and informs teachers’ instructional decisions. Formative assessment is the practice of using assessment information to guide your teaching, individualize instruction, and scaffold children’s learning. When you have a process for ongoing formative assessment, you are able to continuously gather information about individual children that directly informs how you tailor your instruction to meet the unique developmental needs of each child in your class.</p> <ul style="list-style-type: none"> ■ Begin collecting and dating samples of children’s work (e.g., writings, drawings, story dictations, photos of creations and constructions). Use this documentation over time as evidence of children’s progress (Vol 1, pp. 201–202). ■ Decide on a system to collect, store, and manage observation notes and assessment information (Vol. 1, pp. 198–199). ■ Become familiar with best practices for documenting focused observations and writing observation notes that are dated, objective, and factual (Vol. 1, pp. 200–201). ■ Familiarize yourself with how to analyze documentation using the learning objectives (Vol. 1, pp. 209–210). ■ Encourage families to share their observations and knowledge of their children’s development and learning with you (Vol. 1, pp. 234–236). ■ Use assessment information to inform and guide interactions with children and to plan for learning experiences (Vol. 1, pp. 211–212). 	<p>The contents of page 47 moved to page 51: Planning for Ongoing, Observation-Based Assessment When rooted in ongoing observations, assessment is a powerful tool that supports children’s learning and informs teachers’ instructional decisions. Formative assessment is the practice of using assessment information to guide your teaching, individualize instruction, and scaffold children’s learning. When you have a process for ongoing formative assessment, you are able to continuously gather information about individual children that directly informs how you tailor your instruction to meet the unique developmental needs of each child in your class.</p> <ul style="list-style-type: none"> ■ Begin collecting and dating samples of children’s work (e.g., writings, drawings, story dictations, photos of creations and constructions). Use this documentation over time as evidence of children’s progress (Vol 1, pp. 201–202). ■ Decide on a system to collect, store, and manage observation notes and assessment information (Vol. 1, pp. 198–199). ■ Become familiar with best practices for documenting focused observations and writing observation notes that are dated, objective, and factual (Vol. 1, pp. 200–201). ■ Familiarize yourself with how to analyze documentation using the learning objectives (Vol. 1, pp. 209–210). ■ Encourage families to share their observations and knowledge of their children’s development and learning with you (Vol. 1, pp. 234–236). ■ Use assessment information to inform and guide interactions with children and to plan for learning experiences (Vol. 1, pp. 211–212).
Editorial Change	Publisher	Teacher	9781645530633	51	Paragraph 1	their ideas and thoughts are often unorganized and undeveloped.	Changed "their ideas and thoughts are often unorganized and undeveloped." to "their ideas and thoughts can be disorganized and undeveloped."
Editorial Change	Publisher	Teacher	9781645530633	51	Paragraph 4	integrated with topics of study	Changed "integrated with topics of study" to "integrated with study topics"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "What You Do," Column 2	Discuss each step as the children complete it and tell them they’ll create the toppings recipe.	Changed "Discuss each step as the children complete it and tell them they’ll create the toppings recipe." to "Discuss each step as the children complete it."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "What You Do," Column 2	3. While the dough rises, show the children the toppings and talk about some of their nutrients.	Changed "3. While the dough rises, show the children the toppings and talk about some of their nutrients." to "3. While the dough rises, explain to the children that they will create a toppings recipes. Show the children the toppings and talk about some of their nutrients."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "What You Do," Column 2	4. Discuss what you’ll write on the chart paper.	Changed "4. Discuss what you’ll write on the chart paper." to "4. Discuss what you’ll write on the chart paper for the toppings recipe."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "What You Do," Column 2	6. While the children eat the pizza, review the recipe. Talk about the steps and ways to alter it. Explain that the recipe chart will be in the Cooking area.	Changed "6. While the children eat the pizza, review the recipe. Talk about the steps and ways to alter it. Explain that the recipe chart will be in the Cooking area." to "6. While the children eat the pizza, review the recipes. Talk about the steps and ways to alter it. Explain that the Recipe Card and the toppings recipe will be in the Cooking area."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "What You Do," Column 1	1. Ask the children to wash their hands.	Changed "1. Ask the children to wash their hands." to "1. Before and after cooking, ask the children to wash their hands."

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Editorial Change	Publisher	Teacher	9781645531104	51	Under "Teaching Sequence," Yellow	Point out the words to him or her as you write on the recipe chart.	Changed "Point out the words to him or her as you write on the recipe chart." to "Point out the words to her as you write on the toppings recipe chart."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Teaching Sequence," Green	add another ingredient to the recipe chart	Changed "add another ingredient to the recipe chart" to "add another ingredient to the toppings recipe chart"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Teaching Sequence," Green	words on the recipe chart,	Changed "words on the recipe chart," to "words on the toppings recipe chart,"
Editorial Change	Publisher	Teacher	9781645530800	52	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	52	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	52	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	52	Under "Daily Resources"	Intentional Teaching Experience M42, "Straw Shapes" • Intentional Teaching Experience M50, "The Farmer Builds a Fence"	Changed the bullets "Intentional Teaching Experience M42, 'Straw Shapes'" and "Intentional Teaching Experience M50, 'The Farmer Builds a Fence'" to "Intentional Teaching Experience M42, 'Straw Shapes' (see card for materials) • Intentional Teaching Experience M50, 'The Farmer Builds a Fence' (see card for materials)"
Editorial Change	Publisher	Teacher	9781645530817	52	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	52	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	52	Under "Daily Resources"	book: The Business of Boxes	Moved text "book: The Business of Boxes" from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530749	52	entire page	<p>Conclusion We hope this checklist helps you reflect on and refine your teaching practices as you plan and prepare for the beginning of the year. When you make the learning environment an inclusive, caring, and responsive place for children and their families, you are not only creating a positive and dynamic classroom—you are inspiring children to become enthusiastic and joyful learners!</p> <p>You're ready to jump into The First Six Weeks to begin planning. Get ready for a great year! And thank you from all of us at Teaching Strategies for what you do every day to support the children and families you serve.</p>	<p>The contents of page 48 moved to page 52: Conclusion We hope this checklist helps you reflect on and refine your teaching practices as you plan and prepare for the beginning of the year. When you make the learning environment an inclusive, caring, and responsive place for children and their families, you are not only creating a positive and dynamic classroom—you are inspiring children to become enthusiastic and joyful learners!</p> <p>You're ready to jump into The First Six Weeks to begin planning. Get ready for a great year! And thank you from all of us at Teaching Strategies for what you do every day to support the children and families you serve.</p>
Editorial Change	Publisher	Teacher	9781645530640	52	Under "Observing Children's Understanding"	look for these indications	Changed "look for these indications" to "look for indications"
Editorial Change	Publisher	Teacher	9781645530800	53	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	53	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Editorial Change	Publisher	Teacher	9781645530800	53	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	53	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	53	Under "Guiding Children's Learning," line 2	support their fine-motor skills and eye–hand coordination. Provide scoops, shovels, funnels, and water basters for children to practice with and strengthen the muscles in their hands.	Changed "support their fine-motor skills and eye–hand coordination. Provide scoops, shovels, funnels, and water basters for children to practice with and strengthen the muscles in their hands." to "support their fine-motor skills and hand–eye coordination. Provide scoops, shovels, funnels, and water basters for children to practice with and use to strengthen the muscles in their hands."
Editorial Change	Publisher	Teacher	9781645530787	53	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	53	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
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Editorial Change	Publisher	Teacher	9781645530770	53	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530770	53	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530770	53	Under "Family Partnerships"	(e.g., strollers or wheelchairs)	Changed "(e.g., strollers or wheelchairs)" to "(e.g., strollers, wheelchairs)"
Editorial Change	Publisher	Teacher	9781645530817	53	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	53	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531104	53	Under "What You Do," Column 2	think about what they will see and hear, and what they might do, on a trip	Changed "think about what they will see and hear, and what they might do, on a trip" to "think about what they might see, hear, and do on a trip"
Editorial Change	Publisher	Teacher	9781645530800	54	Under "Large Group," Day 3, Materials	Intentional Teaching Experience SE 11, Great Groups	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	54	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	54	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	54	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	54	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	54	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	54	Under "Daily Resources"	Intentional Teaching Experience M47, "My Shadow and Me" • Intentional Teaching Experience M21, "Geoboards"	Changed "Intentional Teaching Experience M47, 'My Shadow and Me' • Intentional Teaching Experience M21, 'Geoboards'" to "Intentional Teaching Experience M47, 'My Shadow and Me' (see card for materials) • Intentional Teaching Experience M21, 'Geoboards' (see card for materials)"
Editorial Change	Publisher	Teacher	9781645530619	54	Under "Physical"	eye–hand coordination	Changed "eye–hand coordination" to "hand–eye coordination"
Editorial Change	Publisher	Teacher	9781645530800	55	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530800	55	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9871645530756	55	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	55	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	55	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	55	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	55	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	55	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530763	55	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530770	55	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530770	55	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	55	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	55	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	55	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	55	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	55	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	55	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	55	Under "Choice Time," Column 1, bullet 1	photos taken from the site visit	Changed "photos taken from the site visit" to "photos taken during the site visit"
Editorial Change	Publisher	Teacher	9781645530794	55	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	55	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	55	Under "Day 5," "Dramatic Play"	(Display pictures of jobs from book that features boxes at familiar community sites from Day 1.)	Changed "(Display pictures of jobs from book that features boxes at familiar community sites from Day 1.)" to "(Display pictures of jobs in the book from day 1 that feature boxes at familiar community sites.)"
Editorial Change	Publisher	Teacher	9781645530824	55	Under "Hi, Koo!"	syllables for each line	Changed "syllables for each line" to "syllables in each line"
Editorial Change	Publisher	Teacher	9781645531104	55	Under "Teaching Sequence," Purple	invite him or her	Changed "invite him or her" to "invite him"
Editorial Change	Publisher	Teacher	9781645530800	56	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	56	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	56	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	56	Under "Large Group," continued section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	56	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	56	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	56	Under "Read-Aloud," blue text box, line 7	to extend their thinking.	Changed "to extend their thinking" to "to extend thinking."
Editorial Change	Publisher	Teacher	9781645530770	56	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530817	56	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	56	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530824	56	Under "The Paper Bag Princess"	share ideas for getting to know and become friends	Changed "share ideas for getting to know and become friends" to "share ideas for becoming friends"
Editorial Change	Publisher	Teacher	9781645530824	56	Under "The Farmer and the Clown"	take part in the telling of the story.	Changed "take part in the telling of the story." to "take part in telling the story."
Editorial Change	Publisher	Teacher	9781645530824	56	Under "Flora and the Penguin"	This fun wordless book takes a look at a girl	Changed "This fun wordless book takes a look at a girl" to "This fun wordless book features a girl"
Editorial Change	Publisher	Teacher	9781645530640	56	Under "Observing Children's Understanding"	look for these indications	Changed "look for these indications" to "look for indications"
Editorial Change	Publisher	Teacher	9781645530640	56	last Paragraph	With books	Changed "With books" to "When stocked with books"
Editorial Change	Publisher	Teacher	9781645531104	56	Under "Including All Children"	feel and place on high-contrast paper	Changed "feel and place on high-contrast paper" to "feel, and place them on high-contrast paper"
Editorial Change	Publisher	Teacher	9781645530800	57	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	57	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	57	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	57	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	57	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	57	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530787	57	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	57	Under "Day 4," "Materials"	Card 15: unhealthy leaf and	Changed "Card 15: unhealthy leaf and" to "Card 15: unhealthy leaf;"
Editorial Change	Publisher	Teacher	9781645530763	57	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	57	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	57	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	57	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	57	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	57	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Editorial Change	Publisher	Teacher	9781645530770	57	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	57	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	57	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	57	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	57	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	57	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	57	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	57	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	57	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530824	57	Under "La Princesa"	share ideas for getting to know and become friends	Changed "share ideas for getting to know and become friends" to ""share ideas for becoming friends"
Editorial Change	Publisher	Teacher	9781645530619	57	Under "Social Studies"	in which direction	Changed "in which direction" to "which direction"
Editorial Change	Publisher	Teacher	9781645530640	57	Under "Science and Technology Materials," Paragraph 1	But you can enhance the Library area	Changed "But you can enhance the Library area" to "However, you can enhance the Library area"
Editorial Change	Publisher	Teacher	9781645530640	57	Under "Science and Technology Materials," Paragraph 2	pay attention to children's interests and curiosities	Changed "pay attention to children's interests and curiosities" to "pay attention to children's interests and what they are curious about"
Editorial Change	Publisher	Teacher	9781645530800	58	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	58	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	58	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9871645530756	58	Under "Small Group," "Creating an alphabet rich environment," line 1	Children learn more about letters	Changed "Children learn more about letters" to "Children learn about letters"
Editorial Change	Publisher	Teacher	9781645530787	58	Under "Large Group" section head	videos of the visitor working	Changed "videos of the visitor working" to "videos of the children working"
Editorial Change	Publisher	Teacher	9781645530763	58	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	58	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	58	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530817	58	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	58	Under "Discussion and Shared Writing"	encourage the children to twist open and close the caps	Changed "encourage the children to twist open and close the caps" to "encourage the children to twist the caps to open and close the bottles."
Editorial Change	Publisher	Teacher	9781645530817	58	Under "English-language learners"	Having environmental print in home languages	Changed "Having environmental print in home languages" to "Having environmental print in children's first languages"
Editorial Change	Publisher	Teacher	9781645530794	58	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645531104	58	Under "Materials"	pencils and markers, and colorful pens	Changed "pencils and markers, and colorful pens" to "pencils and markers, colorful pens"
Editorial Change	Publisher	Teacher	9781645531104	58	Under "Teaching Sequence," Green	That mark looks like you wrote the letter C.	Changed "That mark looks like you wrote the letter C." to "That mark looks like the letter C."
Editorial Change	Publisher	Teacher	9781645531104	58	Under "Teaching Sequence," Green	familiar letters as he or she draws	Changed "familiar letters as he or she draws" to "familiar letters as he draws"
Editorial Change	Publisher	Teacher	9781645530800	59	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	59	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	59	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	59	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	59	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	59	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	59	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	59	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	59	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	59	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	59	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	59	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	59	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	59	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

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Editorial Change	Publisher	Teacher	9781645530817	59	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	59	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	59	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	59	Under "Choice Time," Column 1, bullet 1	Observe children as they refer to the Photo Cards	Changed "Observe children as they refer to the Photo Cards" to "Observe children as they explore and refer to the Photo Cards"
Editorial Change	Publisher	Teacher	9781645530794	59	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	59	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	59	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	59	Under "Types of Toys and Games," Paragraph 2	Self-correcting toys include	Changed "Self-correcting toys include" to "Self-correcting toys include the following:"
Editorial Change	Publisher	Teacher	9781645530619	59	Under "Open-Ended Toys"	They promote problem solving and initiative. Many are excellent for supporting motor skills and eye–hand coordination.	Changed "They promote problem solving and initiative. Many are excellent for supporting motor skills and eye–hand coordination." to "They promote problem-solving and initiative. Many are excellent for supporting motor skills and hand–eye coordination."
Editorial Change	Publisher	Teacher	9781645530800	60	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	60	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	60	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	60	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	60	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	60	Under "Discussion and Shared Writing"	Wheels That Help Lift Heavy Things	Changed "Wheels That Help Lift Heavy Things" to "Wheels That Help Us Lift Heavy Things"
Editorial Change	Publisher	Teacher	9781645530794	60	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	60	Under "Discussion and Shared Writing," Column 2, bullet 1	packages that are being mailed go into this container	Changed "packages that are being mailed go into this container" to "packages that are being mailed are held in this container"
Editorial Change	Publisher	Teacher	9781645530794	60	Under "Discussion and Shared Writing," bullet 3	Show the list that was rewritten	Changed "Show the list that was rewritten" to "Show the list rewritten"
Editorial Change	Publisher	Teacher	9781645530619	60	Under "Collectibles"	Examples of collectibles include	Changed "Examples of collectibles include" to "Examples of collectibles include the following:"
Editorial Change	Publisher	Teacher	9781645530619	60	Under "Cooperative games"	Games in this category include	Changed "Games in this category include" to "Games in this category include the following:"

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Editorial Change	Publisher	Teacher	9781645530626	60	Under "Environmental Supports"	in children's first language	Changed "in children's first language" to "in children's first languages"
Editorial Change	Publisher	Teacher	9781645530626	60	last line	participating and practicing expressive language	Changed "participating and practicing expressive language" to "participating in the experience and practicing expressive language"
Editorial Change	Publisher	Teacher	9781645530800	61	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	61	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	61	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	61	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	61	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	61	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	61	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	61	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	61	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	61	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	61	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	61	Under "English Language Learners"	ask closed questions such as "Do you think the paper towels will clean your hands?" Accompany questions with gestures to help children understand, e.g., holding a paper towel and wiping your hands.	Change "ask closed questions such as "Do you think the paper towels will clean your hands?" Accompany questions with gestures to help children understand, e.g., holding a paper towel and wiping your hands." to "ask closed-ended questions such as "Do you think the paper towels will clean your hands?" Accompany questions with gestures to help children understand, e.g., hold a paper towel and wipe your hands."
Editorial Change	Publisher	Teacher	9781645530770	61	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	61	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	61	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	61	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	61	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530817	61	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	61	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	61	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	61	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	61	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	61	Under "Safety"	pieces small enough to be swallowed, and pieces	Changed "pieces small enough to be swallowed, and pieces" to "pieces small enough to be swallowed, or pieces"
Editorial Change	Publisher	Teacher	9781645530800	62	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	62	Under "Discussion and Shared Writing," Paragraph 2, line 7	Illustrate the idea by producing a sound made from plucking a stretched rubber band.	Changed "Illustrate the idea by producing a sound made from plucking a stretched rubber band." to "Illustrate the idea by plucking a stretched rubber band to produce a sound."
Editorial Change	Publisher	Teacher	9871645530756	62	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	62	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	62	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	62	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	62	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	62	Under "Daily Resources"	N/A	Added the following new content as a bullet entry: Intentional Teaching Experience LL15, "Textured Letters" (see card for materials)
Editorial Change	Publisher	Teacher	9781645530817	62	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	62	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	62	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645531104	62	Under "English-Language learners"	• Encourage English-language learners to partner with more proficient English speakers to attach letters to objects.	Content moved to LL48 "English Language Learners" section
Editorial Change	Publisher	Teacher	9781645531104	62	Under "Questions to Guide your Observations"	Was the child able to add her own thoughts about the story?	Added "his or" -- "Was the child able to add his or her own thoughts about the story?"
Editorial Change	Publisher	Teacher	9781645531111	62	Under "Teaching Sequence," Green	mark each yarn	Changed "mark each yarn" to "mark each piece of yarn"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531111	62	Under "Teaching Sequence," Blue	mark each yarn	Changed "mark each yarn" to "mark each piece of yarn"
Editorial Change	Publisher	Teacher	9781645530800	63	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	63	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	63	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	63	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	63	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	63	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	63	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	63	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	63	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	63	Under "Introduction," line 6	how to best celebrate	Changed "how to best celebrate" to "how to celebrate"
Editorial Change	Publisher	Teacher	9781645530817	63	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	63	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	63	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	63	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	63	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	63	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	63	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	63	Under "Displaying and Caring for Toys and Games," Paragraph 3	for proper nouns for product names.	Changed "for proper nouns for product names." to "for proper nouns and product names."
Editorial Change	Publisher	Teacher	9781645530800	64	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	64	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530787	64	Under "English Language Learners," line 5	point out that pollen and pollenating sound similar	Changed "point out that pollen and pollenating sound similar" to "point out that pollen and pollinating sound similar"
Editorial Change	Publisher	Teacher	9781645530763	64	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	64	Under "English Language Learners"	This helps English-language learners	Changed "This helps English-language learners" to "Doing so helps English-language learners"
Editorial Change	Publisher	Teacher	9781645530817	64	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	64	Under "Daily Resources"	book: My Neighbors and Their Simple Machines	Bullet entry text moved under "Materials" heading
Editorial Change	Publisher	Teacher	9781645530817	64	Under "Discussion and Shared Writing," bullet 6	demonstrate how to take off and put wheels onto the skate.	Changed "demonstrate how to take off and put wheels onto the skate." to "demonstrate how to take wheels off and put them back onto the skate."
Editorial Change	Publisher	Teacher	9781645530794	64	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	64	Under "Materials"	book that features boxes at familiar community sites from Day 1	Changed "book that features boxes at familiar community sites from Day 1" to "book from Day 1 that features boxes at familiar community sites"
Editorial Change	Publisher	Teacher	9781645530794	64	Under "Question of the Day"	in the book that features boxes at familiar community sites from Day 1.)	Changed "in the book that features boxes at familiar community sites from Day 1.)" to "in the book from Day 1 that features boxes at familiar community sites.)"
Editorial Change	Publisher	Teacher	9781645530800	65	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	65	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	65	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	65	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	65	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	65	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	65	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	65	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	65	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	65	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	65	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	65	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	65	Under "Choice Time," Column 2, blue box	Some children may not want to touch the oobleck either because they have a sensory sensitivity or because they don't enjoy the way it feels.	Changed "Some children may not want to touch the oobleck either because they have a sensory sensitivity or because they don't enjoy the way it feels." to "Some children may not want to touch the oobleck because they have a sensory sensitivity or they don't like its texture."
Editorial Change	Publisher	Teacher	9781645530770	65	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530770	65	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530770	65	Under "Spanish"	vehículo, y ruedas.	Changed "vehículo, y ruedas." to "vehículo, ruedas"
Editorial Change	Publisher	Teacher	9781645530817	65	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	65	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	65	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	65	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	65	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	65	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	65	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	65	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530633	65	Under "Examples," Paragraph 2	Create meaningful displays, such as	Changed "Create meaningful displays, such as" to "Create meaningful displays of items such as the following:"
Editorial Change	Publisher	Teacher	9781645531104	65	Under "What You Do," Column 1	1. Ask the children to wash their hands.	Changed "1. Ask the children to wash their hands." to "1. Before and after cooking, ask the children to wash their hands."
Editorial Change	Publisher	Teacher	9781645530800	66	Under "Large Group," "Day 2," "Materials"	"Rhyme Time"; dry erase board or chalkboard	Changed "'Rhyme Time'; dry erase board or chalkboard" to "Rhyme Time"
Editorial Change	Publisher	Teacher	9781645530800	66	Under "Read Aloud," "Day One"	Book chosen from the question of the day	Changed "Book chosen from the question of the day" to "Book chosen during the question of the day"
Editorial Change	Publisher	Teacher	9871645530756	66	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	66	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	66	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530763	66	Under "English Language Learners"	that is not dependent	Changed "that is not dependent" to "that are not dependent"
Editorial Change	Publisher	Teacher	9781645530763	66	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	66	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	66	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	66	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	67	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530800	67	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530800	67	Under "Day 3," "Materials"	Selection from the "Children's Books" list that features how music can bring people together	Changed "Selection from the 'Children's Books' list that features how music can bring people together" to "Selection from the 'Children's Books' list that features music bringing people together"
Editorial Change	Publisher	Teacher	9871645530756	67	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	67	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	67	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	67	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	67	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530770	67	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	67	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	67	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	67	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	67	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	67	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	67	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Editorial Change	Publisher	Teacher	9781645530817	67	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	67	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	67	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530640	67	Paragraph 1	Children can use their five senses to learn about the ingredients and foods they eat. They can learn where their food comes from. And they can learn why	Changed "Children can use their five senses to learn about the ingredients and foods they eat. They can learn where their food comes from. And they can learn why" to "Children can use their five senses to learn about the ingredients and foods they eat, they can learn where their food comes from, and they can learn why"
Editorial Change	Publisher	Teacher	9781645531104	67	Under "What You Do," Column 2	for each book they choose to include	Changed "for each book they choose to include" to "for each book included"
Editorial Change	Publisher	Teacher	9781645530800	68	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	68	Under "Large Group," "English-language learners"	Try to provide music in children's home languages by asking families to share resources for appropriate songs. This helps English-language learners participate more fully and provides opportunities for all children to experience each child's home language and culture.	Changed "Try to provide music in children's home languages by asking families to share resources for appropriate songs. This helps English-language learners participate more fully and provides opportunities for all children to experience each child's home language and culture." to "Try to provide music in children's first languages by asking families to share resources for appropriate songs. This helps English-language learners participate more fully and provides opportunities for all children to experience each child's first language and culture."
Editorial Change	Publisher	Teacher	9781645530763	68	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530770	68	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	68	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	68	bullet 3	eye-hand coordination	Changed "eye-hand coordination" to "hand-eye coordination"
Editorial Change	Publisher	Teacher	9781645530800	69	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	69	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	69	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	69	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	69	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page

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Editorial Change	Publisher	Teacher	9871645530756	69	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	69	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530787	69	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	69	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	69	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	69	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	69	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530770	69	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530770	69	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530770	69	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	69	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	69	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	69	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	69	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	69	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	69	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645531111	69	Under "What You Do," Column 2	they get from ingredients.	Changed "they get from ingredients." to "they get from the ingredients."
Editorial Change	Publisher	Teacher	9781645530800	70	Under "Materials," Bullet 3	dry erase board or chalkboard	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530800	70	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	70	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	70	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530787	70	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	70	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	70	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	70	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	70	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	70	Under "English-language learners"	celebrates the diversity of their community.	Changed "celebrates the diversity of their community" to "celebrates the diversity of your community."
Editorial Change	Publisher	Teacher	9781645530817	70	Under "Large Group," Column 2, last Paragraph	available in the Art area for the children to use.	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	70	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530633	70	Under "Interactions," last line	Informally assess children to determine learning strengths and needs.	Changed "Informally assess children to determine learning strengths and needs." to "Informally assess children's knowledge, skills, and abilities to determine learning strengths and needs."
Editorial Change	Publisher	Teacher	9781645531104	70	Under "Teaching Sequence," Purple	these books had close-up pictures	Changed "these books had close-up pictures" to "these books have close-up pictures"
Editorial Change	Publisher	Teacher	9781645530800	71	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	71	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	71	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	71	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	71	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	71	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	71	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	71	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	71	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	71	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	71	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530794	71	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	71	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	71	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	71	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	71	bullet 2	•By talking with them, you help children	Changed "•By talking with them, you help children" to "You help children"
Editorial Change	Publisher	Teacher	9781645530619	71	Paragraph 3, bullet 2	•starts by joining the outside pieces first	Changed "•starts by joining the outside pieces first" to "•connects by joining the outside pieces first"
Editorial Change	Publisher	Teacher	9781645530800	72	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	72	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	72	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	72	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	72	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530794	72	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	72	Paragraph 1, example 2	You seem to like	Changed "You seem to like" to "You are playing with"
Editorial Change	Publisher	Teacher	9781645530626	72	Paragraph 1, bullet 1	• plan oral language experiences	Changed "• plan oral language experiences" to "• plan oral language experiences, and"
Editorial Change	Publisher	Teacher	9781645530633	72	Under "Outdoor Time"	traffic cones, balls, boxes.	Changed "traffic cones, balls, boxes." to "traffic cones, balls, or boxes."
Editorial Change	Publisher	Teacher	9781645531104	72	Under "Teaching Sequence," Green	"This is a drawing that you made of a building you wanted to make in the Block area. Here is a photo of you working on the structure, and here is one of the finished buildings."	Changed "This is a drawing that you made of a building you wanted to make in the Block area. Here is a photo of you working on the structure, and here is one of the finished buildings." to ""This is a drawing of a building you made in the Block area. Here is a photo of you working on the structure, and here is one of the finished building."
Editorial Change	Publisher	Teacher	9781645530800	73	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	73	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	73	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	73	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9871645530756	73	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9871645530756	73	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	73	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	73	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	73	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	73	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	73	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	73	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	73	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	73	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	73	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	73	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	73	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	73	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	73	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	73	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	73	Paragraph 1	Large-group meetings are perfect settings	Changed "Large-group meetings are perfect settings" to "Large-group meetings are the perfect settings"
Editorial Change	Publisher	Teacher	9781645530640	73	Paragraph 1	Outdoors it may be more natural	Changed "Outdoors it may be more natural" to "When outdoors, it may be more natural"
Editorial Change	Publisher	Teacher	9781645531111	73	Under "What You Do," Column 2	Show them the Recipe Chart	Changed "Show them the Recipe Chart" to "Show them the Recipe Card"
Editorial Change	Publisher	Teacher	9781645530800	74	Under "Large Group," "Day Three," Materials	baton	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	74	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	74	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	74	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	74	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	74	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530626	74	Paragraph 1, line 2	differ at the age and rate	Changed "differ at the age and rate" to "differ in the age and rate"
Editorial Change	Publisher	Teacher	9781645530626	74	Paragraph 1, line 10	listen, support them to experiment with the uses and forms of language, and respond.	Changed "listen, support them to experiment with the uses and forms of language, and respond." to "listen, respond, and support them to experiment with the uses and forms of language."
Editorial Change	Publisher	Teacher	9781645530626	74	Paragraph 2	skillfully use conversation, song, and a game	Changed "skillfully use conversation, song, and a game" to "skillfully use conversation, a song, and a game"
Editorial Change	Publisher	Teacher	9781645530657	74	Column 2, bullet 4	Demonstrate, explain, and engage children	Changed "Demonstrate, explain, and engage children" to "Demonstrate and explain strategies, and engage children"
Editorial Change	Publisher	Teacher	9781645531104	74	Under "What You Do," Column 2	creatures and to treat them gently	Changed "creatures and to treat them gently" to "creatures and treat them gently"
Editorial Change	Publisher	Teacher	9781645530800	75	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9781645530800	75	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530800	75	Under "Day 5," "Materials"	an empty paper towel roll for each child labeled with his or her name; clipboard;	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	75	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	75	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	75	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	75	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	75	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	75	Under "English Language Learners," line 3	provide a short scarf, a medium size scarf and a longer scarf	Changed "provide a short scarf, a medium size scarf and a longer scarf" to "provide a short scarf, a medium-length scarf, and a longer scarf"
Editorial Change	Publisher	Teacher	9781645530817	75	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	75	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	75	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530817	75	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	75	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	75	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530800	76	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	76	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	76	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	76	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	76	Under "Read-Aloud," "Day 1"	N/A	Deleted "The Water Princess" before "(second read-aloud)"
Editorial Change	Publisher	Teacher	9781645530794	76	Under "Materials"	N/A	Added new text under "Materials": "- balance scale" and "- materials for weighing"
Editorial Change	Publisher	Teacher	9781645530794	76	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	77	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	77	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	77	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	77	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	77	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	77	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	77	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	77	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	77	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	77	Top of page	N/A	Added new content to top of page: TPG aligned to activity
Editorial Change	Publisher	Teacher	9781645530763	77	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	77	Under "Day 3," Read-Aloud"	The Water Princess	Deleted "The Water Princess" before "(third read-aloud)"

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Editorial Change	Publisher	Teacher	9781645530794	77	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	77	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	77	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	77	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645531104	77	Under "Teaching Sequence," Blue	"You were such a great listener when I read this story to you. I'm excited to hear you retell the story that you heard."	Changed ""You were such a great listener when I read this story to you. I'm excited to hear you retell the story that you heard." to ""I'm excited to hear you retell the story that you heard as you listened to me read it."
Editorial Change	Publisher	Teacher	9781645530800	78	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	78	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	78	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	78	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	78	Under "Getting to know studies"	The Water Princess	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	78	Under "Large Group" section head	dig deep into topics	Changed "dig deep into topics" to "dig deeply into topics"
Editorial Change	Publisher	Teacher	9781645530794	78	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	78	Under "Language," Column 1	Describe his drawing, "It stopped raining.	Changed "Describe his drawing, "It stopped raining." to "Describe his drawing by saying, "It stopped raining."
Editorial Change	Publisher	Teacher	9781645530619	78	Under "Cognitive"	how many different colors he can make by combining blue, red, yellow, white, and black paint	Changed "how many different colors he can make by combining blue, red, yellow, white, and black paint" to "how many different colors he can make by using different combinations of blue, red, yellow, white, and black paint"
Editorial Change	Publisher	Teacher	9781645531104	78	Under "What You Do," Column 1	suggest ideas of activities	Changed "suggest ideas of activities" to "suggest ideas for activities"
Editorial Change	Publisher	Teacher	9781645530800	79	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	79	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	79	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	79	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	79	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530787	79	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	79	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	79	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	79	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	79	Under "Choice Time" section head	they are making a guess about something they think will happen.	Changed "they are making a guess about something they think will happen." to "they are guessing what will happen."
Editorial Change	Publisher	Teacher	9781645530763	79	Under "Choice Time," Column 1, bullet 4	about what they think will happen	Changed "about what they think will happen" to "about what will happen"
Editorial Change	Publisher	Teacher	9781645530763	79	Under "Choice Time," Column 1, bullet 5	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	79	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530817	79	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530794	79	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	79	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	79	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	79	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	79	Under "Literacy"	"My flower looks like this one. We have the same colors!"	Changed "My flower looks like this one. We have the same colors!" to "My flower looks like this one. It has the same colors!"
Editorial Change	Publisher	Teacher	9781645530800	80	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	80	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	80	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	80	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	80	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530817	80	Under "Daily Resources"	book: My Neighbors and Their Simple Machines	Moved the following text "book: My Neighbors and Their Simple Machines" content from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530817	80	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530794	80	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530626	80	Paragraph 2	children associate with sharing books	Changed "children associate with sharing books" to "children associate with the experience of sharing books"
Editorial Change	Publisher	Teacher	9781645530800	81	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	81	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	81	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	81	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	81	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	81	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530787	81	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530817	81	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530817	81	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	81	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	81	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	81	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	81	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	81	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	81	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	81	Under "How to Begin," bullet 3	• judge the appropriate amount of time	Changed "• judge the appropriate amount of time" to "• judge the appropriate amount of time to read aloud"
Editorial Change	Publisher	Teacher	9781645530800	82	Under "Materials," bullet 1	list that features people using their imaginations	Changed "list that features people using their imaginations" to "list that features using your imagination."
Editorial Change	Publisher	Teacher	9781645530800	82	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	82	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530763	82	Under "Getting to know studies"	Children may be interested in other things	Changed "Children may be interested in other things" to "Children may be interested in things"
Editorial Change	Publisher	Teacher	9781645530763	82	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	82	Under "Daily Resources"	book: My Neighbors and Their Simple Machines	Moved the following text "book: My Neighbors and Their Simple Machines" content from under "Daily Resources" so that it now appears under "Materials"
Editorial Change	Publisher	Teacher	9781645530817	82	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530817	82	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	82	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530633	82	Under "Crystal"	color together, as Ms. Tory did.	Changed "color together, as Ms. Tory did." to "color together, like Ms. Tory did."
Editorial Change	Publisher	Teacher	9781645530640	82	Under "Examples," Paragraph 3	bringing in natural objects into the classroom	Change "bringing in natural objects into the classroom" to "bringing natural objects into the classroom"
Editorial Change	Publisher	Teacher	9781645530640	82	Under "Examples," Paragraph 3	measuring growth of plants	Change "measuring growth of plants" to "measuring the growth of plants"
Editorial Change	Publisher	Teacher	9781645530800	83	Under "Read Aloud," Paragraph 1	list that features people using their imaginations.	Change "list that features people using their imaginations" to "list that features using your imagination."
Editorial Change	Publisher	Teacher	9781645530800	83	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	83	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	83	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	83	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	83	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9871645530756	83	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	83	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	83	Under "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	83	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	83	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	83	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"

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Editorial Change	Publisher	Teacher	9781645530763	83	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	83	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530817	83	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530817	83	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	83	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	83	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	83	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	83	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	83	Paragraph 1	A lapboard is appropriate for painters who wish to paint sitting on the floor,	Changed "A lapboard is appropriate for painters who wish to paint sitting on the floor," to "A lapboard is appropriate for painters who want to paint sitting on the floor,"
Editorial Change	Publisher	Teacher	9781645530619	83	Under "Finger Paints"	produce differing effects	Changed "produce differing effects" to "produce different effects"
Editorial Change	Publisher	Teacher	9781645530640	83	last line	integrate science and technology.	Change "integrate science and technology." to "integrate science and technology into each day."
Editorial Change	Publisher	Teacher	9781645530800	84	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	84	Under "Introduction," line 2	the skills they need to do them	Changed "the skills they need to do them" to "the skills needed to do them"
Editorial Change	Publisher	Teacher	9871645530756	84	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	84	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	84	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	84	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	84	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	84	In between first and second Paragraphs	N/A	New content added in between first and second paragraphs: new header: "Types of Paper"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530619	84	last Paragraphgraph	Smocks can be purchased, but using old adult-sized shirts is more economical. Trim the sleeves of long-sleeved shirts and have the children put them on backwards for maximum protection. Make art sleeves by putting elastic on the tops and bottoms of shirt sleeves. Alternatively, you can use part of an old sheet or bath towel by cutting a hole in the center large enough for a child's head. An adult's T-shirt can usually be used as a smock without any alterations.	text moved to "Painting Materials" section on P.83
Editorial Change	Publisher	Teacher	9781645530800	85	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	85	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	85	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	85	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530800	85	Under "Choice Time," Paragraph 2	Record children's songs to be shared	Change "Record children's songs to be shared" to "Record children's songs so you can share them"
Editorial Change	Publisher	Teacher	9871645530756	85	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	85	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	85	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	85	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	85	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	85	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	85	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	85	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	85	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530640	85	Under "Preparing the Environment"	materials available for exploration.	Change "materials available for exploration." to "materials that are available for exploration."
Editorial Change	Publisher	Teacher	9871645530756	86	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	86	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	86	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530763	86	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	86	Under "English Language Learners," line 3	This gives them an opportunity	Changed "This gives them an opportunity" to "Doing so gives them an opportunity"
Editorial Change	Publisher	Teacher	9781645530640	86	Paragraph 2	pose a question about how something is built, which tools are used	Change "pose a question about how something is built, which tools are used" to "pose a question about how something is built, or which tools are used"
Editorial Change	Publisher	Teacher	9871645530756	87	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	87	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	87	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	87	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	87	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	87	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	87	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530640	87	Under "Interactions"	ITE LL24, "Lemonade"	Changed "ITE LL24, "Lemonade"" to "Intentional Teaching Experience LL24, "Lemonade""
Editorial Change	Publisher	Teacher	9781645530640	87	Under "Interactions"	ITE M72, "Macaroni & Cheese"	Changed "ITE M72, "Macaroni & Cheese"" to "Intentional Teaching Experience M72, "Macaroni & Cheese""
Editorial Change	Publisher	Teacher	9781645530800	88	Under "Large Group," "Day One," Materials	; shape cards; clipboard; paper; markers	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	88	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	88	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	88	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	88	last Paragraphgraph	These accessories include	Changed "These accessories include" to "These accessories include the following:"
Editorial Change	Publisher	Teacher	9781645531111	88	Under "What You Do," Column 1	Show them one bingo card and tangram shapes	Changed "Show them one bingo card and tangram shapes" to "Show them one bingo card and the tangram shapes"
Editorial Change	Publisher	Teacher	9781645530800	89	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9871645530756	89	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	89	Under "Planning and Preparations," bullet 4	Create a visual with Photo Cards	Changed "Create a visual with Photo Cards" to "Create a visual using Photo Cards"

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Editorial Change	Publisher	Teacher	9781645530794	89	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530794	89	Under "Outdoor Experiences," "Physical Fun"	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530800	90	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	90	Under "Discussion and Shared Writing," Paragraph 1, line 2	It's time for our celebration after all of our hard work!	Changed "It's time for our celebration after all of our hard work!" to "It's time to have a celebration of our hard work!"
Editorial Change	Publisher	Teacher	9871645530756	90	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	90	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	90	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	90	Under "Large Group," Column 2, Paragraph 2	Remind the children the water they painted on the sidewalk it evaporated.	Changed "Remind the children the water they painted on the sidewalk it evaporated" to "Remind the children that the water they painted on the sidewalk evaporated."
Editorial Change	Publisher	Teacher	9781645530794	90	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	90	Under "Mobiles"	Other materials that can be used as an overhead base include	Changed "Other materials that can be used as an overhead base include" to "Other materials that can be used as an overhead base include the following:"
Editorial Change	Publisher	Teacher	9781645530800	91	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	91	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	91	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	91	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	91	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	91	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530787	91	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	91	Under "Wow! Experiences"	Host family members for the celebration.	Changed "Host family members for the celebration." to "Family members and guests visit for the celebration."
Editorial Change	Publisher	Teacher	9781645530763	91	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	91	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530794	91	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	91	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	91	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	91	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	91	Paragraph 2	Basic tools and materials include	Changed "Basic tools and materials include" to "Basic tools and materials include the following:"
Editorial Change	Publisher	Teacher	9781645530633	91	Paragraph 3	suggested a variety of ways in which they might participate.	Changed "suggested a variety of ways in which they might participate." to "suggested a variety of ways they might participate."
Editorial Change	Publisher	Teacher	9781645530800	92	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530800	92	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	92	Under "Question of the Day"	Does this man go to our school?	Changed "Does this man go to our school?" to "Does this man work at our school?"
Editorial Change	Publisher	Teacher	9871645530756	92	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530787	92	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	92	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	92	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	92	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530626	92	Paragraph 1, line 1	develop the skills, understandings, and desire	Changed "develop the skills, understandings, and desire" to "develop the skills, understanding, and desire"
Editorial Change	Publisher	Teacher	9781645530626	92	Paragraph 4	so essential to children's success in later reading comprehension	Changed "so essential to children's success in later reading comprehension" to "that is so essential to children's success in later reading comprehension"
Editorial Change	Publisher	Teacher	9781645530626	92	blue text box, Paragraph 2	actions in a given situation and their own.	Changed "actions in a given situation and their own." to "actions in a given situation and in their own day-to-day situations."
Editorial Change	Publisher	Teacher	9781645530633	92	Under "Ways to Use Mathematical Skills"	various steps of mailing a package	Changed "various steps of mailing a package" to "various steps it takes to mail a package"
Editorial Change	Publisher	Teacher	9781645530640	92	Paragraph 1	When we talk about social studies, we are talking about people and communities. We are talking about how people interact, work, and live. We are talking about changes	Changed "When we talk about social studies, we are talking about people and communities. We are talking about how people interact, work, and live. We are talking about changes" to "When we talk about social studies, we are talking about people and communities; we are talking about how people interact, work, and live; and we are talking about changes"

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Editorial Change	Publisher	Teacher	9781645530640	92	Paragraph 2	share information about themselves, discuss, and even debate	Changed "share information about themselves, discuss, and even debate" to "share information about themselves, discuss concepts, and even debate"
Editorial Change	Publisher	Teacher	9781645530640	92	Paragraph 3	learning based on children's interests and questions they ask.	Changed "learning based on children's interests and questions they ask." to "learning based on children's interests and the questions they ask."
Editorial Change	Publisher	Teacher	9781645530800	93	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530800	93	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530800	93	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530800	93	Under "Read Aloud," Paragraph 1, line 3	See the accompanying guidance for additional ideas when sharing the book with children.	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530800	93	Under "Large-Group Roundup," Bullet 2, line 3	children to create a thank-you mural	Changed "children to create a thank-you mural" to "children to create a mural"
Editorial Change	Publisher	Teacher	9871645530756	93	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	93	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	93	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	93	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	93	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530794	93	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530794	93	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530794	93	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530794	93	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	94	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	94	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	94	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530626	94	bullet 5	There are also computer programs and apps and games	Changed "There are also computer programs and apps and games" to "There are also computer programs, apps, and games"
Editorial Change	Publisher	Teacher	9781645530626	94	bullet 8	vocal expression	Changed "vocal expression" to "vocal expressions"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9871645530756	95	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530787	95	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530787	95	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530787	95	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530787	95	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	95	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530763	95	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530763	95	Under "Outdoor Experiences," "Physical Fun," bullet 1	outdoors and discuss the importance	Change "outdoors and discuss the importance" to "outdoors. Discuss the importance"
Editorial Change	Publisher	Teacher	9781645530763	95	Under "Family Partnerships," bullet 1	visit to the pet store	Changed "visit to the pet store" to "visit to the pet supply store"
Editorial Change	Publisher	Teacher	9781645530763	95	Under "Wow! Experiences"	visit to the pet store	Changed "visit to the pet store" to "visit to the pet supply store"
Editorial Change	Publisher	Teacher	9781645530633	95	last Paragraph	children's home languages,	Changed "children's home languages," to "children's first languages,"
Editorial Change	Publisher	Teacher	9871645530756	96	Under "Question of the Day"	another school helper	Changed "another school helper" to "another school worker"
Editorial Change	Publisher	Teacher	9871645530756	96	Under "Materials," bullet 1	picture of a school helper	Changed "picture of a school helper" to "picture of a school worker"
Editorial Change	Publisher	Teacher	9871645530756	96	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	96	Under "Materials," bullet 5	recipe chart	Deleted this text.
Editorial Change	Publisher	Teacher	9871645530756	96	Under "Including all children," line 4	walk around the school before today	Changed "walk around the school before today" to "walk around the school before taking a class walk"
Editorial Change	Publisher	Teacher	9781645530763	96	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	96	Paragraph 1	what they know and what they feel	Changed "what they know and what they feel" to "what they know and feel"
Editorial Change	Publisher	Teacher	9781645530619	96	Paragraph 3	You play a vital role in making art a joyful learning experience.	Changed "You play a vital role in making art a joyful learning experience." to "You play a vital role in creating joyful learning experiences in the Art area."
Editorial Change	Publisher	Teacher	9781645530619	96	last Paragraph	give you clues to how they are developing	Changed "give you clues to how they are developing" to "give you clues about how they are developing"
Editorial Change	Publisher	Teacher	9781645530800	97	Under "Children's Books," "Gabriella's Song," line 2	the song that Gabriella hums and that inspires	Changed "the song that Gabriella hums and that inspires" to "the song that Gabriella hums that inspires"

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Editorial Change	Publisher	Teacher	9871645530756	97	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	97	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	97	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530763	97	Under "English Language Learners," line 4	This aids children's comprehension while providing multiple opportunities to hear	Changed "This aids children's comprehension while providing multiple opportunities to hear" to "Doing so aids children's comprehension while providing multiple opportunities for them to hear"
Editorial Change	Publisher	Teacher	9781645530817	97	Under "Glossary"	manual: when something does not use batteries or electricity to work but is manipulated and used by someone	Changed "manual: when something does not use batteries or electricity to work but is manipulated and used by someone" to "manual: when something does not use batteries or electricity to work but is handled and used by someone"
Editorial Change	Publisher	Teacher	9781645530619	97	Paragraph 2	eye-hand coordination	Changed "eye-hand coordination" to "hand-eye coordination"
Editorial Change	Publisher	Teacher	9781645530619	97	Paragraph 4	they indicate an attempt to organize the children's world.	Changed "they indicate an attempt to organize the children's world." to "they indicate a child's attempt to organize her world."
Editorial Change	Publisher	Teacher	9781645531104	97	Under "Teaching Sequence," Green	What do you do after you stack the blocks?"	Changed "What do you do after you stack the blocks?" to "What will you do after you stack the blocks?"
Editorial Change	Publisher	Teacher	9871645530756	98	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	98	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	98	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	98	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530619	98	Paragraph 2	As much as we want to avoid stereotypes, many boys	Changed "As much as we want to avoid stereotypes, many boys" to "As much as we want to avoid stereotypes, we know that many boys"
Editorial Change	Publisher	Teacher	9781645530640	98	Under "People and the Environment"	helpers in the PreK children	Changed "helpers in the PreK children" to "helpers in the children"
Editorial Change	Publisher	Teacher	9871645530756	99	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645531104	99	Under "What You Do," Column 2	"I am now going to show you the picture.	Changed "'I am now going to show you the picture." to "'I am now going to stop showing you the picture."
Editorial Change	Publisher	Teacher	9781645531104	99	Under "Teaching Sequence," Purple	have the same beginning. I'll start. /B/..."	Changed "have the same beginning. I'll start. /B/..." to "have the same beginning. /B/..."
Editorial Change	Publisher	Teacher	9781645530763	100	Under "Getting to know studies"	if children show particular interest	Changed "if children show particular interest" to "if children show interest"
Editorial Change	Publisher	Teacher	9781645530763	100	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9871645530756	101	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9871645530756	101	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530787	101	Under "If you Plant a Seed."	When a rabbit and a mouse	Change "When a rabbit and a mouse" to "As a rabbit and a mouse"
Editorial Change	Publisher	Teacher	9781645530763	101	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	101	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530619	101	Paragraph 1	Both boys and girls seem to like drawing	Changed "Both boys and girls seem to like drawing" to "Both boys and girls often enjoy drawing"
Editorial Change	Publisher	Teacher	9781645531104	101	Under "What You Do," Column 2	and they should try	Changed "and they should try" to "and they will try"
Editorial Change	Publisher	Teacher	9871645530756	102	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	102	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	102	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	103	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530800	104	Under "Glossary," "expression"	a way of singing or of playing	Changed "a way of singing or of playing" to "a way of singing or playing"
Editorial Change	Publisher	Teacher	9871645530756	104	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	104	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	104	Under "Getting to know studies"	Children will get to play the role of veterinarian or pet supply store worker.	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	104	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530633	104	Paragraph 2	connections between components, with other content areas	Changed "connections between components, with other content areas" to "connections between components of mathematics, with other content areas"
Editorial Change	Publisher	Teacher	9781645530633	104	last line	Then teachers observe children and thoughtfully consider ways in which to interact to guide children's development and learning.	Changed "Then teachers observe children and thoughtfully consider ways in which to interact to guide children's development and learning." to "Then teachers observe children and thoughtfully consider ways to interact with children to guide their development and learning."
Editorial Change	Publisher	Teacher	9871645530756	105	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	105	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530763	105	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	105	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530619	105	Paragraph 2, example 4	teachers need to be attuned to what children are trying to communicate and thoughtful	Changed "teachers need to be attuned to what children are trying to communicate and thoughtful" to "teachers need to be attuned to what children are trying to communicate and be thoughtful"
Editorial Change	Publisher	Teacher	9781645531104	105	Under "English-Language Learners"	"Is it sunny or cloudy outside today?"	Changed "Is it sunny or cloudy outside today?" to "Is your card for your mom or your sister?"
Editorial Change	Publisher	Teacher	9781645531104	105	Under "Teaching Sequence," Yellow	Read any words back to him	Changed "Read any words back to him" to "Read the words back to him"
Editorial Change	Publisher	Teacher	9871645530756	106	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	106	Under "Materials," bullet 4	letter cards	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530763	106	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	106	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530633	106	Under "Materials," Column 2	(cube, sphere, cone, etc.)	Changed "(cube, sphere, cone, etc.)" to "(e.g., cube, sphere, cone, etc.)"
Editorial Change	Publisher	Teacher	9781645530633	106	Under "Materials," Column 1	a variety of counters	Changed "a variety of counters" to "variety of counters"
Editorial Change	Publisher	Teacher	9781645530640	106	Under "Spaces and Geography"	Children can use maps to get all around their school.	Changed "Children can use maps to get all around their school." to "Children can use maps to get around their school."
Editorial Change	Publisher	Teacher	9871645530756	107	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530619	107	Paragraph 1	"What do you suppose the artist was thinking	Changed ""What do you suppose the artist was thinking" to ""What do you think the artist was thinking"
Editorial Change	Publisher	Teacher	9781645530619	107	Paragraph 1	eye–hand coordination	Changed "eye–hand coordination" to "hand–eye coordination"
Editorial Change	Publisher	Teacher	9781645530633	107	Under "Using Toys and Games"	support their mathematics	Change to "support their mathematics" to "support children's mathematics"
Editorial Change	Publisher	Teacher	9871645530756	108	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	108	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	108	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	109	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	109	Under "Large Group, continued" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530763	109	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	109	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530619	109	Paragraph 3	you can support the many benefits of the artistic process	Changed "you can support the many benefits of the artistic process" to "you can support and develop your child's understanding of the artistic process"
Editorial Change	Publisher	Teacher	9781645530619	109	last Paragraph	Museums have art, of course, so do	Changed "Museums have art, of course, so do" to "Museums have art, of course, but so do"
Editorial Change	Publisher	Teacher	9871645530756	110	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	110	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	110	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	111	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	112	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	112	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530619	112	Paragraph 1	experience how enjoyable reading and exploring books is	Changed "experience how enjoyable reading and exploring books is" to "experience how enjoyable it is to read and explore books"
Editorial Change	Publisher	Teacher	9781645530626	112	Under "Record Information," bullet 1	refer children to it during play; place note pads	Changed "refer children to it during play; place note pads" to "refer children to it during play; they can also place note pads"
Editorial Change	Publisher	Teacher	9781645530640	112	Under "Ways Children Use Social Studies"	how it is alike or different than the music	Changed "how it is alike or different than the music" to "how it is similar to or different from the music"
Editorial Change	Publisher	Teacher	9871645530756	113	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	113	Under "Introduction"	how to best celebrate	Changed "how to best celebrate" to "how to celebrate"
Editorial Change	Publisher	Teacher	9781645530626	113	Under "Write in response to literature," bullet 1	wordless book; record children's language	Changed "wordless book; record children's language" to "wordless book and then record children's language"
Editorial Change	Publisher	Teacher	9781645530626	113	Under "Write in response to literature," bullet 2	(using pen and paper or typing on the computer or tabletwriting)	Changed "(using pen and paper or typing on the computer or tabletwriting)" to "(using pen and paper, by typing on the computer, or using tabletwriting)"
Editorial Change	Publisher	Teacher	9781645530626	113	Under "Write in response to literature," bullet 3	• have children create experience stories; record the stories on a chart	Changed "• have children create experience stories; record the stories on a chart" to "• have children create experience stories and then record their stories on a chart"
Editorial Change	Publisher	Teacher	9781645530640	113	last Paragraph	to see what they have learned.	Changed "to see what they have learned." to "to see what they had learned."
Editorial Change	Publisher	Teacher	9871645530756	114	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"

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Editorial Change	Publisher	Teacher	9781645530619	114	Under 'Cognitive'	Gather props for portraying Baby Bear, Mama Bear, and Papa Bear	Changed "Gather props for portraying Baby Bear, Mama Bear, and Papa Bear" to "Gather props for portraying Baby Bear, Mama Bear, and Papa Bear during a retelling of Goldilocks and the Three Bears"
Editorial Change	Publisher	Teacher	9781645530640	114	Under "Children with Disabilities"	chairs with sides, or allowing children more time	Changed "chairs with sides, or allowing children more time" to "chairs with sides, and allow children more time"
Editorial Change	Publisher	Teacher	9871645530756	115	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	115	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530763	115	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section
Editorial Change	Publisher	Teacher	9781645530626	115	Paragraph 1	children also discover	Changed "children also discover" to "children discover"
Editorial Change	Publisher	Teacher	9781645530626	115	Under "What Children Learn," Paragraph 3	making letter–sound connections and connect letters	Changed "making letter–sound connections and connect letters" to "making letter–sound connections, and they connect letters"
Editorial Change	Publisher	Teacher	9871645530756	116	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	116	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	116	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	117	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	117	Under "Connecting with Families"	Invite the family to ask the child	Changed "Invite the family to ask the child" to "Invite the family to ask their child"
Editorial Change	Publisher	Teacher	9781645530763	117	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	117	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530626	117	Under "Supporting Children's Writing"	words are ordered to record sentences	Changed "words are ordered to record sentences" to "words are ordered to form sentences"
Editorial Change	Publisher	Teacher	9871645530756	118	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530763	118	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	118	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	119	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530619	119	Under "Select books"	including inclusive schooling, an active family life	Changed "including inclusive schooling, an active family life" to "including inclusive schooling, active family life"

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Editorial Change	Publisher	Teacher	9781645530633	119	Under "Number and Operations"	Yes, I may come to the birthday party.	Change "Yes, I may come to the birthday party." to "Yes, I can come to the birthday party."
Editorial Change	Publisher	Teacher	9871645530756	120	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	120	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	120	Under "Large Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530626	120	Under "Mr. Alvarez," conversational turn 5, Column 1.	know it is his turn	Changed "know it is his turn" to "know it is his or her turn"
Editorial Change	Publisher	Teacher	9781645530626	120	Column 2, last entry	Helps children see the connections among speaking, writing, and reading	Changed "Helps children see the connections among speaking, writing, and reading" to "Helps children see the connections between speaking, writing, and reading"
Editorial Change	Publisher	Teacher	9781645530633	120	Under "Measurement"	I'm not sure about what shoe size I wear.	Changed "I'm not sure about what shoe size I wear." to "I'm not sure what shoe size I wear."
Editorial Change	Publisher	Teacher	9871645530756	121	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530763	121	Under "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530763	121	Under "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530619	121	Paragraph 1	you might wish to include sound effects	Changed "you might wish to include sound effects" to "you might want to include sound effects"
Editorial Change	Publisher	Teacher	9781645530633	121	Under "Observing Children's Understanding"	foot of the doll, and setting the table	Change "foot of the doll, and setting the table" to "foot of the doll, or setting the table"
Editorial Change	Publisher	Teacher	9781645530633	121	Under "Observing Children's Understanding"	using math terms (e.g., as same–different,	Change "using math terms (e.g., as same–different," to "using math terms (e.g., same–different,"
Editorial Change	Publisher	Teacher	9781645530763	122	Under "Small Group" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530763	122	Under "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	122	Paragraph 2	When reading and writing are incorporated in their play,	Changed "When reading and writing are incorporated in their play," to "When reading and writing are incorporated into their play,"
Editorial Change	Publisher	Teacher	9781645530619	123	Under "Mathematics"	have to be redivided differently	Changed "have to be redivided differently" to "have to be redivided"
Editorial Change	Publisher	Teacher	9781645530763	124	entire page 124	N/A	Deleted content on page duplicated content.
Editorial Change	Publisher	Teacher	9871645530756	125	Top of page	N/A	Added TPGs aligned to the Investigation, to the top of the Page
Editorial Change	Publisher	Teacher	9871645530756	125	Under "Outdoor Experiences," "Physical Fun."	N/A	Added TPGs aligned to activities under "Outdoor Experiences" section

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Editorial Change	Publisher	Teacher	9781645530619	125	Under "The Arts"	These are just a few of the ways you can address the content areas in the Library area. In the next section, we show how you can purposefully plan experiences with books and writing materials to help children as they acquire basic reading and writing skills.	text deletion
Editorial Change	Publisher	Teacher	9781645530619	125	Under "The Teacher's Role"	You promote their learning by talking with children about what they are doing	Changed "You promote their learning by talking with children about what they are doing" to "You promote children's learning by talking with them about what they are doing"
Editorial Change	Publisher	Teacher	9781645530640	125	Under "Using Blocks to Teach Social Studies"	in-depth thinking of social studies	Changed "in-depth thinking of social studies" to "in-depth thinking about social studies"
Editorial Change	Publisher	Teacher	9781645530619	126	Paragraph 3	Throughout the classroom, from print such as signs,	Changed "Throughout the classroom, from print such as signs," to "From print used throughout the classroom, such as signs,"
Editorial Change	Publisher	Teacher	9781645530619	126	Paragraph 4	they often think that the reader attends primarily to the illustrations.	Changed "they often think that the reader attends primarily to the illustrations." to "they often attend primarily to the illustrations."
Editorial Change	Publisher	Teacher	9781645530619	126	last Paragraph	"Writes name," and 19b, "Writes to convey ideas and information,"	Changed ""Writes name," and 19b, "Writes to convey ideas and information," to "Writes name"; and 19b, "Writes to convey ideas and information";"
Editorial Change	Publisher	Teacher	9871645530756	127	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	127	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	128	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	128	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9871645530756	129	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9871645530756	130	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	130	last Paragraph	important strategies to use with every model for reading aloud:	Changed "important strategies to use with every model for reading aloud:" to "important strategies to use for every read-aloud:"
Editorial Change	Publisher	Teacher	9871645530756	131	Under "Including all children," line 6	even if they are not speaking yet.	Change "even if they are not speaking yet" to "even if they are not speaking in English yet."
Editorial Change	Publisher	Teacher	9871645530756	131	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	132	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	132	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530619	132	Under "Retelling Stories," Paragraph 2	and to understand its meaning	Changed "and to understand its meaning" to "and understand its meaning"

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Editorial Change	Publisher	Teacher	9871645530756	133	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	133	Paragraph 1	help children plan, predict, and solve problems.	Changed "help children plan, predict, and solve problems." to "help children plan for, predict, and solve problems."
Editorial Change	Publisher	Teacher	9781645530640	133	Under "Social Studies in the Art Area"	What this allows teachers to do is observe children's understanding	Changed "What this allows teachers to do is observe children's understanding" to "This allows teachers to observe children's understanding"
Editorial Change	Publisher	Teacher	9871645530756	134	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9871645530756	135	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9871645530756	135	Under "Technology," "Respond," line 5	encouraging Beth to write, draw, or research cheerleading.	Changed "encouraging Beth to write, draw, or research cheerleading" to "encouraging Beth to write about, draw pictures of, or research cheerleading."
Editorial Change	Publisher	Teacher	9871645530756	136	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9871645530756	136	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9871645530756	137	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	137	Paragraph 1	children are not only are building their literacy knowledge, but their learning and development in other areas flourishes as well.	Changed "children are not only are building their literacy knowledge, but their learning and development in other areas flourishes as well." to "not only are children building their literacy knowledge, they are also building their learning and development in other areas."
Editorial Change	Publisher	Teacher	9781645530626	137	Paragraph 2	storytelling props that are most appropriate and appealing for the children in your classroom	Changed "storytelling props that are most appropriate and appealing for the children in your classroom" to "storytelling props that are most appropriate for and appealing to the children in your classroom"
Editorial Change	Publisher	Teacher	9871645530756	138	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530619	138	"A Letter to Families," Paragraph 7	but your children's interests	Changed "but your children's interests" to "but your child's interests"
Editorial Change	Publisher	Teacher	9781645530626	138	Under "Materials for Writing," bullet 3	• or word and picture cards of vocabulary	Changed "• or word and picture cards of vocabulary" to "• word and picture cards of vocabulary"
Editorial Change	Publisher	Teacher	9871645530756	139	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530756	140	to the right of "Read-Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530756	140	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530619	140	Under "Physical"	eye-hand coordination	Changed "eye-hand coordination" to "hand-eye coordination"
Editorial Change	Publisher	Teacher	9781645530626	140	Paragraph 1	They may begin matching spoken with printed words by pointing.	Changed "They may begin matching spoken with printed words by pointing." to "They may begin matching spoken words with printed words by pointing."

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Editorial Change	Publisher	Teacher	9781645530756	141	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530756	142	to the right of "Large Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large Group"
Editorial Change	Publisher	Teacher	9781645530640	142	Paragraph 1	as well as create artifacts	Changed "as well as create artifacts" to "as well as to create artifacts"
Editorial Change	Publisher	Teacher	9781645530756	143	to the right of "Choice Time" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Choice Time"
Editorial Change	Publisher	Teacher	9781645530756	144	to the right of "Read Aloud" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Read-Aloud"
Editorial Change	Publisher	Teacher	9781645530756	144	to the right of "Small Group" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Small Group"
Editorial Change	Publisher	Teacher	9781645530756	145	to the right of "Large-Group Roundup" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Large-Group Roundup"
Editorial Change	Publisher	Teacher	9781645530626	145	Column 2, Under "Try these strategies..."	books that have photographs of particular interest to the child.	Changed "books that have photographs of particular interest to the child." to "books that have photographs of things that are of particular interest to the child."
Editorial Change	Publisher	Teacher	9781645530633	145	Paragraph 1	Working with fruits and vegetables, for example in preparing fruit kabobs or vegetable soup, provides opportunities to explore shape, size, and pattern.	Changed "Working with fruits and vegetables, for example in preparing fruit kabobs or vegetable soup, provides opportunities to explore shape, size, and pattern." to "Working with fruits and vegetables (for example, in preparing fruit kabobs or vegetable soup) provides opportunities to explore shape, size, and pattern."
Editorial Change	Publisher	Teacher	9781645530633	145	Under "Examples of What a Child Might Do," last line	banana slice; apple slice, etc.	Changed "banana slice; apple slice, etc." to "banana slice; apple slice, strawberry, etc."
Editorial Change	Publisher	Teacher	9781645530619	147	Under "Life science"	bug catchers, and ant farms)	Changed "bug catchers, and ant farms)" to "bug catchers, ant farms)"
Editorial Change	Publisher	Teacher	9781645530640	147	Paragraph 1	help them connect social studies concepts	Changed "help them connect social studies concepts" to "help them understand social studies concepts"
Editorial Change	Publisher	Teacher	9781645530640	148	Paragraph 1	When children play on the climbing structure	Changed "When children play on the climbing structure" to "When children play on a climbing structure"
Editorial Change	Publisher	Teacher	9781645530640	148	Paragraph 1	and tending the garden	Changed "and tending the garden" to "and tending to the garden"
Editorial Change	Publisher	Teacher	9781645530633	149	bullet 10	• making connections among home, school, and community experiences	Changed "• making connections among home, school, and community experiences" to "• making connections between home, school, and community experiences"
Editorial Change	Publisher	Teacher	9781645530626	150	Paragraph 1	the use of rich, expressive language and their reading	Changed "the use of rich, expressive language and their reading" to "the use of rich, expressive language and incorporate their reading"
Editorial Change	Publisher	Teacher	9781645530640	152	Paragraph 2	drawing attention	Changed "drawing attention" to "draw attention"
Editorial Change	Publisher	Teacher	9781645530619	153	Under "Science," Paragraph 2	Ask questions to stimulate thinking	Changed "Ask questions to stimulate thinking" to "Ask questions to stimulate children's thinking"
Editorial Change	Publisher	Teacher	9781645530619	154	last Paragraph	As discussed in chapters 1 and 3 of The Creative Curriculum® for Texas, Volume 1:	Changed "As discussed in chapters 1 and 3 of The Creative Curriculum® for Texas, Volume 1:" to "As discussed in chapters 1 and 3 of Volume 1:"

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Editorial Change	Publisher	Teacher	9781645530633	154	Under "Materials," Column 1	(e.g., small, medium, large balls;	Changed "(e.g., small, medium, large balls;" to "(e.g., small, medium, and large balls;"
Editorial Change	Publisher	Teacher	9781645530640	155	Under "Examples," bullet 6	• poster explaining	Changed "• poster explaining" to "• a poster explaining"
Editorial Change	Publisher	Teacher	9781645530619	156	Under "Reflect"	He was engaged in his task and continued to work even when he encountered difficulties.	Changed "He was engaged in his task and continued to work even when he encountered difficulties." to "He was engaged in his task and repeated it without getting distracted."
Editorial Change	Publisher	Teacher	9781645530640	157	Under "Interactions"	use the song chart	Changed "use the song chart" to "use a song chart"
Editorial Change	Publisher	Teacher	9781645530756	158	Column 1	provide you with additional information and ideas for enhancing and extending the Water Study.	Changed "provide you with additional information and ideas for enhancing and extending the Water Study" to "provide additional information and ideas for establishing and maintaining a high-quality preschool program."
Editorial Change	Publisher	Teacher	9781645530756	158	Column 3, Paragraph 1	This book features colorful before and after photographs of transformed learning spaces and gives examples of ways to involve children in the planning and design of the classroom.	Deleted this text.
Editorial Change	Publisher	Teacher	9781645530619	158	last line	rather than in its general direction	Changed "rather than in its general direction" to "rather than blowing in its general direction"
Editorial Change	Publisher	Teacher	9781645530619	162	"A Letter to Families," Paragraph 1	The downside to this condition,	Changed "The downside to this condition," to "The downside to this situation,"
Editorial Change	Publisher	Teacher	9781645530619	164	Under "Physical"	eye–hand coordination	Changed "eye–hand coordination" to "hand-eye coordination"
Editorial Change	Publisher	Teacher	9781645530640	164	last Paragraph	feelings and their experiences and their discoveries	Changed "feelings and their experiences and their discoveries" to "feelings, their experiences, and their discoveries"
Editorial Change	Publisher	Teacher	9781645530640	164	last Paragraph	recognize themselves as artists and that	Changed "recognize themselves as artists and that" to "recognize themselves as artists and discover that"
Editorial Change	Publisher	Teacher	9781645530640	165	Under "What Does Research Say?" Paragraph 6	refine their understandings,	Changed "refine their understandings," to "refine their understanding,"
Editorial Change	Publisher	Teacher	9781645530640	165	2nd to last Paragraph	children’s exploration of visual arts:	Changed "children’s exploration of visual arts:" to "children’s exploration of the visual arts:"
Editorial Change	Publisher	Teacher	9781645530640	167	Under "Music"	Children’s interest in and exploration of music and using music to express their thoughts is encouraged the more children listen to all types of music and sounds and participate as music makers themselves.	Changed "Children’s interest in and exploration of music and using music to express their thoughts is encouraged the more children listen to all types of music and sounds and participate as music makers themselves. " to "The more children listen to different types of music and sounds and participate as music makers themselves, the more their interest in, exploration of, and use of music to express their thoughts is encouraged."
Editorial Change	Publisher	Teacher	9781645530619	170	Paragraph 7	sand and water play require that the floor and the children be protected.	Changed "sand and water play require that the floor and the children be protected." to "sand and water play requires that the floor and the children be protected."

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Editorial Change	Publisher	Teacher	9781645530640	176	Paragraph 1	The more that adults participate with children and talk with them about their experiences, the richer their dramatic play is likely to be. You can stimulate dramatic play by observing what is happening and commenting or asking questions about what you see.	Changed "The more that adults participate with children and talk with them about their experiences, the richer their dramatic play is likely to be. You can stimulate dramatic play by observing what is happening and commenting or asking questions about what you see." to "The more adults participate with children and talk with them about their experiences, the richer children's dramatic play is likely to be. You can stimulate dramatic play by observing what is happening and commenting on or asking questions about what you see."
Editorial Change	Publisher	Teacher	9781645530640	178	2nd to last Paragraph	and "gardening" and "cooking" with water featuring prominently in the Dramatic Play area.	Changed "and "gardening" and "cooking" with water featuring prominently in the Dramatic Play area." to "and were "gardening" and "cooking" with water in the Dramatic Play area."
Editorial Change	Publisher	Teacher	9781645530619	183	"A Letter to Families," Paragraph 2	what makes something wet or dry, the solid and liquid states, and comparing quantities.	Changed "what makes something wet or dry, the solid and liquid states, and comparing quantities." to "what makes something wet or dry, its solid and liquid states, and quantity comparison."
Editorial Change	Publisher	Teacher	9781645530626	183	Paragraph 1	As children work together sharing a tablet or working together at the computer	Changed "As children work together sharing a tablet or working together at the computer" to "As children work together sharing a tablet or a computer"
Editorial Change	Publisher	Teacher	9781645530626	183	Paragraph 1	Select technology tools	Changed "Select technology tools" to "Certain technology tools"
Editorial Change	Publisher	Teacher	9781645530640	183	bullet 1	communication devices, chairs with sides	Changed "communication devices, chairs with sides" to "communication devices, and chairs with sides"
Editorial Change	Publisher	Teacher	9781645530640	187	Under "Materials for the Arts"	include materials relevant	Changed "include materials relevant" to "include materials that are relevant"
Editorial Change	Publisher	Teacher	9781645530626	188	Column 1, "Examples of What a Child Might Do"	Follow directions and learning positional concepts	Change "Follow directions and learning positional concepts" to "Follow directions that use positional concepts"
Editorial Change	Publisher	Teacher	9781645530619	192	Under "Science," Paragraph 2	Investigate Earth and environment	Changed "Investigate Earth and environment" to "Investigate Earth and its environment"
Editorial Change	Publisher	Teacher	9781645530619	206	Under "Physical"	eye–hand coordination.	Changed "eye–hand coordination." to "hand–eye coordination"
Editorial Change	Publisher	Teacher	9781645530619	213	Under "Accessories"	Their use should always be under close adult supervision.	Changed "Their use should always be under close adult supervision." to "Children's use of such items should always be under close adult supervision."
Editorial Change	Publisher	Teacher	9781645530619	213	Under "Displaying Cooking Equipment"	children can get at them independently.	Changed "children can get at them independently." to "children can get to them independently."
Editorial Change	Publisher	Teacher	9781645530619	214	Paragraph 2	For instance, hang a poster	Changed "For instance, hang a poster" to "For instance, you might hang a poster"
Editorial Change	Publisher	Teacher	9781645530619	215	Under "To prevent foodborne illness"	You may wish to put out a timer	Changed "You may wish to put out a timer" to "You may want to put out a timer"
Editorial Change	Publisher	Teacher	9781645530640	215	Paragraph 1	encourage them to create freely – art, music, dance, and drama.	Changed "encourage them to create freely – art, music, dance, and drama." to "encourage them to freely create art, music, dance, and drama."
Editorial Change	Publisher	Teacher	9781645530619	216	Under "Literacy," Paragraph 1	Choose Intentional Teaching Experiences,	Changed "Choose Intentional Teaching Experiences," to "Review Intentional Teaching Experiences,"

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Editorial Change	Publisher	Teacher	9781645530619	216	Under "Literacy," Paragraph 2	different kinds of print.	Changed "different kinds of print." to "different kinds of text."
Editorial Change	Publisher	Teacher	9781645530619	217	Under "Technology"	Include cooking tools that families say are used in their households, e.g., a tortilla press or molcajete.	Changed "Include cooking tools that families say are used in their households, e.g., a tortilla press or molcajete." to "Ask families about cooking tools used in their households, such as a tortilla press or molcajete, and include those in the Cooking area."
Editorial Change	Publisher	Teacher	9781645530619	218	Under "Observing and Responding to Individual Children"	Feeling the texture of a pineapple's skin, smelling bread as it bakes, watching pudding thicken, hearing popcorn kernels pop, and tasting the tartness of lime juice	Changed "Feeling the texture of a pineapple's skin, smelling bread as it bakes, watching pudding thicken, hearing popcorn kernels pop, and tasting the tartness of lime juice" to "As they feel the texture of a pineapple's skin, smell bread as it bakes, watch pudding thicken, hear popcorn kernels pop, and taste the tartness of lime juice"
Editorial Change	Publisher	Teacher	9781645530640	222	blue text box	displays in our room	Changed "displays in our room" to "displays in your room"
Editorial Change	Publisher	Teacher	9781645530619	227	Under "Introducing Children to New Recipes"	In selecting recipes, take into consideration	Changed "In selecting recipes, take into consideration" to "In selecting recipes, take the following into consideration:"
Editorial Change	Publisher	Teacher	9781645530619	240	Paragraph 1, line 1	If you wish to make	Changed "If you wish to make" to "If you want to make"
Editorial Change	Publisher	Teacher	9781645530619	256	Paragraph 1	for PreK-age children.	Changed "for PreK-age children." to "for PreK-aged children."
Editorial Change	Publisher	Teacher	9781645530619	256	Paragraph 2	We offer suggestions to enhance your outdoor space with moveable materials and to use places in your neighborhood and community.	Changed "We offer suggestions to enhance your outdoor space with moveable materials and to use places in your neighborhood and community." to "We offer suggestions for enhancing your outdoor space with moveable materials and using places in your neighborhood and community."
Editorial Change	Publisher	Teacher	9781645530619	259	Paragraph 3	Suggested materials for the garden area include	Changed "Suggested materials for the garden area include" to "Suggested materials for the garden area include the following:"
Editorial Change	Publisher	Teacher	9781645530619	259	Paragraph 4	(If a child has an allergy to peanuts, avoid them.)	Changed "(If a child has an allergy to peanuts, avoid them.)" to "(If a child has an allergy to peanuts, do not plant them.)"
Editorial Change	Publisher	Teacher	9781645530619	263	Under "Playground Structures"	Playground equipment that is enjoyable and safe includes	Changed "Playground equipment that is enjoyable and safe includes" to "Playground equipment that is enjoyable and safe includes the following:"
Editorial Change	Publisher	Teacher	9781645530619	268	Paragraph 3	we recommend reading	Changed "we recommend reading" to "we recommend reading the following resources."
Editorial Change	Publisher	Teacher	9781645530619	269	Under "Mathematics," Paragraph 3	by taking a shape walk, for example to find triangles or rectangles.	Changed "by taking a shape walk, for example to find triangles or rectangles." to "by taking a 'shape walk' where you and children look for different shapes in the environment, such as triangles or rectangles."
Editorial Change	Publisher	Teacher	9781645530619	270	Under "Social Studies"	Identify stores in your neighborhood and different kinds of houses, or visit a construction site.	Changed "Identify stores in your neighborhood and different kinds of houses, or visit a construction site." to "Identify stores and different kinds of houses in your neighborhood, or visit a construction site."
Editorial Change	Publisher	Teacher	9781645530619	276	Under "Planning ahead," bullet 5	• a still camera or a video camera	Changed "• a still camera or a video camera" to "• a digital camera or a video camera"
Editorial Change	Publisher	Teacher	9781645530619	277	Paragraph 3	cages for pets,	Changed "cages for pets," to "pets in cages,"
Editorial Change	Publisher	Teacher	9781645530800		Running head	Music Making Planning for the Study	deletion of running head

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Editorial Change	Publisher	Teacher	9781645531081	card 12	Under "What you Do"	Create a simple pattern with the moves such as clap, clap, pat, pat	Changed "Create a simple pattern with the moves such as clap, clap, pat, pat" to "Create a simple pattern with the moves, e.g., clap, clap, pat, pat"
Editorial Change	Publisher	Teacher	9781645530923	card 1	Under "First Read-Aloud," "Before Reading"	Tale of Two Turtles is about two turtles that love their life underwater	Changed "Tale of Two Turtles is about two turtles that love their life underwater" to "Tale of Two Turtles is about two turtles who love their life underwater"
Editorial Change	Publisher	Teacher	9781645530923	card 1	Under "Second Read-Aloud," "While Reading"	• "What are some of the other animals"	Changed "• "What are some of the other animals" to "• "Who are some of the other animals"
Editorial Change	Publisher	Teacher	9781645530923	card 1	Under "Second Read-Aloud," "After Reading"	How does Gary do this and get that plastic bag out	Changed "How does Gary do this and get that plastic bag out" to "How does Gary do this to get that plastic bag out"
Editorial Change	Publisher	Teacher	9781645530923	card 1	Under "Third Read-Aloud"	This is the cover of a book we read	Changed "This is the cover of a book we read" to "This is a book we read"
Editorial Change	Publisher	Teacher	9781645531081	card 1	Under "What you Do"	someone who has the same color shirt	Changed "someone who has the same color shirt" to "someone who has the same color shirt as you"
Editorial Change	Publisher	Teacher	9781645531081	card 10	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 10	back side of card	e.g., animals, games, and people.	Changed "e.g., animals, games, and people." to "e.g., animals, games, people."
Editorial Change	Publisher	Teacher	9781645531081	card 100	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 102	Under Objective 1	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 103	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 104	Under Objective 22	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 105	Under Objective 12	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 106	Under Objective 26	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 106	Under "What you Do"	e.g., water, sun, air, temperature, etc.	Changed "e.g., water, sun, air, temperature, etc." to "e.g., water, sun, air, etc."
Editorial Change	Publisher	Teacher	9781645531081	card 107	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 108	Under Objective 36	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 109	Under Objective 22	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 11	Under "What you Do"	Encourage children to end by giving themselves a hug	Changed "Encourage children to end by giving themselves a hug" to "Encourage children to end the chant by giving themselves a hug"
Editorial Change	Publisher	Teacher	9781645531081	card 110	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 111	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 112	Under Objective 28	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 113	Under Objective 27	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 115	Under Objective 17	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 116	Under Objective 4	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 116	Under "What you Do"	How would you like to go?	Changed "How would you like to go?" to "How would you like to do that?"

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Editorial Change	Publisher	Teacher	9781645531081	card 117	Under Objective 4	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 118	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 119	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 12	Under Objective 23	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 12	Under "What you Do"	Demonstrate hand "dance" moves such as pat your legs, crisscross your hands, bop your fists, and point over your shoulder with your thumbs.	Changed "Demonstrate hand "dance" moves such as pat your legs, crisscross your hands, bop your fists, and point over your shoulder with your thumbs." to "Demonstrate hand "dance" moves, e.g., pat your legs, crisscross your hands, bop your fists, and point over your shoulders with your thumbs."
Editorial Change	Publisher	Teacher	9781645531081	card 12	back side of card	Add foot movements to increase the difficulty of this activity	Changed "Add foot movements to increase the difficulty of this activity" to "Add foot movements to increase the complexity of this pattern"
Editorial Change	Publisher	Teacher	9781645531081	card 120	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 121	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 122	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 122	Under "What you Do"	We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name.	Changed "We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name." to "We welcome everyone! Our day has just begun. We're glad to see you here today, prepared to work and play. I wonder who is here. Let's play a little game. When the ball is passed to you, [Stand up] and say your name."
Editorial Change	Publisher	Teacher	9781645531081	card 122	Under "What you Do"	Can you tell us your name?	Change "Can you tell us your name?" to "Let's play a little game."
Editorial Change	Publisher	Teacher	9781645531081	card 123	Under Objective 16	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 123	Under "What you Do"	That is a match for mine. Look at your letter card, And see what you can find.	Changed "That is a match for mine. Look at your letter card, And see what you can find." to "that is a match for mine. Look at the letter on your card, and see what you can find."
Editorial Change	Publisher	Teacher	9781645531081	card 124	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 124	Under "What you Do"	Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day	Change "Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day" to "You have questions, lots of questions, that you want the answers to. You have questions about [boxes]. I have questions like that, too. If you ask them, I will write them. Write your questions about [boxes]. We'll find answers to our questions and discover more each day."
Editorial Change	Publisher	Teacher	9781645531081	card 125	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 125	Under "What you Do"	Welcome to school today. We are happy to be together so we can learn, work, and play.	Change "Welcome to school today. We are happy to be together so we can learn, work, and play." to "Welcome to our school today. We are glad to be together as we learn and work and play."

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Editorial Change	Publisher	Teacher	9781645531081	card 125	Under "What you Do"	Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way.	Change "Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way." to "Come and join us, come and join us, Join us now to start our day. We will learn new things together and have fun along the way."
Editorial Change	Publisher	Teacher	9781645531081	card 125	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 126	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 127	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 128	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 128	Under "What you Do"	Is it sunny, cloudy, or rainy?	Changed "Is it sunny, cloudy, or rainy?" to "Is it sunny, cold, or rainy?"
Editorial Change	Publisher	Teacher	9781645531081	card 128	Under "What you Do"	When the weather outside is [sunny]	Changed "When the weather outside is [sunny]" to "When the weather here is [sunny]."
Editorial Change	Publisher	Teacher	9781645531081	card 128	back side of card	track the weather on each day.	Changed "track the weather on each day." to "track the weather each day."
Editorial Change	Publisher	Teacher	9781645531081	card 129	Under Objective 12	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 129	Under "What you Do"	What might you like to share about The things you did today?	Changed "What might you like to share about The things you did today?" to "What would you like to share about the things you did today?"
Editorial Change	Publisher	Teacher	9781645530961	card 13	Under "Vocabulary"	porcupine: an animal with large, stiff quills (spines) on the body	Changed "porcupine: an animal with large, stiff quills (spines) on the body" to "porcupine: an animal with large, stiff quills (spines) on its body"
Editorial Change	Publisher	Teacher	9781645530961	card 13	top left of page above "Vocabulary"	Related Objectives: 1a, 2a, 2c, 1c, 9a, 30	Changed "Related Objectives: 1a, 2a, 2c, 1c, 9a, 30" to "Related Objectives: 1a, 1c, 2a, 2c, 9a, 30"
Editorial Change	Publisher	Teacher	9781645531081	card 13	Under Objective 34	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 13	Under "What you Do"	Repeat the following chant	Changed "Repeat the following chant" to "Recite the following chant"
Editorial Change	Publisher	Teacher	9781645531081	card 130	Under Objective 1	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 130	Under "What you Do"	Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go, If you see [green] it's time to go, Time to [wash your hands].	Changed "Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go, If you see [green] it's time to go, Time to [wash your hands]." to "See the colors of your clothes, Of your clothes, Of your clothes. See the colors of your clothes. What colors do you see? If you see [green] it's time to go, time to go, time to go If you see [green] it's time to go, time to [wash your hands]."
Editorial Change	Publisher	Teacher	9781645531081	card 130	back side of card	"Look at the patterns on your clothes...If you see [stripes] it's time to go..."	Changed "Look at the patterns on your clothes...If you see [stripes] it's time to go..." to "See the patterns on your clothes...If you see [stripes] it's time to go."
Editorial Change	Publisher	Teacher	9781645531081	card 131	Under Objective 12	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 131	Under "What you Do"	Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you.	Changed "Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you." to "Our day is done. I really hope you had some fun. We have [laughed] and [built]. We'll be together soon. Now I'll say good-bye to you."

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Editorial Change	Publisher	Teacher	9781645531081	card 132	Under "Objective 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 132	Under "What you Do"	Can you think of a word that rhymes, Word that rhymes, Word that rhymes? Can you think of a word that rhymes, That rhymes with [dog]?	Changed "Can you think of a word that rhymes, Word that rhymes, Word that rhymes? Can you think of a word that rhymes, That rhymes with [dog]?" to "Can you say a word that rhymes, word that rhymes, word that rhymes? Can say a word that rhymes, a word that rhymes with [dog]?"
Editorial Change	Publisher	Teacher	9781645531081	card 133	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 133	Under "What you Do"	[peek inside your hands]	Changed "[peek inside your hands]" to "[peek inside hands]."
Editorial Change	Publisher	Teacher	9781645531081	card 134	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 135	Under Objective 20	N/A	Reordered objectives under primary objective
Editorial Change	Publisher	Teacher	9781645531081	card 135	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530961	card 14	Under "Vocabulary"	invisible: incapable of being seen; hidden	Changed "invisible: incapable of being seen; hidden" to "invisible: cannot be seen; hidden"
Editorial Change	Publisher	Teacher	9781645530961	card 14	Under "Vocabulary"	suspicious: not trusting or believing that something is true	Changed "suspicious: not trusting or believing that something is true" to "suspicious: not believing that something is true"
Editorial Change	Publisher	Teacher	9781645531081	card 14	Under Objective 23	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 14	Under "What you Do"	pressing car horn in front of you; "honk" while pulling truck horn string; and "toot" while squeezing a horn	Changed "pressing car horn in front of you; "honk" while pulling truck horn string; and "toot" while squeezing a horn" to "pressing a car horn in front of you; "honk" while pulling a truck horn string; "toot" while squeezing a horn"
Editorial Change	Publisher	Teacher	9781645531081	card 14	back side of card	"We're going down the highway. We're coming up to a red light, we better stop. The light is green, let's go!"	Changed "We're going down the highway. We're coming up to a red light, we better stop. The light is green, let's go!" to "We're going down the street. We're coming up to a red light, so we'd better stop. The light is green now. Let's go!"
Editorial Change	Publisher	Teacher	9781645530961	card 15	Under "Third Read-Aloud," "After Reading," blue text box	Even though he doesn't wish to leave his friends,	Changed "Even though he doesn't wish to leave his friends," to "Even though he doesn't want to leave his friends,"
Editorial Change	Publisher	Teacher	9781645531081	card 15	back side of card	Adapt the song for different types of weather, e.g., snowing, storming, lightning, freezing, too hot, etc.	Changed "Adapt the song for different types of weather, e.g., snowing, storming, lightning, freezing, too hot, etc." to "Adapt the chant for different types of weather, e.g., snowing, storming, freezing, too hot, etc."
Editorial Change	Publisher	Teacher	9781645531081	card 15	back side of card	For nice weather, sing the following version of the song.	Changed "For nice weather, sing the following version of the song." to "For nice weather, use the following version of the chant."
Editorial Change	Publisher	Teacher	9781645531081	card 15	back side of card	I want to play [in the house].	Changed "I want to play [in the house]." to "I want to play [on the slide]."
Editorial Change	Publisher	Teacher	9781645531081	card 16	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 16	Under "What you Do"	I pull on one sleeve then the other and zip it up.	Changed "I pull on one sleeve then the other and zip it up." to "I pull on one sleeve, then the other, then ! zip it up."
Editorial Change	Publisher	Teacher	9781645531081	card 16	Under "What you Do"	5. Continue the chant	Changed "5. Continue the chant" to "5. Repeat the chant"
Editorial Change	Publisher	Teacher	9781645531081	card 16	back side of card	"You're right, I was putting on cold weather clothes."	Changed "You're right, I was putting on cold weather clothes." to "You're right, I was putting on clothes for cold weather."

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Editorial Change	Publisher	Teacher	9781645531081	card 17	back side of card	items that begin with the same sound, e.g., show a boot and a book and ask children to look for other items that start with /b/ sound.	Changed "items that begin with the same sound, e.g., show a boot and a book and ask children to look for other items that start with /b/ sound." to "items that begin with the sound, e.g., show a boot and a book and ask children to look for other items that start with the /b/ sound."
Editorial Change	Publisher	Teacher	9781645531081	card 18	Under Objective 11	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530985	card 19	Under "First Read-Aloud," "Before Reading"	yellow blanket he calls Fuzzy.	Changed "yellow blanket he calls Fuzzy." to "yellow blanket named Fuzzy."
Editorial Change	Publisher	Teacher	9781645531081	card 19	Under "What you Do"	Invite the children to stand in a line and say, "Watch the action"	Changed "Invite the children to stand in a line and say, "Watch the action" to "Invite the children to stand in a line. Say "Watch the action"
Editorial Change	Publisher	Teacher	9781645531081	card 19	Under "What you Do"	e.g., clapping twice, stomping your feet, etc.	Changed "e.g., clapping twice, stomping your feet, etc." to "e.g., clap twice, stomp your feet, etc."
Editorial Change	Publisher	Teacher	9781645530923	card 2	Under "First Read-Aloud," "Before Reading"	Is he clever enough to get away from the fox?	Changed "Is he clever enough to get away from the fox?" to "Can he get away from the fox?"
Editorial Change	Publisher	Teacher	9781645530923	card 2	Under "Second Read-Aloud," "While Reading"	I think that this is a very clever fox.	Changed "I think that this is a very clever fox." to "I think that this is a very smart fox."
Editorial Change	Publisher	Teacher	9781645531081	card 2	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 2	back side of card	backward, or to the side.	Changed "backward, or to the side." to "backward, to the side."
Editorial Change	Publisher	Teacher	9781645530985	card 20	Under "Vocabulary"	híjole: in Spanish, a word that expresses surprise, like wow or oh, my! (pronounced EE-hole-eh)	Changed "híjole: in Spanish, a word that expresses surprise, like wow or oh, my! (pronounced EE-hole-eh)" to "híjole: (pronounced "EE-hole-eh") in Spanish, a word that expresses surprise, like wow or oh, my!"
Editorial Change	Publisher	Teacher	9781645531081	card 20	Under Objective 13	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 20	Under "What you Do"	"Can you guess what my color was?"	Changed "Can you guess what my color was?" to "Can you guess what color I'm thinking of?"
Editorial Change	Publisher	Teacher	9781645530985	card 21	Under "Vocabulary"	cabeza: head	Changed "cabeza: head" to "cabeza: a Spanish word for head"
Editorial Change	Publisher	Teacher	9781645531081	card 21	Under Objective 21	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 21	Under "What you Do"	Show the children a shape card, e.g., square, rectangle, or triangle. Ask the children to identify the shape and explain	Changed "Show the children a shape card, e.g., square, rectangle, or triangle. Ask the children to identify the shape and explain" to "Show the children a shape card, e.g., a square, rectangle, or triangle. Ask the children to identify the shape. Explain"
Editorial Change	Publisher	Teacher	9781645531081	card 21	back side of card	Invite children on each side or the child in the corner to jump as you count.	Changed "Invite children on each side or the child in the corner to jump as you count." to "Invite the children on each side of the shap or the children in the corners to jump as you count."
Editorial Change	Publisher	Teacher	9781645530992	card 22	Under "Vocabulary"	waggled: short, quick movements going back and forth	Changed "waggled: short, quick movements going back and forth" to "waggled: moved back and forth in short, quick movements"
Editorial Change	Publisher	Teacher	9781645530992	card 22	Under "Third Read-Aloud," "Before Reading"	This is the cover of the book we read	Changed "This is the cover of the book we read" to "This is the book we read"
Editorial Change	Publisher	Teacher	9781645531081	card 22	Under Objective 11	N/A	Reordered TPG list under objective

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530992	card 23	Under "First Read-Aloud," "Before Reading"	speaking a language he's not familiar with.	Changed "speak a language he's not familiar with." to "speak a language he doesn't know."
Editorial Change	Publisher	Teacher	9781645530992	card 23	Under "Third Read-Aloud," "Before Reading"	This is the cover of the book we read	Changed "This is the cover of the book we read" to "This is the book we read"
Editorial Change	Publisher	Teacher	9781645531081	card 23	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 24	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 25	back side of card	Encourage children to practice phrases such as, "Please pass this to..."	Changed "Encourage children to practice phrases such as, "Please pass this to..." to "Encourage children to practice saying phrases such as "Please pass this to...""
Editorial Change	Publisher	Teacher	9781645531081	card 26	Under Objective 21	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 27	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 28	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 3	back side of card	brown bear, or fuzzy caterpillar	Changed "brown bear, or fuzzy caterpillar" to "brown bear, fuzzy caterpillar"
Editorial Change	Publisher	Teacher	9781645531081	card 30	Under Objective 10	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 32	Under Objective 4	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 32	back side of card	pattern such as three steps	Changed "pattern such as three steps" to "pattern, e.g., three steps"
Editorial Change	Publisher	Teacher	9781645531081	card 33	Under Objective 9	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 33	Under "What you Do"	A still, little egg is lying on a leaf.	Changed "A still, little egg is lying on a leaf." to "A little egg is lying on a leaf in a tree."
Editorial Change	Publisher	Teacher	9781645531081	card 33	Under "What you Do"	Growing bigger and bigger and bigger. The big, slow caterpillar wraps up snug in his cocoon. The cocoon opens up and out crawls a little, fuzzy brown moth.	Changed "Growing bigger and bigger and bigger. The big, slow caterpillar wraps up snug in his cocoon. The cocoon opens up and out crawls a little, fuzzy brown moth." to "He grows bigger and bigger and bigger. Now big and slow, the caterpillar wraps up snug as a bug in his cocoon. The cocoon opens up and out crawls a fuzzy brown moth."
Editorial Change	Publisher	Teacher	9781645531081	card 34	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 35	Under Objective 6	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 35	back side of card	Encourage children to practice using the phrase, "Thank you"	Changed "Encourage children to practice using the phrase, "Thank you"" to "Encourage children to practice saying "thank you""
Editorial Change	Publisher	Teacher	9781645531081	card 36	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 36	back side of card	e.g., raccoon, owl and chickens, cows	Changed to "e.g., raccoon, owl and chickens, cows" "e.g., raccoon, owl (nocturnal); chicken, cow (diurnal)."
Editorial Change	Publisher	Teacher	9781645531081	card 37	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 38	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 39	Under Objective 1	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 39	Under "What you Do"	We can do a lot, we can do a lot. [Allie cleaned up the toys].	Changed "We can do a lot, we can do a lot. [Allie cleaned up the toys]." to "We can do a lot. We can do a lot. [Allie cleaned up all the toys]."

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Editorial Change	Publisher	Teacher	9781645531081	card 39	back side of card	Use this prior to a site visit	Changed to "Use this prior to a site visit" to "Use this activity prior to a site visit."
Editorial Change	Publisher	Teacher	9781645530923	card 4	Under "Vocabulary," Column 1	thinking a lot or nervous about something	Changed "thinking a lot or nervous about something" to "thinking a lot or feeling nervous about something"
Editorial Change	Publisher	Teacher	9781645531081	card 4	Under Objective 16	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 4	Under "What you Do"	pretend they are a big pot of alphabet stew	Changed "pretend they are a big pot of alphabet stew" to "pretend they are in a big pot of alphabet stew"
Editorial Change	Publisher	Teacher	9781645531081	card 40	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 41	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 41	Under "What you Do"	Cre-e-e-a-k and the happy giant is happy because he sees his big family smiling at him.	Changed to "Cre-e-e-a-k and the happy giant is happy because he sees his big family smiling at him." to "Cre-e-e-a-k. The happy giant is happy because he sees his big, giant family smiling at him."
Editorial Change	Publisher	Teacher	9781645531081	card 41	back side of card	e.g., going up a tall tree, zipping up his tall jacket, the giant bakes a loaf of bread, the giant does calisthenics, etc.	Changed "e.g., going up a tall tree, zipping up his tall jacket, the giant bakes a loaf of bread, the giant does calisthenics, etc." to "e.g., the giant rides a bicycle. the giant waters his garden, the giant pushes a large box, etc."
Editorial Change	Publisher	Teacher	9781645531081	card 42	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 43	Under Objective 2	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 45	Under Objective 18	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 45	Under "What you Do"	2. Open to any page in the book and show the children the picture.	Changed "2. Open to any page in the book and show the children the picture." to "2. Open the book to any page and show the children the picture."
Editorial Change	Publisher	Teacher	9781645531081	card 46	Under Objective 3	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 48	Under Objective 12	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 48	Under "What you Do"	"A thumbs up means yes." Turn your thumb down and say, "A thumbs down means no."	Changed "'A thumbs up means yes." Turn your thumb down and say, "A thumbs down means no.'" to "'Thumbs up means yes." Turn your thumb down and say, "Thumbs down means no.'"'
Editorial Change	Publisher	Teacher	9781645531081	card 48	Under Objective 12	or objects such as "Is the art easel next to the writing table?"	Changed "or objects such as "Is the art easel next to the writing table?" to "or objects, e.g., "Is the art easel next to the writing table?"'
Editorial Change	Publisher	Teacher	9781645531081	card 48	back side of card	"Is your jacket on?" "Are your feet ready to walk down the hallway?"	Changed "'Is your jacket on?" "Are your feet ready to walk down the hallway?"' to "'Is your jacket on?" and "Are your feet ready to walk down the hallway?"'
Editorial Change	Publisher	Teacher	9781645530923	card 5	Under "Second Read-Aloud," "While Reading"	Expand vocabulary:	Changed "Expand vocabulary:" to "Expand vocabulary using more verbal explanations"
Editorial Change	Publisher	Teacher	9781645530923	card 5	Under "Second Read-Aloud," "After Reading"	This is the cover of the book we read	Changed "This is the cover of the book we read" to "This is the book we read"
Editorial Change	Publisher	Teacher	9781645531081	card 5	Under Objective 13	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 5	back side of card	Pop open if...	Changed "Pop open if..." to "Pop up if..."
Editorial Change	Publisher	Teacher	9781645531081	card 50	Under Objective 13	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 52	Under Objective 16	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531081	card 53	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 55	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 55	Under "What you Do"	5. Compare the differences in how far forward the children moved.	Changed "5. Compare the differences in how far forward the children moved." to "5. Compare how far forward individual children moved."
Editorial Change	Publisher	Teacher	9781645531081	card 55	back side of card	Instead of steps, ask the children to jump,	Changed "Instead of steps, ask the children to jump," to "Instead of taking steps, ask the children to jump,"
Editorial Change	Publisher	Teacher	9781645531081	card 55	back side of card	which group has the greatest and the least number of children.	Changed "which group has the greatest and the least number of children." to "which group has the most children and which has the fewest."
Editorial Change	Publisher	Teacher	9781645531081	card 56	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 56	back side of card	• Encourage the children to turn the correct direction	Changed "• Encourage the children to turn the correct direction" to "• Encourage the children to turn in the correct direction."
Editorial Change	Publisher	Teacher	9781645531081	card 57	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 57	Under "What you Do"	Seesaw, seesaw/Up and down on the seesaw Reach up high to touch the sky Reach up high to touch the sky Then reach down and touch the ground Seesaw, seesaw/Up and down on the seesaw	Changed "Seesaw, seesaw/Up and down on the seesaw Reach up high to touch the sky Reach up high to touch the sky Then reach down and touch the ground Seesaw, seesaw/Up and down on the seesaw" to "Seesaw, seesaw. Up and down on the seesaw. Reach up high to touch the sky. Then reach down to touch the ground."
Editorial Change	Publisher	Teacher	9781645531081	card 57	back side of card	• Sing the song at different tempos	Change "• Sing the song at different tempos" to "• Recite the chant at different tempos."
Editorial Change	Publisher	Teacher	9781645531081	card 57	back side of card	with the word "seesaw," e.g., raising and lowering arms or leaning back and forth.	Changed "with the word "seesaw," e.g., raising and lowering arms or leaning back and forth." to "with the word seesaw, e.g., raise and lower their arms or lean back and forth."
Editorial Change	Publisher	Teacher	9781645531081	card 57	back side of card	sit up straight, and clap	Changed "sit up straight, and clap" to "sit up straight and then clap."
Editorial Change	Publisher	Teacher	9781645531081	card 58	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 58	back side of card	find and circle all of the "t's" in the poem.	Changed "find and circle all of the "t's" in the poem." to "find and circle all of the Ts in the poem."
Editorial Change	Publisher	Teacher	9781645531081	card 58	back side of card	move creatively together as you all sing the song.	Changed "move creatively together as you all sing the song." to "move creatively together as you all recite the poem."
Editorial Change	Publisher	Teacher	9781645531081	card 59	Under Objective 36	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 6	Under Objective 34	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 6	back side of card	"Can you make up a dance that only uses your [hands]?"	Changed "Can you make up a dance that only uses your [hands]?" to "Can you make up a dance that uses only your [hands]?"
Editorial Change	Publisher	Teacher	9781645531081	card 60	Under Objective 22	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 61	Under Objective 15	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531081	card 62	back side of card	things that turn or spin such as a windmill, doorknob, or top.	Changed "things that turn or spin such as a windmill, doorknob, or top." to "things that turn or spin, e.g., a windmill, doorknob, or top."
Editorial Change	Publisher	Teacher	9781645531081	card 64	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 65	back side of card	Write the poem on chart paper and point to each word	Changed "Write the poem on chart paper and point to each word" to "Write the poem on chart paper. Point to each word."
Editorial Change	Publisher	Teacher	9781645531081	card 66	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 68	Under "What you Do"	identify if the sound is near or far.	Changed "identify if the sound is near or far." to "identify whether the sound is near or far."
Editorial Change	Publisher	Teacher	9781645531081	card 68	Under "What you Do"	Make the sound (clap, click, letter sounds, etc.)	Changed "Make the sound (clap, click, letter sounds, etc.)" to "Make the sound (e.g., clap, click, letter sound, etc.)"
Editorial Change	Publisher	Teacher	9781645531081	card 69	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 69	back side of card	Vary the way you sing the song such as singing softly in a whisper voice.	Changed "Vary the way you sing the song such as singing softly in a whisper voice." to "Vary the way you sing the song, such as by singing softly in a whisper voice."
Editorial Change	Publisher	Teacher	9781645530930	card 7	Under "Vocabulary," Col 3	the French word for "now"	Changed "the French word for "now"" to "a French word for now (italics)"
Editorial Change	Publisher	Teacher	9781645531081	card 7	Under Objective 11	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 7	Under "What you Do"	Ask a child to stand face to face with you a few feet apart.	Changed "Ask a child to stand face to face with you a few feet apart." to "Ask a child to stand facing you a few feet apart."
Editorial Change	Publisher	Teacher	9781645531081	card 70	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 71	Under Objective 1	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 71	back side of card	over the bridge or through the tunnel	Changed "over the bridge or through the tunnel" to "over the bridge and through the tunnel."
Editorial Change	Publisher	Teacher	9781645531081	card 73	back side of card	Sing different variations of the song to clean up as another insect,	Changed "Sing different variations of the song to clean up as another insect," to "Sing different variations of the song to clean up like different insects,"
Editorial Change	Publisher	Teacher	9781645531081	card 74	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 74	back side of card	e.g., The creeping ladybug, moving slowly; from your toes, up your legs; crawls up your kneecap, then onto your tummy, from your nose, to your head.	Changed "e.g., The creeping ladybug, moving slowly; from your toes, up your legs; crawls up your kneecap, then onto your tummy, from your nose, to your head." to "having the creeping ladybug begin at the toes and end at the head."
Editorial Change	Publisher	Teacher	9781645531081	card 75	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 75	Under "What you Do"	Scrunch, scrunch, scrunch up your face as small as you can.	Changed "Scrunch, scrunch, scrunch up your face as small as you can." to "Scrunch, scrunch, scrunch up your face as tightly as you can."
Editorial Change	Publisher	Teacher	9781645531081	card 76	Under Objective 7	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 78	Under Objective 20	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 79	Under Objective 36	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531081	card 79	back side of card	Ask the children for suggestions for things to carry in the box	Changed "Ask the children for suggestions for things to carry in the box" to "Ask the children for suggestions of things to carry in the box."
Editorial Change	Publisher	Teacher	9781645530947	card 8	Under "First Read-Aloud," "After Reading"	What else could the mailman have done to solve their problem?"	Changed "What else could the mailman have done to solve their problem?" to "What else could the mailman have done to solve their problems?"
Editorial Change	Publisher	Teacher	9781645530947	card 8	Under "Second Read-Aloud," "While Reading"	a letter to thank him for how happy his letters made them.	Changed "a letter to thank him for how happy his letters made them." to "a letter to thank him for the letters he wrote to them."
Editorial Change	Publisher	Teacher	9781645531081	card 8	Under "What you Do"	float away in the wind when you blow them	Changed "float away in the wind when you blow them" to "float away in the wind or when you blow them"
Editorial Change	Publisher	Teacher	9781645531081	card 8	Under "What you Do"	join you in the rhyme as they sway	Changed "join you in the rhyme as they sway" to "join you in chanting the rhyme as they sway"
Editorial Change	Publisher	Teacher	9781645531081	card 8	back side of card	choose the number of dandelions to blow away, invite them to count	Changed "choose the number of dandelions to blow away, invite them to count" to "choose the number of dandelions to blow away, and invite them to count"
Editorial Change	Publisher	Teacher	9781645531081	card 80	Under Objective 4	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 81	Under Objective 35	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 81	back side of card	playing a drum, rhythm sticks, etc	Changed "playing a drum, rhythm sticks, etc" to "playing a drum, using rhythm sticks, etc."
Editorial Change	Publisher	Teacher	9781645531081	card 82	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 82	back side of card	think of the name of the tune, provide a countdown	Change "think of the name of the tune, provide a countdown" to "think of the name of the tune and provide a countdown."
Editorial Change	Publisher	Teacher	9781645531081	card 84	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 85	Under Objective 14	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 86	back side of card	Use this activity while outdoors.	Changed "Use this activity while outdoors." to "Use this activity outdoors."
Editorial Change	Publisher	Teacher	9781645531081	card 87	Under Objective 4	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 88	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 88	back side of card	run 10 steps	Changed "run 10 steps" to "run ten steps"
Editorial Change	Publisher	Teacher	9781645531081	card 89	Under Objective 5	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530947	card 9	Under "Vocabulary"	waded: walked into something, such as water or mud	Changed "waded: walked into something, such as water or mud" to "waded: walked into something wet, such as water or mud"
Editorial Change	Publisher	Teacher	9781645531081	card 9	Under Objective 26	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 9	Under "What you Do"	Repeat the activity until every child has a turn.	Changed "Repeat the activity until every child has a turn." to "Repeat the activity until every child has had a turn."
Editorial Change	Publisher	Teacher	9781645531081	card 9	back side of card	Offer clues about the item's beginning sound	Changed "Offer clues about the item's beginning sound" to "Offer clues about an item's beginning sound"
Editorial Change	Publisher	Teacher	9781645531081	card 90	Under Objective 34	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 91	Under Objective 7	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531081	card 92	Under Objective 21	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 93	Under Objective 21	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 94	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 95	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 97	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 98	Under Objective 15	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531081	card 99	Under Objective 8	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530602	ix	Paragraph 1	It has evolved from single volumes	Changed "It has evolved from single volumes" to "It has evolved from volumes"
Editorial Change	Publisher	Teacher	9781645530602	ix	Paragraph 2	It began with four interest areas (Blocks, House Corner, Art, and Table Toys) and then added Library, Sand and Water, and Outdoors in the second edition.	Changed "It began with four interest areas (Blocks, House Corner, Art, and Table Toys) and then added Library, Sand and Water, and Outdoors in the second edition." to "The first edition offered four interest areas (Blocks, House Corner, Art, and Table Toys), and the second edition added Library, Sand and Water, and Outdoors."
Editorial Change	Publisher	Teacher	9781645530602	ix	Paragraph 4	addressing content in literacy, math,	Changed "addressing content in literacy, math," to "addressing content learning in literacy, math,"
Editorial Change	Publisher	Teacher	9781645530657	ix	Paragraph 2	she can individualize in ways to help each child succeed	Changed "she can individualize in ways to help each child succeed" to "she can individualize her instruction in ways to help each child succeed"
Editorial Change	Publisher	Teacher	9781645530657	ix	last Paragraph	how you will interact and scaffold children's learning.	Changed "how you will interact and scaffold children's learning." to "how you will interact with children and scaffold their learning."
Editorial Change	Publisher	Teacher	9781645530626	vi	Paragraph 1	how to teach directly the skills and knowledge	Changed "how to teach directly the skills and knowledge" to "how to directly teach the skills and knowledge"
Editorial Change	Publisher	Teacher	9781645530640	vi	Paragraph 4	fascinating concepts found in the classroom.	Changed "fascinating concepts found in the classroom." to "fascinating concepts in your classroom."
Editorial Change	Publisher	Teacher	9781645530633	vii	Paragraph 3	mathematics learning at home.	Changed "mathematics learning at home." to "mathematics learning in each of the five areas at home."
Editorial Change	Publisher	Teacher	9781645530633	vii	Paragraph 4	A sample classroom activity illustrates ways to encourage children to use each process skill described, to inform how teachers might teach these skills.	Changed "A sample classroom activity illustrates ways to encourage children to use each process skill described, to inform how teachers might teach these skills." to "A sample classroom activity illustrates ways teachers can encourage children to use each process skill described."
Editorial Change	Publisher	Teacher	9781645530657	vii	Paragraph 1	That's why it gives me such great pleasure	Changed "That's why it gives me such great pleasure" to "That's why it gives us such great pleasure"
Editorial Change	Publisher	Teacher	9781645530657	vii	Paragraph 1	across the whole of	Changed "across the whole of" to "across the entirety of"
Editorial Change	Publisher	Teacher	9781645530657	vii	bullet 1	giving teachers information on how to support children's development	Changed "giving teachers information on how to support children's development" to "giving teachers information about how to support children's development"
Editorial Change	Publisher	Teacher	9781645530602	viii	Paragraph 1	best practice has expanded, but what's stayed consistent across the organization's history is that commitment.	Changed "best practice has expanded, but what's stayed consistent across the organization's history is that commitment." to "best practice has expanded, but that commitment has stayed consistent across the organization's history."

Proclamation 2021— Editorial Changes

Teaching Strategies LLC

The Creative Curriculum® for Texas (ISBN 9781645530596)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530657	viii	Paragraph 2	in every area critical	Changed "in every area critical" to "in every area that is critical"
Editorial Change	Publisher	Teacher	9781645530657	viii	Paragraph 3	To me, what's especially significant	Changed "To me, what's especially significant" to "What's especially significant"
Editorial Change	Publisher	Teacher	9781645530657	viii	last Paragraph	It is my hope	Changed "It is my hope" to "It is our hope"
Editorial Change	Publisher	Teacher	9781645530602	x	Paragraph 2	To us, the decision to begin including daily practice resources was very much in line with what we'd always done historically, which was evolving our thinking	Changed "To us, the decision to begin including daily practice resources was very much in line with what we'd always done historically, which was evolving our thinking" to "The decision to begin including daily practice resources reflected the same approach we've historically taken: evolving our thinking"
Editorial Change	Publisher	Teacher	9781645530602	x	Paragraph 3	to provide day-to-day,	Changed "to provide day-to-day," to "provides day-to-day,"
Editorial Change	Publisher	Teacher	9781645530602	xiii	Paragraph 1	The resources include	Changed "The resources include" to "The resources include the following:"
Editorial Change	Publisher	Teacher	9781645530602	xiii	bullet 6	and to spark discussions	Changed "and to spark discussions" to "and spark discussions"
Editorial Change	Publisher	Teacher	9781645530657	xiii	Paragraph 1	guide your program planning	Changed "guide your program planning" to "guide your program in planning"
Editorial Change	Publisher	Teacher	9781645530602	xiv	Paragraph 4	The expectation and our hope	Changed "The expectation and our hope" to "Our expectation and hope"
Editorial Change	Publisher	Teacher	9781645530657	xix	Paragraph 3	Use the Home Language Survey on the next page	Changed "Use the Home Language Survey on the next page" to "Use the Home Language Survey included in this volume"
Editorial Change	Publisher	Teacher	9781645530657	xvii	Paragraph 3	Think about what you know about the children in your class, the expected outcomes included in this volume, and in your state early learning standards. Use this information to shape what you do each day. Think about the progressions to guide how and when you need to make adaptations to an activity or make it simpler or more complex.	Changed "Think about what you know about the children in your class, the expected outcomes included in this volume, and in your state early learning standards. Use this information to shape what you do each day. Think about the progressions to guide how and when you need to make adaptations to an activity or make it simpler or more complex." to "Think about what you know about the children in your class and the expected outcomes included in this volume, and in your state early learning standards. Use this information to shape what you do each day. Think about the progressions and use them to guide how and when you need to make adaptations to an activity, make it simpler, or make it more complex."
Editorial Change	Publisher	Teacher	9781645530657	xviii	Paragraph 2	or a change in materials used	Changed "or a change in materials used" to "or changing the materials used"
Editorial Change	Publisher	Teacher	9781645530657	xviii	last Paragraph	advanced skills and abilities and understandings	Changed "advanced skills and abilities and understandings" to "advanced skills, abilities and understanding"

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Teaching Strategies LLC

El Currículo Creativo para Texas (ISBN 9781645531593)

[Prekindergarten Spanish](#) [El Currículo Creativo para Texas](#)

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Password: TexasProc21

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 126	entire poster	Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo.	Changed "Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo. " to "[Da vueltas], [da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. Ven [da vueltas] conmigo."
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 128	line 3	¿Estará soleado, seco o muy mojado?	Changed "¿Estará soleado, seco o muy mojado?" to "¿Estará soleado, frío o muy mojado?"
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 128	line 6	¿Estará soleado, seco o muy mojado?	Changed "¿Estará soleado, seco o muy mojado?" to "¿Estará soleado, frío o muy mojado?"
Duplicate Editorial Change	Publisher	Student	9781645530589	cartel 129	entire poster	Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa].	Changed "Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa]." to "Palabras que riman vamos a pensaren unas palabritaspara rimar,rimemos aquí, rimemos allá, dime una palabra que rime con [mesa]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 116	line 2	How would you like to go?	Changed "How would you like to go?" to "How would you like to do that?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 122	entire poster	We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name.	Changed "We welcome everyone Into our school today. We're glad to see everyone Who's here to work and play. I wonder who is here. Can you tell us your name? When the ball is passed to you [Stand up] and say your name." to "We welcome everyone! Our day has just begun. We're glad to see you here today, prepared to work and play. I wonder who is here. Let's play a little game. When the ball is passed to you, [Stand up] and say your name."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 123	lines 3 and 4	That is a match for mine. Look at your letter card, And see what you can find.	Changed "That is a match for mine. Look at your letter card, And see what you can find. " to "that is a match for mine. Look at the letter on your card, and see what you can find."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 124	entire card	Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day.	Changed "Let's think of questions About [boxes] I'll write them down for you. What would you like to learn about [boxes]? Where will the answers be found? After we collect all Of our questions We'll investigate and play. We'll find the answers to our questions. And discover more each day. " to "You have questions, lots of questions, that you want the answers to. You have questions about [boxes]. I have questions like that, too. If you ask them, I will write them. Write your questions about [boxes]. We'll find answers to our questions and discover more each day."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 125	lines 1 and 2	Welcome to school today. We are happy to be together so we can learn, work, and play.	Changed "Welcome to school today. We are happy to be together so we can learn, work, and play. " to "Welcome to our school today. We are glad to be together as we learn and work and play."

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Teaching Strategies LLC

El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 125	lines 3 and 4	Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way.	Changed "Come and join us, come and join us Join us now to start our day. Let's learn something new together And have fun along the way." to "Come and join us, come and join us, Join us now to start our day. We will learn new things together and have fun along the way."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 128	line 3	Is it sunny, cloudy, or rainy?	Changed "Is it sunny, cloudy, or rainy?" to "Is it sunny, cold, or rainy?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 128	line 6	When the weather outside is [sunny]	Changed "When the weather outside is [sunny]" to "When the weather here is [sunny]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 129	last line	What might you like to share about the things you did today?	Changed "What might you like to share about the things you did today?" to "What would you like to share about the things you did today?"
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 130	entire poster	Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go, If you see [green] it's time to go, Time to [wash your hands].	Changed "Look at the colors of your clothes, Of your clothes, Of your clothes. Look at the colors of your clothes. What colors do you see? If you see [green] it's time to go, It's time to go, It's time to go If you see [green] it's time to go, Time to [wash your hands]." to "See the colors of your clothes, Of your clothes, Of your clothes. See the colors of your clothes. What colors do you see? If you see [green] it's time to go, time to go, time to go If you see [green] it's time to go, time to [wash your hands]."
Duplicate Editorial Change	Publisher	Student	9781645530589	poster 131	entire poster	Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you.	Changed "Our day is done. I really hope you had some fun. We've [laughed] and [built]. We'll be back together soon. Now I'll say goodbye to you." to "Our day is done. I really hope you had some fun. We have [laughed] and [built]. We'll be together soon. Now I'll say good-bye to you."
Editorial Change	Publisher	Student	9781645531111	93	Under "Qué hacer," Column 1	"Este es el número dos.	Changed "'Este es el número dos." to "'Este es el número 2."
Editorial Change	Publisher	Student	9781645531111	93	Under "Qué hacer," Column 1	el número cinco,	Changed "el número cinco," to "el número 5,"
Editorial Change	Publisher	Teacher	9781645530909	1	Column 2, Paragraph 1	En este estudio, los niños investigarán cómo ayuda cada tipo de máquina simple para que el trabajo sea más fácil. Investigarán cómo ayudan a mover cosas los planos inclinados, cómo se utilizan la palancas y cómo mantienen los tornillos las cosas unidas.	Changed this: En este estudio, los niños investigarán cómo ayuda cada tipo de máquina simple para que el trabajo sea más fácil. Investigarán cómo ayudan a mover cosas los planos inclinados, cómo se utilizan la palancas y cómo mantienen los tornillos las cosas unidas. to: En este estudio, los niños investigarán cómo cada tipo de máquina simple facilita el trabajo, cómo los planos inclinados ayudan a mover cosas, cómo se utilizan las palancas y cómo los tornillos mantienen unidas las cosas.
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Qué hacer," Column 2	Verbalice preguntas comunes que usted crea que los niños estén tratando de expresar y anótelas.	Changed "Verbalice preguntas comunes que usted crea que los niños estén tratando de expresar y anótelas." to "Verbalice y anote preguntas comunes que usted crea que los niños estén tratando de expresar."
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Qué hacer," Column 2	"¿Qué más quieren saber sobre...?"	Changed "'¿Qué más quieren saber sobre...?'" to "'¿Qué quieren saber sobre...?'"
Editorial Change	Publisher	Teacher	9781645531104	1	Under "Niños que aprenden una segunda lengua"	Esto les da tiempo para pensar	Changed "Esto les da tiempo para pensar" to "Hacerlo les da tiempo para pensar"
Editorial Change	Publisher	Teacher	9781645531111	1	top right of page	N/A	Reordered TPG list under objective

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Teaching Strategies LLC

El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645531128	1	Under "Secuencia de enseñanza," Morado	"Aquí tenemos un patrón en zigzag. Trata de seguir las líneas al coser".	Changed ""Aquí tenemos un patrón en zigzag. Trata de seguir las líneas al coser"." to ""Aquí tenemos un patrón en zigzag. ¿Puedes seguir las líneas al coser?"". "
Editorial Change	Publisher	Teacher	9781645531128	1	Under "Secuencia de enseñanza," Verde	"Trata de coser tu papel de la misma forma en que lo hice yo".	Changed "Trata de coser tu papel de la misma forma en que lo hice yo". to "¿Puedes coser tu papel de la misma forma en que lo hice yo?".
Editorial Change	Publisher	Teacher	9781645530862	2	Column 2, Paragraph 1	aprenderán acerca de las muchas formas	Changed "aprenderán acerca de las muchas formas" to "aprenderán sobre varias formas"
Editorial Change	Publisher	Teacher	9781645530862	2	Column 1, Paragraph 2	Investigar las ruedas les da a los niños la oportunidad	Changed "Investigar las ruedas les da a los niños la oportunidad" to "Investigar las ruedas da a los niños la oportunidad" (delete les)
Editorial Change	Publisher	Teacher	9781645530855	2	Column 2, Paragraph 2	Lo más importante de todo es que su estudio respetará a los niños como estudiantes capaces e independientes, al tiempo que sentará los fundamentos para toda una vida de aprendizaje.	Changed "Lo más importante de todo es que su estudio respetará a los niños como estudiantes capaces e independientes, al tiempo que sentará los fundamentos para toda una vida de aprendizaje." to "Lo más importante de todo es que el estudio que presente a los niños sentará los fundamentos para toda una vida de aprendizaje."
Editorial Change	Publisher	Teacher	9781645530831	2	Paragraph 3	El recurso que tiene actualmente en sus manos	Changed "El recurso que tiene actualmente en sus manos" to "El recurso que está leyendo"
Editorial Change	Publisher	Teacher	9781645530916	2	Column 1, Paragraph 1	enojan, y que celebra con ellos cuando	Changed "apoyando a los niños a medida que se despiden de lo familiar de su salón de clase," to "apoyando a los niños a medida que despiden de su salón de clase conocido"
Editorial Change	Publisher	Teacher	9781645530916	2	Column 1, Paragraph 1	logran una destreza por primera vez,	Changed "podrá continuar organizando su día de la misma forma" to "podrá organizar cada día de la misma forma"
Editorial Change	Publisher	Teacher	9781645530916	2	Column 1, Paragraph 2	realmente se preocupa por ellos.	Changed "por la transición o porque su escuela tiene kindergarten y simplemente se cambiarán de salón de clase al final del mismo pasillo." to "por la transición, o tal vez su escuela incluye kindergarten y los niños reconocen que se mudarán a un nuevo salón de clases al final del pasillo."
Editorial Change	Publisher	Teacher	9781645530916	2	Column 1, Paragraph 2	Al dar la bienvenida a los niños y las	Changed "educación prekindergarten" to "educación prekínder"
Editorial Change	Publisher	Teacher	9781645530916	2	Column 2, Paragraph 2	familias al programa al principiar el año,	Changed "Es una oportunidad importante para que los niños y usted reflexionen" to "Es una oportunidad importante para usted y los niños"
Editorial Change	Publisher	Teacher	9781645531005	2	"How to" card, back side of card	que le ayuden a los niños a comprender más profundamente la historia.	Changed "que le ayuden a los niños a comprender más profundamente la historia." to "que le ayuden a los niños a profundizar su comprensión de la historia."
Editorial Change	Publisher	Teacher	9781645531005	2	"How to" card, back side of card	todas las áreas de desarrollo, incluida lectoescritura.	Changed "todas las áreas de desarrollo, incluida lectoescritura." to "todas las áreas de desarrollo y aprendizaje, incluida lectoescritura."
Editorial Change	Publisher	Teacher	9781645531104	2	Under "Qué hacer," Column 2	" Puedes decorar la portada del libro y después	Changed "" Puedes decorar la portada del libro y después" to ""Puedes decorar la portada del libro. Después"
Editorial Change	Publisher	Teacher	9781645531104	2	Under "Niños que aprenden una segunda lengua"	• Ofrezca tarjetas de palabras en las lenguas maternas de los niños, junto con un dibujo del objeto.	Changed "• Ofrezca tarjetas de palabras en las lenguas maternas de los niños, junto con un dibujo del objeto." to "• Ofrezca tarjetas de palabras ilustradas en las lenguas maternas de los niños."

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Teaching Strategies LLC

El Currículo Creativo para Texas (ISBN 9781645531593)

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Editorial Change	Publisher	Teacher	9781645531104	2	Under "Qué hacer," Column 2	Pida a los niños que exploren la cámara y que describan cómo se usa.	Changed "Pida a los niños que exploren la cámara y que describan cómo se usa." to "Pida a cada niño que explore la cámara y que describa cómo se usa."
Editorial Change	Publisher	Teacher	9781645531128	2	Under "Secuencia de enseñanza," Verde	Muy bien, se está poniendo más larga y delgada".	Changed "Muy bien, se está poniendo más larga y delgada". to "Se está poniendo más larga y delgada"."
Editorial Change	Publisher	Teacher	9781645530671	2	Paragraph 4	promueve un desarrollo profundo y duradero.	Changed "promueve un desarrollo profundo y duradero." to "tiene un efecto profundo y duradero en los niños."
Editorial Change	Publisher	Teacher	9781645530688	2	Paragraph 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530862	3	Column 1, Paragraph 1	La rueda y el eje es uno de los seis tipos básicos de máquinas simples junto con el plano,	Changed "La rueda y el eje es uno de los seis tipos básicos de máquinas simples junto con el plano," to "La rueda y el eje son uno de los seis tipos básicos de máquinas simples junto con el plano inclinado"
Editorial Change	Publisher	Teacher	9781645530862	3	Column 1, Paragraph 1	se cree que se usó por primera vez en las ruedas de alfarero en el año 3500 A. C. en Mesopotamia.	Changed "se cree que se usó por primera vez en las ruedas de alfarero en el año 3500 A. C. en Mesopotamia." to "se cree que las ruedas de alfarero marcaron el origen en el año 3500 A. C. en la Mesopotamia."
Editorial Change	Publisher	Teacher	9781645530862	3	Column 2, bullet 4	¿Cómo puede explorar las ruedas con niños que tienen poca capacidad para moverse?	Changed "¿Cómo puede explorar las ruedas con niños que tienen poca capacidad para moverse?" to "¿Cómo puede explorar las ruedas con niños con movilidad reducida?"
Editorial Change	Publisher	Teacher	9781645530855	3	Column 1, Paragraph 2	Aquí aprenderá cómo los estudios apoyan el desarrollo y el aprendizaje de los niños, y encontrará orientación sobre cómo implementar los estudios con su clase	Changed "Aquí aprenderá cómo los estudios apoyan el desarrollo y el aprendizaje de los niños, y encontrará orientación sobre cómo implementar los estudios con su clase" to "Estos tips le enseñan cómo los estudios apoyan el desarrollo y el aprendizaje de los niños, y cómo implementar los estudios con su clase"
Editorial Change	Publisher	Teacher	9781645530855	3	Column 2, Paragraph 2	tenga a mano la Guía de enseñanza: Estudio del agua	Changed "tenga a mano la Guía de enseñanza: Estudio del agua" to "tenga a mano el estudio del Agua"
Editorial Change	Publisher	Teacher	9781645530909	3	Column 1, Paragraph 1	(como las tijeras, las prensas para limones y las roscas)	Changed this: (como las tijeras, las prensas para limones y las roscas) to: (como las tijeras, los exprimidores de limones y las roscas)

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El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	3	entire page	<p>Crear una comunidad en Las primeras seis semanas Incluso antes de que los niños llegaran al primer día de escuela y comienzan a recorrer su nuevo entorno, ya tienen muchas preguntas. Al crear El Currículo Creativo™ para Texas, Las primeras seis semanas: En la Guía de enseñanza: Crear una comunidad del salón de clase, que es la primera Guía de enseñanza que utilizará en su clase, nos centramos en preguntas que sabemos que son típicas de niños de pre-kindergarten.</p> <p>Incluso si los niños no pueden articularlas ellos mismos, estas preguntas tratan algunas de las principales preocupaciones que todos los niños guardan al inicio del año escolar. Hemos usado estas preguntas como los puntos de partida para estructurar las conversaciones y experiencias de aprendizaje del salón de clase durante las primeras semanas de escuela.</p> <ul style="list-style-type: none"> • Pregunta central 1. ¿Qué nombres necesitamos saber en la escuela? • Pregunta central 2. ¿Qué debemos hacer si nos ponemos tristes o asustados en la escuela? • Pregunta central 3. ¿Cuáles son nuestras reglas? • Pregunta central 4. ¿Cuándo suceden cosas en la escuela? • Pregunta central 5. ¿Quiénes trabajan en nuestra escuela? • Pregunta central 6. ¿Cómo hacemos y conservamos amigos? ¿Cómo podemos ser parte de un grupo? 	<p>Changed existing copy to the following:</p> <p>Está leyendo Mientras lee esta guía, puede estar parado frente a algunas cajas grandes y preguntándose por dónde comenzar. El propósito de esta guía es explicarle cómo comenzar. Le presentaremos las piezas individuales que conforman el plan de estudios y luego le mostraremos cómo encaja todo.</p> <p>Antes de comenzar cualquier viaje, debe saber hacia dónde se dirige. Cuando se trata de implementar un plan de estudios, los objetivos para el desarrollo y el aprendizaje de los niños lo ayudan a identificar una meta. Los objetivos definen a dónde quiere llevar a los niños: las habilidades y el conocimiento que los niños pueden adquirir cuando implementa completamente El Currículo Creativo® para Texas.</p> <p>Un recurso central de El Currículo Creativo® para Texas es el Volumen 6: Objetivos para el desarrollo y el aprendizaje. En este volumen, explicamos los 38 objetivos basados en la investigación que son más predictivos del éxito futuro de un niño en la escuela. Estos objetivos definen el camino que tomará con los niños en su salón de clases. Informan cada aspecto de su enseñanza, por lo que los verá abordados en todas partes, desde los volúmenes básicos hasta todos los recursos que utilizará diariamente en su clase. Recomendamos pasar un tiempo con el Volumen 6: Objetivos de Desarrollo y Aprendizaje para aprender más sobre los objetivos y ver cómo le permitirán identificar el progreso de un niño en cada área de desarrollo y aprendizaje.</p>
Editorial Change	Publisher	Teacher	9781645530831	3	entire page	<p>Continued from above: El orden de estas preguntas es importante porque las respuestas, y las formas en que usted guíe a los niños para que formen esas respuestas, se construyen naturalmente una sobre la otra, creando una estructura de apoyo de conocimientos y comprensión que los niños pueden usar para crecer y aprender.</p> <p>Por ejemplo, hay una razón por la cual sugerimos esperar un par de semanas antes de tener una conversación en clase sobre la creación de reglas para la comunidad del salón de clase. Muchas veces, los maestros intentan tener esta conversación la primera semana de clases, a veces ¡incluso el primer día! por miedo a que, si no se establecen las reglas del salón de clase inmediatamente, este seguramente se convertirá en un caos.</p> <p>Cuando los niños se hayan acostumbrado a usted, a sus compañeros de clase, el entorno, el material del salón de clase, el horario y las rutinas y la forma en que usted muestra respeto por sus ideas y sentimientos, ellos estarán mucho más preparados para contribuir de forma valiosa a crear un conjunto de reglas, derechos y responsabilidades del salón de clase con los que todos estén de acuerdo. Mientras tanto, puede fácilmente presentarles recordatorios a los niños para guiar su comportamiento: “En la comunidad del salón de clase, jugamos de forma segura y somos amables unos con otros”. (Estas no son reglas. Son recordatorios de que esa simplemente es ¡la manera en que las cosas funcionan aquí!) Dígalos estos recordatorios varias</p>	

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Teaching Strategies LLC

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530916	3	Column 2, Paragraph 1	su primera prioridad es asegurarse de que	Changed "Se incluyen indicaciones específicas para usar esta experiencia en los planes diarios, pero puede ser útil usar cualquier momento para ayudar a los niños a hallar las palabras para expresar sus " to "Las indicaciones específicas para el uso de esta tarjeta se incluyen en los planes diarios, pero puede ser útil para usar en cualquier momento que necesite para ayudar a los niños a hallar las palabras para expresar sus sentimientos."
Editorial Change	Publisher	Teacher	9781645530916	3	Column 2, SE 18	se reconozcan a sí mismos como miembros	Changed "Hay muchas cosas cambiando en este momento del año. Es muy importante que a los niños se les recuerde lo que pueden hacer" to "Hay muchas cosas cambiando en este momento del que ayuda a recordarles a los niños lo que pueden hacer"
Editorial Change	Publisher	Teacher	9781645531005	3	"How to TX-ELL" card, back side of card	Si usted u otro maestro en el salón de clase habla español,	Changed "Si usted u otro maestro en el salón de clase habla español," to "Si usted u otro maestro en el salón de clase hablan español,"
Editorial Change	Publisher	Teacher	9781645531005	3	"How to TX-ELL" card, back side of card	Otra estrategia que puede usar al hacer preguntas a los niños	Changed "Otra estrategia que puede usar al hacer preguntas a los niños" to "Otra estrategia útil al hacer preguntas a los niños"
Editorial Change	Publisher	Teacher	9781645531104	3	Under "Paragraph incluir a todos los niños"	Esto proporciona experiencias visuales y táctiles.	Changed "Esto proporciona experiencias visuales y táctiles." to "Hacerlo proporciona experiencias visuales y táctiles."
Editorial Change	Publisher	Teacher	9781645531135	3	top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530886	4	Paragraph 1	El Currículo Creativo™ para Texas, Guía de enseñanza de cajas incluye cinco investigaciones	Changed "El Currículo Creativo™ para Texas, Guía de enseñanza de cajas incluye cinco investigaciones" to "El Currículo Creativo™ para Texas, Guía de enseñanza, Cajas, incluye cinco investigaciones" (updated title of teaching guide)
Editorial Change	Publisher	Teacher	9781645530886	4	Paragraph 2	del estudio para revisarlo, agregar otras formas de personalizarlo y hacerlo propio.	Changed "del estudio para revisarlo, agregar otras formas de personalizarlo y hacerlo propio." to "del estudio para revisarlo, personalizarlo y hacerlo propio." by deleting "agregar otras formas de"
Editorial Change	Publisher	Teacher	9781645530862	4	Column 2, Paragraph 1	Regrese a su planificación a lo largo del estudio para revisarlo y hacerlo propio.	Changed "Regrese a su planificación a lo largo del estudio para revisarlo y hacerlo propio." to "Repase su planificación a lo largo del estudio para revisarla y darle toques personales"
Editorial Change	Publisher	Teacher	9781645530855	4	Paragraph 1	Esta tabla proporciona un recurso de consulta rápida para los materiales del salón de clase y los recursos diarios que usará, y comparte información sobre cómo establecer conexiones con las familias, llevar el aprendizaje infantil al aire libre y estar preparado para las próximas experiencias.	Changed "Esta tabla proporciona un recurso de consulta rápida para los materiales del salón de clase y los recursos diarios que usará, y comparte información sobre cómo establecer conexiones con las familias, llevar el aprendizaje infantil al aire libre y estar preparado para las próximas experiencias." to "Esta tabla enumera los materiales del salón de clase y los recursos del currículo que usará cada día, y ofrece orientación para apoyar el aprendizaje de los niños al aire libre, cómo establecer conexiones con las familias y prepararse para las próximas experiencias."
Editorial Change	Publisher	Teacher	9781645530855	4	Column 1, Paragraph 2, under "Día"	pasar a una nueva investigación a mitad de semana sin problemas.	Changed "pasar a una nueva investigación a mitad de semana sin problemas." to "pasar a una nueva investigación con facilidad a mitad de semana."
Editorial Change	Publisher	Teacher	9781645530893	4	Column 1, Paragraph 1	y también de aprender acerca de los muchos trabajos	Changed: y también de aprender acerca de los muchos trabajos to y también de conocer los muchos trabajos

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Editorial Change	Publisher	Teacher	9781645530831	4	entire page	<p>veces y de forma reflexiva y amena, no solo para corregir conducta inapropiada, sino también para reconocer conducta positiva, y los niños comenzarán a reconocerse a sí mismos, sus palabras y acciones como el componente esencial de la comunidad.</p> <p>Para completar las primeras seis semanas, creamos planes diarios que puede usar para hacer un miniestudio de los sonidos que los niños escucharán en la escuela, incluyendo cómo y dónde se producen tales sonidos. Durante este miniestudio de cinco días, guiará a los niños por el proceso de aprender a generar las preguntas para las que quisieran obtener respuestas, investigando para hallar dichas respuestas, y celebrando su aprendizaje.</p> <p>La Guía de enseñanza presenta planes diarios de seis semanas de duración, que incluyen orientación detallada para Experiencias de enseñanza intencional específicas; Mega Minutos® que lo ayudan a aprovechar al máximo los momentos de transición; el cartel de Mega Minutos® que presenta espacios de texto en blanco para escribir palabras personalizadas para canciones y juegos; Tarjetas de recetas que motivan a los niños a interactuar con el texto de la receta durante las actividades culinarias y Tarjetas: Hablemos de libros™, que presentan estrategias útiles de lectura en voz alta para desarrollar una variedad de destrezas, que incluyen lectoescritura específica y objetivos socioemocionales. La Guía de enseñanza también ofrece ideas para hacer participar eficazmente a las familias en el salón de clase y reflexionar sobre cómo puede reconocer y resaltar el desarrollo y el aprendizaje que ocurre en el salón de clase.</p>	<p>Changed existing copy to the following:</p> <p>¿Cómo funciona el currículum? El Currículo Creativo® para Texas incluye recursos de todo un año para implementar un programa eficaz y rico en contenido que sea apropiado para niños cuyas habilidades se encuentran en una amplia gama de niveles de desarrollo. Incluye seis volúmenes fundamentales; ocho guías de enseñanza; y Recursos diarios, que incluyen Experiencias de enseñanza intencional, Mega Minutos®, Carteles Mega Minutos®, Tarjetas de recetas, Tarjetas fotográficas, Tarjetas: Hablemos de libros® y una colección de libros para niños que lo ayudarán durante cada parte de su día, durante todo el año. Al proporcionar planes diarios detallados que lo ayudan a comenzar y administrar cada día, las Guías de enseñanza lo ayudan a introducir contenido de manera coherente y secuencial.</p>
Editorial Change	Publisher	Teacher	9781645530831	4	entire page	<p>Continued from above: También encontrará sugerencias de palabras de vocabulario importantes para presentar cada día; listas del material que necesitará; una pregunta del día que motive a los niños a compartir sus pensamientos, ideas y predicciones asociados a una idea o tema específicos para discutir como comunidad del salón de clase; y ¡Experiencias sorprendentes! eventos especiales (como invitados al salón de clase y visitas a sitios) que pueden requerir una planificación previa.</p> <p>A lo largo de esta Guía de enseñanza verá preguntas para guiar la evaluación individual de objetivos específicos para el desarrollo y aprendizaje de los niños. Estas preguntas tienen la intención de ayudarlo a comenzar a observar a los niños y documentar las formas en que demuestran sus conocimientos, destrezas y capacidades crecientes para que pueda reflexionar sobre ellos y responder intencionalmente a su desarrollo.</p>	<p>Changed existing copy to the following:</p> <p>¿Cómo funciona el currículum? El Currículo Creativo® para Texas incluye recursos de todo un año para implementar un programa eficaz y rico en contenido que sea apropiado para niños cuyas habilidades se encuentran en una amplia gama de niveles de desarrollo. Incluye seis volúmenes fundamentales; ocho guías de enseñanza; y Recursos diarios, que incluyen Experiencias de enseñanza intencional, Mega Minutos®, Carteles Mega Minutos®, Tarjetas de recetas, Tarjetas fotográficas, Tarjetas: Hablemos de libros® y una colección de libros para niños que lo ayudarán durante cada parte de su día, durante todo el año. Al proporcionar planes diarios detallados que lo ayudan a comenzar y administrar cada día, las Guías de enseñanza lo ayudan a introducir contenido de manera coherente y secuencial.</p>
Editorial Change	Publisher	Teacher	9781645530916	4	Column 1, Paragraph 1	importantes y valorados de la comunidad	Changed "fue una parte fundamental de la transición" to "fue una parte fundamental en la transición"
Editorial Change	Publisher	Teacher	9781645530916	4	Column 1, bullet 1	del salón de clase.	Changed "Tenga una charla sobre el cambio con cada familia, durante la que pueda hablar sobre el aprendizaje" to "Tenga una charla sobre el cambio con cada familia, hablar sobre el aprendizaje"
Editorial Change	Publisher	Teacher	9781645530916	4	Column 1, bullet 2	Dar la	Deleted this text: y obtenga toda la información que pueda sobre esas escuelas

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Editorial Change	Publisher	Teacher	9781645530916	4	Column 1, bullet 12	bienvenida	Changed "con las de los programas nuevos del kindergarten al que irán los niños." to "con las de los programas futuros del kindergarten al que irán los niños."
Editorial Change	Publisher	Teacher	9781645530916	4	Column 2, bullet 1	a los niños y	Changed "con familias de exalumnos que ya hayan pasado por esa transición." to "con familias que ya hayan pasado por esa transición."
Editorial Change	Publisher	Teacher	9781645530718	4	Paragraph 3	para aprender acerca de ellas.	Changed "para aprender acerca de ellas." to "para aprender acerca de los conceptos de estas áreas"
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Qué hacer," Column 2	escriba su nombre en la parte de abajo del papel.	Changed "escriba su nombre en la parte de abajo del papel." to "escriba su nombre en la parte de abajo."
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Ideas adicionales"	Ofrézcales materiales para elegir, según sea necesario.	Changed "Ofrézcales materiales para elegir, según sea necesario." to "Ofrézcales materiales alternativos, según sea necesario."
Editorial Change	Publisher	Teacher	9781645531104	4	Under "Qué hacer," Column 1	reordenar y revisar en el libro.	Changed "reordenar y revisar en el libro. " to "reordenar o revisar en el libro."
Editorial Change	Publisher	Teacher	9781645531128	4	Under "Qué hacer," Column 2	"¡Muy bien, Charlotte! ¡La pelota se elevó más alto que tu cuerpo!"	Changed "¡Muy bien, Charlotte! ¡La pelota se elevó más alto que tu cuerpo!" to "¡Charlotte, la pelota se elevó más alto que tu cuerpo!"
Editorial Change	Publisher	Teacher	9781645531128	4	Under "Secuencia de enseñanza," Verde	Coloque una pelota en el suelo y pida al niño que dé un paso y la patee por debajo del centro. Use un adhesivo	Changed "Coloque una pelota en el suelo y pida al niño que dé un paso y la patee por debajo del centro. Use un adhesivo" to "Coloque una pelota en el suelo. Pida al niño que dé un paso y la patee por debajo del centro. Ponga un adhesivo"
Editorial Change	Publisher	Teacher	9781645531135	4	top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530855	5	Under "Colaboración con las familias"	tales como pedirles que asistan como invitados especiales al salón de clase, que donen materiales relacionados con el estudio o asistan a eventos especiales que la clase esté realizando.	Changed "tales como pedirles que asistan como invitados especiales al salón de clase, que donen materiales relacionados con el estudio o asistan a eventos especiales que la clase esté realizando." to "tales como pedirles que compartan un pasatiempo o una habilidad con los niños que donen materiales relacionados con el estudio o asistan a eventos especiales en su salón de clase."
Editorial Change	Publisher	Teacher	9781645530855	5	Under "Experiencias sorprendentes"	visitas a sitios o celebraciones de lo aprendido.	Changed "visitas a sitios o celebraciones de lo aprendido." to "visitas a sitios y celebraciones de lo aprendido."
Editorial Change	Publisher	Teacher	9781645530855	5	Under "Planificación y preparativos"	se enumeran aquí para ayudarlo de mejor manera a prepararse	Changed "se enumeran aquí para ayudarlo de mejor manera a prepararse" to "se enumeran aquí para ayudarlo a prepararse"

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Editorial Change	Publisher	Teacher	9781645530831	5	entire page	<p>Independientemente de si los niños han tenido experiencias previas en ambientes de grupo o no, puede estar seguro de que muchos niños sentirán emociones fuertes: incertidumbre, miedo, ansiedad, nerviosismo, emoción extrema, tristeza, frustración, durante este tiempo de cambio. Esta Guía de enseñanza le dará estrategias para ayudar a los niños a identificar y manejar estas emociones y para apoyar el desarrollo socioemocional de los niños en otras formas a medida que se sienten más cómodos en su nuevo entorno escolar.</p> <p>También encontrará sugerencias para relacionarse con las familias de los niños, para asegurarse de que todos los niños estén incluidos y para ayudar a reflexionar y refinar sus propias prácticas profesionales.</p> <p>Considere los siguientes enfoques y estrategias para ayudar a los niños:</p> <ul style="list-style-type: none"> • Enfóquese en lo que un niño está intentando decirle mediante sus acciones o conductas y lo que podría necesitar o querer. – ¿Cómo me sentiría yo en esta situación? – ¿Qué necesitaría o querría? 	Deleted all content on page 5.
Editorial Change	Publisher	Teacher	9781645530831	5	entire page	<p>Continued from row above:</p> <ul style="list-style-type: none"> – ¿Qué puedo hacer por este niño? – ¿Cómo puedo ayudarlo? – ¿Qué necesita? • Sea usted modelo de las conductas que espera de todos los miembros de la comunidad del salón de clase. Aporte el lenguaje para identificar emociones y hable sobre cómo responder a ellas. – Comparta que es consciente de sus propios sentimientos. Practique hablar para sí mismo para analizar sus reacciones y sus estrategias de autorregulación para hacer que este proceso empático y receptivo sea más explícito para los niños. <p>Al darles el lenguaje para expresar estas emociones y hablar sobre cómo usted responde a ellas, está dando un nombre a los sentimientos que posiblemente los niños pequeños todavía no pueden identificar o articular. A menudo vemos que los niños reaccionan con ira ante una situación en la</p>	Deleted all content on page 5.

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Editorial Change	Publisher	Teacher	9781645530831	5	entire page	Continued from row above: que lo que realmente sienten es desilusión, miedo o el dolor de los sentimientos heridos. Poder identificar la emoción que sienten ayuda a los niños a responder con la reacción adecuada. Su paciencia, cuidados y calma incluso en situaciones difíciles son un ejemplo impactante para los niños bajo su cuidado. • Muestre compasión y comprensión. Responda de forma coherente a los sentimientos de los niños, desde el miedo y la preocupación hasta el orgullo y la alegría, con respeto y consideración para mostrarles a todos los niños de la clase que los respeta y valora como individuos.	Deleted all content on page 5.
Editorial Change	Publisher	Teacher	9781645530916	5	Column 1, Paragraph 3	sus familias	Changed "sentirse más seguros y apoyarán su creciente independencia" to "sentirse seguros y apoyarán su creciente independencia"
Editorial Change	Publisher	Teacher	9781645530916	5	Column 2, Paragraph 1	al programa	Changed "familiaricen los padres" to "familiaricen las familias"
Editorial Change	Publisher	Teacher	9781645530916	5	Column 2, Paragraph 1	■ Repase los registros familiares y de los niños. Anote cualquier información que le ayudará	Changed "la comunidad y las posibilidades para las familias en su programa." to "la comunidad para las familias en su programa."
Editorial Change	Publisher	Teacher	9781645530916	5	Column 2, Paragraph 1	a establecer conexiones valiosas durante las reuniones e interacciones iniciales de la	Changed "cuál es la mejor manera de celebrar los logros que los niños tuvieron este año." to "cuál es la mejor manera de celebrar los logros de los niños de este año."
Editorial Change	Publisher	Teacher	9781645531104	5	Under "Qué hacer," Column 1	"Juguemos con los frijoles saltarines de este tarro".	Changed "Juguemos con los frijoles saltarines de este tarro". to "Juguemos con los frijoles saltarines falsos de este tarro".
Editorial Change	Publisher	Teacher	9781645531104	5	Under "Preguntas Paragraph guiar sus observaciones"	• ¿Participó el niño en el grupo, p. ej., esperando a oír las palabras "¡Frijol saltarín!" y luego levantándose para saltar?	Changed "• ¿Participó el niño en el grupo, p. ej., esperando a oír las palabras "¡Frijol saltarín!" y luego levantándose para saltar?" to "• ¿Participó el niño en el grupo, p. ej., esperando a oír "¡Frijol saltarín!" y luego levantándose para saltar?"
Editorial Change	Publisher	Teacher	9781645530671	5	Paragraph 2	para que alcance un techo elevado, el apoyo temporal permite que un niño desarrolle sus destrezas	Changed "para que alcance un techo elevado, el apoyo temporal permite que un niño desarrolle sus destrezas" to "que alcance un techo elevado, el andamiaje en la educación de un niño le permite que desarrolle sus destrezas"
Editorial Change	Publisher	Teacher	9781645530886	6	Column 2, bullet 2	Agregue materiales a sus áreas de interés para apoyar la creciente curiosidad	Changed "Agregue materiales a sus áreas de interés para apoyar la creciente curiosidad" to "Agregue materiales a sus áreas de interés para apoyar la creciente curiosidad" by adding "r" to "apoyar"
Editorial Change	Publisher	Teacher	9781645530886	6	Column 1, Paragraph 2	habilidades únicas que necesitan considerarse	Changed "habilidades únicas que necesitan considerarse" to "habilidades únicas que deben considerarse" (replaced "necesitan" with "deben")
Editorial Change	Publisher	Teacher	9781645530886	6	Column 2, Paragraph 4	incluye información sobre el envío de materiales relacionado con las cajas	Changed "incluye información sobre el envío de materiales relacionado con las cajas" to "incluye información sobre el envío de materiales relacionados con las cajas" (added "s" to "relacionado")

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Editorial Change	Publisher	Teacher	9781645530862	6	After Paragraph 1	N/A	<p>New content added: Para incluir a todos los niños Cada niño tiene necesidades, intereses y habilidades únicas a considerar al implementar las exploraciones. No es necesario crear múltiples actividades para satisfacer las distintas necesidades de los niños de su clase. Mediante una planificación cuidadosa, puede individualizar las actividades y hacer pequeñas adaptaciones para asegurar que todos los niños puedan participar plenamente en cada actividad. A medida que planifique, considere cómo adaptará las actividades y las discusiones para reflejar las fortalezas, necesidades e intereses de cada niño. Para los niños que necesitan más apoyo, considere lo siguiente:</p> <p>Ofrezca una variedad de ruedas de diferentes tamaños que los niños puedan agarrar y manipular fácilmente mientras exploran. Agregue ruedas en colores de alto contraste para ayudar a niños con discapacidades visuales.</p> <p>Agregue materiales a sus áreas de interés para apoyar la creciente curiosidad de los niños sobre actividades específicas, por ejemplo, invite a un niño que disfrutó usando un cortador de pizza para cortar galletas y panecillos a que se le una mientras usa un cortador de plastilina en el área de Arte.</p>
Editorial Change	Publisher	Teacher	9781645530862	6	After Paragraph 1	N/A	<p>Continued rom above:</p> <p>Proporcione a los niños de nivel avanzado de su clase objetos con ruedas rotas con herramientas para arreglarlas.</p> <p>Recolección de materiales que ayuden al estudio</p> <p>Mientras se preparan para el curso, recopilarán una variedad de materiales que asistan a los niños en la investigación y el aprendizaje del tema. Al comenzar a reunir los materiales, pídale a los niños, sus familias y amigos que lo ayuden. Luego de la sección "Preparación para experiencias sorprendentes" de esta Guía de enseñanza, aparece un ejemplo de carta a las familias con información sobre el envío de materiales relacionados con ruedas.</p>
Editorial Change	Publisher	Teacher	9781645530855	6	Under "Planes Diarios"	Cada plan diario se divide en secciones e incluye los siguientes componentes.	Cada plan diario incluye los componentes descritos en las siguientes cuatro páginas.
Editorial Change	Publisher	Teacher	9781645530855	6	image	N/A	image updated on page

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Editorial Change	Publisher	Teacher	9781645530855	6	Column 1, Paragraph 1	Vocabulario Se presentan una selección de palabras y frases asociadas con el estudio, tanto en español como en inglés, para que las introduzca durante las discusiones diarias, las revise y las refuerce a través del día	Changed "Vocabulario Se presentan una selección de palabras y frases asociadas con el estudio, tanto en español como en inglés, para que las introduzca durante las discusiones diarias, las revise y las refuerce a través del día" to "Esta sección identifica algunas palabras en inglés y español relacionadas con el estudio para que las introduzca durante sus discusiones diarias con los niños y reforzarlas durante el día."
Editorial Change	Publisher	Teacher	9781645530855	6	Column 1, Paragraph 2	Recursos diarios Esta sección identifica los Mega Minutos®, las Experiencias de enseñanza intencional y las Tarjetas: Hablemos de libros™ que deberá recolectar ese día.	Changed "Recursos diarios Esta sección identifica los Mega Minutos®, las Experiencias de enseñanza intencional y las Tarjetas: Hablemos de libros™ que deberá recolectar ese día." to "Recursos diarios Esta sección presenta una lista los Mega Minutos®, las Experiencias de enseñanza intencional y cualquiera de las Tarjetas: Hablemos de libros™ que deberá usar ese día."
Editorial Change	Publisher	Teacher	9781645530855	6	Right hand column, Paragraph 1	Materiales Al comienzo de cada plan diario hay una lista de materiales que necesitará recopilar para ese día.	Changed "Materiales Al comienzo de cada plan diario hay una lista de materiales que necesitará recopilar para ese día." to "Esta sección presenta una lista de cualquier material de clase y libros para niños para utilizar ese día."
Editorial Change	Publisher	Teacher	9781645530855	6	Right hand column, Paragraph 2	Pregunta del día Esta es una pregunta que los niños contestan con el apoyo de sus familias	Changed "Pregunta del día Esta es una pregunta que los niños contestan con el apoyo de sus familias" to "Pregunta del día Los niños responderán esta pregunta con el apoyo de sus familias"
Editorial Change	Publisher	Teacher	9781645530893	6	Column 2, last Paragraph	Al inicio de esta Guía de enseñanza aparece la muestra de una carta para las familias que incluye información sobre el envío de materiales relacionados con la creación musical, que aparece después de la sección de la lista de materiales de esta Guía de enseñanza.	Changed: Al inicio de esta Guía de enseñanza aparece la muestra de una carta para las familias que incluye información sobre el envío de materiales relacionados con la creación musical, que aparece después de la sección de la lista de materiales de esta Guía de enseñanza. to: Después de la sección de la lista de materiales de esta Guía de enseñanza, aparece la muestra de una carta para las familias que incluye información sobre el envío de materiales relacionados con la creación musical.
Editorial Change	Publisher	Teacher	9781645530909	6	Column 2, bullet 1	Una prensa de limones	Changed this: Una prensa de limones to: un exprimidor de limones

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	6	entire page	<p>Para comenzar con la implementación Para comenzar lo guía a través de lo que necesita repasar y planificar antes de que lleguen los niños y comience su instrucción. En Para comenzar, encontrará lo siguiente:</p> <ul style="list-style-type: none"> • Una breve descripción de los volúmenes de Los Fundamentos y los Recursos diarios que usará cada día, • Una lista de verificación completa para ayudarlo a prepararse para los primeros días de escuela, y • Recursos adicionales para los maestros que pueden ser útiles para dar forma a su próxima planificación e instrucción. <p>Use Para comenzar como referencia mientras se familiariza con los componentes curriculares incluidos. Esta guía está diseñada para apoyarlo a través de una implementación coherente de El Currículo Creativo™ para Texas</p>	<p>All page content has moved from page 6 to page 5. Para comenzar con la implementación Para comenzar lo guía a través de lo que necesita repasar y planificar antes de que lleguen los niños y comience su instrucción. En Para comenzar, encontrará lo siguiente:</p> <ul style="list-style-type: none"> • Una breve descripción de los volúmenes de Los Fundamentos y los Recursos diarios que usará cada día, • Una lista de verificación completa para ayudarlo a prepararse para los primeros días de escuela, y • Recursos adicionales para los maestros que pueden ser útiles para dar forma a su próxima planificación e instrucción. <p>Use Para comenzar como referencia mientras se familiariza con los componentes curriculares incluidos. Esta guía está diseñada para apoyarlo a través de una implementación coherente de El Currículo Creativo™ para Texas</p>
Editorial Change	Publisher	Teacher	9781645530831	6	Paragraph 2	Una breve descripción de los volúmenes de Los Fundamentos y los Recursos diarios que usará cada día,	Changed "Una breve descripción de los volúmenes de Los Fundamentos y los Recursos diarios que usará cada día," to "• Una breve descripción de los volúmenes básicos, las Guías de enseñanza y los Recursos diarios que usará cada día • Una descripción general de los planes diarios en Las primeras seis semanas: Guía de enseñanza comunitaria para la construcción de su aula"
Editorial Change	Publisher	Teacher	9781645531104	6	Under "Paragraph incluir a todos los niños"	Grabe una frase repetitiva del cuento en un dispositivo de comunicación. Diga a un niño cuándo debe decir	Changed "Grabe una frase repetitiva del cuento en un dispositivo de comunicación. Diga a un niño cuándo debe decir" to "Grabe una frase repetitiva del cuento en el dispositivo de comunicación de un niño. Diga al niño cuándo debe decir"
Editorial Change	Publisher	Teacher	9781645531128	6	Under "Preguntas Paragraph guiar sus observaciones"	• ¿Cómo usó el niño la pala para tirar y atrapar la bolsita? (6)	Changed "• ¿Cómo usó el niño la pala para tirar y atrapar la bolsita? (6)" to "• ¿Cómo usó el niño la pala para atrapar la bolsita? (6)"
Editorial Change	Publisher	Teacher	9781645530886	7	first line	a todo el curso del estudio.	Changed "a todo el curso del estudio." to "durante todo el estudio" (changed "del" to "el")
Editorial Change	Publisher	Teacher	9781645530862	7	1st line	Mientras se prepara para el estudio, recopilará una variedad de materiales que apoyarán a los niños a investigar y aprender más acerca del tema.	Deleted text "Mientras se prepara para el estudio, recopilará una variedad de materiales que apoyarán a los niños a investigar y aprender más acerca del tema."
Editorial Change	Publisher	Teacher	9781645530862	7	Blue text box, under "Exploración del tema"	N/A	New content added: • colección de artículos de clase que incluye artículos que ruedan (por ejemplo, pelotas, coches de juguete, trenes de juguete) y artículos que no ruedan (por ejemplo, bloques).
Editorial Change	Publisher	Teacher	9781645530862	7	Blue text box, under "Exploración del tema"	• fotografías de ruedas que no están en vehículos, como cortadores de pizza y molinos de viento	Deleted text "• fotografías de ruedas que no están en vehículos, como cortadores de pizza y molinos de viento"
Editorial Change	Publisher	Teacher	9781645530862	7	Blue text box, under "Exploración del tema"	• fotografía de una bicicleta	Deleted text "• fotografía de una bicicleta"
Editorial Change	Publisher	Teacher	9781645530862	7	Blue text box, under "Investigación 1"	N/A	New content added: : ¿Qué tipos de ruedas existen?

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530862	7	Blue text box, under "Investigación 1"	• colección de fotografías de ruedas que mueven cosas, por ejemplo: el carrito del supermercado, una plataforma rodante, grúas, el carrito del almuerzo	Deleted text "• colección de fotografías de ruedas que mueven cosas, por ejemplo: el carrito del supermercado, una plataforma rodante, grúas, el carrito del almuerzo"
Editorial Change	Publisher	Teacher	9781645530855	7	Under "Hora de escoger"	participar en la actividad	Changed "participar en la actividad" to "participar en esa actividad"
Editorial Change	Publisher	Teacher	9781645530893	7	Under "Materiales que usará"	• ilustraciones de diferentes instrumentos y personas participando en experiencias musicales	Deleted this text: • ilustraciones de diferentes instrumentos y personas participando en experiencias musicales
Editorial Change	Publisher	Teacher	9781645530893	7	Under "Investigación 1"	• ilustraciones de personas tocando instrumentos de percusión para diferentes propósitos (en todas las culturas) • fotos de instrumentos que se hayan hecho	Deleted this text: • ilustraciones de personas tocando instrumentos de percusión para diferentes propósitos (en todas las culturas) • fotos de instrumentos que se hayan hecho
Editorial Change	Publisher	Teacher	9781645530909	7	Under "Otros Materiales"	prensa de limones	Changed this: prensa de limones to: exprimidor de limones
Editorial Change	Publisher	Teacher	9781645530831	7	entire page	El Currículo Creativo™ para Texas, Volúmenes 1–6 Los fundamentos centra la atención en ayudarlo a construir una base de conocimiento sólida. Estos libros explican el "qué" y el "por qué" detrás de la educación infantil de alta calidad y apoyan su comprensión continua y completa de las mejores prácticas. Los seis volúmenes de este conjunto presentan en detalle la teoría e investigación que subyacen en el plan de estudios, cómo apoyar el aprendizaje activo y fomentar el progreso de los niños, cómo planificar una variedad de experiencias interesantes y cómo organizar un programa exitoso. Incluso los maestros expertos consultan estos recursos de vez en cuando porque son una referencia útil para comprender cómo se desarrollan y aprenden los niños. Volumen 1: Los fundamentos Volumen 1 presenta los fundamentos de investigación del plan de estudios, cinco aspectos clave del plan de estudios y toda la información que necesita para organizar su programa.	All page content has moved from page 7 to page 6.
Editorial Change	Publisher	Teacher	9781645530831	7	Paragraph 3	Volumen 1 presenta	Changed "Volumen 1 presenta" to "El Volumen 1 presenta"
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Qué hacer," Column 1	se sienten a la mesa	Changed "se sienten a la mesa" to "se sienten a una mesa"
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Secuencia de enseñanza," Azul	los sellos o las letras magnéticas.	Changed "los sellos o las letras magnéticas." to "los sellos del alfabeto o las letras magnéticas."
Editorial Change	Publisher	Teacher	9781645531104	7	Under "Secuencia de enseñanza," Morado	los sellos o las letras magnéticas	Changed "los sellos o las letras magnéticas" to "los sellos del alfabeto o las letras magnéticas"
Editorial Change	Publisher	Teacher	9781645530671	7	Under "Sus prácticas docentes"	Hable con los niños, tanto individualmente como en grupo.	Changed "Hable con los niños, tanto individualmente como en grupo." to "Hable con los niños, en grupo e individualmente."
Editorial Change	Publisher	Teacher	9781645530886	8	Under "Investigación 5"	• cuadros de baldosa	Changed "• cuadros de baldosa" to "• cuadrados de baldosa" ("cuadros" to "cuadrados")

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Editorial Change	Publisher	Teacher	9781645530862	8	Blue text box, under "Investigación 2"	• ilustración grande de una rueda (puede ser dibujada a mano) • fotografías de turbinas de viento	Deleted text "• ilustración grande de una rueda (puede ser dibujada a mano) • fotografías de turbinas de viento"
Editorial Change	Publisher	Teacher	9781645530862	8	Blue text box, under "Investigación 2"	• fotografías de poleas simples en uso	Deleted text "• fotografías de poleas simples en uso"
Editorial Change	Publisher	Teacher	9781645530862	8	Blue text box, under "Investigación 3"	• fotografías de triciclos o monopatines similares a los que los niños tienen acceso cuando están afuera • fotografías de personas practicando deportes que usan ruedas; por ejemplo, automovilismo, carreras en patines en línea, roller derby, baloncesto en silla de ruedas, ciclismo • fotografías de sillas de ruedas, camillas, cochecitos y andadores	Deleted text "• fotografías de triciclos o monopatines similares a los que los niños tienen acceso cuando están afuera • fotografías de personas practicando deportes que usan ruedas; por ejemplo, automovilismo, carreras en patines en línea, roller derby, baloncesto en silla de ruedas, ciclismo • fotografías de sillas de ruedas, camillas, cochecitos y andadores"
Editorial Change	Publisher	Teacher	9781645530855	8	image	N/A	image updated on page
Editorial Change	Publisher	Teacher	9781645530893	8	Under "Investigación 2"	• fotos de diferentes instrumentos • ilustraciones de personas de diferentes partes del mundo tocando instrumentos	Deleted this text:• fotos de diferentes instrumentos • ilustraciones de personas de
Editorial Change	Publisher	Teacher	9781645530893	8	Under "Investigación 5"	• fotografías de salones de música (locales y famosos de todo el mundo) • foto de un DJ u otra persona trabajando con la música	Deleted this text: • fotografías de salones de música (locales y famosos de todo el mundo) • foto de un DJ u otra persona trabajando con la música
Editorial Change	Publisher	Teacher	9781645530831	8	entire page	¿Qué hay dentro?“Teoría e investigación” describe lateoría y la investigación detrás del plan deestudios, cubriendo temas que incluyenlas relaciones entre maestros y niños, lashabilidades socioemocionales, el juegoconstructivo e intencional, el entorno yla colaboración con las familias. Tambiénofrece recomendaciones específicas parapromover el desarrollo y el aprendizajeinfantil.“Cómo se desarrollan y aprenden losniños” describe cómo se desarrollan losniños en los dominios centrales, qué haceque cada niño sea único, las etapas deadquisición de un segundo idioma y losobjetivos que puede usar para observar yevaluar el desarrollo de los niños.“El entorno del aprendizaje” le muestracómo organizar y conservar áreas deinterés dentro del salón de clase, establecerhorarios y rutinas, y organizar sus días.“Lo que aprenden los niños” identificael conocimiento, las habilidades y lasdestrezas que los niños de prekindernecesitan adquirir y las destrezas deprocesamiento que usan para aprenderel contenido en las áreas centrales delectoescritura, matemáticas, ciencias,estudios sociales, artes y tecnología.“La enseñanza y cuidado de los niños”explica cómo las observaciones cuidadosasde los niños conducen a una variedad deestrategias educativas intencionales paramotivar y guiar el aprendizaje infantil.Esta sección también ofrece un enfoque de evaluación que facilita la planificación y lo ayuda a crear una comunidad del salón de clase donde los niños aprenden allevarse bien con los demás y a resolver losproblemas de manera pacífica.“En colaboración con las familias”explora los beneficios de hacer participara las familias en el aprendizaje infantil y comparte estrategias para unacomunicación eficaz.	All page content has moved from page 8 to page 7. ¿Qué hay dentro?“Teoría e investigación” describe lateoría y la investigación detrás del plan deestudios, cubriendo temas que incluyenlas relaciones entre maestros y niños, lashabilidades socioemocionales, el juegoconstructivo e intencional, el entorno yla colaboración con las familias. Tambiénofrece recomendaciones específicas parapromover el desarrollo y el aprendizajeinfantil.“Cómo se desarrollan y aprenden losniños” describe cómo se desarrollan losniños en los dominios centrales, qué haceque cada niño sea único, las etapas deadquisición de un segundo idioma y losobjetivos que puede usar para observar yevaluar el desarrollo de los niños.“El entorno del aprendizaje” le muestracómo organizar y conservar áreas deinterés dentro del salón de clase, establecerhorarios y rutinas, y organizar sus días.“Lo que aprenden los niños” identificael conocimiento, las habilidades y lasdestrezas que los niños de prekindernecesitan adquirir y las destrezas deprocesamiento que usan para aprenderel contenido en las áreas centrales delectoescritura, matemáticas, ciencias,estudios sociales, artes y tecnología.“La enseñanza y cuidado de los niños”explica cómo las observaciones cuidadosasde los niños conducen a una variedad deestrategias educativas intencionales paramotivar y guiar el aprendizaje infantil.Esta sección también ofrece un enfoque de evaluación que facilita la planificación y lo ayuda a crear una comunidad del salón de clase donde los niños aprenden allevarse bien con los demás y a resolver losproblemas de manera pacífica.“En colaboración con las familias”explora los beneficios de hacer participara las familias en el aprendizaje infantil y comparte estrategias para unacomunicación eficaz.
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Paragraph incluir a todos los niños"	• Permita que un niño seleccione una tarjeta de varias maneras además de darle vuelta, como señalándola, tocándola o describiendo su ubicación.	Changed "• Permita que un niño seleccione una tarjeta de varias maneras además de darle vuelta, como señalándola, tocándola o describiendo su ubicación." to "• Permita que un niño seleccione tarjetas usando un método diferente, tales como señalándolas, tocándolas o describiendo su ubicación"
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Amarillo	ponga las tarjetas boca abajo y anímelo	Changed "ponga las tarjetas boca abajo y anímelo" to "ponga las tarjetas boca abajo. Anímelo"

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Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Verde	Aumente el número de tarjetas. Use de tres a cinco pares.	Changed "Aumente el número de tarjetas. Use de tres a cinco pares." to "Use de tres a cinco pares de tarjetas."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Verde	encontrar la pareja	Changed "encontrar la pareja" to "encontrar cada pareja"
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Verde	Use un máximo de seis pares de tarjetas para el juego.	Changed "Use un máximo de seis pares de tarjetas para el juego." to "Use un máximo de seis pares de tarjetas."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Azul	Pídale al niño que explique las semejanzas entre todas las tarjetas y las parejas de tarjetas.	Changed "Pídale al niño que explique las semejanzas entre todas las tarjetas y las parejas de tarjetas." to "Pídale al niño que explique cómo las tarjetas que seleccionó son similares y por qué coinciden o no."
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Morado	usa para recordar dónde están las tarjetas	Changed "usa para recordar dónde están las tarjetas" to "usa para recordar las ubicaciones de las tarjetas"
Editorial Change	Publisher	Teacher	9781645531104	8	Under "Secuencia de enseñanza," Morado	Nos puedes explicar	¿Puedes explicar
Editorial Change	Publisher	Teacher	9781645531111	8	Under "Secuencia de enseñanza," Morado	Esta dice ½ cucharadita y esta es una cucharada completa. ¿Cuál crees que sea la mejor?	Changed "Esta dice ½ cucharadita y esta es una cucharada completa. ¿Cuál crees que sea la mejor?" to "Esta dice 1/4 cucharadita y esta es una cucharada completa. ¿Cuál crees que sea la mejor?"
Editorial Change	Publisher	Teacher	9781645530886	9	Paragraph 1	muchas de la cuales	Changed "muchas de la cuales" to "muchas de las cuales" ("la" to "las")
Editorial Change	Publisher	Teacher	9781645530862	9	Paragraph 1	Comience a recolectar materiales para ruedas que usarán durante todo el estudio. A continuación se presentan algunas sugerencias para diferentes tipos de cosas que pueden reunir y cómo incorporarlas en las áreas de interés del salón de clase. Pida a los niños, a sus familias y amigos que lo ayuden a formar esta colección. Después de la sección de la lista de materiales de esta Guía de enseñanza aparece la muestra de una carta para las familias que incluye información acerca del envío de materiales relacionados con las ruedas.	Replace "Comience a recolectar materiales para ruedas que usarán durante todo el estudio. A continuación se presentan algunas sugerencias para diferentes tipos de cosas que pueden reunir y cómo incorporarlas en las áreas de interés del salón de clase. Pida a los niños, a sus familias y amigos que lo ayuden a formar esta colección. Después de la sección de la lista de materiales de esta Guía de enseñanza aparece la muestra de una carta para las familias que incluye información acerca del envío de materiales relacionados con las ruedas." with "Si bien la mayoría de los materiales que usted reúne para este estudio se utilizarán en investigaciones específicas, es una buena idea complementar sus áreas de interés con una variedad de materiales que mejoren la comprensión del tema de estudio por parte de los niños de manera significativa."
Editorial Change	Publisher	Teacher	9781645530862	9	Column 2, Paragraph 3	Descubrimientos busque un lugar para guardar la colección	changed "Descubrimientos busque un lugar para guardar la colección" to "Descubrimientos lugar para guardar la colección"
Editorial Change	Publisher	Teacher	9781645530879	9	Under "Materiales que usará," bullet 8	• varias ilustraciones de diferentes tipos de jardines; por ejemplo, jardines con recipientes, jardines de flores, jardines de frutas y vegetales, jardines de mariposas	Deleted text "• varias ilustraciones de diferentes tipos de jardines; por ejemplo, jardines con recipientes, jardines de flores, jardines de frutas y vegetales, jardines de mariposas"
Editorial Change	Publisher	Teacher	9781645530879	9	Under "Investigación 2"	• ilustración de un arcoíris • diagrama de un tubérculo conocido • ilustración de un jardín con maleza	Deleted text "• ilustración de un arcoíris • diagrama de un tubérculo conocido • ilustración de un jardín con maleza"
Editorial Change	Publisher	Teacher	9781645530909	9	Under "Actividades culinarias"	prensa de limones	Changed this: prensa de limones to: exprimidor de limones
Editorial Change	Publisher	Teacher	9781645530848	9	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page

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Editorial Change	Publisher	Teacher	9781645530848	9	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	9	Under "Colaboración con las familias"	N/A	New content added under "Colaboración con las familias" : • Envíe Cartas a las familias sobre las áreas de Juego dramático, Arte, Bloques, Descubrimientos, y Biblioteca. Puede acceder a las versiones imprimibles en la Biblioteca de descargas ubicada en el área de Enseñar de MyTeachingStrategies®.
Editorial Change	Publisher	Teacher	9781645530831	9	entire page	<p>Volumen 2: Áreas de interés</p> <p>Volumen 2 aplica los cinco aspectos clave de El Currículo Creativo™ a las áreas de interés. Cada capítulo describe materiales que puede usar para mejorar el aprendizaje infantil en las diez áreas de interés y al aire libre, así como estrategias para guiar el desarrollo y el aprendizaje de los niños.</p> <p>¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Bloques • Juego imaginario • Juguetes y juegos • Arte • Biblioteca • Descubrimientos • Arena y agua • Música y movimiento • Actividades culinarias • Tecnología • Al aire libre <p>Al presentar las áreas de interés a los niños durante los primeros días de escuela, asegúrese de enviar a sus hogares las cartas correspondientes a las familias sobre lo que lo que aprenden los niños en esas áreas. Puede acceder a las cartas a las familias y otros recursos en la Biblioteca de descargas ubicada en el área de Enseñanza de MyTeachingStrategies®.</p>	<p>All page content has moved from page 9 to page 8.</p> <p>Volumen 2: Áreas de interés</p> <p>Volumen 2 aplica los cinco aspectos clave de El Currículo Creativo™ a las áreas de interés. Cada capítulo describe materiales que puede usar para mejorar el aprendizaje infantil en las diez áreas de interés y al aire libre, así como estrategias para guiar el desarrollo y el aprendizaje de los niños.</p> <p>¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Bloques • Juego imaginario • Juguetes y juegos • Arte • Biblioteca • Descubrimientos • Arena y agua • Música y movimiento • Actividades culinarias • Tecnología • Al aire libre <p>Al presentar las áreas de interés a los niños durante los primeros días de escuela, asegúrese de enviar a sus hogares las cartas correspondientes a las familias sobre lo que lo que aprenden los niños en esas áreas. Puede acceder a las cartas a las familias y otros recursos en la Biblioteca de descargas ubicada en el área de Enseñanza de</p>
Editorial Change	Publisher	Teacher	9781645530831	9	Column 1, text box	Puede acceder a las cartas a las familias y otros recursos en la Biblioteca de descargas ubicada en el área de Enseñanza de MyTeachingStrategies®.	Changed "Puede acceder a las cartas a las familias y otros recursos en la Biblioteca de descargas ubicada en el área de Enseñanza de MyTeachingStrategies®." to "Puede acceder a las cartas a las familias en el área Biblioteca de MyTeachingStrategies®."
Editorial Change	Publisher	Teacher	9781645531104	9	Under "Qué hacer," Column 1	una historia que ha sido contada oralmente,	Changed "Nos puedes explicar" to "una historia que ha sido contada,"
Editorial Change	Publisher	Teacher	9781645531104	9	Under "Secuencia de enseñanza," Verde	los sonidos que hacen los animales, dónde viven, el tipo de piel o pelaje.	Changed "los sonidos que hacen los animales, dónde viven, el tipo de piel o pelaje." to "qué tipo de sonidos hacen, dónde viven o el tipo de piel o pelaje que tienen."
Editorial Change	Publisher	Teacher	9781645531128	9	Under "Qué hacer," Column 1	la bolsita rellena sea de un tamaño que quepa en una mano pequeña.	Changed "la bolsita rellena sea de un tamaño que quepa en una mano pequeña." to "la bolsita rellena quepa en una mano pequeña."
Editorial Change	Publisher	Teacher	9781645530671	9	Paragraph 3	usar sus conocimientos y comprensión sobre cada niño para ayudarlos	Changed "usar sus conocimientos y comprensión sobre cada niño para ayudarlos" to "usar sus conocimientos y comprensión sobre los niños para ayudarlos"

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Editorial Change	Publisher	Teacher	9781645530879	10	Under "Investigación 3"	<ul style="list-style-type: none"> • ilustraciones de plantas y hojas sanas y enfermas • ilustración de un suelo fértil o una sección transversal de túneles de insectos subterráneos • ilustraciones de abejas y otros insectos polinizando las plantas de un jardín • ilustraciones de flores con polen visible en sus pétalos • ilustraciones de mariquitas 	Deleted text "" • ilustraciones de plantas y hojas sanas y enfermas • ilustración de un suelo fértil o una sección transversal de túneles de insectos subterráneos • ilustraciones de abejas y otros insectos polinizando las plantas de un jardín • ilustraciones de flores con polen visible en sus pétalos • ilustraciones de mariquitas""
Editorial Change	Publisher	Teacher	9781645530879	10	Under "Investigación 4"	<ul style="list-style-type: none"> • varias ilustraciones de mariposas monarca • fotografías aéreas de laberintos de setos 	Deleted text " • varias ilustraciones de mariposas monarca • fotografías aéreas de laberintos de setos"
Editorial Change	Publisher	Teacher	9781645530879	10	Under "Investigación 5"	<ul style="list-style-type: none"> • fotografías de alimentos saludables • fotografía de una banana madura y otra verde • fotografía de una banana pelada a medias 	Deleted text " • fotografías de alimentos saludables • fotografía de una banana madura y otra verde • fotografía de una banana pelada a medias"
Editorial Change	Publisher	Teacher	9781645530848	10	Under "Vocabulario"	Inglés: children's names, Áreas de interés, laundromat,	Change this: Inglés: children's names, Áreas de interés, laundromat, to: Inglés: children's names, interest areas, laundromat,
Editorial Change	Publisher	Teacher	9781645530831	10	entire page	<p>Volumen 3: Lectoescritura</p> <p>Volumen 3 le brinda conocimientos y herramientas para ayudarlo a inspirar un amor de por vida por la lectura y preparar a los niños para el éxito como futuros lectores y escritores. Este volumen ofrece estrategias prácticas para enseñar intencionalmente destrezas fundamentales de lenguaje y lectoescritura y para integrar experiencias de lectoescritura ricas y amenas en todas las áreas de interés. ¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Una revisión de la investigación sobre el aprendizaje temprano de la lectoescritura • Descripciones detalladas de los siete componentes de la lectoescritura • Orientación para planificar experiencias diarias divertidas e interactivas de lectoescritura • Información actualizada sobre cómo satisfacer las necesidades de los aprendices de inglés y de niños que aprenden dos lenguas • Estrategias para apoyar a aprendices avanzados de idiomas y niños con discapacidades 	<p>All page content has moved from page 10 to page 9.</p> <p>Volumen 3: Lectoescritura</p> <p>Volumen 3 le brinda conocimientos y herramientas para ayudarlo a inspirar un amor de por vida por la lectura y preparar a los niños para el éxito como futuros lectores y escritores. Este volumen ofrece estrategias prácticas para enseñar intencionalmente destrezas fundamentales de lenguaje y lectoescritura y para integrar experiencias de lectoescritura ricas y amenas en todas las áreas de interés. ¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Una revisión de la investigación sobre el aprendizaje temprano de la lectoescritura • Descripciones detalladas de los siete componentes de la lectoescritura • Orientación para planificar experiencias diarias divertidas e interactivas de lectoescritura • Información actualizada sobre cómo satisfacer las necesidades de los aprendices de inglés y de niños que aprenden dos lenguas • Estrategias para apoyar a aprendices avanzados de idiomas y niños con discapacidades
Editorial Change	Publisher	Teacher	9781645530916	10	Under "Pregunta del día," Día 1	primera semana (Vol. 1, pp. 242–246).	Added the following new content under "Pregunta del día," Día 1: (Mostrar tarjetas de fotos 01–04: salón de clase, restautante, consultorio del dentista).
Editorial Change	Publisher	Teacher	9781645530916	10	Under "Áreas de interés," Día 2	<ul style="list-style-type: none"> ■ Envíe una carta de bienvenida a cada niño y su familia. Familiarícese con otras estrategias 	Changed "Bloques: fotos de salones de clase de kindergarten" to "Bloques: fotos del salón de clase de kindergarten"
Editorial Change	Publisher	Teacher	9781645530916	10	Under "Todo el grupo," Día 1	para comunicarse con las familias (Vol. 1, pp. 249–250).	Changed " fotos de salones de clase de kindergarten" to "fotos del salón de clase de kindergarten"
Editorial Change	Publisher	Teacher	9781645530886	11	Paragraph 1	qué usos se les pueden dar	Changed "qué usos se les pueden dar" to "qué usos se les puede dar" (removed "n" in "puede")
Editorial Change	Publisher	Teacher	9781645530886	11	Paragraph 2	por favor déjennos saber.	Changed "por favor déjennos saber." to "por favor, díganos." (added comma, deleted "saber")

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530862	11	Paragraph 1	Apreciadas familias: Cuando los niños juegan, suelen sentirse atraídos a objetos del salón	Changed "Apreciadas familias: Cuando los niños juegan, suelen sentirse atraídos a objetos del salón" to "Estimadas familias: Cuando los niños juegan, suelen sentirse atraídos por objetos del salón"
Editorial Change	Publisher	Teacher	9781645530862	11	Paragraph 1	Su continua curiosidad de los diferentes tipos de ruedas no ha ayudado	Changed "Su continua curiosidad de los diferentes tipos de ruedas no ha ayudado" to "Su continua curiosidad por diferentes tipos de ruedas nos ha ayudado"
Editorial Change	Publisher	Teacher	9781645530862	11	Paragraph 2	Necesitamos su ayuda para reunir una colección de objetos para investigar relacionados con ruedas.	Changed "Necesitamos su ayuda para reunir una colección de objetos de objetos para investigar relacionados con ruedas." to "Necesitamos su ayuda para reunir una colección de objetos relacionados con ruedas para investigar."
Editorial Change	Publisher	Teacher	9781645530862	11	Under "Qué pueden hacer en el hogar"	cuando van por la comunidad y descubren un tipo nuevo de rueda.	Changed "cuando van por la comunidad y descubren un tipo nuevo de rueda." to "cuando estén paseando por el vecindario y descubra un tipo nuevo de rueda."
Editorial Change	Publisher	Teacher	9781645530879	11	Under "Bloques"	fotografías de jardines	Deleted text "fotografías de jardines"
Editorial Change	Publisher	Teacher	9781645530879	11	Under "Juego dramático"	fotografías de comida sana	Deleted text "fotografías de comida sana"
Editorial Change	Publisher	Teacher	9781645530909	11	Paragraph 1	Hemos notado que los niños y disfrutan con la experimentación con máquinas simples, como tijeras, perforaciones,	Changed this: Hemos notado que los niños y disfrutan con la experimentación con máquinas simples, como tijeras, perforaciones, to: Hemos notado que los niños disfrutan mientras experimentan con máquinas simples, como tijeras, perforadoras,
Editorial Change	Publisher	Teacher	9781645530909	11	Paragraph 2	prensas para limones	Changed this: prensas para limones to: exprimidores de limones
Editorial Change	Publisher	Teacher	9781645530848	11	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	11	Under "Comentarios y escritura compartida," Column 1	Tome nota y reconozca a los niños que indican otra pronunciación o un apodo preferido.	Change this: Tome nota y reconozca a los niños que indican otra pronunciación o un apodo preferido. to: Tome nota y reconozca otras pronunciaciones o sugerencias de apodos preferidos de los niños.

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Editorial Change	Publisher	Teacher	9781645530831	11	entire page	<p>Volumen 4: Matemáticas</p> <p>Volumen 4 le ayuda a comprender completamente los conceptos y destrezas matemáticas que enseñará, y le muestra cómo incluir el aprendizaje intencional de las matemáticas a través del día. También muestra cómo puede incorporar las matemáticas en las áreas de interés, y explica cómo apoyar temporalmente el aprendizaje infantil en cada área de interés. ¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Investigación y orientación para enseñar conceptos de números y operaciones, geometría, análisis de datos, medición, patrones, razonamiento, solución de problemas y representación • Estrategias para incorporar el aprendizaje de las matemáticas en áreas de interés, rutinas y tiempos de transición • Recursos para planificar el programa de matemáticas • Información sobre la adaptación de la instrucción para niños con discapacidades • Estrategias para apoyar a niños que aprenden inglés y niños que aprenden dos lenguas 	<p>All page content has moved from page 11 to page 10.</p> <p>Volumen 4: Matemáticas</p> <p>Volumen 4 le ayuda a comprender completamente los conceptos y destrezas matemáticas que enseñará, y le muestra cómo incluir el aprendizaje intencional de las matemáticas a través del día. También muestra cómo puede incorporar las matemáticas en las áreas de interés, y explica cómo apoyar temporalmente el aprendizaje infantil en cada área de interés. ¿Qué hay dentro?</p> <ul style="list-style-type: none"> • Investigación y orientación para enseñar conceptos de números y operaciones, geometría, análisis de datos, medición, patrones, razonamiento, solución de problemas y representación • Estrategias para incorporar el aprendizaje de las matemáticas en áreas de interés, rutinas y tiempos de transición • Recursos para planificar el programa de matemáticas • Información sobre la adaptación de la instrucción para niños con discapacidades • Estrategias para apoyar a niños que aprenden inglés y niños que aprenden dos lenguas
Editorial Change	Publisher	Teacher	9781645530916	11	top of page	niños antes del primer día de clases o fotografíelos el primer día.	Added the primary and related guidelines aligned to the investigation question to the top of the page.
Editorial Change	Publisher	Teacher	9781645530916	11	Under "Experiencias al aire libre," "Diversión física"	■ Pídale a cada familia que comparta una foto familiar que pueda mostrar en el salón de	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530916	11	Under "Día 3," 2nd box down	clase (Vol. 1, p. 86–87).	Added the following new content under "Día 3," 2nd box down: (Muestre tres objetos que tengan características comunes, por ejemplo, una canica, una pelota de playa y una naranja.)
Editorial Change	Publisher	Teacher	9781645530916	11	Under "Colaboración con las familias"	■ Ponga a la vista una fotografía suya, de otros maestros y de cualquier otra persona que	Changed "Motive a las familias a la visita a un salón de clase de kindergarten." to "Motive a las familias unirse a la visita a un salón de clase de kindergarten."
Editorial Change	Publisher	Teacher	9781645530916	11	Under "Planificación y preparativos"	sea responsable del cuidado de los niños en una pared visible del salón de clase. Incluya	Added the following new content under "Planificación y preparativos": Visite un aula de jardín de infantes local y tome fotos para usar durante la investigación.
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Qué hacer," Column 1	Escríbalas en el pliego de papel.	Changed "Escríbalas en el pliego de papel." to "Escríbalas en un pliego de papel."
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Qué hacer," Column 2	la transición de una actividad a la siguiente, por ejemplo:	Changed "la transición de una actividad a la siguiente, por ejemplo:" to "la transición de una actividad a la siguiente."
Editorial Change	Publisher	Teacher	9781645531104	11	Under "Secuencia de enseñanza," Verde	un oso o un guante.	Changed "un oso o un guante." to "un oso y un guante."
Editorial Change	Publisher	Teacher	9781645531135	11	Under "Secuencia de enseñanza," Amarillo	para indicar que deben dirigirse al área de la alfombra.	Changed "para indicar que deben dirigirse al área de la alfombra." to "para indicar que es hora de dirigirse al área de la alfombra."
Editorial Change	Publisher	Teacher	9781645530671	11	Paragraph 3	el psicólogo ruso Lev Vygotsky argumentó	Changed "el psicólogo ruso Lev Vygotsky argumentó" to "Vygotsky argumentó"

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Editorial Change	Publisher	Teacher	9781645530671	11	Paragraph 4	que son impulsivos o que han avanzado menos en el desarrollo de la autorregulación.66 Los niños tienden a desarrollar habilidades de autorregulación mejores cuando los adultos apoyan los contextos de juego, en lugar de dirigirlos. Eso les brinda a los niños mejores oportunidades	Changed "que son impulsivos o que han avanzado menos en el desarrollo de la autorregulación.66 Los niños tienden a desarrollar habilidades de autorregulación mejores cuando los adultos apoyan los contextos de juego, en lugar de dirigirlos. Eso les brinda a los niños mejores oportunidades" to "El juego apoyado por adultos, en lugar de dirigido por adultos, brinda a los niños mejores oportunidades"
Editorial Change	Publisher	Teacher	9781645530671	11	Paragraph 5	la voz interior de los niños de 3 a 5 años se diera en las actividades abiertas	Changed "la voz interior de los niños de 3 a 5 años se diera en las actividades abiertas" to "los niños de 3 a 5 años usaran la voz interior en las actividades abiertas"
Editorial Change	Publisher	Teacher	9781645530671	11	Paragraph 5	Un estudio halló que cuando se brinda a los niños de 4 años múltiples oportunidades	Changed "Un estudio halló que cuando se brinda a los niños de 4 años múltiples oportunidades" to "Un estudio halló que cuando a los niños de 4 años se les brinda múltiples oportunidades"
Editorial Change	Publisher	Teacher	9781645530671	11	Paragraph 5	esos niños tuvieron un mejor rendimiento	Changed "esos niños tuvieron un mejor rendimiento" to "tienen un mejor rendimiento"
Editorial Change	Publisher	Teacher	9781645530688	11	last paragraph	Otra alternativa es mantener los bloques huecos almacenados en un lugar protegido	Changed "Otra alternativa es mantener los bloques huecos almacenados en un lugar protegido" to "Otra alternativa es almacenar los bloques huecos en un lugar protegido"
Editorial Change	Publisher	Teacher	9781645530862	12	Under "What You Can Do at Home"	This builds children’s observation skills and helps them make connections between they are learning at school and things in the community.	Changed "This builds children’s observation skills and helps them make connections between they are learning at school and things in the community." to "Doing so builds children’s observation skills and helps them make connections between what they are learning at school and things in the community."
Editorial Change	Publisher	Teacher	9781645530855	12	Column 1, Paragraph 2, last line	Investigar el agua da a los niños la oportunidad de aprender cómo se usa el agua y cómo ayuda a las personas y al ambiente.	Deleted text "Investigar el agua da a los niños la oportunidad de aprender cómo se usa el agua y cómo ayuda a las personas y al ambiente."
Editorial Change	Publisher	Teacher	9781645530879	12	last two lines	Investigación 5: Día 2: Visita al supermercado. Celebración de lo aprendido: Día 2: Visita de familiares para la celebración.	Changed "Investigación 5: Día 2: Visita al supermercado. Celebración de lo aprendido: Día 2: Visita de familiares para la celebración." to "Investigación 5: Día 2: Ir de visita al supermercado. Celebración de lo aprendido: Día 2: Visita de familiares e invitados a la celebración."
Editorial Change	Publisher	Teacher	9781645530909	12	Paragraph 1	Preschool children	Changed this: Preschool children to: Prekindergarten children
Editorial Change	Publisher	Teacher	9781645530848	12	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530831	12	entire page	Volumen 5: Ciencia y tecnología, Estudios sociales y Artes Volumen 5 se amplía en las áreas de contenido de ciencia y tecnología, estudios sociales y artes, ya que estas materias son una parte integral del día en el prekínder. Este volumen ayuda a los maestros a planificar y apoyar el aprendizaje y las exploraciones de los niños. Volumen 5 también brinda a los maestros una base sólida de conocimiento para implementar estudios completa y eficazmente en el salón de clase. ¿Qué hay dentro? • Estrategias para incorporar el aprendizaje en estas áreas de contenido a través del día • Una mirada en profundidad a los estudios y formas para hacer participar completamente a los niños en investigaciones de temas basadas en proyectos • Orientación para interactuar con niños en áreas de interés mientras examinan conceptos asociados a la ciencia y tecnología, los estudios sociales y las artes • Revisar las últimas investigaciones relacionadas y cómo los niños desarrollan los conocimientos y la comprensión de estas áreas	All page content has moved from page 12 to page 11. Volumen 5: Ciencia y tecnología, Estudios sociales y Artes Volumen 5 se amplía en las áreas de contenido de ciencia y tecnología, estudios sociales y artes, ya que estas materias son una parte integral del día en el prekínder. Este volumen ayuda a los maestros a planificar y apoyar el aprendizaje y las exploraciones de los niños. Volumen 5 también brinda a los maestros una base sólida de conocimiento para implementar estudios completa y eficazmente en el salón de clase. ¿Qué hay dentro? • Estrategias para incorporar el aprendizaje en estas áreas de contenido a través del día • Una mirada en profundidad a los estudios y formas para hacer participar completamente a los niños en investigaciones de temas basadas en proyectos • Orientación para interactuar con niños en áreas de interés mientras examinan conceptos asociados a la ciencia y tecnología, los estudios sociales y las artes • Revisar las últimas investigaciones relacionadas y cómo los niños desarrollan los conocimientos y la comprensión de estas áreas
Editorial Change	Publisher	Teacher	9781645530831	12	Under "Volumen 5"	se amplía en las áreas de contenido de ciencia y tecnología	Changed "se amplía en las áreas de contenido de ciencia y tecnología" to "amplía el contenido de las áreas de ciencia y tecnología"
Editorial Change	Publisher	Teacher	9781645530916	12	Under "Materiales"	un tablero de mensajes diarios, llamadas telefónicas regulares o correos electrónicos	Changed "colección de fotos de salones de clase de kindergarten que visitó." to "fotos de salones de clase de kindergarten que visitó."
Editorial Change	Publisher	Teacher	9781645530916	12	Under "Todo el grupo" section head	semanales (Vol. 1, p. 250–251).	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	12	Under "Comentarios y escritura compartida:"	■ Conforme que haya mensajes positivos y de bienvenida en todo el salón de clase	Changed "hablar de las características del salón de clase en la foto." to "hablar de las características de los salones de clase en Tarjetas de foto 02. ***"
Editorial Change	Publisher	Teacher	9781645530701	12	Under "La Forma"	pueden identificar con facilidad, incluyen: el	Changed "pueden identificar con facilidad, incluyen: el" to "pueden identificar con facilidad, incluyen las siguientes: el"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Qué hacer," Column 1	una caja de cartón o una bolsa para guardar los objetos	Changed "una caja de cartón o una bolsa para guardar los objetos" to "caja de cartón o bolsa para guardar los objetos"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Niños que aprenden una segunda lengua"	Incluya objetos con los nombres que comienzan con el mismo sonido	Changed "Incluya objetos con los nombres que comienzan con el mismo sonido" to "Incluya objetos cuyos nombres comienzan con el mismo sonido"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Secuencia de enseñanza," Azul	barco y cuerda,	Changed "barco y cuerda," to "barco, cuerda,"
Editorial Change	Publisher	Teacher	9781645531104	12	Under "Secuencia de enseñanza," Morado	Haz un grupo de objetos cuyos nombres empiecen con el sonido /b/. Haz otro grupo cuyos nombres empiecen con el sonido /c/.	Changed "Haz un grupo de objetos cuyos nombres empiecen con el sonido /b/. Haz otro grupo cuyos nombres empiecen con el sonido /c/." to "Puedes poner los que empiecen con el sonido /b/ en un grupo y los que empiecen con el sonido /c/ en el otro grupo."

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Editorial Change	Publisher	Teacher	9781645531104	12	Under "Secuencia de enseñanza," Morado	Use objetos cuyos nombres comiencen con sonidos distintos para que el niño los agrupe.	Changed "Use objetos cuyos nombres comiencen con sonidos distintos para que el niño los agrupe." to "Incluya objetos cuyos nombres comiencen con sonidos distintos."
Editorial Change	Publisher	Teacher	9781645531111	12	Under "Secuencia de enseñanza," Morado	usando una unidad no convencional para medir.	Changed "usando una unidad no convencional para medir." to "usando unidad es no convencional es para medir."
Editorial Change	Publisher	Teacher	9781645530862	13	first heading	Extender el estudio	Changed "Extender el estudio" to "Extensión del estudio"
Editorial Change	Publisher	Teacher	9781645530855	13	Column 1, Paragraph 1	El agua está compuesta de dos elementos: hidrógeno y oxígeno (2 hidrógeno + 1 oxígeno = H2O). El agua	Changed "El agua está compuesta de dos elementos: hidrógeno y oxígeno (2 hidrógeno + 1 oxígeno = H2O). El agua" to "El agua está compuesta de hidrógeno y oxígeno (2 hidrógeno + 1 oxígeno = H2O). El término agua"
Editorial Change	Publisher	Teacher	9781645530855	13	Column 1, Paragraph 2, last line	Se puede contribuir con los esfuerzos de conservación con cambios simples en las rutinas diarias de las personas	Changed " Se puede contribuir con los esfuerzos de conservación con cambios simples en las rutinas diarias de las personas" to "Los esfuerzos de conservación incluyen hacer cambios simples sus rutinas diarias"
Editorial Change	Publisher	Teacher	9781645530855	13	Column 2, Paragraph 2	También tendrán oportunidades de aprender cómo el agua ayuda a las personas y al ambiente y se les mostrarán formas de conservarla.	Changed "También tendrán oportunidades de aprender cómo el agua ayuda a las personas y al ambiente y se les mostrarán formas de conservarla." to "También aprenderán cómo el agua ayuda a las personas y al ambiente y formas de conservar agua."
Editorial Change	Publisher	Teacher	9781645530879	13	top right of page	Jardinería Planificación del estudio	Deleted text "Jardinería Planificación del estudio"
Editorial Change	Publisher	Teacher	9781645530893	13	Under "Extender el estudio"	• ¿Cómo son los instrumentos antiguos diferentes a los instrumentos que usamos hoy?	Changed this: • ¿Cómo son los instrumentos antiguos diferentes a los instrumentos que usamos hoy? to ¿En qué se diferencian los instrumentos antiguos de los actuales?
Editorial Change	Publisher	Teacher	9781645530848	13	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530831	13	entire page	Volumen 6: Objetivos para el desarrollo y el aprendizaje: Del nacimiento al tercer grado Un recurso fundamental de El Currículo Creativo™ para Texas es Volumen 6: Objetivos para el desarrollo y el aprendizaje. En este volumen, explicamos los 38 objetivos basados en investigaciones que hacen énfasis en el desarrollo del niño en su totalidad y que son más predictivos del éxito futuro de un niño en la escuela. Estos objetivos definen el camino que tomará con los niños en el salón de clase. Informan todos los aspectos de su enseñanza, por lo que los verá abordados en todas partes, desde los volúmenes de los Fundamentos hasta todos los recursos que usará cada día en su salón de clase. Recomendamos pasar un tiempo con Objetivos para el desarrollo y el aprendizaje para aprender más sobre los objetivos y cómo lo ayudan a seguir el progreso de los niños en cada área de desarrollo y aprendizaje.	All page content has moved from page 13 to page 12. Volumen 6: Objetivos para el desarrollo y el aprendizaje: Del nacimiento al tercer grado Un recurso fundamental de El Currículo Creativo™ para Texas es Volumen 6: Objetivos para el desarrollo y el aprendizaje. En este volumen, explicamos los 38 objetivos basados en investigaciones que hacen énfasis en el desarrollo del niño en su totalidad y que son más predictivos del éxito futuro de un niño en la escuela. Estos objetivos definen el camino que tomará con los niños en el salón de clase. Informan todos los aspectos de su enseñanza, por lo que los verá abordados en todas partes, desde los volúmenes de los Fundamentos hasta todos los recursos que usará cada día en su salón de clase. Recomendamos pasar un tiempo con Objetivos para el desarrollo y el aprendizaje para aprender más sobre los objetivos y cómo lo ayudan a seguir el progreso de los niños en cada área de desarrollo y aprendizaje.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530916	13	Under "Hora de escoger" section head	(Vol. 1, pp. 91–93).	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	13	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	13	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	13	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	13	Under "Hora de escoger," Column 1, bullet 3	Por ejemplo: "Esta fotografía muestra a un grupo"	Changed "Por ejemplo: "Esta fotografía muestra a un grupo" to "Por ejemplo, diga, "Esta fotografía muestra a un grupo"
Editorial Change	Publisher	Teacher	9781645531104	13	Under "Ideas adicionales"	La estimulación táctil adicional de la pintura de espuma puede ayudar a un niño a comprender la idea de la forma de la letra.	Changed "La estimulación táctil adicional de la pintura de espuma puede ayudar a un niño a comprender la idea de la forma de la letra." to "La estimulación táctil que presenta la pintura de espuma puede mejorar la comprensión de los niños de las formas de las letras."
Editorial Change	Publisher	Teacher	9781645531111	13	Under "Paragraph incluir a todos los niños"	N/A	Added new content Under "Paragraph incluir a todos los niños": Invite a los niños que aprenden inglés a contar en su primer idioma y en inglés
Editorial Change	Publisher	Teacher	9781645531128	13	Under "Secuencia de enseñanza," Morado	Las destrezas avanzadas de patear una pelota mientras está en el aire motivan a los niños a lanzar una pelota	Changed "Las destrezas avanzadas de patear una pelota mientras está en el aire motivan a los niños a lanzar una pelota" to "A medida que las destrezas de patear una pelota mientras está en el aire avancen, motive a los niños a lanzar una pelota"
Editorial Change	Publisher	Teacher	9781645530688	13	Paragraph 3	exhibiendo en el área de los bloques libros relacionados con los intereses	Changed "exhibiendo en el área de los bloques libros relacionados con los intereses" to "exhibiendo libros en el área de Bloques que están relacionados con los intereses"
Editorial Change	Publisher	Teacher	9781645530879	14	top left of page	Jardinería Planificación del estudio	Deleted text "Jardinería Planificación del estudio"
Editorial Change	Publisher	Teacher	9781645530848	14	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530831	14	entire page	<p>¿Qué hay dentro? Progresiones del desarrollo y el aprendizaje Para guiar el desarrollo y el aprendizaje de los niños, es importante entender lo que cada niño sabe y puede hacer actualmente. Para los primeros 23 objetivos, mostramos Progresiones del desarrollo y el aprendizaje, que se representan en tablas con un código de colores. Los colores representan las expectativas de logro generalizadas de destrezas y conocimientos por grupos de edad y clases / grados. Por ejemplo, el verde indica las destrezas y conocimientos esperados en una clase de preescolar 3, y el azul indica las destrezas y conocimientos esperados en una clase de PreK 4. Para fines de instrucción, esto le permite determinar rápidamente los niveles de desarrollo de cada niño en el salón de clases. Note que los colores a menudo se superponen. La tabla de muestra le dice que los niños en las clases de preescolar 3 (verde) y PreK 4 (azul) pueden estar demostrando destrezas en el nivel 4 para el Objetivo 15a, "Nota y diferencia la rima". También le dice que esta superposición es generalmente esperada por los expertos en desarrollo. La inclusión de niveles desde el nacimiento hasta el tercer grado le permite evaluar</p>	<p>All page content has moved from page 14 to page 3.</p> <p>Volumen 6: Objetivos para el desarrollo y el aprendizaje: Del nacimiento al tercer grado Un recurso fundamental de El Currículo Creativo™ para Texas es Volumen 6: Objetivos para el desarrollo y el aprendizaje. En este volumen, explicamos los 38 objetivos basados en investigaciones que hacen énfasis en el desarrollo del niño en su totalidad y que son más predictivos del éxito futuro de un niño en la escuela. Estos objetivos definen el camino que tomará con los niños en el salón de clase. Informan todos los aspectos de su enseñanza, por lo que los verá abordados en todas partes, desde los volúmenes de los Fundamentos hasta todos los recursos que usará cada día en su salón de clase. Recomendamos pasar un tiempo con Objetivos para el desarrollo y el aprendizaje para aprender más sobre los objetivos y cómo lo ayudan a seguir el progreso de los niños en cada área de desarrollo y aprendizaje.</p>
Editorial Change	Publisher	Teacher	9781645530831	14	entire page	<p>Continued from above: y planificar a los niños en un amplio espectro de desarrollo, incluidos los niños con discapacidades, niños que demuestran habilidades más allá de las expectativas de desarrollo generalmente esperadas y niños que aprenden dos lenguas. Las progresiones muestran la secuencia habitual de desarrollo para que pueda evaluar a cada niño con precisión y usar la información para planificar la instrucción. Usar las Progresiones para planificar Usted toma muchas decisiones cada día mientras observa a los niños y responde de manera apropiada. Las progresiones para cada objetivo lo ayudan a decidir cómo y cuándo adaptar una actividad para satisfacer mejor las necesidades individuales de los niños, y les dan la oportunidad de tener éxito cada día en todos los niveles de desarrollo y aprendizaje. Las progresiones codificadas por colores también se usan en uno de sus recursos clave de enseñanza: Experiencia de enseñanza intencional. Esto le ayuda a ver, de un vistazo, cómo adaptar la actividad a las capacidades y necesidades de cada niño.</p>	<p>All page content has moved from page 14 to page 3.</p> <p>Volumen 6: Objetivos para el desarrollo y el aprendizaje: Del nacimiento al tercer grado Un recurso fundamental de El Currículo Creativo™ para Texas es Volumen 6: Objetivos para el desarrollo y el aprendizaje. En este volumen, explicamos los 38 objetivos basados en investigaciones que hacen énfasis en el desarrollo del niño en su totalidad y que son más predictivos del éxito futuro de un niño en la escuela. Estos objetivos definen el camino que tomará con los niños en el salón de clase. Informan todos los aspectos de su enseñanza, por lo que los verá abordados en todas partes, desde los volúmenes de los Fundamentos hasta todos los recursos que usará cada día en su salón de clase. Recomendamos pasar un tiempo con Objetivos para el desarrollo y el aprendizaje para aprender más sobre los objetivos y cómo lo ayudan a seguir el progreso de los niños en cada área de desarrollo y aprendizaje.</p>
Editorial Change	Publisher	Teacher	9781645530831	14	Column 2, Paragraph 1	<p>pueda evaluar a cada niño</p>	<p>Changed "pueda evaluar a cada niño" to "pueda evaluar el conocimiento y las capacidades de cada niño"</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530916	14	Under "Materiales"	colección de fotos de salones de clases de kindergarten	Changed "colección de fotos de salones de clases de kindergarten" to "fotos del salón de clases de kindergarten"
Editorial Change	Publisher	Teacher	9781645530916	14	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645531104	14	Under "Secuencia de enseñanza," Azul	ilustraciones para que él diga las palabras al cantar.	Changed "ilustraciones para que él diga las palabras al cantar." to "ilustraciones cuyos nombres debería cantar."
Editorial Change	Publisher	Teacher	9781645530886	15	Paragraph 1	y le ayuden a identificar	Changed "y le ayuden a identificar" to "y les ayuden a identificar" ("le" to "les")
Editorial Change	Publisher	Teacher	9781645530862	15	Paragraph 1	es importante darles a los niños	Changed "es importante darles a los niños" to "es importante dar a los niños"
Editorial Change	Publisher	Teacher	9781645530893	15	Paragraph 1	documentar y hablar sobre lo que los niños ya saben sobre cómo se crea la música.	Changed this: documentar y hablar sobre lo que los niños ya saben sobre cómo se crea la música. to: documentar y hablar sobre lo que los niños ya saben acerca de cómo se crea la música.
Editorial Change	Publisher	Teacher	9781645530909	15	Paragraph 1	La sección del estudio Exploración del tema, le da tiempo para observar,	Changed this: La sección del estudio Exploración del tema, le da tiempo para observar, to: Lo que les tiempo para observar,
Editorial Change	Publisher	Teacher	9781645530848	15	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530831	15	entire page	<p>El Currículo Creativo™ para Texas, Recursos diarios</p> <p>Las Guías de enseñanza proporcionan los planes detallados día a día que usará para hacer participar con sentido a los niños durante el año escolar de una manera coherente y secuencial.</p> <p>En la colección se incluyen dos Guías de enseñanza que hacen énfasis en las transiciones importantes en la vida de un niño pequeño: Las primeras seis semanas: Guía de enseñanza: Crear una comunidad del salón de clase, que ayuda a los niños en su transición al salón de clase, y Preparación para el Kindergarten, que ayuda a los niños y las familias a prepararse para la transición al kindergarten. Las seis Guías de enseñanza restantes abordan una variedad de temas apropiados para el desarrollo que interesan a los niños pequeños y que son relevantes para su vida cotidiana: ruedas, agua, jardinería, máquinas simples, hacer música y cajas.</p>	<p>All page content has moved from page 15 to page 14.</p> <p>El Currículo Creativo™ para Texas, Recursos diarios</p> <p>Las Guías de enseñanza proporcionan los planes detallados día a día que usará para hacer participar con sentido a los niños durante el año escolar de una manera coherente y secuencial.</p> <p>En la colección se incluyen dos Guías de enseñanza que hacen énfasis en las transiciones importantes en la vida de un niño pequeño: Las primeras seis semanas: Guía de enseñanza: Crear una comunidad del salón de clase, que ayuda a los niños en su transición al salón de clase, y Preparación para el Kindergarten, que ayuda a los niños y las familias a prepararse para la transición al kindergarten. Las seis Guías de enseñanza restantes abordan una variedad de temas apropiados para el desarrollo que interesan a los niños pequeños y que son relevantes para su vida cotidiana: ruedas, agua, jardinería, máquinas simples, hacer música y cajas.</p>
Editorial Change	Publisher	Teacher	9781645530831	15	Top left heading	Recursos diarios	Changed "Recursos diarios" to "guías de enseñanza"

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Editorial Change	Publisher	Teacher	9781645530831	15	Column 2, Paragraph 1	En la colección se incluyen dos Guías de enseñanza que hacen énfasis en las transiciones importantes en la vida de un niño pequeño: Las primeras seis semanas: Guía de enseñanza: Crear una comunidad del salón de clase, que ayuda a los niños en su transición al salón de clase, y Preparación para el Kindergarten, que ayuda a los niños y las familias a prepararse para la transición al kindergarten. Las seis Guías de enseñanza	Changed "En la colección se incluyen dos Guías de enseñanza que hacen énfasis en las transiciones importantes en la vida de un niño pequeño: Las primeras seis semanas: Guía de enseñanza: Crear una comunidad del salón de clase, que ayuda a los niños en su transición al salón de clase, y Preparación para el Kindergarten, que ayuda a los niños y las familias a prepararse para la transición al kindergarten. Las seis Guías de enseñanza" to "La primera Guía de enseñanza incluida en la colección se centra específicamente en una transición importante en la vida de un niño pequeño. Las primeras seis semanas: Guía de enseñanza: crear una comunidad del salón de clases ayuda a los niños a hacer la transición al salón de clases sin presentar un estudio. El primer estudio incluido en la colección, la Guía de enseñanza del agua, le presenta los elementos importantes de un estudio y lo guía a través del proceso de realizar una investigación del agua con los niños. Completará el año escolar con la Guía de enseñanza Preparación para el kindergarten, que ayuda a los niños y a sus familias a hacer la transición al jardín de infantes. Las cinco Guías de enseñanza"
Editorial Change	Publisher	Teacher	9781645530831	15	Column 2, Paragraph 1	agua,	Deleted this text
Editorial Change	Publisher	Teacher	9781645530916	15	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	15	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	15	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	15	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	15	Under "Hora de escoger," Column 1, bullet 2	Por ejemplo: "Veo que estás haciendo	Changed "Por ejemplo: "Veo que estás haciendo" to "Por ejemplo, diga: "Veo que estás haciendo"
Editorial Change	Publisher	Teacher	9781645531104	15	Under "Qué hacer," Column 1	al hablar de la manera como se siente cada una de las letras.	Changed "al hablar de la manera como se siente cada una de las letras." to "al hablar de cómo se siente cada una de las letras cuando la toca."
Editorial Change	Publisher	Teacher	9781645530886	16	Under "Todo el grupo," "Día 3"	N/A	New content added: Soplar para hacer burbujas grandes;
Editorial Change	Publisher	Teacher	9781645530862	16	Under "Pregunta del día," Día 1	N/A	Added new content: (Mostrar una pelota).
Editorial Change	Publisher	Teacher	9781645530862	16	Under "Pregunta del día," Día 2	N/A	Added new content: (Mostrar tres objetos que tengan distinta cantidad de ruedas).
Editorial Change	Publisher	Teacher	9781645530862	16	Under "Todo el grupo," "Día 1"	N/A	Added new content: (p. ej., pelotas, carros de juguete, trenes de juguete) y objetos que no ruedan (p. ej., bloques).
Editorial Change	Publisher	Teacher	9781645530855	16	top right of page	Estudio del agua Planificación del estudio	Changed "Estudio del agua Planificación del estudio" to "Agua Planificación del estudio"
Editorial Change	Publisher	Teacher	9781645530855	16	Paragraph 1	para aprender las diferentes formas	Changed "para aprender las diferentes formas" to "para aprender sobre diferentes formas"

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Editorial Change	Publisher	Teacher	9781645530893	16	Under "Lectura en voz alta," Día 1	que muestra cómo se tocan los instrumentos musicales	Changed this: que muestra cómo se tocan los instrumentos musicales to que use palabras que describan instrumentos, música o sonidos
Editorial Change	Publisher	Teacher	9781645530893	16	Under "Grupos pequeños," Día 2	palitos rítmicos u otros instrumentos pequeños	Changed this: palitos rítmicos u otros instrumentos pequeños to palitos rítmicos y otros instrumentos pequeños
Editorial Change	Publisher	Teacher	9781645530909	16	Under "Todo el grupo," "Día 1"	lista "¿Qué sabemos acerca de las máquinas simples?";	Changed this: lista "¿Qué sabemos acerca de las máquinas simples?"; to: tabla Lo que queremos saber sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530848	16	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	16	entire page	Los cuadros de Un vistazo preceden a cada Pregunta de Énfasis o Investigación dentro de su Guía de enseñanza. Le ayudarán a planificar al darle una vista panorámica de lo que puede esperar en los próximos días. El número de días en un cuadro dado varía según la cantidad de tiempo dedicado a cada Pregunta de Énfasis o Investigación.	All page content has moved from page 16 to page 17. Los cuadros de Un vistazo preceden a cada Pregunta de Énfasis o Investigación dentro de su Guía de enseñanza. Le ayudarán a planificar al darle una vista panorámica de lo que puede esperar en los próximos días. El número de días en un cuadro dado varía según la cantidad de tiempo dedicado a cada Pregunta de Énfasis o Investigación.
Editorial Change	Publisher	Teacher	9781645530831	16	top of page, columns 1 and 2	Los cuadros de Un vistazo preceden a cada Pregunta de Énfasis o Investigación dentro de su Guía de enseñanza. Le ayudarán a planificar al darle una vista panorámica de lo que puede esperar en los próximos días. El número de días en un cuadro dado varía según la cantidad de tiempo dedicado a cada Pregunta de Énfasis o Investigación.	Replaced existing text with the following: Seis de las ocho Guías de enseñanza presentan lo que llamamos estudios. Los estudios son investigaciones en profundidad diseñadas para involucrar a los niños en temas interesantes que son relevantes para su vida cotidiana. Cada estudio está organizado como una serie de investigaciones. Cada investigación se basa en una pregunta significativa, y cada una dura de 3 a 5 días. Recomendamos comenzar primero con la Guía de enseñanza del agua, que incluye consejos para "Conocimiento de los estudios" que lo ayudan a confiar en comenzar a estudiar con niños. Después de implementar la Guía de enseñanza del agua, puede implementar las cinco Guías de enseñanza restantes en cualquier orden en función de los intereses actuales de los niños. Beneficios de los estudios • Los niños exploran activamente para encontrar respuestas a sus propias preguntas sobre el tema. experiencias directas y manipular objetos reales. • Los niños tienen la oportunidad de desarrollar habilidades tales como observar, explorar, resolver problemas, comunicarse y representar. • Los niños aprenden habilidades de alfabetización crítica y matemáticas en el contexto de cada estudio. Temas de estudio • Agua (primer estudio) • Cajas • Jardinería • Creación de música • Máquinas simples • Ruedas
Editorial Change	Publisher	Teacher	9781645530916	16	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	16	Under "Comentarios y escritura compartida," Column 2	• Por ejemplo: "¿Qué vimos en el salón"	Changed "• Por ejemplo: "¿Qué vimos en el salón" to "• "¿Qué vimos en el salón"
Editorial Change	Publisher	Teacher	9781645531104	16	Under "Secuencia de enseñanza," Azul	¿Qué tal: 'Tres tristes tigres?' Necesitamos el nombre de un animal que comience con el sonido /t/".	Changed "¿Qué tal: 'Tres tristes tigres?' Necesitamos el nombre de un animal que comience con el sonido /t/". to "Necesitamos el nombre de un animal que comience con el sonido /t/". ¿Qué tal: 'Tres tristes tigres?'"

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Editorial Change	Publisher	Teacher	9781645530688	16	Paragraph 4	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530886	17	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	17	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530886	17	Under "Colaboración con las familias"	Descarga, personaliza y envía a casa	Changed "Descarga, personaliza y envía a casa" to "Descargue, personalice y envíe a casa" ("personaliza" to "personalice")
Editorial Change	Publisher	Teacher	9781645530886	17	Under "Colaboración con las familias"	las familias que presentan el estudio.	Changed "las familias que presentan el estudio." to "las familias que presenta el estudio." ("presentan" to "presenta")
Editorial Change	Publisher	Teacher	9781645530886	17	Under "Materiales," "Día 5"	bolsas plásticas llenas de motas de algodón, una caja de la colección para guardar las bolas de algodón	Deleted text "bolsas plásticas llenas de motas de algodón, una caja de la colección para guardar las bolas de algodón"
Editorial Change	Publisher	Teacher	9781645530862	17	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530862	17	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530862	17	Under "Día 4," "Arte"	N/A	Added new content: (Mostrar una hoja de papel grande para que los niños dibujen ruedas).
Editorial Change	Publisher	Teacher	9781645530862	17	Under "Día 5," "Biblioteca"	N/A	Added new content: Mostrar Tarjeta de foto 04: bicicleta) Under "Día 5," "Biblioteca"
Editorial Change	Publisher	Teacher	9781645530893	17	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	17	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	17	Día 5, 3rd box down	Experiencia de enseñanza intencional LL54, "Hacer preguntas"	Deleted this text: Experiencia de enseñanza intencional LL54, "Hacer preguntas"
Editorial Change	Publisher	Teacher	9781645530893	17	Día 5, 4th box down	N/A	Added new content: "Libros de literatura infantil" que presenta la amistad y las maneras en que los amigos trabajan juntos" Día 5, 4th box down
Editorial Change	Publisher	Teacher	9781645530909	17	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Día 4," 1st box	Descubrimiento: máquinas simples manuales;	Changed this: Descubrimiento: máquinas simples manuales; to: Descubrimiento: máquinas simples portátiles
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Día 4," 3rd box down	lista "¿Qué sabemos acerca de las máquinas simples?";	Changed this: lista "¿Qué sabemos acerca de las máquinas simples?"; to: tabla Lo que sabemos sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Día 5," 3rd box down	lista "¿Qué sabemos acerca de las máquinas simples?";	Changed this: lista "¿Qué sabemos acerca de las máquinas simples?"; to: tabla Lo que sabemos sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Colaboración con las familias"	una prensa de limones	Changed this: una prensa de limones to: un exprimidor de limones

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530909	17	Under "Colaboración con las familias"	Descarga, personaliza y envía	Changed this: Descarga, personaliza y envía to: Descargue, personalice y envíe
Editorial Change	Publisher	Teacher	9781645530848	17	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	17	Under "Responder"	Haga preguntas abiertas que motiven a la niña a compartir más detalles sobre su dibujo:	Changed this: Haga preguntas abiertas que motiven a la niña a compartir más detalles sobre su dibujo: to: Haga preguntas abiertas que motiven la práctica de compartir más detalles sobre su dibujo:
Editorial Change	Publisher	Teacher	9781645530831	17	entire page	<p>Experiencias de enseñanza intencional</p> <p>Estas tarjetas describen actividades llamativas que se pueden implementar a través del día. Diseñadas para las edades de 3 a 6 años, las experiencias apoyan el desarrollo y el aprendizaje socioemocional, físico y del lenguaje en lectoescritura y matemáticas. Por lo general, se ofrecen durante las reuniones en grupos pequeños, pero muchas también son apropiadas para experiencias de todo el grupo, al aire libre y de uno a uno.</p> <p>Las interacciones de cara al niño son más valiosas cuando son interactivas, prácticas y basadas en juegos. Cada Experiencias de enseñanza intencional explica cómo se implementan la actividad en su salón de clase. Incluye las Pautas de Prekínder de Texas abordadas por la actividad, una lista de material, sugerencias para ayudarlo a apoyar a los niños que aprenden una segunda lengua, estrategias para modificar la experiencia para niños con necesidades especiales en la sección "Para incluir a todos los niños", y preguntas para guiar sus observaciones.</p> <p>Las Experiencias de enseñanza intencional están escritas en inglés de un lado y en</p>	<p>All page content has moved from page 17 to page 18.</p> <p>Experiencias de enseñanza intencional</p> <p>Estas tarjetas describen actividades llamativas que se pueden implementar a través del día. Diseñadas para las edades de 3 a 6 años, las experiencias apoyan el desarrollo y el aprendizaje socioemocional, físico y del lenguaje en lectoescritura y matemáticas. Por lo general, se ofrecen durante las reuniones en grupos pequeños, pero muchas también son apropiadas para experiencias de todo el grupo, al aire libre y de uno a uno.</p> <p>Las interacciones de cara al niño son más valiosas cuando son interactivas, prácticas y basadas en juegos. Cada Experiencias de enseñanza intencional explica cómo se implementan la actividad en su salón de clase. Incluye las Pautas de Prekínder de Texas abordadas por la actividad, una lista de material, sugerencias para ayudarlo a apoyar a los niños que aprenden una segunda lengua, estrategias para modificar la experiencia para niños con necesidades especiales en la sección "Para incluir a todos los niños", y preguntas para guiar sus observaciones.</p>

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Editorial Change	Publisher	Teacher	9781645530831	17	entire page	Continued from row above: español del otro lado. Si tiene niños que aprenden una segunda lengua cuyo primer idioma es el español, estas tarjetas lo ayudarán a apoyar el desarrollo de su primera lengua junto con la adquisición del inglés. Ya sea que hable español, inglés o ambos, también encontrará estrategias para ayudar a los niños que aprenden una segunda lengua a participar plenamente en la actividad. Si algunos niños hispanohablantes recién comienzan a aprender inglés y usted o un colega hablan español, considere primero presentar la actividad en español. Esto ayuda al desarrollo del vocabulario de los niños y la comprensión de los conceptos. Más adelante en la semana, use la Experiencia de enseñanza intencional de nuevo con los mismos niños, pero en inglés. Esto refuerza los conceptos introducidos previamente mientras promueve sus destrezas en el idioma inglés. La parte más importante de cada Experiencia de enseñanza intencional es la Secuencia de enseñanza codificada por colores. Explica cómo individualizar la experiencia de aprendizaje para satisfacer las capacidades y necesidades de cada niño Los colores se explican con más detalle en Volumen 6:	Continued from row above: Las Experiencias de enseñanza intencional están escritas en inglés de un lado y en español del otro lado. Si tiene niños que aprenden una segunda lengua cuyo primer idioma es el español, estas tarjetas lo ayudarán a apoyar el desarrollo de su primera lengua junto con la adquisición del inglés. Ya sea que hable español, inglés o ambos, también encontrará estrategias para ayudar a los niños que aprenden una segunda lengua a participar plenamente en la actividad. Si algunos niños hispanohablantes recién comienzan a aprender inglés y usted o un colega hablan español, considere primero presentar la actividad en español. Esto ayuda al desarrollo del vocabulario de los niños y la comprensión de los conceptos. Más adelante en la semana, use la Experiencia de enseñanza intencional de nuevo con los mismos niños, pero en inglés. Esto refuerza los conceptos introducidos previamente mientras promueve sus destrezas en el idioma inglés. La parte más importante de cada Experiencia de enseñanza intencional es la Secuencia de enseñanza codificada por colores. Explica cómo individualizar la experiencia de
Editorial Change	Publisher	Teacher	9781645530831	17	entire page	Continued from row above: Objetivos para el desarrollo y el aprendizaje. Si está utilizando el sistema de evaluación GOLD®, use la información de evaluación actual para decidir en qué parte de la Secuencia de enseñanza comenzará con cada niño. Los colores corresponden a las expectativas de logro generalizadas para la siguiente edad o rangos de clase / grado: Amarillo: de 2 a 3 años Verde: clase de educación preescolar 3 Azul: clase de pre-K 4 Morado: kindergarten Rosado: primer grado Plateado: segundo grado Marrón: tercer grado	Continued from row above: aprendizaje para satisfacer las capacidades y necesidades de cada niño Los colores se explican con más detalle en Volumen 6: Objetivos para el desarrollo y el aprendizaje. Si está utilizando el sistema de evaluación GOLD®, use la información de evaluación actual para decidir en qué parte de la Secuencia de enseñanza comenzará con cada niño. Los colores corresponden a las expectativas de logro generalizadas para la siguiente edad o rangos de clase / grado: Amarillo: de 2 a 3 años Verde: clase de educación preescolar 3 Azul: clase de pre-K 4 Morado: kindergarten Rosado: primer grado Plateado: segundo grado Marrón: tercer grado
Editorial Change	Publisher	Teacher	9781645530831	17	top of page	N/A	Heading added at the top of page: El Currículum Creativo™ para Texas: recursos diarios
Editorial Change	Publisher	Teacher	9781645530916	17	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	17	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	17	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	17	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530886	18	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	18	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	18	Under "Todo el grupo" Column 1, blue text box	el juramento a la banderas de Estados Unidos y de Texas o un momento de silencio)	Changed "el juramento a la banderas de Estados Unidos y de Texas o un momento de silencio)" to "el juramento a las banderas de Estados Unidos y de Texas, un momento de silencio)"
Editorial Change	Publisher	Teacher	9781645530862	18	Under "Todo el grupo" Column 1, blue text box	ideas acerca de cómo planificar su rutina inicial.	Changed "ideas acerca de cómo planificar su rutina inicial." to "ideas acerca de la planificación de su rutina inicial."
Editorial Change	Publisher	Teacher	9781645530862	18	Under "Comentarios y escritura compartida," bullet 2	• Muestre una colección de artículos del salón de clase que ruedan y objetos que no ruedan.	Changed "• Muestre una colección de artículos del salón de clase que ruedan y objetos que no ruedan." to "• Muestre una colección de artículos del salón de clase que ruedan (p. ej., pelotas, carros de juguete, trenes de juguete) y objetos que no ruedan (p. ej., bloques)."
Editorial Change	Publisher	Teacher	9781645530855	18	Paragraph 1	Si ha enseñado el Estudio del agua en el pasado,	Changed "Si ha enseñado el Estudio del agua en el pasado," to "Si ha presentado el Estudio del agua en el pasado,"
Editorial Change	Publisher	Teacher	9781645530855	18	Paragraph 1	la curiosidad de los niños guiarán las exploraciones	Changed "la curiosidad de los niños guiarán las exploraciones" to "la curiosidad de los niños liderarán las exploraciones"
Editorial Change	Publisher	Teacher	9781645530855	18	Paragraph 2	Cada niño en su clase tiene sus propias necesidades	Changed "Cada niño en su clase tiene sus propias necesidades" to "Cada niño tiene necesidades"
Editorial Change	Publisher	Teacher	9781645530855	18	Paragraph 2	se cumplan todas las necesidades de los niños, y que cada niño pueda participar plenamente en todas las actividades.	Changed "se cumplan todas las necesidades de los niños, y que cada niño pueda participar plenamente en todas las actividades." to "los niños puedan participar plenamente en todas las actividades."
Editorial Change	Publisher	Teacher	9781645530855	18	Column 2, last Paragraph	las rutinas y actividades	Changed "las rutinas y actividades" to "las rutinas, discusiones, y actividades"
Editorial Change	Publisher	Teacher	9781645530855	18	Column 2, Paragraph 1	múltiples accesorios de agua favoritos	Changed "múltiples accesorios de agua favoritos" to "múltiples accesorios de agua conocidos"
Editorial Change	Publisher	Teacher	9781645530855	18	Column 2, Paragraph 2	las investigaciones de un estudio se realizan en grupos pequeños	Changed "las investigaciones de un estudio se realizan en grupos pequeños" to "las investigaciones se realizan en grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	18	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	18	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	18	Under "Comentarios y escritura compartida," Column 2	en una lista titulada "¿Qué sabemos acerca de las máquinas simples?".	Changed this: en una lista titulada "¿Qué sabemos acerca de las máquinas simples?". to: en una tabla titulada Lo que queremos saber sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530848	18	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	18	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530831	18	entire page	<p>El título: indica el título de la actividad. Qué hacer: es un listado de material para ser usado y explica cómo hacer la actividad. El Número de referencia: le ayuda a ubicarlos rápidamente en una actividad en particular. Los números en las tarjetas no están destinados a recomendar una secuencia. Objetivos: es un listado de los objetivos y dimensiones del Volumen 6: Los Objetivos para el desarrollo y el aprendizaje que se abordan durante la actividad. Pautas de Prekínder de Texas: aquí encontrará las Pautas de Prekínder de Texas (TPG, por sus siglas en inglés) que son los objetivos principales y relacionados de las experiencias. Los niños que aprenden una segunda lengua: sugiere ideas para ayudar a</p>	<p>All page content has moved from page 18 to page 19.</p> <p>El título: indica el título de la actividad. Qué hacer: es un listado de material para ser usado y explica cómo hacer la actividad. El Número de referencia: le ayuda a ubicarlos rápidamente en una actividad en particular. Los números en las tarjetas no están destinados a recomendar una secuencia. Objetivos: es un listado de los objetivos y dimensiones del Volumen 6: Los Objetivos para el desarrollo y el aprendizaje que se abordan durante la actividad. Pautas de Prekínder de Texas: aquí encontrará las Pautas de Prekínder de Texas (TPG, por sus siglas en inglés) que son los objetivos principales y relacionados de las experiencias. Los niños que aprenden</p>
Editorial Change	Publisher	Teacher	9781645530831	18	entire page	<p>Continued from above: los niños que aprenden una segunda lengua a participar plenamente en la experiencia. Secuencia de enseñanza: sugiere formas de adaptar la experiencia de acuerdo con las necesidades y habilidades de cada niño. Le ayuda a individualizar y a apoyar temporalmente el aprendizaje infantil. Para incluir a todos los niños: ofrece estrategias para asegurar que todos los niños puedan participar. Preguntas para guiar la observación: use estas preguntas para reflexionar sobre lo que los niños podrían estar aprendiendo durante la experiencia y céntrate en sus observaciones para la evaluación y planificación.</p>	<p>Continued from above: una segunda lengua: sugiere ideas para ayudar a los niños que aprenden una segunda lengua a participar plenamente en la experiencia. Secuencia de enseñanza: sugiere formas de adaptar la experiencia de acuerdo con las necesidades y habilidades de cada niño. Le ayuda a individualizar y a apoyar temporalmente el aprendizaje infantil. Para incluir a todos los niños: ofrece estrategias para asegurar que todos los niños puedan participar. Preguntas para guiar la observación: use estas preguntas para reflexionar sobre lo que los niños podrían estar aprendiendo durante la experiencia y céntrate en sus observaciones para la evaluación y planificación.</p>
Editorial Change	Publisher	Teacher	9781645530831	18	top of page	N/A	Heading added at the top of page: Experiencia de enseñanza intencional
Editorial Change	Publisher	Teacher	9781645530831	18	Under "Preguntas Paragraph guiar la observación:"	use estas preguntas para reflexionar	Changed "use estas preguntas para reflexionar" to "esta sección le ofrece preguntas para reflexionar"

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Editorial Change	Publisher	Teacher	9781645530701	18	Paragraph 1	las orientaciones de las figuras pueden hacerse cada vez más complejos	Changed "las orientaciones de las figuras pueden hacerse cada vez más complejos" to "las orientaciones de las figuras que les muestra pueden hacerse cada vez más complejos"
Editorial Change	Publisher	Teacher	9781645531128	18	Under "Qué hacer," Column 1	"Miren cómo golpeo la pelota con la yema de los dedos cada vez que rebota."	Changed "'Miren cómo golpeo la pelota con la yema de los dedos cada vez que rebota.'" to "'¿Ven cómo golpeo la pelota con la yema de los dedos cada vez que rebota?'"
Editorial Change	Publisher	Teacher	9781645530671	18	Paragraph 1	que sea estable y esté equilibrado de manera que satisfaga todas las necesidades de los niños, y que facilite una variedad de experiencias	Changed "que sea estable y esté equilibrado de manera que satisfaga todas las necesidades de los niños, y que facilite una variedad de experiencias" to "que sea estable equilibrado de manera que satisfaga todas las necesidades de los niños, a la vez que facilita una variedad de experiencias"
Editorial Change	Publisher	Teacher	9781645530671	18	Under "Sus prácticas docentes"	Garantice que haya tiempo suficiente	Changed "Garantice que haya tiempo suficiente" to "Proporcione tiempo suficiente"
Editorial Change	Publisher	Teacher	9781645530886	19	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	19	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	19	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	19	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Grupos pequeños," "Opción 1: Mañana, mediodía y noche"	N/A	Added new content: Seleccione una de las dos opciones para grupos pequeños que se enumeran aquí para incluirla en su plan diario. Under "Grupos pequeños," "Opción 1: Mañana, mediodía y noche"
Editorial Change	Publisher	Teacher	9781645530862	19	Under "Opción 1: Mañana, mediodía y noche," blue text box	objetivo 22c, "Representa y analiza datos".	Changed "objetivo 22c, "Representa y analiza datos"." to "objetivo principal."
Editorial Change	Publisher	Teacher	9781645530879	19	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	19	Under "Experiencias al aire libre," "Diversión física"	N/A	Added TPGs aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	19	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	19	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	19	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530893	19	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	19	Under "Lectura en voz alta," Column 2	Vea la guía de acompañamiento para ideas adicionales para compartir el libro con los niños.	Text Deletion: Vea la guía de acompañamiento para ideas adicionales para compartir el libro con los niños.
Editorial Change	Publisher	Teacher	9781645530909	19	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	19	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	19	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	19	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	19	Under "Hora de escoger," Column 2	‘¿Cómo se usan las palancas?’	Changed this: ‘¿Cómo se usan las palancas?’ to: Algunas máquinas tienen manivelas
Editorial Change	Publisher	Teacher	9781645530848	19	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530831	19	entire page	<p>El título: indica el título de la actividad.</p> <p>El Número de referencia: le ayuda a ubicar rápidamente las cartas de Mega Minutos®. No tiene que usar Mega Minutos® en un orden en particular.</p> <p>Objetivos: es un listado de los objetivos del Volumen 6: Los Objetivos para el desarrollo y el aprendizaje que se abordan durante la actividad.</p> <p>Pautas de Prekínder de Texas: aquí encontrará las Pautas de Prekínder de Texas (TPG, por sus siglas en inglés) que son los objetivos principales y relacionados de las experiencias.</p> <p>Qué hacer: explica cómo debe hacerse la actividad.</p> <p>En el reverso: el reverso de cada tarjeta de Mega Minutos® sugiere formas de cambiar la actividad para (1) hacer énfasis en un área diferente de aprendizaje o (2) aumentar o disminuir la complejidad de la actividad. Las Guías de</p> <p style="text-align: right;">Continued below:</p>	<p>All page content has moved from page 19 to page 20.</p> <p>El título: indica el título de la actividad.</p> <p>El Número de referencia: le ayuda a ubicar rápidamente las cartas de Mega Minutos®. No tiene que usar Mega Minutos® en un orden en particular.</p> <p>Objetivos: es un listado de los objetivos del Volumen 6: Los Objetivos para el desarrollo y el aprendizaje que se abordan durante la actividad.</p> <p>Pautas de Prekínder de Texas: aquí encontrará las Pautas de Prekínder de Texas (TPG, por sus siglas en inglés) que son los objetivos principales y relacionados de las experiencias.</p> <p>Qué hacer: explica cómo debe hacerse la actividad.</p> <p>En el reverso: el reverso de cada tarjeta de Mega Minutos® sugiere formas de cambiar la actividad para (1) hacer énfasis en un área diferente de aprendizaje o (2) aumentar</p> <p style="text-align: right;">Continued below:</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	19	entire page	enseñanza también le muestran cómo puede modificar algunas de estas actividades para que sean relevantes para los temas de estudio. Mega Minutos® Mega Minutos® le permiten aprovechar al máximo todas las experiencias de cara al estudiante con canciones, cánticos, rimas y juegos. Se pueden usar en cualquier lugar para enseñar destrezas en todas las áreas de desarrollo y aprendizaje durante los tiempos “intermedios”, como cuando está preparando a los niños para salir o para una reunión con todo el grupo. Al igual que todos los demás materiales en el plan de estudios, Mega Minutos®, se basa en las Pautas de Prekínder de Texas, para que incluso sus actividades más cortas apoyen el aprendizaje y el desarrollo infantil en áreas importantes. Mega Minutos® está disponible en inglés y en español y es perfecto para alentar el desarrollo en ambos idiomas. Mientras que Mega Minutos® se puede completar en inglés o español, es mejor presentar la actividad primero en la primera lengua de los niños y luego en la segunda. Esto conserva la duración prevista de la actividad y mantiene a los niños interesados	o disminuir la complejidad de la actividad. Las Guías de enseñanza también le muestran cómo puede modificar algunas de estas actividades para que sean relevantes para los temas de estudio. Mega Minutos® Mega Minutos® le permiten aprovechar al máximo todas las experiencias de cara al estudiante con canciones, cánticos, rimas y juegos. Se pueden usar en cualquier lugar para enseñar destrezas en todas las áreas de desarrollo y aprendizaje durante los tiempos “intermedios”, como cuando está preparando a los niños para salir o para una reunión con todo el grupo. Al igual que todos los demás materiales en el plan de estudios, Mega Minutos®, se basa en las Pautas de Prekínder de Texas, para que incluso sus actividades más cortas apoyen el aprendizaje y el desarrollo infantil en áreas importantes. Mega Minutos® está disponible en inglés y en español y es perfecto para alentar el desarrollo en ambos idiomas. Mientras que Mega Minutos® se puede completar en inglés o español, es mejor presentar la actividad primero en la primera lengua de los niños y luego en la segunda. Esto conserva la duración prevista de la actividad y mantiene a los niños interesados
Editorial Change	Publisher	Teacher	9781645530916	19	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530916	19	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530701	19	Paragraph 2	El lenguaje de las transformaciones incluye las palabras rotar, voltear y deslizar.	Deleted this text: El lenguaje de las transformaciones incluye las palabras rotar, voltear y deslizar.
Editorial Change	Publisher	Teacher	9781645530701	19	Paragraph 2	de un tamaño específico	Deleted this text: de un tamaño específico
Editorial Change	Publisher	Teacher	9781645530725	19	Col 3, bullet 4	a veces, cuando las personas están tristes, lloran; otras veces, arquean la boca hacia abajo y arrugan el ceño de determinada manera, pero no lloran.	Changed "" to "diga: "A veces, cuando las personas están tristes, lloran; otras veces, arquean la boca hacia abajo y arrugan el ceño de determinada manera, pero no lloran". "
Editorial Change	Publisher	Teacher	9781645530671	19	Paragraph 4	lo que saben los padres sobre el programa	Changed "lo que saben los padres sobre el programa" to "lo que saben los familiares sobre el programa"
Editorial Change	Publisher	Teacher	9781645530671	19	Paragraph 4	Los estudios han demostrado que los esfuerzos hechos por los maestros para interactuar con las familias	Changed "Los estudios han demostrado que los esfuerzos hechos por los maestros para interactuar con las familias " to "Los estudios han demostrado que los esfuerzos de los maestros para interactuar con las familias"
Editorial Change	Publisher	Teacher	9781645530688	19	Under "La interacción con los niños"	Sus observaciones le ayudarán a determinar cuándo interactuar y qué decir para apoyar el aprendizaje y el desarrollo de los niños.	Changed "Sus observaciones le ayudarán a determinar cuándo interactuar y qué decir para apoyar el aprendizaje y el desarrollo de los niños." to "Sus observaciones le ayudarán a determinar cuándo interactuar con los niños y qué decirles para apoyar su aprendizaje y desarrollo."
Editorial Change	Publisher	Teacher	9781645530886	20	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530886	20	Under "Todo el grupo" section head	(es posible aún no pueda coordinar con un compañero).	Changed "(es posible aún no pueda coordinar con un compañero)." to "(es posible que aún no pueda coordinar con un compañero)." (added "que")
Editorial Change	Publisher	Teacher	9781645530886	20	Under "Comentarios y escritura compartida"	examinaban las cajas que se encuentran alrededor en nuestro salón de clase.	Changed "examinaban las cajas que se encuentran alrededor en nuestro salón de clase." to "examinaban las cajas que se encuentran alrededor de nuestro salón de clase." (replaced "en" with "de")
Editorial Change	Publisher	Teacher	9781645530886	20	Column 2, blue text box	Guarde redes de investigaciones, gráficas	Changed "Guarde redes de investigaciones, gráficas" to "Guarde redes de investigaciones y gráficas"
Editorial Change	Publisher	Teacher	9781645530862	20	Under "Recursos de práctica diaria"	para saber los materiales)	Changed "para saber los materiales)" to "para consultar los materiales)"
Editorial Change	Publisher	Teacher	9781645530862	20	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	20	Column 1, Under "Juego"	<ul style="list-style-type: none"> Pida a los niños que sigan las flechas usando diferentes tipos de movimiento. Siempre que pueda, dé a los niños la oportunidad de mover el cuerpo en una experiencia de motricidad gruesa antes de la reunión con todo el grupo. A medida que termina la experiencia de movimiento, considere usar una voz más baja para el último estribillo de la canción o movimientos más lentos para motivar a los niños a que se sienten y comiencen los comentarios y la escritura compartida. 	Deleted text " <ul style="list-style-type: none">Pida a los niños que sigan las flechas usando diferentes tipos de movimiento. Siempre que pueda, dé a los niños la oportunidad de mover el cuerpo en una experiencia de motricidad gruesa antes de la reunión con todo el grupo. A medida que termina la experiencia de movimiento, considere usar una voz más baja para el último estribillo de la canción o movimientos más lentos para motivar a los niños a que se sienten y comiencen los comentarios y la escritura"
Editorial Change	Publisher	Teacher	9781645530862	20	Under "Comentarios y escritura compartida," Column 2, Paragraph 1	en el salón de clase por ejemplo la rueda de un dispensador de cinta adhesiva en el área de Arte.	Deleted text "en el salón de clase por ejemplo la rueda de un dispensador de cinta adhesiva en el área de Arte."
Editorial Change	Publisher	Teacher	9781645530862	20	Under "Comentarios y escritura compartida," Column 2, bullet 1	<ul style="list-style-type: none"> Pida a los grupos a la vez que busquen objetos con ruedas. Pídale a los niños que lleven uno o dos de los objetos al área de todo el grupo. 	Changed " <ul style="list-style-type: none">Pida a los grupos a la vez que busquen objetos con ruedas. Pídale a los niños que lleven uno o dos de los objetos al área de todo el grupo."
Editorial Change	Publisher	Teacher	9781645530862	20	Under "Comentarios y escritura compartida," Column 2, last Paragraph	durante la hora de escoger.	Changed "durante la hora de escoger." to "a la hora de escoger."
Editorial Change	Publisher	Teacher	9781645530879	20	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	20	Under "Todo el grupo," Column 2, bullet 3	discuta cómo se compara con la música que se tocó hoy.	Changed this: discuta cómo se compara con la música que se tocó hoy. to: debata cómo se compara con la música que se tocó hoy.
Editorial Change	Publisher	Teacher	9781645530909	20	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530848	20	Under "Una nota acerca del la pregunta del día"	Otras veces, como hoy, la pregunta puede ser examinada y respondida usando una gráfica de dos columnas, que los niños puedan responder conforme llegan. Los niños pueden añadir sus respuestas a la gráfica escribiendo sus nombres en una nota adhesiva o poniendo su fotografía o tarjeta con su nombre, en la columna que elijan. Recuerde, puede sustituir la pregunta del día sugerida, por una creada por usted.	Changed this: Otras veces, como hoy, la pregunta puede ser examinada y respondida usando una gráfica de dos columnas, que los niños puedan responder conforme llegan. Los niños pueden añadir sus respuestas a la gráfica escribiendo sus nombres en una nota adhesiva o poniendo su fotografía o tarjeta con su nombre, en la columna que elijan. Recuerde, puede sustituir la pregunta del día sugerida, por una creada por usted. to: Estas preguntas les dan a los niños la oportunidad de pensar de manera individual y demostrar habilidades de escritura emergentes. En respuesta a preguntas como "¿Puedes nombrar a alguien en tu familia?", Los niños pueden escribir, dibujar o dictar sus ideas. A medida que los niños adquieren confianza en sus habilidades de escritura, es importante aceptar cualquier marca, garabato o forma de letra que creen.
Editorial Change	Publisher	Teacher	9781645530848	20	Under "Materiales"	<ul style="list-style-type: none"> • pliego de papel y marcadores • gráfica de dos columnas en un pliego de papel u otro formato grande, por ejemplo, pizarrón magnético, pizarrón para marcadores • tarjetas con los nombres de los niños (con foto, si es posible) para poner en la gráfica 	Deleted this text: • pliego de papel y marcadores • gráfica de dos columnas en un pliego de papel u otro formato grande, por ejemplo, pizarrón magnético, pizarrón para marcadores • tarjetas con los nombres de los niños (con foto, si es posible) para poner en la gráfica
Editorial Change	Publisher	Teacher	9781645530848	20	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	20	entire page	<p>Escribir en los espacios en blanco: los espacios en blanco le ofrecen la posibilidad de agregar sus propias palabras o nombres a la experiencia.</p> <p>Papel laminado: el papel resistente y laminado le permite a usted y a los niños usar marcadores de borrado en seco para escribir directamente en el cartel y facilita pegar el cartel en la pared sin dañar el papel.</p> <p>Apoyo bilingüe: los carteles de Mega Minutos® están escritos en inglés de un lado y en español del otro lado. Esto permite que los niños de habla inglesa e hispana se familiaricen con el texto en sus primeras lenguas.</p> <p>Carteles de Mega Minutos®</p> <p>Estos carteles muestran Mega Minutos® específicos con canciones de bienvenida y destrezas de conciencia fonológica en un formato laminado con letra grande, que los hace fáciles de usar en entornos interactivos de grupos grandes o durante otras actividades en las que los niños se beneficiarían al ver el texto. Una vez que haya presentado un cartel de Mega</p> <p>Continued below:</p>	<p>All page content has moved from page 20 to page 21.</p> <p>Escribir en los espacios en blanco: los espacios en blanco le ofrecen la posibilidad de agregar sus propias palabras o nombres a la experiencia.</p> <p>Papel laminado: el papel resistente y laminado le permite a usted y a los niños usar marcadores de borrado en seco para escribir directamente en el cartel y facilita pegar el cartel en la pared sin dañar el papel.</p> <p>Apoyo bilingüe: los carteles de Mega Minutos® están escritos en inglés de un lado y en español del otro lado. Esto permite que los niños de habla inglesa e hispana se familiaricen con el texto en sus primeras lenguas.</p> <p>Carteles de Mega Minutos®</p> <p>Estos carteles muestran Mega Minutos® específicos con canciones de bienvenida y destrezas de conciencia fonológica en un formato laminado con letra grande, que los hace fáciles de usar en entornos interactivos de grupos grandes o durante otras actividades en las que los niños se beneficiarían al ver el texto. Una vez</p> <p>Continued below:</p>

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Editorial Change	Publisher	Teacher	9781645530831	20	entire page	<p>Minutos® a los niños, puede ponerlo a la vista en el área de reunión de grupos grandes o en un área de interés y motivar a los niños a repetir la experiencia con usted o de forma independiente. ¡Después de unos días, es posible que los niños puedan guiar la experiencia por sí solos!</p> <p>Los Carteles de Mega Minutos® están relacionados con los siguientes Mega Minutos®:</p> <p>116. Elige los movimientos 117. Conejitos 118. Hola alrededor del mundo 119. Burbujas que se rompen 120. Tiempo de hacer rimas 121. Atención a las rimas 122. Bienvenidos todos 123. Buscar una letra 124. Recolectar preguntas 125. Bienvenidos amigos 126. Gira, Gira y da vueltas 127. Escucha los sonidos de las letras 128. ¿Cómo está el clima? 129. Reflexiones diarias 130. Los colores de la ropa 131. Te digo adiós 132. ¡Palabras que riman! 133. Frijoles saltarines 134. Había una vez un espacio en blanco 135. ¡Puedo contar!</p>	<p>que haya presentado un cartel de Mega Minutos® a los niños, puede ponerlo a la vista en el área de reunión de grupos grandes o en un área de interés y motivar a los niños a repetir la experiencia con usted o de forma independiente. ¡Después de unos días, es posible que los niños puedan guiar la experiencia por sí solos!</p> <p>Los Carteles de Mega Minutos® están relacionados con los siguientes Mega Minutos®:</p> <p>116. Elige los movimientos 117. Conejitos 118. Hola alrededor del mundo 119. Burbujas que se rompen 120. Tiempo de hacer rimas 121. Atención a las rimas 122. Bienvenidos todos 123. Buscar una letra 124. Recolectar preguntas 125. Bienvenidos amigos 126. Gira, Gira y da vueltas 127. Escucha los sonidos de las letras 128. ¿Cómo está el clima? 129. Reflexiones diarias 130. Los colores de la ropa 131. Te digo adiós 132. ¡Palabras que riman! 133. Frijoles saltarines 134. Había una vez un espacio en blanco 135. ¡Puedo contar!</p>
Editorial Change	Publisher	Teacher	9781645530831	20	Under "Papel laminado"	facilita pegar el cartel en la pared sin dañar el papel.	Changed "facilita pegar el cartel en la pared sin dañar el papel." to "facilita pegar el cartel en la pared sin dañarlo."
Editorial Change	Publisher	Teacher	9781645530916	20	Under "Materiales"	N/A	Added the following new content: Variedad de herramientas de escritura
Editorial Change	Publisher	Teacher	9781645530916	20	Under "Todo el grupo," Column 2	palabras nuevas para los sentimientos. Por ejemplo, "Sí, ella se ve feliz"	Changed "palabras nuevas para los sentimientos. Por ejemplo, "Sí, ella se ve feliz" to "palabras nuevas para los sentimientos: "Sí, ella se ve feliz"
Editorial Change	Publisher	Teacher	9781645530916	20	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530671	20	Paragraph 2	otros miembros de la familia extendida.	Changed "otros miembros de la familia extendida." to "y miembros de la familia extendida."
Editorial Change	Publisher	Teacher	9781645530671	20	Paragraph 3	<p>Cuando los niños comparten y narran lo que están aprendiendo y lo que han descubierto, eso facilita que las familias entablen conversaciones bilaterales con sus hijos. Así las familias se sienten más conectadas con el salón de clase y el aprendizaje de sus hijos, además de saberse y reconocerse como socios en el aprendizaje de sus hijos.</p>	<p>Changed "Cuando los niños comparten y narran lo que están aprendiendo y lo que han descubierto, eso facilita que las familias entablen conversaciones bilaterales con sus hijos. Así las familias se sienten más conectadas con el salón de clase y el aprendizaje de sus hijos, además de saberse y reconocerse como socios en el aprendizaje de sus hijos." to "Cuando los niños comparten y narran lo que están aprendiendo y descubriendo, las familias pueden entablar conversaciones bilaterales más fácilmente. Así las familias se sienten más conectadas con el salón de clase y el aprendizaje de sus hijos, además de reconocerse como socios en el aprendizaje de sus hijos."</p>
Editorial Change	Publisher	Teacher	9781645530886	21	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530886	21	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	21	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Lectura en voz alta," bullet 2	<ul style="list-style-type: none"> • Elija un libro de la lista de "Libros de literatura infantil" que presente conteo. • Repase la pregunta del día. Apoye a los niños mientras cuentan 	<p>Changed "• Elija un libro de la lista de "Libros de literatura infantil" que presente conteo. • Repase la pregunta del día. Apoye a los niños mientras cuentan" to "• Elija un libro de la lista de "Libros de literatura infantil" que trate sobre el conteo. • Repase la pregunta del día. Asista a los niños mientras cuentan"</p>
Editorial Change	Publisher	Teacher	9781645530862	21	Under "Lectura en voz alta," Column 2, blue text box	<p>Después de introducir experiencias de conteo durante Todo el grupo y en Lectura en voz alta, observe cómo los niños de manera natural cuentan objetos durante otras actividades del salón de clase. Observar a los niños contar de formas auténticas hace que sea posible ver cómo esta destreza se desarrolla con el tiempo. Para obtener más información acerca de contar, repase el Objetivo 20a, "Cuenta," en el Volumen 6: Objetivos para el desarrollo y el aprendizaje.</p>	<p>Deleted text "Después de introducir experiencias de conteo durante Todo el grupo y en Lectura en voz alta, observe cómo los niños de manera natural cuentan objetos durante otras actividades del salón de clase. Observar a los niños contar de formas auténticas hace que sea posible ver cómo esta destreza se desarrolla con el tiempo. Para obtener más información acerca de contar, repase el Objetivo 20a, "Cuenta," en el Volumen 6: Objetivos para el desarrollo y el aprendizaje. "</p>
Editorial Change	Publisher	Teacher	9781645530879	21	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	21	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	21	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Hora de escoger," Column 1, Paragraph 1	A medida que interactuá con los niños	Changed this: A medida que interactuá con los niños to: A medida que interactúacon los niños
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Grupos pequeños," Column 1, blue text box	para más tarde en el estudio	Changed this: para más tarde en el estudio to: para usar más adelante en el estudio
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	21	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	21	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530909	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	21	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	21	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	21	Under "Hora de escoger," Column 1	cómo la están usando otro inciso.	Changed this: cómo la están usando otro inciso. to: cómo la están usando.
Editorial Change	Publisher	Teacher	9781645530848	21	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530831	21	entire page	<p>Colección de libros de literatura infantil de Teaching Strategies® La lectura en voz alta con los niños es la mejor manera de inspirar amor por la lectura y fomentar las destrezas del lenguaje y lectoescritura, ¡y hay muchos libros maravillosos para elegir! La colección de libros de literatura infantil de Teaching Strategies® contiene 53 libros infantiles de alta calidad que fueron seleccionados cuidadosamente para incluir una variedad de historias cultural y lingüísticamente relevantes para niños y familias de diversos orígenes. La colección incluye entrañables cuentos clásicos; obras contemporáneas de autores conocidos; y, exclusivamente para El Currículo Creativo™ para Texas, diez libros originales de no ficción creados especialmente para complementar las exploraciones e investigaciones en cada estudio. ¡También encontrará nueve "Súper libros" para agregar a su colección de libros para discusiones interactivas e interesantes durante las reuniones de grupos grandes o en lecturas en voz alta a profundidad en grupos pequeños!</p>	<p>All page content has moved from page 21 to page 22.</p> <p>Colección de libros de literatura infantil de Teaching Strategies® La lectura en voz alta con los niños es la mejor manera de inspirar amor por la lectura y fomentar las destrezas del lenguaje y lectoescritura, ¡y hay muchos libros maravillosos para elegir! La colección de libros de literatura infantil de Teaching Strategies® contiene 53 libros infantiles de alta calidad que fueron seleccionados cuidadosamente para incluir una variedad de historias cultural y lingüísticamente relevantes para niños y familias de diversos orígenes. La colección incluye entrañables cuentos clásicos; obras contemporáneas de autores conocidos; y, exclusivamente para El Currículo Creativo™ para Texas, diez libros originales de no ficción creados especialmente para complementar las exploraciones e investigaciones en cada estudio. ¡También encontrará nueve "Súper libros" para agregar a su colección de libros para discusiones interactivas e interesantes durante las reuniones de grupos grandes o en lecturas en voz alta a profundidad en grupos pequeños!</p>
Editorial Change	Publisher	Teacher	9781645530916	21	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	21	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	21	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	21	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530671	21	bullet 4	que puedan requerir los familiares y responda a sus necesidades de manera que las familias sepan	Changed "que puedan requerir los familiares y responda a sus necesidades de manera que las familias sepan" to "que puedan requerir los familiares de manera que las familias sepan"
Editorial Change	Publisher	Teacher	9781645530671	21	bullet 8	usted logre llegar a todas las familias.	Changed "usted logre llegar a todas las familias." to "usted llegue a todas las familias."

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Editorial Change	Publisher	Teacher	9781645530886	22	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	22	Under "Todo el grupo" section head	El niño empieza á entender la diferencia	Changed "El niño empieza á entender la diferencia" to "El niño empieza entender la diferencia"
Editorial Change	Publisher	Teacher	9781645530862	22	Under "Materiales"	Materiales • tablillas con sujetapapeles • papel • lápices	Changed "Materiales • tablillas con sujetapapeles • papel • lápices" to "• materiales para las observaciones en la caminata (p. ej., tablillas con sujetapapeles, papel, lápices)"
Editorial Change	Publisher	Teacher	9781645530862	22	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	22	Paragraph 1	While most of the Materiales you collect for this study will be used in specific Investigaci3n, it is a good idea to supplement your Áreas de interés with a variety of Materiales that will enhance children’s understanding of the study topic in meaningful ways. Here are some suggestions, many of which you may have already collected:	Changed "While most of the Materiales you collect for this study will be used in specific Investigaci3n, it is a good idea to supplement your Áreas de interés with a variety of Materiales that will enhance children’s understanding of the study topic in meaningful ways. Here are some suggestions, many of which you may have already collected:" to "A pesar de que la mayoría de los materiales que recopile para este estudio se usarán en investigaciones específicas, es una buena idea complementar sus Áreas de interés con una variedad de materiales que refuercen la comprensi3n de los niños sobre el tema de estudio de manera clara. A continuaci3n encontrará algunas sugerencias, muchas de las cuales quizás usted ya habrá recopilado."
Editorial Change	Publisher	Teacher	9781645530879	22	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	22	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	22	Under "Materiales"	tenazas	Changed this: tenazas to: pinzas de cocina
Editorial Change	Publisher	Teacher	9781645530909	22	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	22	Under "Comentarios y escritura compartida," Column 2	un pliego de papel.	Changed this: un pliego de papel. to: un papel cartulina.
Editorial Change	Publisher	Teacher	9781645530848	22	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	22	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	22	entire page	<p>Tarjetas: Hablemos de libros™ Algunos de los mejores libros de literatura infantil tienen historias bastante complejas. Los expertos recomiendan leer estas historias a los niños por lo menos tres veces para que se beneficien plenamente de la experiencia. Las Tarjetas: Hablemos de libros™ explican cómo leer y hablar sobre libros seleccionados en la Colección de libros de literatura infantil. Destinado a ser un recurso de consulta rápida durante las lecturas en voz alta, las Tarjetas: Hablemos de libros™ ofrecen sugerencias para presentar cada libro, enfatizando el vocabulario mientras lee, comentando personajes y haciendo preguntas de sondeo. La mejor manera para prepararse para una lectura en voz alta es leer todo el libro usted mismo y luego leer la Tarjeta: Hablemos de libros™. No dude en mantener la tarjeta en su regazo como recurso de consulta rápida mientras lee a los niños, pero trate de evitar leerla. Las mejores lecturas en voz alta son animadas. Son rápidas, e incluyen mucho contacto visual e interacción entre el maestro y los niños. Las llamadas de Apoyo al desarrollo Continued below:</p>	<p>All page content has moved from page 22 to page 23.</p> <p>Tarjetas: Hablemos de libros™ Algunos de los mejores libros de literatura infantil tienen historias bastante complejas. Los expertos recomiendan leer estas historias a los niños por lo menos tres veces para que se beneficien plenamente de la experiencia. Las Tarjetas: Hablemos de libros™ explican cómo leer y hablar sobre libros seleccionados en la Colección de libros de literatura infantil. Destinado a ser un recurso de consulta rápida durante las lecturas en voz alta, las Tarjetas: Hablemos de libros™ ofrecen sugerencias para presentar cada libro, enfatizando el vocabulario mientras lee, comentando personajes y haciendo preguntas de sondeo. La mejor manera para prepararse para una lectura en voz alta es leer todo el libro usted mismo y luego leer la Tarjeta: Hablemos de libros™. No dude en mantener la tarjeta en su regazo como recurso de consulta rápida mientras lee a los niños, pero trate de evitar leerla. Las mejores lecturas en voz alta son animadas. Son rápidas, e incluyen mucho contacto visual e interacción entre el maestro y los niños. Las llamadas de Apoyo al desarrollo Continued below:</p>
Editorial Change	Publisher	Teacher	9781645530831	22	entire page	<p>socioemocional lo ayudan a establecer conexiones asociadas entre la historia y las destrezas de desarrollo socioemocional. La sección Vocabulario ofrece definiciones de palabras amigables a los niños que son fundamentales para entender la historia. Durante las Lecturas en voz alta, presentará nuevas ideas y formas de pensar. Puede presentar los nombres de los personajes, insinuar los problemas que enfrentan y dar ejemplos preguntándose qué podrían estar pensando los personajes. Estas estrategias animan a los niños a pasar de los significados literales al pensamiento de nivel superior. Después de la primera lectura en voz alta, puede plantear las preguntas para después de leer y apoyar a los niños a responderlas. La Segunda lectura en voz alta debería hacerse uno Continued below:</p>	<p>desarrollo socioemocional lo ayudan a establecer conexiones asociadas entre la historia y las destrezas de desarrollo socioemocional. La sección Vocabulario ofrece definiciones de palabras amigables a los niños que son fundamentales para entender la historia. Durante las Lecturas en voz alta, presentará nuevas ideas y formas de pensar. Puede presentar los nombres de los personajes, insinuar los problemas que enfrentan y dar ejemplos preguntándose qué podrían estar pensando los personajes. Estas estrategias animan a los niños a pasar de los significados literales al pensamiento de nivel superior. Después de la primera lectura en voz alta, puede plantear las preguntas para después de leer y apoyar a los niños a responderlas. La Segunda lectura en voz Continued below:</p>

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Editorial Change	Publisher	Teacher	9781645530831	22	entire page	<p>o dos días después de la primera. Esta vez, al hacer diferentes preguntas y agregar comentarios clarificadores mientras lee, puede ayudar a los niños a recordar los personajes y el problema. Es probable que los niños estén mejor preparados para responder preguntas, y usted puede guiarlos para que participen más profundamente en la historia.</p> <p>La Tercera lectura en voz alta debe ocurrir la siguiente semana después de la segunda lectura. Motive a los niños a identificar a los personajes principales y a describir su problema. Durante esta lectura en voz alta, puede mostrar una ilustración y preguntar: “¿Qué está pasando aquí?” o “¿Qué creen que está pensando [nombre del personaje]?”</p> <p>En la tercera lectura en voz alta de un libro, los niños deberían ser quienes más hablen. Anímelos a usar el vocabulario del libro mientras responden preguntas y explican lo que sucede en el cuento.</p>	<p>alta debería hacerse uno o dos días después de la primera. Esta vez, al hacer diferentes preguntas y agregar comentarios clarificadores mientras lee, puede ayudar a los niños a recordar los personajes y el problema. Es probable que los niños estén mejor preparados para responder preguntas, y usted puede guiarlos para que participen más profundamente en la historia.</p> <p>La Tercera lectura en voz alta debe ocurrir la siguiente semana después de la segunda lectura. Motive a los niños a identificar a los personajes principales y a describir su problema. Durante esta lectura en voz alta, puede mostrar una ilustración y preguntar: “¿Qué está pasando aquí?” o “¿Qué creen que está pensando [nombre del personaje]?”</p> <p>En la tercera lectura en voz alta de un libro, los niños deberían ser quienes más hablen. Anímelos a usar el vocabulario del libro mientras responden preguntas y explican lo que sucede en el cuento.</p>
Editorial Change	Publisher	Teacher	9781645530916	22	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	23	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	23	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	23	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	23	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	23	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	23	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	23	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	23	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530879	23	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	23	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	23	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	23	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	23	Under "Reunión final," Column 1	para que compartan sus experiencias	Changed this: para que compartan sus experiencias to: a compartir sus experiencias
Editorial Change	Publisher	Teacher	9781645530909	23	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	23	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	23	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	23	Under "Hora de escoger," Column 2	• Haga preguntas y comentarios	Changed this: • Haga preguntas y comentarios to: • Hacer preguntas y comentarios
Editorial Change	Publisher	Teacher	9781645530848	23	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530831	23	entire page	<p>Tarjetas de recetas</p> <p>Las actividades culinarias son una parte divertida y emocionante de la enseñanza en el salón de clase de prekínder. Estas Tarjetas de recetas fueron diseñadas para ayudar a facilitar experiencias de actividades culinarias amigables en el salón de clases. Verá estas tarjetas resaltadas en cada Guía de enseñanza, pero están destinadas a usarse de manera flexible durante su año escolar. Siéntase libre de usar estas recetas cuando y como mejor le parezca.</p> <p>Disponibles en la Biblioteca de descargas, las Tarjetas de recetas pueden imprimirse en inglés y español y compartirse con las familias.</p> <p>Ilustraciones simples: las imágenes y el lenguaje amigable para los niños hacen que las Tarjetas de Recetas sean fáciles de entender para los niños pequeños, motivan la lectoescritura y el aprendizaje de las matemáticas y ayudan a los niños a seguir independientemente las instrucciones de las recetas.</p> <p>Papel laminado: las tarjetas están laminadas para que sean fáciles de limpiar ¡después de unas actividades culinarias divertidas!.</p>	<p>Tarjetas de recetas</p> <p>Las actividades culinarias son una parte divertida y emocionante de la enseñanza en el salón de clase de prekínder. Estas Tarjetas de recetas fueron diseñadas para ayudar a facilitar experiencias de actividades culinarias amigables en el salón de clases. Verá estas tarjetas resaltadas en cada Guía de enseñanza, pero están destinadas a usarse de manera flexible durante su año escolar. Siéntase libre de usar estas recetas cuando y como mejor le parezca.</p> <p>Disponibles en la Biblioteca de descargas, las Tarjetas de recetas pueden imprimirse en inglés y español y compartirse con las familias.</p> <p>Ilustraciones simples: las imágenes y el lenguaje amigable para los niños hacen que las Tarjetas de Recetas sean fáciles de entender para los niños pequeños, motivan la lectoescritura y el aprendizaje de las matemáticas y ayudan a los niños a seguir independientemente las instrucciones de las recetas.</p> <p>Papel laminado: las tarjetas están laminadas para que sean fáciles de limpiar ¡después de unas actividades culinarias divertidas!.</p>

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Editorial Change	Publisher	Teacher	9781645530831	23	Paragraph 1	Verá estas tarjetas resaltadas en cada Guía de enseñanza, pero están destinadas a usarse de manera flexible durante su año escolar.	Changed "Verá estas tarjetas resaltadas en cada Guía de enseñanza, pero están destinadas a usarse de manera flexible durante su año escolar." to "Verá Experiencias de enseñanza intencional resaltadas en las Tarjetas de recetas en cada Guía de enseñanza, pero están diseñadas para usarse de manera flexible durante el año."
Editorial Change	Publisher	Teacher	9781645530916	23	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	23	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	23	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	23	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531128	23	Under "Secuencia de enseñanza," Verde	distintas direcciones y trayectorias y a varias velocidades.	Changed "distintas direcciones y trayectorias y a varias velocidades." to "distintas direcciones y trayectorias a varias velocidades."
Editorial Change	Publisher	Teacher	9781645530886	24	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	24	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	24	Paragraph 4	actividades culinarias con agua, etc.	Changed "actividades culinarias con agua, etc." to "actividades culinarias con agua."
Editorial Change	Publisher	Teacher	9781645530855	24	Paragraph 4	Esto ayudará a desarrollar las destrezas de observación de su hijo y lo ayudará a establecer conexiones	Changed "Esto ayudará a desarrollar las destrezas de observación de su hijo y lo ayudará a establecer conexiones" to "Al hacerlo desarrollará las destrezas de observación de su hijo y la habilidad para establecer conexiones"
Editorial Change	Publisher	Teacher	9781645530879	24	Under "Recursos diarios"	• libros sobre jardinería	Moved text "• libros sobre jardinería" from under "Recursos diarios" so that it now appears under "Materiales"
Editorial Change	Publisher	Teacher	9781645530879	24	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	24	Under "Comentarios y escritura compartida," Column 1, blue text box	Mientras elige las fotografías del jardín para compartir	Changed "Mientras elige las fotografías del jardín para compartir" to "Si elige sus propias las fotografías del jardín para compartir"
Editorial Change	Publisher	Teacher	9781645530893	24	Under "Comentarios y escritura compartida," Column 2	• Compare las listas y discuta cómo la música tenía diferentes sonidos.	Changed this: • Compare las listas y discuta cómo la música tenía diferentes sonidos. to • Compare las listas y analice cómo la música tenía diferentes sonidos.
Editorial Change	Publisher	Teacher	9781645530893	24	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	24	Under "Materiales"	N/A	New content added under Materials: - Máquina que no es una máquina simple
Editorial Change	Publisher	Teacher	9781645530909	24	Under "Recursos de práctica diario"	• libro: Mis vecinos y sus máquinas simples	This content: • libro: Mis vecinos y sus máquinas simples has been moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530909	24	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	24	Under "Recursos diarios"	• libro: El amor es la familia	Content moved under "Materiales" : • libro: El amor es la familia

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530848	24	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	24	entire page	<p>Tarjetas de fotos Las imágenes de la vida real son una forma importante para que los niños de prekínder aprendan sobre el mundo que los rodea. En cada estudio, querrá incorporar imágenes de la vida real que reflejen su comunidad escolar local. Para comenzar, estas Tarjetas de fotos, diseñadas específicamente para El Currículo Creativo™ para Texas están destinadas a ahorrarle tiempo. Se pueden usar en discusiones de grupos grandes, exhibir en áreas de interés o tenerlas disponibles para que los niños las examinen de cerca en el Área de descubrimientos. Esta colección cuidadosamente seleccionada de imágenes de no ficción apoyará las discusiones, reflexiones y exploraciones de los niños. Notará que estas tarjetas de fotos están ordenadas por tema de estudio. Sin embargo, la misma imagen se puede utilizar para múltiples estudios. Por ejemplo, una imagen de un molino de viento puede utilizarse en el</p>	<p>All page content has moved from page 24 to page 25.</p> <p>Tarjetas de fotos Las imágenes de la vida real son una forma importante para que los niños de prekínder aprendan sobre el mundo que los rodea. En cada estudio, querrá incorporar imágenes de la vida real que reflejen su comunidad escolar local. Para comenzar, estas Tarjetas de fotos, diseñadas específicamente para El Currículo Creativo™ para Texas están destinadas a ahorrarle tiempo. Se pueden usar en discusiones de grupos grandes, exhibir en áreas de interés o tenerlas disponibles para que los niños las examinen de cerca en el Área de descubrimientos. Esta colección cuidadosamente seleccionada de imágenes de no ficción apoyará las discusiones, reflexiones y exploraciones de los niños. Notará que estas tarjetas de fotos están ordenadas por tema de estudio. Sin embargo, la misma imagen se puede utilizar para múltiples estudios. Por ejemplo,</p>
Editorial Change	Publisher	Teacher	9781645530831	24	entire page	<p>Continued from above: Estudio de ruedas el Estudio de las máquinas simples, o ¡incluso en el Estudio del agua! Versiones imprimibles están disponibles en la Biblioteca de descargas. Considere usarlas para crear libros de nuestra clase, gráficos ilustrados y juegos de emparejamiento y clasificación o para reforzar el vocabulario en el mural de palabras con el alfabeto. Números: los números lo ayudan a mantener las Tarjetas de fotos organizadas y en orden cuando no están en uso. Nombre del estudio: este indica el estudio en el que cada tarjeta fotográfica está destinada a ser usada. Sin embargo, puede usar las tarjetas fotográficas como mejor lo considere entre los diferentes estudios. Papel laminado: el resistente papel laminado protege las tarjetas de fotografías y permite una fácil limpieza cuando se utilizan en arte o experiencias sensoria</p>	<p>Continued from above: una imagen de un molino de viento puede utilizarse en el Estudio de ruedas el Estudio de las máquinas simples, o ¡incluso en el Estudio del agua! Versiones imprimibles están disponibles en la Biblioteca de descargas. Considere usarlas para crear libros de nuestra clase, gráficos ilustrados y juegos de emparejamiento y clasificación o para reforzar el vocabulario en el mural de palabras con el alfabeto. Números: los números lo ayudan a mantener las Tarjetas de fotos organizadas y en orden cuando no están en uso. Nombre del estudio: este indica el estudio en el que cada tarjeta fotográfica está destinada a ser usada. Sin embargo, puede usar las tarjetas fotográficas como mejor lo considere entre los diferentes estudios. Papel laminado: el resistente papel laminado protege las tarjetas de fotografías y permite una fácil limpieza cuando se utilizan en arte o experiencias sensoria</p>

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Editorial Change	Publisher	Teacher	9781645531104	24	Under "Qué hacer," Column 2	Comente que los árboles nuevos crecen de las semillas	Changed "Comente que los árboles nuevos crecen de las semillas" to "Comente el hecho de que los árboles nuevos crecen de las semillas"
Editorial Change	Publisher	Teacher	9781645531104	24	Under "Qué hacer," Column 2	5. Explique que el cuadro con la receta	Changed "5. Explique que el cuadro con la receta" to "5. Explique que la tarjeta con la receta"
Editorial Change	Publisher	Teacher	9781645530688	24	Paragraph 2	Este ejemplo muestra cómo un maestro apoyó el aprendizaje iniciado por una niña y el Sr. Álvarez amplió el juego	Changed "Este ejemplo muestra cómo un maestro apoyó el aprendizaje iniciado por una niña y el Sr. Álvarez amplió el juego" to "El Sr. Álvarez apoyó el aprendizaje iniciado por una niña y amplió el juego"
Editorial Change	Publisher	Teacher	9781645530886	25	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	25	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	25	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	25	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	25	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	25	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	25	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	25	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	25	Under "What You Can Do at Home"	washing hands, cooking with water, etc.	Changed "washing hands, cooking with water, etc." to "washing hands, and cooking with water."
Editorial Change	Publisher	Teacher	9781645530855	25	Under "What You Can Do at Home"	This will help develop your child's observation skills and help them make connections	Changed "This will help develop your child's observation skills and help them make connections" to "Doing so will develop your child's observation skills and ability to make connections"
Editorial Change	Publisher	Teacher	9781645530879	25	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	25	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	25	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	25	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	25	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	25	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	25	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	25	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530909	25	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	25	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	25	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	25	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	25	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	25	Under "Guiar el aprendizaje infantil"	¡No puede equivocarse cuando da a los niños	Changed this: ¡No puede equivocarse cuando da a los niños to: No hay nada de malo en dar a los niños
Editorial Change	Publisher	Teacher	9781645530831	25	entire page	Poniendo todo junto: Una instantánea de tu díaOrganizarse Ahora que tiene una idea de todos loscomponentes que están disponiblespara usted, ¡veamos cómo encaja todo para lograr unas primeras seis semanas valiosas e interesantes!En su caja encontrará el Organizador de recursos de Teaching Strategies®. Use estacarpeta especialmente diseñada para reunir todo lo que planea usar en un día enparticular y manténgala a mano.Puede colocar la Guía de enseñanza enel compartimento central de la carpeta deslizandola cubierta posterior en elcompartimento para poder pasar laspáginas fácilmente. Los compartimentos adicionales contienen las Experiencias de enseñanza intencional, Tarjetas: Hablemos de libros™, Mega Minutos®, Tarjetas de fotos, y los libros de literatura infantil que usará ese día.	All page content has moved from page 25 to page 26. Poniendo todo junto: Una instantánea de tu díaOrganizarse Ahora que tiene una idea de todos los componentes que están disponibles para usted, ¡veamos cómo encaja todo para lograr unas primeras seis semanas valiosas e interesantes! En su caja encontrará el Organizador de recursos de Teaching Strategies®. Use esta carpeta especialmente diseñada para reunir todo lo que planea usar en un día en particular y manténgala a mano. Puede colocar la Guía de enseñanza en el compartimento central de la carpeta deslizando la cubierta posterior en el compartimento para poder pasar las páginas fácilmente. Los compartimentos adicionales contienen las Experiencias de enseñanza intencional, Tarjetas: Hablemos de libros™, Mega Minutos®, Tarjetas de fotos, y los libros de literatura infantil que usará ese día.
Editorial Change	Publisher	Teacher	9781645530831	25	Paragraph 1	para lograr unas primeras seis semanas valiosas e interesantes!	Changed "para lograr unas primeras seis semanas valiosas e interesantes!" to "para lograr unas primeras seis semanas (o más) valiosas e interesantes!"
Editorial Change	Publisher	Teacher	9781645530916	25	top of page	N/A	Added the primary and related guidelines aligned to the investigation question.
Editorial Change	Publisher	Teacher	9781645530916	25	Under "Día 4," 1st box down	Experiencias de enseñanza intencional SE19, "Tarjetas de amor y amistad"	Deleted this text: Experiencias de enseñanza intencional SE19, "Tarjetas de amor y amistad"
Editorial Change	Publisher	Teacher	9781645530916	25	Under "Niños que aprenden una segunda lengua"	unirse a la clase para la celebración del próximo año.	Changed "unirse a la clase para la celebración del próximo año." to "unirse a la clase para la celebración de la próxima semana."
Editorial Change	Publisher	Teacher	9781645530725	25	Column 1, bullet 5	asumir responsabilidades y a cooperar.	Changed "asumir responsabilidades y a cooperar con otros." to "asumir responsabilidades y a cooperar con otros."
Editorial Change	Publisher	Teacher	9781645531128	25	Under "Secuencia de enseñanza," Morado	"Golpea la pelota con el empeine o el arco,	Changed ""Golpea la pelota con el empeine o el arco," to ""Patea la pelota con el empeine o el arco,"
Editorial Change	Publisher	Teacher	9781645531128	25	Under "Secuencia de enseñanza," Morado	"Golpéala en el centro cuando la patees".	Changed "Golpéala en el centro cuando la patees". to "Patéala en el centro cuando la patees".

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Editorial Change	Publisher	Teacher	9781645530886	26	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	26	Under "Recursos de práctica diaria"	• libro: Cartas en el bosque (con Tarjeta: Hablemos de libros 08, Cartas en el bosque)	Item (• libro: Cartas en el bosque (con Tarjeta: Hablemos de libros 08, Cartas en el bosque) moved below ITE M51 in this list
Editorial Change	Publisher	Teacher	9781645530862	26	Under "Recursos de práctica diaria"	• Tabla Lo que sabemos acerca de las ruedas	Content (• Tabla Lo que sabemos acerca de las ruedas) moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530862	26	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	26	Under "Todo el grupo," "Juego: Sorpresa de sílabas"	N/A	Added new content: "Utilice Mega Minutos 51, "Sorpresa de sílabas"." under "Todo el grupo," "Juego: Sorpresa de sílabas"
Editorial Change	Publisher	Teacher	9781645530862	26	Under "Comentarios y escritura compartida," bullet 3	Use los Mega Minutos 51, "Sorpresa de sílabas".	Deleted text "Use los Mega Minutos 51, "Sorpresa de sílabas"."
Editorial Change	Publisher	Teacher	9781645530855	26	Column 2, bullet 3	Organice diferentes estaciones que permitan a los niños examinar materiales	Changed "Organice diferentes estaciones que permitan a los niños examinar materiales" to "Organice estaciones que permitan a los niños examinar diferentes materiales,"
Editorial Change	Publisher	Teacher	9781645530855	26	Column 2, last Paragraph	cómo celebrar mejor todo lo aprendido.	Changed "cómo celebrar mejor todo lo aprendido." to "cómo celebrar todo lo aprendido."
Editorial Change	Publisher	Teacher	9781645530879	26	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	26	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	26	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	26	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	26	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530831	26	entire page	<p>Familiarizarse con los planes diarios Abra su Guía de enseñanza y repase las primeras páginas de Un vistazo. Estas páginas le dan la oportunidad de mirar hacia el futuro, repasar las actividades, reunir los materiales por adelantado y considerar cualquier ajuste que pueda necesitar para la clase.</p> <p>A continuación, encontrará un conjunto de planes diarios para cada Pregunta de énfasis o investigación. Los planes diarios dan orientación detallada para conversaciones, libros, Experiencias de enseñanza intencional, Mega Minutos® recomendados y cualquier otro material que usará en días específicos. Los planes diarios fueron diseñados para ayudarlo a apoyar intencionalmente el desarrollo y aprendizaje de los niños en todas las áreas, al tiempo que se construyen relaciones y se exploran estudios basados en proyectos durante todo el año escolar.</p> <p>Los planes diarios proveen listas de materiales y Recursos diarios que necesitará para cada día. La lista de Recursos diarios incluye más Mega Minutos® para cualquier otra transición o actividad adicional que pueda necesitar fuera de los planes diarios.</p>	<p>All page content has moved from page 26 to page 27.</p> <p>Familiarizarse con los planes diarios Abra su Guía de enseñanza y repase las primeras páginas de Un vistazo. Estas páginas le dan la oportunidad de mirar hacia el futuro, repasar las actividades, reunir los materiales por adelantado y considerar cualquier ajuste que pueda necesitar para la clase.</p> <p>A continuación, encontrará un conjunto de planes diarios para cada Pregunta de énfasis o investigación. Los planes diarios dan orientación detallada para conversaciones, libros, Experiencias de enseñanza intencional, Mega Minutos® recomendados y cualquier otro material que usará en días específicos. Los planes diarios fueron diseñados para ayudarlo a apoyar intencionalmente el desarrollo y aprendizaje de los niños en todas las áreas, al tiempo que se construyen relaciones y se exploran estudios basados en proyectos durante todo el año escolar.</p> <p>Los planes diarios proveen listas de materiales y Recursos diarios que necesitará para cada día. La lista de Recursos diarios incluye más Mega Minutos® para cualquier otra transición o actividad adicional que pueda necesitar fuera de los planes diarios.</p>
Editorial Change	Publisher	Teacher	9781645530831	26	images	N/A	Updated images
Editorial Change	Publisher	Teacher	9781645530916	26	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	26	Under "Comentarios y escritura compartida," Column 2	Por ejemplo: "Recuerdo cuando comenzamos las clases, muchos de ustedes no se conocían.	Changed "Por ejemplo: "Recuerdo cuando comenzamos las clases, muchos de ustedes no se conocían." to "Por ejemplo, diga: "Recuerdo cuando comenzamos las clases, y muchos de ustedes no se conocían."
Editorial Change	Publisher	Teacher	9781645530886	27	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	27	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	27	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	27	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	27	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	27	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	27	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	27	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	27	Under "Lectura en voz alta," Column 1	Siga la orientación	Changed "Siga la orientación" to "Siga la guía"

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Editorial Change	Publisher	Teacher	9781645530879	27	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	27	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	27	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	27	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	27	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	27	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	27	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	27	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
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Editorial Change	Publisher	Teacher	9781645530909	27	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	27	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	27	In running head	Preguntas central	Change this: Preguntas central to this: Preguntas centrales
Editorial Change	Publisher	Teacher	9781645530848	27	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	27	entire page	<p>¿Que hay en un Plan diario? Encontrará que los planes diarios contienen toda la información que necesita para prepararse e implementar un día de enseñanza continua. La mejor parte de los planes diarios es que le dan estructura y orientación durante todo el día mientras le ofrecen flexibilidad para responder a las necesidades e intereses de los niños. Ahora echemos un vistazo más de cerca a cada uno de los componentes de un plan diario.</p> <p>Vocabulario: Hemos seleccionado vocabulario clave en inglés y español para que lo introduzca durante las conversaciones grupales de ese día, las lecturas en voz alta o las actividades de Experiencia de enseñanza intencional. Los niños tendrán múltiples oportunidades a través del día para escuchar estas palabras y construir una comprensión sobre lo que significan. Es posible que algunas de estas palabras no formen parte del habla cotidiana, pero es importante que los niños las aprendan. Su</p>	All page content has moved from page 27 to page 30.
Editorial Change	Publisher	Teacher	9781645530831	27	entire page	<p>Continued from above: función es buscar oportunidades para fomentar la comprensión de esas palabras a través del día. Todo el grupo: las reuniones con todo el grupo ofrecen a los niños un sentido de pertenencia al grupo. En este ambiente los niños pueden practicar destrezas de comunicación; hacer preguntas; y compartir sus ideas, sentimientos y trabajo. Las reuniones grupales también son un buen momento para hablar y resolver problemas que afectan a todo el grupo, conversar sobre lo que están aprendiendo los niños y planificar qué hacer a continuación. La reunión con todo el grupo generalmente dura de 15 a 20 minutos y consta de tres eventos: una rutina inicial, una experiencia con todo el grupo y comentarios y escritura compartida. Rutina inicial: todos los días</p>	

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El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	27	entire page	Continued from above: comienzan con una canción de bienvenida y una verificación de asistencia para desarrollar el sentido de comunidad de los niños. Encontrará sugerencias de canciones de bienvenida en Mega Minutos®. Si su programa requiere que realice otras rutinas diarias, como recitar el Juramento a la bandera y guardar un momento de silencio, este es un buen momento para hacerlo. Comentarios y escritura compartida: aquí encontrará sugerencias para guiar una conversación con los niños. Esta es una buena manera de fomentar las destrezas lingüísticas, introducir nuevas ideas asociadas con el estudio, construir comunidad y explorar conceptos socioemocionales. Las conversaciones incluyen escritura compartida, un proceso interactivo en el que usted y los niños desarrollan un texto juntos. Usted será el escribiente y	
Editorial Change	Publisher	Teacher	9781645530831	27	entire page	Continued from above: registrará las ideas de los niños. “Hable para sí mismo” mientras da ejemplos con lo que escribe; por ejemplo, “Voy a comenzar a escribir Keshan con letra mayúscula porque es el nombre de una persona”. Hay más información sobre escritura compartida en Experiencia de enseñanza intencional LL01, “Escritura compartida,” y en el capítulo 3 de El Currículo Creativo® para Texas, Volumen 3: Lectoescritura.	
Editorial Change	Publisher	Teacher	9781645530831	27	Upper-left corner (above Vocabulario)	N/A	Added new content: Recursos y materiales diarios: cada día, encontrará una lista de Recursos diarios: Experiencias de enseñanza intencional, Carteles Mega Minutos®, Mega Minutos®, Tarjetas de fotos, Tarjetas de recetas, Tarjetas Hablemos de libros™ y libros para niños, y materiales adicionales que puede necesitará recolectar antes de comenzar su día.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	27	Under "Todo el grupo," right hand column.	Todo el grupo: las reuniones con todo el grupo ofrecen a los niños un sentido de pertenencia al grupo. En este ambiente los niños pueden practicar destrezas de comunicación; hacer preguntas; y compartir sus ideas, sentimientos y trabajo. Las reuniones grupales también son un buen momento para hablar y resolver problemas que afectan a todo el grupo, conversar sobre lo que están aprendiendo los niños y planificar qué hacer a continuación. La reunión con todo el grupo generalmente dura de 15 a 20 minutos y consta de tres eventos: una rutina inicial, una experiencia con todo el grupo y comentarios y escritura compartida.	Changed "Todo el grupo: las reuniones con todo el grupo ofrecen a los niños un sentido de pertenencia al grupo. En este ambiente los niños pueden practicar destrezas de comunicación; hacer preguntas; y compartir sus ideas, sentimientos y trabajo. Las reuniones grupales también son un buen momento para hablar y resolver problemas que afectan a todo el grupo, conversar sobre lo que están aprendiendo los niños y planificar qué hacer a continuación. La reunión con todo el grupo generalmente dura de 15 a 20 minutos y consta de tres eventos: una rutina inicial, una experiencia con todo el grupo y comentarios y escritura compartida." to "Todo el grupo: Esta hora del día suele durar entre 15 y 20 minutos y consta de tres eventos: una rutina de apertura, una experiencia de grupo grande y discusión y escritura compartida."
Editorial Change	Publisher	Teacher	9781645530831	27	Under "Rutina inicial," right hand column, last Paragraph	Rutina inicial: todos los días comienzan con una canción de bienvenida y una verificación de asistencia para desarrollar el sentido de comunidad de los niños. Encontrará sugerencias de canciones de bienvenida en Mega Minutos®. Si su programa requiere que realice otras rutinas diarias, como recitar el Juramento a la bandera y guardar un momento de silencio, este es un buen momento para hacerlo.	Changed "Rutina inicial: todos los días comienzan con una canción de bienvenida y una verificación de asistencia para desarrollar el sentido de comunidad de los niños. Encontrará sugerencias de canciones de bienvenida en Mega Minutos®. Si su programa requiere que realice otras rutinas diarias, como recitar el Juramento a la bandera y guardar un momento de silencio, este es un buen momento para hacerlo." to ""Rutina inicial: Una canción de bienvenida y un control de asistencia al comienzo de cada día desarrollan el sentido de comunidad de los niños. Encontrará sugerencias para canciones de bienvenida en Mega Minutos®."
Editorial Change	Publisher	Teacher	9781645530831	27	Under "Comentarios y escritura compartida"	Comentarios y escritura compartida: aquí encontrará sugerencias para guiar una conversación con los niños. Esta es una buena manera de fomentar las destrezas lingüísticas, introducir nuevas ideas asociadas con el estudio, construir comunidad y explorar conceptos socioemocionales. Las conversaciones incluyen escritura compartida, un proceso interactivo en el que usted y los niños desarrollan un texto juntos. Usted será el escribiente y registrará las ideas de los niños. "Hable para sí mismo" mientras da ejemplos con lo que escribe; por ejemplo, "Voy a comenzar a escribir Keshan con letra mayúscula porque es el nombre de una persona". Hay más información sobre escritura compartida en Experiencia de enseñanza intencional LL01, "Escritura compartida," y en el capítulo 3 de El Currículo Creativo® para Texas, Volumen 3: Lectoescritura.	Changed "Comentarios y escritura compartida: aquí encontrará sugerencias para guiar una conversación con los niños. Esta es una buena manera de fomentar las destrezas lingüísticas, introducir nuevas ideas asociadas con el estudio, construir comunidad y explorar conceptos socioemocionales. Las conversaciones incluyen escritura compartida, un proceso interactivo en el que usted y los niños desarrollan un texto juntos. Usted será el escribiente y registrará las ideas de los niños. "Hable para sí mismo" mientras da ejemplos con lo que escribe; por ejemplo, "Voy a comenzar a escribir Keshan con letra mayúscula porque es el nombre de una persona". Hay más información sobre escritura compartida en Experiencia de enseñanza intencional LL01, "Escritura compartida," y en el capítulo 3 de El Currículo Creativo® para Texas, Volumen 3: Lectoescritura." to "Comentarios y escritura compartida: Aquí encontrará sugerencias para dirigir una debate con los niños. Durante los debates en grupos grandes, los niños pueden practicar habilidades de comunicación, hacer preguntas y compartir sus ideas, sentimientos y trabajo. Los debates incluyen la escritura compartida, un proceso interactivo en el que usted y los niños desarrollan un texto juntos en un papel gráfico, una pizarra o una pizarra inteligente."

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	27	Under "Vocabulario"	Vocabulario: Hemos seleccionado vocabulario clave en inglés y español para que lo introduzca durante las conversaciones grupales de ese día, las lecturas en voz alta o las actividades de Experiencia de enseñanza intencional. Los niños tendrán múltiples oportunidades a través del día para escuchar estas palabras y construir una comprensión sobre lo que significan. Es posible que algunas de estas palabras no formen parte del habla cotidiana, pero es importante que los niños las aprendan. Su función es buscar oportunidades para fomentar la comprensión de esas palabras a través del día.	Changed " Vocabulario: Hemos seleccionado vocabulario clave en inglés y español para que lo introduzca durante las conversaciones grupales de ese día, las lecturas en voz alta o las actividades de Experiencia de enseñanza intencional. Los niños tendrán múltiples oportunidades a través del día para escuchar estas palabras y construir una comprensión sobre lo que significan. Es posible que algunas de estas palabras no formen parte del habla cotidiana, pero es importante que los niños las aprendan. Su función es buscar oportunidades para fomentar la comprensión de esas palabras a través del día." to "Vocabulario: Esta sección identifica algunas palabras en español e inglés relacionadas con el estudio para presentar durante sus interacciones con los niños y reforzarlas durante el día."
Editorial Change	Publisher	Teacher	9781645530916	27	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	27	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	27	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	27	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	28	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	28	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	28	entire page	<p>Reunión con todo el grupo</p> <p>Antes de hacer participar a los niños en los comentarios y escritura compartida, es una buena idea tener una experiencia física divertida e interactiva. Aquí es cuando jugarán juntos un juego grupal rápido, participarán en una canción y en juegos con los dedos o se moverán a un ritmo. Esta experiencia generalmente incluye Mega Minutos®.</p> <p>Hora de escoger: Para la hora de escoger actividades, que su programa puede llamar "tiempo de centros" o "tiempo de trabajo", cada niño elige el área de interés en el que le gustaría trabajar ese día.</p> <p>Los niños también pueden elegir con quién trabajarán y qué material usarán. La hora de escoger generalmente dura una hora o más, sin incluir el tiempo de limpieza. Durante este tiempo todas las áreas de interés están disponibles a los niños, y ellos pueden moverse libremente a las áreas que elijan.</p>	<p>All page content has moved from page 28 to page 31.</p> <p>Reunión con todo el grupo</p> <p>Antes de hacer participar a los niños en los comentarios y escritura compartida, es una buena idea tener una experiencia física divertida e interactiva. Aquí es cuando jugarán juntos un juego grupal rápido, participarán en una canción y en juegos con los dedos o se moverán a un ritmo. Esta experiencia generalmente incluye Mega Minutos®.</p> <p>Hora de escoger: Para la hora de escoger actividades, que su programa puede llamar "tiempo de centros" o "tiempo de trabajo", cada niño elige el área de interés en el que le gustaría trabajar ese día.</p> <p>Los niños también pueden elegir con quién trabajarán y qué material usarán. La hora de escoger generalmente dura una hora o más, sin incluir el tiempo de limpieza. Durante este tiempo todas las áreas de interés están disponibles a los niños, y ellos pueden</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	28	entire page	Continued from above: La Guía de enseñanza ofrece ideas para considerar mientras interactúa y observa a los niños en las áreas de interés cada día. Para obtener más información sobre cómo organizar las áreas de interés, mostrar material e interactuar con los niños en las áreas de interés, vea El Currículo Creativo® para Texas, Volumen 2: Áreas de interés. También encontrará orientación para planificar y apoyar el aprendizaje infantil en las áreas de interés en el Volumen 3: Lectoescritura, Volumen 4: Matemáticas y Volumen 5: Ciencia y tecnología, Estudios sociales y Artes.	Continued from above: La Guía de enseñanza ofrece ideas para considerar mientras interactúa y observa a los niños en las áreas de interés cada día. Para obtener más información sobre cómo organizar las áreas de interés, mostrar material e interactuar con los niños en las áreas de interés, vea El Currículo Creativo® para Texas, Volumen 2: Áreas de interés. También encontrará orientación para planificar y apoyar el aprendizaje infantil en las áreas de interés en el Volumen 3: Lectoescritura, Volumen 4: Matemáticas y Volumen 5: Ciencia y tecnología, Estudios sociales y Artes.
Editorial Change	Publisher	Teacher	9781645530831	28	Under "Reunión con todo el grupo"	Reunión con todo el grupo: Antes de hacer participar a los niños en los comentarios y escritura compartida, es una buena idea tener una experiencia física divertida e interactiva. Aquí es cuando jugarán juntos un juego grupal rápido, participarán en una canción y en juegos con los dedos o se moverán a un ritmo. Esta experiencia generalmente incluye Mega Minutos®.	Deleted this text
Editorial Change	Publisher	Teacher	9781645530831	28	Under "Hora de escoger" section head	Hora de escoger: Para la hora de escoger actividades, que su programa puede llamar "tiempo de centros" o "tiempo de trabajo", cada niño elige el área de interés en el que le gustaría trabajar ese día. Los niños también pueden elegir con quién trabajarán y qué material usarán. La hora de escoger generalmente dura una hora o más, sin incluir el tiempo de limpieza. Durante este tiempo todas las áreas de interés están disponibles a los niños, y ellos pueden moverse libremente a las áreas que elijan. La Guía de enseñanza ofrece ideas para considerar mientras interactúa y observa a los niños en las áreas de interés cada día. Para obtener más información sobre cómo organizar las áreas de interés, mostrar material e interactuar con los niños en las áreas de interés, vea El Currículo Creativo® para Texas, Volumen 2: Áreas de interés. También encontrará orientación para planificar y apoyar el aprendizaje infantil en las áreas de interés en el Volumen 3: Lectoescritura, Volumen 4: Matemáticas y Volumen 5: Ciencia y tecnología, Estudios sociales y Artes.	Changed to "Para la hora de escoger, que su programa puede llamar "horario central" o "horario de trabajo", cada niño elige un área de interés para trabajar ese día. El alumno también puede elegir a alguien con quien trabajar y los materiales que usarán. La hora de escoger generalmente dura una hora o más, sin incluir la limpieza. Durante este tiempo, todas las áreas de interés están disponibles para los niños y pueden moverse libremente a las áreas que elijan. La Guía de enseñanza ofrece ideas para considerar a medida que interactúa y observa a los niños en las áreas de interés cada día."
Editorial Change	Publisher	Teacher	9781645530831	28	lower-left corner	N/A	Added new content: Pautas de prekindergarten de Texas: a lo largo del día, encontrará las pautas de prekindergarten de Texas (TPG) y objetivos de desarrollo y aprendizaje (ODL) para ayudar a enfocar sus observaciones. Si bien puede observar muchas habilidades y destrezas durante una actividad, tres se han destacado cada día para su consideración.
Editorial Change	Publisher	Teacher	9781645530916	28	Under "Materiales"	N/A	Added the following new content under "Materiales": libros sobre amistad
Editorial Change	Publisher	Teacher	9781645530916	28	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530701	28	Paragraph 1	Por ejemplo, podrían explicar:	Changed "Por ejemplo, podrían explicar:" to "Por ejemplo, podrían ofrecer explicaciones como las siguientes:"
Editorial Change	Publisher	Teacher	9781645530879	28	Under "Comentarios y escritura compartida," Column 1	"Lilly, agregaste algunas bellas flores moradas a nuestro jardín, y Jacob	Changed "'Lilly, agregaste algunas bellas flores moradas a nuestro jardín, y Jacob" to "'Lilly, agregaste algunas bellas flores moradas a nuestro jardín. Jacob"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530855	29	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530855	29	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530855	29	Under "Colaboración con las familias"	libros o materiales	Changed "libros o materiales" to "libros y materiales"
Editorial Change	Publisher	Teacher	9781645530879	29	Under "Todo el grupo, continuación" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	29	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	29	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	29	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	29	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	29	In running head	Preguntas central	Change Preguntas central to Preguntas centrales (global for running heads in this section)
Editorial Change	Publisher	Teacher	9781645530848	29	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	29	Under "Guiar el aprendizaje infantil"	"Selena, puedes elegir el área de Descubrimientosárea de Descubrimientos	Changed this: "Selena, puedes elegir el área de Descubrimientosárea de Descubrimientos to: "Selena, puedes elegir el área de Descubrimientos
Editorial Change	Publisher	Teacher	9781645530831	29	entire page	<p>Cuatro componentes importantes de las repeticiones interactivas de lectura en voz alta</p> <p>Lectura en voz alta</p> <p>Planee leer en voz alta con los niños por lo menos dos veces durante una sesión de medio día y tres veces durante una sesión de día completo. Cada día, la Guía de enseñanza sugerirá un libro de la Colección de libros infantiles de Teaching Strategies®. Usará ese libro en una experiencia de lectura interactiva.</p> <p>La Guía de enseñanza da apoyo detallado para la lectura en voz alta. A veces el plan diario le indicará que busque una tarjeta Hablemos de libros™. Las tarjetas Hablemos de libros™ lo guiarán a través de la repetición interactiva de lecturas en voz alta.</p> <p>¡Recuerde que cada lectura en voz alta tiene un propósito!</p> <p>Puede leer en voz alta con todo el grupo o más eficazmente, con grupos más pequeños de niños. También puede compartir informalmente libros del área de Biblioteca durante la hora de escoger actividades o en momentos más casuales de lectura en voz alta. Seleccione libros en función de los intereses de los niños, los conceptos que desea que los niños entiendan o el simple disfrute de los buenos libros.</p> <p>Aprenda más sobre cómo guiar una experiencia de lectura interactiva leyendo el capítulo 10 de El Currículo Creativo® para Texas, Volumen 2: Áreas de interés y capítulo 3 de El Currículo Creativo® para Texas, Volumen 3: Lectoescritura.</p> <p>Introducción del libro: Antes de comenzar, lea el título, muestre la portada del libro, presente a los personajes principales y cuénteles a los niños sobre el problema que enfrentan los personajes.</p>	All content on this page is being moved from its current location (p. 29) to become the new p. 24. We wanted the read-aloud information to be adjacent to the Book Discussion Cards™ description.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	29	entire page	Continued from above: Comentarios y preguntas: Antes de leer el libro en voz alta, lea los comentarios y las preguntas sugeridas en la tarjeta. Ayudarán a los niños a pensar y comprender la historia. Puede resultarle útil escribir algunos de los comentarios y preguntas en notas autoadhesivas y pegarlas a las páginas correspondientes del libro como recordatorios. Vocabulario: A medida que lee la historia, señale las ilustraciones que ayudarán a los niños a comprender las palabras del vocabulario y que se enumeran en la tarjeta, para una referencia fácil. También puede usar expresiones faciales y otro lenguaje corporal para transmitir el significado de las palabras. Preguntas para después de leer: después de leer la historia, haga dos o tres preguntas que ayuden a los niños a pensar sobre toda la historia o pensar en las ideas de la historia. Esté preparado para responder las preguntas usted mismo o guiar a los niños a las conclusiones.	
Editorial Change	Publisher	Teacher	9781645530831	29	top of page	Subhead: Lectura en voz alta	Deleted this text
Editorial Change	Publisher	Teacher	9781645530916	29	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	29	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	29	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	29	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	30	Under "Áreas de interés," "Día 2"	Descubrimientos: surtido de cajas,	Changed "Descubrimientos: surtido de cajas," to "Descubrimientos: colección de cajas,"
Editorial Change	Publisher	Teacher	9781645530886	30	Under "Grupos pequeños," "Día 3"	Opción 1: ¿Dónde está la bolsa de bolitas? Experiencia de enseñanza intencional M56, "¿Dónde está la bolsa de bolitas?";	Changed "Descubrimientos: surtido de cajas," to "Opción 1: ¿Dónde está la bolita?" Experiencia de enseñanza intencional M56, "¿Dónde está la bolita?";
Editorial Change	Publisher	Teacher	9781645530855	30	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	30	Under "Rutina Inicial"	ideas sobre cómo planificar y modificar su rutina inicial.	Changed "ideas sobre cómo planificar y modificar su rutina inicial." to "ideas sobre planificar y modificar su rutina inicial."
Editorial Change	Publisher	Teacher	9781645530893	30	Under "Todo el grupo," "Día 2"	Materiales: Mega Minutos 90, "Banda imaginaria"; tambor	Changed this: Materiales: Mega Minutos 90, "Banda imaginaria"; tambor to Materiales: Mega Minutos 90, "Banda imaginaria".
Editorial Change	Publisher	Teacher	9781645530909	30	Under "Todo el grupo," "Día 1"	lista ¿Qué queremos averiguar acerca de las máquinas simples?	Changed this: lista ¿Qué queremos averiguar acerca de las máquinas simples? to: tabla Lo que queremos averiguar sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530848	30	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	30	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	30	entire page	Prepararse para los primeros días de escuela El comienzo del año puede ser abrumador para los niños y también para usted. Recae en usted una gran responsabilidad al tener que asegurarse de que usted y su entorno físico estén preparados para recibir a los niños y sus familias en el programa. El tiempo que invierta en planificar y prepararse para los primeros días de escuela ayudará a que estos primeros momentos sean lo más exitosos posible tanto para usted como para los niños de su clase. Para ayudarlo a planificar y prepararse para los primeros días de escuela, repase la siguiente lista de verificación de recordatorios y elementos importantes a considerar. Si bien esta es una lista de verificación bastante completa, cada programa es único. Asegúrese de aprovechar el espacio adicional que se da a continuación para agregar elementos que reflejen las necesidades específicas de su programa. Una versión imprimible de esta lista de verificación está disponible en la Biblioteca de descargas ubicada en el área de Enseñanza de MyTeachingStrategies®.	All page content has moved from page 30 to page 34. Prepararse para los primeros días de escuela El comienzo del año puede ser abrumador para los niños y también para usted. Recae en usted una gran responsabilidad al tener que asegurarse de que usted y su entorno físico estén preparados para recibir a los niños y sus familias en el programa. El tiempo que invierta en planificar y prepararse para los primeros días de escuela ayudará a que estos primeros momentos sean lo más exitosos posible tanto para usted como para los niños de su clase. Para ayudarlo a planificar y prepararse para los primeros días de escuela, repase la siguiente lista de verificación de recordatorios y elementos importantes a considerar. Si bien esta es una lista de verificación bastante completa, cada programa es único. Asegúrese de aprovechar el espacio adicional que se da a continuación para agregar elementos que reflejen las necesidades específicas de su programa. Una versión imprimible de esta lista de verificación está disponible en la Biblioteca de descargas ubicada en el área de Enseñanza de MyTeachingStrategies®.
Editorial Change	Publisher	Teacher	9781645530916	30	Under "Materiales"	• materiales para crear mensajes	Changed "• materiales para crear mensajes" to "• materiales para escribir mensajes"
Editorial Change	Publisher	Teacher	9781645530916	30	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	30	Under "Comentarios y escritura compartida," Column 2	Hablen de cómo podría hacer sentir a alguien cada una de las respuestas. Por ejemplo:	Changed "Hablen de cómo podría hacer sentir a alguien cada una de las respuestas. Por ejemplo:" to "Hablen de cómo podría hacer sentir a alguien:"
Editorial Change	Publisher	Teacher	9781645530688	30	Paragraph 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530886	31	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	31	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530886	31	Under "Colaboración con las familias"	Pida a las familias a que ayuden	Changed "Pida a las familias a que ayuden" to "Pida a las familias que ayuden"
Editorial Change	Publisher	Teacher	9781645530886	31	Under "Experiencias sorprendentes"	Día 5: Visita de un familiar para que demuestre una caja especial	Changed "Día 5: Visita de un familiar para que demuestre una caja especial" to "Día 5: Visita de un familiar para que demuestre cómo usar una caja especial"
Editorial Change	Publisher	Teacher	9781645530862	31	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530862	31	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"

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Editorial Change	Publisher	Teacher	9781645530862	31	Under "Día 4," "¿Paragráfo qué se usa esto?"	N/A	Added new content: "(Mostrar un utensilio de cocina que use una rueda, como un cortador de pizza, un rallador giratorio de queso, un abrelatas o un rodillo)." under "Día 4," "¿Paragráfo qué se usa esto?"
Editorial Change	Publisher	Teacher	9781645530855	31	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	31	Under "Hora de escoger," Column 1, bullets 2 and 3***	Proporcione a los niños una variedad de tazas, embudos y agua. • Observe cómo los niños examinan el agua y los accesorios. Tome nota de cómo describen el agua	Changed "Proporcione a los niños una variedad de tazas, embudos y agua. • Observe cómo los niños examinan el agua y los accesorios. Tome nota de cómo describen el agua" to "Proporcione a los niños agua y una variedad de tazas y embudos. • Observe a los niños examinar el agua y los accesorios. Observe cómo describen el agua"
Editorial Change	Publisher	Teacher	9781645530893	31	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	31	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	31	Under "Experiencias sorprendentes"	papel de aluminio	Changed this: papel de aluminio to: papel de aluminio resistente
Editorial Change	Publisher	Teacher	9781645530909	31	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	31	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	31	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	31	Under "Conexión con las familias"	• Agradezca a los familiares que se unieron a la clase en la caminata por la escuela y motíveles a que compartan lo que vieron.	Changed this: • Agradezca a los familiares que se unieron a la clase en la caminata por la escuela y motíveles a que compartan lo que vieron. to: • Si alguno de los familiares que se unieron a la clase en la caminata por la escuela agrádezcales y motíveles a que compartan lo que vieron.

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Editorial Change	Publisher	Teacher	9781645530831	31	entire page	<p>Desde los primeros momentos del nuevo año escolar, comenzará a construir relaciones con los niños y sus familias. Los niños necesitan saber que su salón de clase es un lugar seguro donde pueden divertirse y probar nuevas ideas. Las familias necesitan saber que la persona responsable de sus hijos, la persona que les enseña cosas nuevas, que los ayuda cuando se sienten frustrados, los consuela cuando se entristecen o se enojan, y que celebra con ellos cuando logran una destreza por primera vez, realmente se preocupa por ellos.</p> <p>Al dar la bienvenida a los niños y las familias al programa al principiar el año, su primera prioridad es asegurarse de que se reconozcan a sí mismos como miembros importantes y valorados de la comunidad del salón de clase.</p> <p>Dar la bienvenida a los niños y sus familias al programa</p>	<p>All page content has moved from page 31 to page 35.</p> <p>Desde los primeros momentos del nuevo año escolar, comenzará a construir relaciones con los niños y sus familias. Los niños necesitan saber que su salón de clase es un lugar seguro donde pueden divertirse y probar nuevas ideas. Las familias necesitan saber que la persona responsable de sus hijos, la persona que les enseña cosas nuevas, que los ayuda cuando se sienten frustrados, los consuela cuando se entristecen o se enojan, y que celebra con ellos cuando logran una destreza por primera vez, realmente se preocupa por ellos.</p> <p>Al dar la bienvenida a los niños y las familias al programa al principiar el año, su primera prioridad es asegurarse de que se reconozcan a sí mismos como miembros importantes y valorados de la comunidad del salón de clase.</p> <p>Dar la bienvenida a los niños y sus familias al programa</p>
Editorial Change	Publisher	Teacher	9781645530831	31	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Repase los registros familiares y de los niños. Anote cualquier información que le ayudará a establecer conexiones valiosas durante las reuniones e interacciones iniciales de la primera semana (Vol. 1, pp. 242–246). ■ Envíe una carta de bienvenida a cada niño y su familia. Familiarícese con otras estrategias para comunicarse con las familias (Vol. 1, pp. 249–250). ■ Cree etiquetas ilustradas y laminadas con los nombres. Intente obtener fotografías de los niños antes del primer día de clases o fotografíelos el primer día. ■ Pídale a cada familia que comparta una foto familiar que pueda mostrar en el salón de clase (Vol. 1, p. 86–87). ■ Ponga a la vista una fotografía suya, de otros maestros y de cualquier otra persona que sea responsable del cuidado de los niños en una pared visible del salón de clase. Incluya un breve resumen sobre usted (Vol. 1, p. 86–87). ■ Planifique un sistema para comunicarse continuamente con las familias, por ejemplo, un tablero de mensajes diarios, llamadas telefónicas regulares o correos electrónicos semanales (Vol. 1, p. 250–251). ■ Conforme que haya mensajes positivos y de bienvenida en todo el salón de clase (Vol. 1, pp. 91–93). 	<p>Continued from above: ■ Repase los registros familiares y de los niños. Anote cualquier información que le ayudará a establecer conexiones valiosas durante las reuniones e interacciones iniciales de la primera semana (Vol. 1, pp. 242–246).</p> <ul style="list-style-type: none"> ■ Envíe una carta de bienvenida a cada niño y su familia. Familiarícese con otras estrategias para comunicarse con las familias (Vol. 1, pp. 249–250). ■ Cree etiquetas ilustradas y laminadas con los nombres. Intente obtener fotografías de los niños antes del primer día de clases o fotografíelos el primer día. ■ Pídale a cada familia que comparta una foto familiar que pueda mostrar en el salón de clase (Vol. 1, p. 86–87). ■ Ponga a la vista una fotografía suya, de otros maestros y de cualquier otra persona que sea responsable del cuidado de los niños en una pared visible del salón de clase. Incluya un breve resumen sobre usted (Vol. 1, p. 86–87). ■ Planifique un sistema para comunicarse continuamente con las familias, por ejemplo, un tablero de mensajes diarios, llamadas telefónicas regulares o correos electrónicos semanales (Vol. 1, p. 250–251). ■ Conforme que haya mensajes positivos y de bienvenida en todo el salón de clase (Vol. 1, pp. 91–93).
Editorial Change	Publisher	Teacher	9781645530831	31	Column 2, Paragraph 1	año escolar, comenzará a construir	Changed "su primera prioridad" to "su prioridad"
Editorial Change	Publisher	Teacher	9781645530916	31	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	31	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530916	31	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	31	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	31	Under "Reunión final," Column 2	Explíqueles que mañana podrán hacer tarjetas para sus amigos especiales.	Changed "Explíqueles que mañana podrán hacer tarjetas para sus amigos especiales." to "Explíqueles que mañana tendrán la oportunidad de hacer tarjetas para sus amigos especiales."
Editorial Change	Publisher	Teacher	9781645530695	31	Paragraph 2	Presentarles una variedad de textos a los niños en edad prekínder es una importante meta que deben considerar los maestros.	Changed "Presentarles una variedad de textos a los niños en edad prekínder es una importante meta que deben considerar los maestros." to "Presentarles una variedad de textos a los niños en edad prekínder es una importante y crucial meta que deben considerar los maestros."
Editorial Change	Publisher	Teacher	9781645530886	32	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	32	Under "Comentarios y escritura compartida," bullet 5	la parte sobre la que descansa algo.	Changed "la parte sobre la que descansa algo." to "la parte sobre la que se apoya algo."
Editorial Change	Publisher	Teacher	9781645530862	32	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	32	Under "Recursos de práctica diaria"	• libro: original Ruedas en movimiento	Content (• libro: original Ruedas en movimiento) moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530862	32	Under "Recursos de práctica diaria"	• Tabla Lo que queremos averiguar acerca de las ruedas	Content (• Tabla Lo que queremos averiguar acerca de las ruedas) moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530862	32	Under "Materiales"	N/A	Added new content: "• materiales para las observaciones en la caminata (p. ej., tablillas con sujetapapeles, papel, lápices) • libro: Ruedas en movimiento" under "Materiales"
Editorial Change	Publisher	Teacher	9781645530855	32	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	32	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	32	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	32	Under "Lectura en voz alta," Column 2, blue text box	basados en sus intereses y preferencias.	Changed "basados en sus intereses y preferencias." to "basados en los intereses y las preferencias de los niños."
Editorial Change	Publisher	Teacher	9781645530855	32	Under "Grupos pequeños," Column 2	sonidos que no existen en su lengua materna.	Changed "sonidos que no existen en su lengua materna." to "sonidos que no existen en la lengua materna de los niños."
Editorial Change	Publisher	Teacher	9781645530893	32	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	32	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	32	Under "Mega Minutos," Día 1	N/A	New content added: Mega Minutos 15, "Canciones para una día lluvia"

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Editorial Change	Publisher	Teacher	9781645530831	32	entire page	<p>Transmita mensajes positivos Transmitir mensajes positivos a través de la disposición del salón de clase le ayuda a comunicar a los niños y las familias que pertenecen allí. Tómese un tiempo para preguntarse si estos mensajes comunican claramente las opciones que eligió al arreglar el entorno físico. “Este es un buen lugar para estar.”</p> <ul style="list-style-type: none"> • El salón de clase tiene toques decorativos cálidos y hogareños, como obras de arte enmarcadas, plantas, cojines cubiertos de tela en el área de Biblioteca, cestas para depósito y manteles (Vol. 1, pp. 88, 91–93). • Los muebles, libros, material de arte y material de aprendizaje en el salón de clase están bien conservados (es decir, no están rotos ni les faltan piezas) (Vol. 1, p. 93). • La entrada es atractiva, ordenada y acogedora, con lugares para mostrar el trabajo futuro de los niños (Vol. 1, p. 246). <p>“Tú perteneces aquí.”</p> <ul style="list-style-type: none"> • Los materiales de aprendizaje y las fotografías en las paredes reflejan la diversidad y las culturas de los niños en el programa y la comunidad, y enfatizan la diversidad del mundo (Vol. 1, p. 92). • Cada niño en el programa tiene un casillero identificado con su nombre y fotografía para guardar sus objetos personales (Vol. 1, p. 92). • Los familiares tienen un lugar designado para colgar sus abrigos y almacenar cualquier otra pertenencia durante sus visitas (Vol. 1, p. 92). 	<p>All page content has moved from page 32 to page 36.</p> <p>Transmita mensajes positivos Transmitir mensajes positivos a través de la disposición del salón de clase le ayuda a comunicar a los niños y las familias que pertenecen allí. Tómese un tiempo para preguntarse si estos mensajes comunican claramente las opciones que eligió al arreglar el entorno físico. “Este es un buen lugar para estar.”</p> <ul style="list-style-type: none"> • El salón de clase tiene toques decorativos cálidos y hogareños, como obras de arte enmarcadas, plantas, cojines cubiertos de tela en el área de Biblioteca, cestas para depósito y manteles (Vol. 1, pp. 88, 91–93). • Los muebles, libros, material de arte y material de aprendizaje en el salón de clase están bien conservados (es decir, no están rotos ni les faltan piezas) (Vol. 1, p. 93). • La entrada es atractiva, ordenada y acogedora, con lugares para mostrar el trabajo futuro de los niños (Vol. 1, p. 246). <p>“Tú perteneces aquí.”</p> <ul style="list-style-type: none"> • Los materiales de aprendizaje y las fotografías en las paredes reflejan la diversidad y las culturas de los niños en el programa y la comunidad, y enfatizan la diversidad del mundo (Vol. 1, p. 92). • Cada niño en el programa tiene un casillero identificado con su nombre y fotografía para guardar sus objetos personales (Vol. 1, p. 92). • Los familiares tienen un lugar designado para colgar
Editorial Change	Publisher	Teacher	9781645530831	32	entire page	<p>Continued from above: “Este es un lugar en el que puedes confiar.”</p> <ul style="list-style-type: none"> • Las estanterías, las repisas para almacenaje y las cajas o cestas del material están etiquetadas con palabras e ilustraciones, y están limpias y ordenadas (Vol. 1, p. 92). • Un horario diario ilustrado se muestra de manera destacada para que los niños y sus familias puedan ver y conocer el orden del programa del día (Vol. 1, p. 92). • Las fotografías de los niños y sus familias se muestran en todo el salón de clase a nivel de los ojos de los niños y adultos (Vol. 1, p. 92). <p>“Hay lugares donde puedes estar solo cuando quieres estar solo.”</p> <ul style="list-style-type: none"> • Hay áreas pequeñas y tranquilas del salón de clase que tienen capacidad para uno o dos niños solamente (Vol. 1, pp. 88, 93). • Un cojín grande o una silla acolchada en una esquina tranquila con poco material motiva los niños a disfrutar de la tranquilidad y soledad (Vol. 1, p. 93). • Hay disponibles audífonos para reproductores de audio y otros dispositivos para que los niños puedan escuchar grabaciones individualmente (Vol. 1, p. 93). <p>“Puedes hacer muchas cosas por tu cuenta aquí.”</p> <ul style="list-style-type: none"> • El material para uso de los niños se almacena en estantes bajos y abiertos donde los niños pueden alcanzarlos fácilmente (Vol. 1, pp. 84–85, 88, 93). • Los estantes están etiquetados con ilustraciones y palabras que muestran a los niños dónde deben 	<p>Continued from above: sus abrigos y almacenar cualquier otra pertenencia durante sus visitas (Vol. 1, p. 92). “Este es un lugar en el que puedes confiar.”</p> <ul style="list-style-type: none"> • Las estanterías, las repisas para almacenaje y las cajas o cestas del material están etiquetadas con palabras e ilustraciones, y están limpias y ordenadas (Vol. 1, p. 92). • Un horario diario ilustrado se muestra de manera destacada para que los niños y sus familias puedan ver y conocer el orden del programa del día (Vol. 1, p. 92). • Las fotografías de los niños y sus familias se muestran en todo el salón de clase a nivel de los ojos de los niños y adultos (Vol. 1, p. 92). <p>“Hay lugares donde puedes estar solo cuando quieres estar solo.”</p> <ul style="list-style-type: none"> • Hay áreas pequeñas y tranquilas del salón de clase que tienen capacidad para uno o dos niños solamente (Vol. 1, pp. 88, 93). • Un cojín grande o una silla acolchada en una esquina tranquila con poco material motiva los niños a disfrutar de la tranquilidad y soledad (Vol. 1, p. 93). • Hay disponibles audífonos para reproductores de audio y otros dispositivos para que los niños puedan escuchar grabaciones individualmente (Vol. 1, p. 93). <p>“Puedes hacer muchas cosas por tu cuenta aquí.”</p> <ul style="list-style-type: none"> • El material para uso de los niños se almacena en estantes bajos y abiertos donde los niños pueden alcanzarlos fácilmente (Vol. 1, pp. 84–85, 88, 93).

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	32	entire page	Continued from above: guardar los juguetes y el material (Vol. 1, pp. 84–85, 88, 93). • Las etiquetas y el material escrito deben hacerse en las primeras lenguas de los niños y también en inglés (Vol. 1, pp. 84–85, 93). “Este es un lugar seguro para examinar y probar sus ideas.” • El material se presenta de manera atractiva, motivando y animando a los niños a usarlos (Vol. 1, pp. 88, 93). • Hay varias áreas bien definidas para motivar los descubrimientos independientes, las investigaciones de grupos pequeños y las actividades de grupos grandes (Vol. 1, pp. 82–88, 93). • Cada área de interés en el salón de clase está rotulada con letreros que explican lo que los niños aprenderán en cada área y las formas en que las familias pueden apoyar a sus hijos mientras hacen descubrimientos (Vol. 1, p. 246).	Continued from above: • Los estantes están etiquetados con ilustraciones y palabras que muestran a los niños dónde deben guardar los juguetes y el material (Vol. 1, pp. 84–85, 88, 93). • Las etiquetas y el material escrito deben hacerse en las primeras lenguas de los niños y también en inglés (Vol. 1, pp. 84–85, 93). “Este es un lugar seguro para examinar y probar sus ideas.” • El material se presenta de manera atractiva, motivando y animando a los niños a usarlos (Vol. 1, pp. 88, 93). • Hay varias áreas bien definidas para motivar los descubrimientos independientes, las investigaciones de grupos pequeños y las actividades de grupos grandes (Vol. 1, pp. 82–88, 93). • Cada área de interés en el salón de clase está rotulada con letreros que explican lo que los niños aprenderán en cada área y las formas en que las familias pueden apoyar a sus hijos mientras hacen descubrimientos (Vol. 1, p. 246).
Editorial Change	Publisher	Teacher	9781645530916	32	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	33	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	33	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	33	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	33	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	33	Under "Hora de escoger," Column 2, blue text box	para aprender más	Changed "para aprender más" to "para descubrir más"
Editorial Change	Publisher	Teacher	9781645530862	33	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	33	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	33	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	33	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	33	Under "Hora de escoger" Column 2, blue text box 1	Tener varias maneras de explorar y usar los mismos materiales ayuda a los niños a desarrollar su propia comprensión de las ruedas, experimentar con cómo se mueven en superficies diferentes y generar preguntas nuevas y agregar a la tabla Lo que queremos averiguar acerca de las ruedas.	Deleted text "Tener varias maneras de explorar y usar los mismos materiales ayuda a los niños a desarrollar su propia comprensión de las ruedas, experimentar con cómo se mueven en superficies diferentes y generar preguntas nuevas y agregar a la tabla Lo que queremos averiguar acerca de las ruedas."
Editorial Change	Publisher	Teacher	9781645530879	33	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	33	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	33	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530893	33	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	33	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	33	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	33	Under "Grupos pequeños," "Opción 1"	Haga preguntas abiertas que examinen cómo tocar instrumentos	Changed: Haga preguntas abiertas que examinen cómo tocar instrumentos to: Haga preguntas abiertas que permitan analizar cómo tocar instrumentos
Editorial Change	Publisher	Teacher	9781645530893	33	Under "Grupos pequeños," "Opción 2"	Haga preguntas abiertas que examinen cómo tocar instrumentos	Changed to: Haga preguntas abiertas que examinen cómo tocar instrumentos to: Haga preguntas abiertas que permitan analizar cómo tocar instrumentos
Editorial Change	Publisher	Teacher	9781645530909	33	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	33	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	33	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	33	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	33	Under "Niños que aprenden una segunda lengua" ****	ayuda a los Niños que aprenden una segunda lengua que aprendan sobre conceptos numéricos	Changed this: ayuda a los Niños que aprenden una segunda lengua que aprendan sobre to: ayuda a los niños que aprenden una segunda lengua conocer sobre conceptos numéricos
Editorial Change	Publisher	Teacher	9781645530848	33	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530848	33	Under "Colaboración con las familias"	N/A	Added new content: Under "Colaboración con las familias" <ul style="list-style-type: none"> • Envíe Cartas a las familias sobre las áreas de Juguetes y juegos, Música y movimiento y Arena y agua. Puede acceder a las versiones imprimibles en la Biblioteca de descargas ubicada en el área de Enseñar de MyTeachingStrategies®.

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	33	entire page	Organizar el entorno físicoEl entorno físico, la forma en que se organiza el salón de clase con el material incluido, no solo motiva a los niños a explorar y descubrir cosas nuevas, sino que también fortalece la calidad de las experiencias y actividades de aprendizaje en las que los niños participan durante el día. Un salón de clase bien organizado ayuda a facilitar el aprendizaje y el desarrollo infantil a medida que toman decisiones, usan el material y se hacen cargo de cuidar el salón de clase. ■ Evalúe el material del salón de clase que está disponible actualmente. • Inactive cualquier material inutilizable, por ejemplo, juguetes rotos o artículos como juegos a los que les faltan piezas. • Organice el material por área de interés (Vol. 1, pp. 81–87). ■ Al inicio del año escolar, puede ser apropiado delimitar la cantidad de material disponible en cada área de interés para evitar abrumar a los niños. Seleccione poco material, que los niños puedan usar fácil e independientemente para cada área de interés (ej. material abierto y conocido) (Vol. 1, pp. 81–87). ■ Considere los antecedentes familiares de los niños al seleccionar el material y planificar experiencias de aprendizaje. Asegúrese de que el material no representa estereotipos (Vol. 1, pp. 52–55, 91–92). ■ Organice estratégicamente los muebles básicos del salón de clase (Vol. 1, p. 83). ■ Etiquete el material del salón de clase (Vol. 1, pp. 84–85). Mejores prácticas para etiquetar el material del salón de clase • Incluya etiquetas con ilustraciones y palabras en letras minúsculas en el salón de clase. • Si es posible, considere incluir en la etiqueta una muestra del objeto (ej. una cuenta, un carro de juguete, etc.) para niños que pueden tener discapacidades visuales. • Use un color para el inglés y un color diferente para el segundo idioma que predomina en el salón de clase. Si los niños en su salón de clase hablan varios idiomas, incluya palabras de esos idiomas en varios lugares del salón de clase para que todos los niños vean sus primeras lenguas. • Si hay etiquetas en varios	All page content has moved from page 33 to page 37. Organizar el entorno físico El entorno físico, la forma en que se organiza el salón de clase con el material incluido, no solo motiva a los niños a explorar y descubrir cosas nuevas, sino que también fortalece la calidad de las experiencias y actividades de aprendizaje en las que los niños participan durante el día. Un salón de clase bien organizado ayuda a facilitar el aprendizaje y el desarrollo infantil a medida que toman decisiones, usan el material y se hacen cargo de cuidar el salón de clase. ■ Evalúe el material del salón de clase que está disponible actualmente. • Inactive cualquier material inutilizable, por ejemplo, juguetes rotos o artículos como juegos a los que les faltan piezas. • Organice el material por área de interés (Vol. 1, pp. 81–87). ■ Al inicio del año escolar, puede ser apropiado delimitar la cantidad de material disponible en cada área de interés para evitar abrumar a los niños. Seleccione poco material, que los niños puedan usar fácil e independientemente para cada área de interés (ej. material abierto y conocido) (Vol. 1, pp. 81–87). ■ Considere los antecedentes familiares de los niños al seleccionar el material y planificar experiencias de aprendizaje. Asegúrese de que el material no
Editorial Change	Publisher	Teacher	9781645530831	33	Paragraph 4	relaciones con los niños y sus familias. Los	Changed "(ej. material abierto y conocido)" to "(por ejemplo, material abierto y conocido)"
Editorial Change	Publisher	Teacher	9781645530831	33	blue text box	niños necesitan saber que su salón de clase	Changed "(ej. una cuenta" to "(por ejemplo, una cuenta,"
Editorial Change	Publisher	Teacher	9781645530916	33	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	33	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	33	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	33	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	34	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	34	Under "Recursos de práctica diaria"	• libro: Cartas en el bosque (con la Tarjeta: Hablemos de libros 08, Cartas en el bosque)	Content (• libro: Cartas en el bosque (con la Tarjeta: Hablemos de libros 08, Cartas en el bosque)) moved to end of bullet list
Editorial Change	Publisher	Teacher	9781645530862	34	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	34	Under "Todo el grupo" Column 1, 1st line	Rutina inicial • Dé la bienvenida a los niños al área de todo el grupo y empiece su rutina inicial.	Deleted text "Rutina inicial • Dé la bienvenida a los niños al área de todo el grupo y empiece su rutina inicial."
Editorial Change	Publisher	Teacher	9781645530855	34	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530855	34	Under "Conocimiento de los estudios"	Muchas veces al comienzo de un estudio, los niños examinan las propiedades físicas	Changed "Muchas veces al comienzo de un estudio, los niños examinan las propiedades físicas" to "Al comienzo de un estudio, los niños muchas veces examinan las propiedades físicas"
Editorial Change	Publisher	Teacher	9781645530855	34	Under "Comentarios y escritura compartida," bullet 6	los niños usan el agua en casa y en la escuela.	Changed "los niños usan el agua en casa y en la escuela." to "los niños usan el agua en casa y la forma en que la usan en la escuela."
Editorial Change	Publisher	Teacher	9781645530879	34	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	34	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	34	Under "Recursos de práctica diario"	• libro: una selección de no ficción de la lista de "Libros de literatura infantil"	This content moved under "Materiales" : • libro: una selección de no ficción de la lista de "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530909	34	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	34	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	34	entire page	<ul style="list-style-type: none"> ■ Esté atento a artículos que podrían hacer que el entorno sea más cómodo y atractivo, como flores de su jardín o una fotografía enmarcada de usted y su familia (Vol. 1, pp. 88). ■ Almacene el material adicional de una manera que no cree desorden visual innecesario (Vol. 1, p. 88). ■ Mantenga una lista priorizada del material que desea solicitar u ordenar. <p>Consideraciones para organizar las áreas definidas en su salón de clase</p> <ul style="list-style-type: none"> • ¿Dónde están los tomacorrientes en el salón de clase? Coloque sus áreas de Tecnología, Música y movimiento y Biblioteca cerca de los tomacorrientes para que pueda conectar fácilmente reproductores de música o computadoras. • ¿Dónde están los fregaderos? Coloque el área de Arena y agua y el área de Arte cerca de un fregadero para facilitar la limpieza y el acceso al agua. • ¿Dónde están los espacios más grandes y definidos? Reserve un espacio definido para su reunión con todo el grupo donde los niños se puedan dispersar y se sientan cómodos teniendo conversaciones grupales. • ¿Cuánto espacio de estanterías tiene? Coloque el área de Juguetes y juegos y el área de Bloques cerca de estantes accesibles en donde se pueda almacenar material para estas áreas. 	<p>All page content has moved from page 34 to page 38.</p> <ul style="list-style-type: none"> ■ Esté atento a artículos que podrían hacer que el entorno sea más cómodo y atractivo, como flores de su jardín o una fotografía enmarcada de usted y su familia (Vol. 1, pp. 88). ■ Almacene el material adicional de una manera que no cree desorden visual innecesario (Vol. 1, p. 88). ■ Mantenga una lista priorizada del material que desea solicitar u ordenar. <p>Consideraciones para organizar las áreas definidas en su salón de clase</p> <ul style="list-style-type: none"> • ¿Dónde están los tomacorrientes en el salón de clase? Coloque sus áreas de Tecnología, Música y movimiento y Biblioteca cerca de los tomacorrientes para que pueda conectar fácilmente reproductores de música o computadoras. • ¿Dónde están los fregaderos? Coloque el área de Arena y agua y el área de Arte cerca de un fregadero para facilitar la limpieza y el acceso al agua. • ¿Dónde están los espacios más grandes y definidos? Reserve un espacio definido para su reunión con todo el grupo donde los niños se puedan dispersar y se sientan cómodos teniendo conversaciones grupales. • ¿Cuánto espacio de estanterías tiene? Coloque el área de Juguetes y juegos y el área

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Editorial Change	Publisher	Teacher	9781645530831	34	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ¿Dónde deben organizarse los espacios tranquilos? Coloque las áreas más tranquilas, como el área de Biblioteca, lejos de las áreas más ruidosas y activas, como el área de los Bloques. <p>Consejos para organizar las áreas de interés</p> <ul style="list-style-type: none"> Asegúrese de que las actividades más complicadas como el juego de arena y agua o el de pintar se realicen en un piso lavable, lejos de las alfombras. Considere usar cortinas de baño o paños para proteger de la suciedad, como una protección adicional. Mantenga material para escribir en todas las áreas de interés. Sea flexible cuando los niños quieran llevar material de un área de interés a otra (ej. llevar alimentos de juguete del área de Juego dramático al área de Bloques para el restaurante que los niños construyeron). Las alfombras, mesas y estanterías pueden ayudar a definir las áreas de interés dentro del salón de clase. Si tiene pocos muebles, use cinta adhesiva protectora o alfombras 	<p>Continued from above:</p> <p>de Bloques cerca de estantes accesibles en donde se pueda almacenar material para estas áreas.</p> <ul style="list-style-type: none"> ¿Dónde deben organizarse los espacios tranquilos? Coloque las áreas más tranquilas, como el área de Biblioteca, lejos de las áreas más ruidosas y activas, como el área de los Bloques. <p>Consejos para organizar las áreas de interés</p> <ul style="list-style-type: none"> Asegúrese de que las actividades más complicadas como el juego de arena y agua o el de pintar se realicen en un piso lavable, lejos de las alfombras. Considere usar cortinas de baño o paños para proteger de la suciedad, como una protección adicional. Mantenga material para escribir en todas las áreas de interés. Sea flexible cuando los niños quieran llevar material de un área de interés a otra (ej. llevar alimentos de juguete del área de Juego dramático al área de Bloques para el restaurante que los niños construyeron). Las alfombras, mesas y estanterías pueden ayudar a definir las áreas de interés dentro del salón de clase. Si tiene pocos muebles, use cinta adhesiva protectora o alfombras pequeñas para definir los espacios.
Editorial Change	Publisher	Teacher	9781645530831	34	entire page	<p>Continued from above:</p> <p>pequeñas para definir los espacios. Cuando el área es limitada y no hay suficiente espacio para que cada una de las áreas de interés tenga su propio espacio designado, puede hacer que el material esté disponible en otras áreas del salón de clase. Por ejemplo, puede colocar tabletas o una computadora (que normalmente estaría en el área de Tecnología) en el área de Biblioteca y almacenar instrumentos musicales (generalmente incluidos en el área de Música y movimiento) en el área de Juego dramático.</p>	<p>Continued from above:</p> <p>Cuando el área es limitada y no hay suficiente espacio para que cada una de las áreas de interés tenga su propio espacio designado, puede hacer que el material esté disponible en otras áreas del salón de clase. Por ejemplo, puede colocar tabletas o una computadora (que normalmente estaría en el área de Tecnología) en el área de Biblioteca y almacenar instrumentos musicales (generalmente incluidos en el área de Música y movimiento) en el área de Juego dramático.</p>
Editorial Change	Publisher	Teacher	9781645530831	34	blue text box, under "Consejos"	es un lugar seguro donde pueden divertirse	Changed "(ej. llevar alimentos de juguete" to "(por ejemplo, llevar alimentos de juguete"
Editorial Change	Publisher	Teacher	9781645530916	34	Under "Materiales"	fotografías o accesorios para diferentes actividades, como montar bici, jugar un juego de mesa, cepillarse los dientes	Deleted this text: "fotografías o accesorios para diferentes actividades, como montar bici, jugar un juego de mesa, cepillarse los dientes"
Editorial Change	Publisher	Teacher	9781645530916	34	Under "Materiales"	N/A	Added the following new content under "Materiales": libro: selección de la "Lista de libros para niños" que muestra a amigos
Editorial Change	Publisher	Teacher	9781645530916	34	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	34	Under "Comentarios y escritura compartida," Column 1	<ul style="list-style-type: none"> Haga preguntas sobre los ejemplos de amistad del libro. Por ejemplo: "¿Cómo saben 	Changed "• Haga preguntas sobre los ejemplos de amistad del libro. Por ejemplo: "¿Cómo saben" to "• Haga preguntas sobre los ejemplos de amistad del libro. "¿Cómo saben"

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Editorial Change	Publisher	Teacher	9781645530718	34	Under "Cómo incluir a todos los niños"	Ofrecerles palabras o frases que puedan decir para turnarse	Changed "Ofrecerles palabras o frases que puedan decir para turnarse" to "Ofrecerles palabras o frases que se usan para turnarse"
Editorial Change	Publisher	Teacher	9781645530718	34	last Paragraph	dispositivos de comunicación o sillas	Changed "dispositivos de comunicación o sillas" to "dispositivos de comunicación y sillas"
Editorial Change	Publisher	Teacher	9781645531104	34	Under "Niños que aprenden inglés como una nueva lengua"	• Pregunte a los niños qué clases de frutas comen en casa.	Deleted text "• Pregunte a los niños qué clases de frutas comen en casa."
Editorial Change	Publisher	Teacher	9781645530879	34	Under "Comentarios y escritura compartida," Column 2	un jardín de pizza (albahaca y tomates).	Changed "un jardín de pizza (albahaca y tomates)." to "de pizza (albahaca y tomates) para hacer pizza."
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Hora de escoger," Paragraph 1	dése tiempo para hacer lo siguiente	Changed "dése tiempo para hacer lo siguiente" to "dese tiempo para hacer lo siguiente"
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Grupos pequeños," "Opción 1: Cajas encajables"	en el lugar de muñecas encajables.	Changed "en el lugar de muñecas encajables." to "en lugar de muñecas encajables." (removed "el")
Editorial Change	Publisher	Teacher	9781645530886	35	Under "Reunión final," bullet 2	comenzaron a crear con las cajas a compartir lo que han hecho hasta ahora.	Changed "comenzaron a crear con las cajas a compartir lo que han hecho hasta ahora." to "comenzaron a crear con las cajas que compartan lo que han hecho hasta ahora."
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Grupos pequeños," "Opción 2"	N/A	Added new content: "• Señale los objetos con ruedas que usa para crear patrones, como coches carros o camiones de juguete." under "Grupos pequeños," "Opción 2"
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Reunión final," Column 1, bullet 4	N/A	Added new content: "Pida a los niños que voten por la receta que prefieran hacer. Cuente los votos de los niños en el pizarrón y revisen juntos los resultados." under "Reunión final," Column 1, bullet 4
Editorial Change	Publisher	Teacher	9781645530862	35	Under "Reunión final," Column 2, blue text box	Para más información acerca del pensamiento simbólico, repase la Experiencia de enseñanza intencional M06, "Llevar la cuenta".	Deleted text "Para más información acerca del pensamiento simbólico, repase la Experiencia de enseñanza intencional M06, "Llevar la cuenta"."
Editorial Change	Publisher	Teacher	9781645530855	35	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	35	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530855	35	Under "Niños que aprenden una segunda lengua"	Por ejemplo, añade papel	Changed "Por ejemplo, añade papel" to "Por ejemplo, puede añadir papel"
Editorial Change	Publisher	Teacher	9781645530879	35	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	35	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	35	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	35	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	35	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	35	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	35	Under "Grupos pequeños," "Opción 2"	Siga las indicaciones en • Use la tarjeta con una variedad de instrumentos de percusión	Changed: Siga las indicaciones en • Use la tarjeta con una variedad de instrumentos de percusión to: Siga las indicaciones que se encuentran en la tarjeta con una variedad de instrumentos de percusión
Editorial Change	Publisher	Teacher	9781645530909	35	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	35	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	35	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	35	Under "Niños que aprenden una segunda lengua"	fíjese en las oportunidades	Changed this: fíjese en las oportunidades to: aproveche las oportunidades
Editorial Change	Publisher	Teacher	9781645530848	35	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530831	35	entire page	<p>Planificar su horario diario</p> <p>La estructura del salón de clase, las rutinas diarias y el horario son tan importantes como el material dentro del entorno físico de aprendizaje. La estructura de cada día en el salón de clase crea una secuencia predecible de eventos diarios. Un horario diario constante y apropiado para el desarrollo facilita una variedad de experiencias de aprendizaje, atiende diferentes estilos de aprendizaje y apoya la sensación de comodidad y seguridad de los niños en el salón de clase. Cuando las actividades se planifican de manera ordenada, coherente y reflexiva, los niños se sienten empoderados como aprendices activos e independientes. Un horario constante en el salón de clase también ayuda a los niños a aprender, comprender y, posteriormente, predecir la secuencia de los eventos diarios.</p> <ul style="list-style-type: none"> ■ Comience a hacer un bosquejo de un horario diario, comenzando con los horarios fijos del día, como llegadas y salidas, horas de comer, hora del descanso, parque infantil y al aire libre y otros eventos que están fuera de su control de programación (Vol. 1, pp. 108–109). ■ Incluya una reunión de todo el grupo por la mañana, la hora de escoger actividades, los... <p>grupos pequeños, la lectura en voz alta y la reunión final al</p>	<p>All page content has moved from page 35 to page 39.</p> <p>Planificar su horario diario</p> <p>La estructura del salón de clase, las rutinas diarias y el horario son tan importantes como el material dentro del entorno físico de aprendizaje. La estructura de cada día en el salón de clase crea una secuencia predecible de eventos diarios. Un horario diario constante y apropiado para el desarrollo facilita una variedad de experiencias de aprendizaje, atiende diferentes estilos de aprendizaje y apoya la sensación de comodidad y seguridad de los niños en el salón de clase. Cuando las actividades se planifican de manera ordenada, coherente y reflexiva, los niños se sienten empoderados como aprendices activos e independientes. Un horario constante en el salón de clase también ayuda a los niños a aprender, comprender y, posteriormente, predecir la secuencia de los eventos diarios.</p> <ul style="list-style-type: none"> ■ Comience a hacer un bosquejo de un horario diario, comenzando con los horarios fijos del día, como llegadas y salidas, horas de comer, hora del descanso, parque infantil y al aire libre y otros eventos que están fuera de su control de programación (Vol. 1, pp. 108–109). ■ Incluya una reunión de todo el grupo por la mañana, la hora de
Editorial Change	Publisher	Teacher	9781645530831	35	text box	y probar nuevas ideas. Las familias necesitan	Changed "la independencia y capacidad de los niños" to "la independencia y la capacidad de los niños"
Editorial Change	Publisher	Teacher	9781645530916	35	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	35	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	35	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	35	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	35	Under "Niños que aprenden inglés como una nueva lengua"	N/A	Added new content under "Niños que aprenden inglés como una nueva lengua": Pregunte a los niños qué clases de frutas comen en casa.
Editorial Change	Publisher	Teacher	9781645530886	36	Under "Recursos de práctica diaria"	"¿Dónde está la bolsa de bolitas?"	Changed "¿Dónde está la bolsa de bolitas?" to "¿Dónde está la bolsa la bolita?"
Editorial Change	Publisher	Teacher	9781645530886	36	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	36	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	36	Under "Todo el grupo" Column 1	• Repase la pregunta del día. Incorpore en el juego los instrumentos que los niños mencionen.	Deleted this text: • Repase la pregunta del día. Incorpore en el juego los instrumentos que los niños mencionen.
Editorial Change	Publisher	Teacher	9781645530855	36	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	36	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530855	36	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	36	Under "Grupos pequeños," Column 2	incluidos y a formar parte de la comunidad	Changed "incluidos y a formar parte de la comunidad" to "incluidos y como un miembro valioso de la comunidad"
Editorial Change	Publisher	Teacher	9781645530879	36	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	36	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	36	Under "Recursos de práctica diario"	• libro: una selección de la lista de "Libros de literatura infantil" que presenten familias	This content was moved under "Materiales" : • libro: una selección de la lista de "Libros de literatura infantil" que presenten familias
Editorial Change	Publisher	Teacher	9781645530909	36	Under "Comentarios y escritura compartida," Column 1	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530909	36	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	36	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	36	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530831	36	entire page	<p>Planificar para cada hora del día Llegadas y salidas Al inicio del año, las llegadas y salidas son momentos importantes de transición para los niños y las familias en su salón de clase, a medida que se trasladan de la casa a la escuela y luego de la escuela a la casa. El primer día recuerde tener en cuenta que los niños, independientemente de si han estado en un salón de clase o en un ambiente de grupo antes, se preguntarán qué les espera y procesarán mucha información nueva a la vez. Al dedicar mucho tiempo a los saludos y las despedidas durante las llegadas y partidas, se está anticipando a las necesidades de los niños y sus familias, y también está facilitando a los niños estas transiciones y ayudándolos a sentirse seguros en este nuevo entorno.</p> <ul style="list-style-type: none"> ■ Planifique formas coherentes de interactuar con los niños individualmente al entrar y salir del salón de clase (Vol. 1, pp. 97–99, 104–105). ■ Cree una hoja de asistencia diaria en la que los niños puedan escribir o garabatear sus nombres cuando lleguen (Vol. 1, pp. 97–99). 	<p>All page content has moved from page 36 to page 40.</p> <p>Planificar para cada hora del día Llegadas y salidas Al inicio del año, las llegadas y salidas son momentos importantes de transición para los niños y las familias en su salón de clase, a medida que se trasladan de la casa a la escuela y luego de la escuela a la casa. El primer día recuerde tener en cuenta que los niños, independientemente de si han estado en un salón de clase o en un ambiente de grupo antes, se preguntarán qué les espera y procesarán mucha información nueva a la vez. Al dedicar mucho tiempo a los saludos y las despedidas durante las llegadas y partidas, se está anticipando a las necesidades de los niños y sus familias, y también está facilitando a los niños estas transiciones y ayudándolos a sentirse seguros en este nuevo entorno.</p> <ul style="list-style-type: none"> ■ Planifique formas coherentes de interactuar con los niños individualmente al entrar y salir del salón de clase (Vol. 1, pp. 97–99, 104–105). ■ Cree una hoja de asistencia diaria en la que los niños puedan escribir o garabatear sus

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Editorial Change	Publisher	Teacher	9781645530831	36	entire page	<ul style="list-style-type: none"> ■ Cree una hoja que las familias puedan usar para anotar a sus hijos al llegar, y colóquela junto a la hoja de asistencia de los niños (Vol. 1, pp. 245–247). ■ Use la Experiencia de enseñanza intencional SE02, “¡Miren quién está aquí!” y la Experiencia de enseñanza intencional SE07, “Adiós,” a medida que desarrolla sus rutinas iniciales. ■ Cree una planilla de asistencia interactiva apropiada para la edad, a la que pueda hacer referencia en la reunión con todo el grupo (Vol. 1, pp. 97–99). ■ Considere invitar a los familiares a participar activamente en las rutinas de inicio apoyando a su hijo mientras responde la pregunta del día. ■ Muestre los elementos de “Lo que hicimos hoy” en un pizarrón borrrable o tabla fuera del salón de clase para que los familiares puedan conversar sobre los eventos del día con su hijo (Vol. 1, pp. 86–87). <p>Tener una hoja de asistencia permite a los niños practicar destrezas emergentes de escritura a medida que aprenden a escribir y leer sus propios nombres. Acepte cualquier intento que haga un niño de escribir su nombre en la hoja de asistencia durante la hora de llegada. La transición, desde escribir una marca simple en la página a escribir claramente su nombre, demostrará las destrezas emergentes y el desarrollo de los niños durante el año.</p>	<p>nombres cuando lleguen (Vol. 1, pp. 97–99).</p> <ul style="list-style-type: none"> ■ Cree una hoja que las familias puedan usar para anotar a sus hijos al llegar, y colóquela junto a la hoja de asistencia de los niños (Vol. 1, pp. 245–247). ■ Use la Experiencia de enseñanza intencional SE02, “¡Miren quién está aquí!” y la Experiencia de enseñanza intencional SE07, “Adiós,” a medida que desarrolla sus rutinas iniciales. ■ Cree una planilla de asistencia interactiva apropiada para la edad, a la que pueda hacer referencia en la reunión con todo el grupo (Vol. 1, pp. 97–99). ■ Considere invitar a los familiares a participar activamente en las rutinas de inicio apoyando a su hijo mientras responde la pregunta del día. ■ Muestre los elementos de “Lo que hicimos hoy” en un pizarrón borrrable o tabla fuera del salón de clase para que los familiares puedan conversar sobre los eventos del día con su hijo (Vol. 1, pp. 86–87). <p>Tener una hoja de asistencia permite a los niños practicar destrezas emergentes de escritura a medida que aprenden a escribir y leer sus propios nombres. Acepte cualquier intento que haga un niño de escribir su nombre en la hoja de asistencia durante la hora de llegada. La transición, desde escribir una marca simple en la página a escribir claramente su nombre, demostrará las destrezas emergentes y el desarrollo de los niños durante el año.</p>
Editorial Change	Publisher	Teacher	9781645530701	36	Paragraph 2	<ul style="list-style-type: none"> • Animen a los niños a crear y extender patrones con los bloques o con otros juguetes. Después de que hagan un patrón, pídanles que lo describan 	Changed "• Animen a los niños a crear y extender patrones con los bloques o con otros juguetes. Después de que hagan un patrón, pídanles que lo describan" to "• Animen a su hijo a crear y extender patrones con los bloques o con otros juguetes. Después de que haga un patrón, pídanle que lo describan"
Editorial Change	Publisher	Teacher	9781645531104	36	Under "Qué hacer," Column 1	Escriba la receta junto con los niños.	Changed "Escriba la receta junto con los niños." to "Escriba la receta junto con los niños en el pliego de papel"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Grupos pequeños" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Grupos pequeños," "Opción 1"	¿Dónde está la bolsa de bolitas?	Changed "¿Dónde está la bolsa de bolitas?" to "¿Dónde está la bolita?"
Editorial Change	Publisher	Teacher	9781645530886	37	Under "Grupos pequeños," "Opción 1"	¿Dónde está la bolsa de bolitas?	Changed "¿Dónde está la bolsa de bolitas?" to "¿Dónde está la bolita?"
Editorial Change	Publisher	Teacher	9781645530862	37	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530862	37	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	37	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	37	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	37	Under "Reunión final," Column 1, bullet 2	• Dígales que mañana un invitado	Changed "• Dígales que mañana un invitado" to "• Dígales que mañana irá un invitado"
Editorial Change	Publisher	Teacher	9781645530879	37	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	37	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	37	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	37	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	37	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	37	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	37	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	37	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	37	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	37	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	37	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	37	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	37	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	37	entire page	<p>Planificar para cada hora del día, continuación</p> <p>Todo el grupo</p> <p>Cuando se reúne todo el grupo, los niños se convierten en miembros de una comunidad de aprendizaje. Para muchos niños esta puede ser su primera experiencia como parte de un grupo. La primera reunión de la mañana fija el tono del día, y establece la comprensión de los niños sobre lo que sucederá en el salón de clase ese día. Reunirse nuevamente todo el grupo al final del día puede motivar a los niños a reflexionar y compartir (a menudo con mucha emoción y entusiasmo) lo que aprendieron y descubrieron ese día.</p> <ul style="list-style-type: none"> ■ Decida qué incluir en su rutina matutina. Por ejemplo, podría cantar una canción de bienvenida, recitar el Juramento a la bandera y luego repasar la planilla de asistencia con los niños antes de tener una discusión grupal sobre el énfasis del día. ■ Consulte el material enumerado en sus planes diarios y réunalo antes de tener la reunión con todo el grupo. ■ Encuentre un lugar conveniente para guardar las tarjetas con los nombres de los niños para que pueda usarlas y referirse a ellos durante las 	<p>All page content has moved from page 37 to page 41.</p> <p>Planificar para cada hora del día, continuación</p> <p>Todo el grupo</p> <p>Cuando se reúne todo el grupo, los niños se convierten en miembros de una comunidad de aprendizaje. Para muchos niños esta puede ser su primera experiencia como parte de un grupo. La primera reunión de la mañana fija el tono del día, y establece la comprensión de los niños sobre lo que sucederá en el salón de clase ese día. Reunirse nuevamente todo el grupo al final del día puede motivar a los niños a reflexionar y compartir (a menudo con mucha emoción y entusiasmo) lo que aprendieron y descubrieron ese día.</p> <ul style="list-style-type: none"> ■ Decida qué incluir en su rutina matutina. Por ejemplo, podría cantar una canción de bienvenida, recitar el Juramento a la bandera y luego repasar la planilla de asistencia con los niños antes de tener una discusión grupal sobre el énfasis del día. ■ Consulte el material enumerado en sus planes diarios y réunalo antes de tener la reunión con todo el grupo.
Editorial Change	Publisher	Teacher	9781645530831	37	entire page	<p>Continued from above: actividades grupales.</p> <p>Los elementos de una experiencia interesante y valiosa en una reunión de todo el grupo incluyen</p> <ul style="list-style-type: none"> • abrir con la misma rutina todos los días (por ejemplo, una canción de buenos días, un canto de bienvenida, un estiramiento de la mañana o una pose de yoga); • repasar la pregunta del día; y • crear una sensación de comunidad del salón de clase empática (por ejemplo, usar una planilla de labores o asistencia o poner a la vista un calendario semanal o mensual para documentar y llamar la atención sobre eventos importantes o días especiales que tendrán en el salón de clase). <p>La reunión de todo el grupo es más exitosa cuando la duración de la reunión se adapta a las necesidades y habilidades de los niños. A medida que trabaje una experiencia de todo el grupo de 15 hasta 20 minutos, asegúrese de recordar que, al comienzo del año, una reunión de 5 a 10 minutos con todo el grupo puede satisfacer mejor las necesidades de los niños. Las conversaciones y las experiencias de escritura compartida</p>	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Encuentre un lugar conveniente para guardar las tarjetas con los nombres de los niños para que pueda usarlas y referirse a ellos durante las actividades grupales. <p>Los elementos de una experiencia interesante y valiosa en una reunión de todo el grupo incluyen</p> <ul style="list-style-type: none"> • abrir con la misma rutina todos los días (por ejemplo, una canción de buenos días, un canto de bienvenida, un estiramiento de la mañana o una pose de yoga); • repasar la pregunta del día; y • crear una sensación de comunidad del salón de clase empática (por ejemplo, usar una planilla de labores o asistencia o poner a la vista un calendario semanal o mensual para documentar y llamar la atención sobre eventos importantes o días especiales que tendrán en el salón de clase). <p>La reunión de todo el grupo es más exitosa cuando la duración de la reunión se adapta a las necesidades y habilidades de los niños. A medida que trabaje una experiencia de todo el grupo de 15 hasta 20 minutos, asegúrese de recordar que, al comienzo del año, una reunión de 5 a 10 minutos con todo el grupo puede</p>

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Editorial Change	Publisher	Teacher	9781645530831	37	entire page	Continued from above: con todo el grupo ayudan a los niños a desarrollar destrezas de lenguaje y lectoescritura. Hacer preguntas a los niños durante las experiencias de escritura compartida y registrar sus reflexiones e ideas, fomenta el lenguaje oral, el lenguaje escrito y las destrezas de comprensión de los niños mientras les demuestra que sus ideas son importantes. Vea Experiencia de enseñanza intencional LL01, "Escritura compartida," para obtener más información.	Continued from above: satisfacer mejor las necesidades de los niños. Las conversaciones y las experiencias de escritura compartida con todo el grupo ayudan a los niños a desarrollar destrezas de lenguaje y lectoescritura. Hacer preguntas a los niños durante las experiencias de escritura compartida y registrar sus reflexiones e ideas, fomenta el lenguaje oral, el lenguaje escrito y las destrezas de comprensión de los niños mientras les demuestra que sus ideas son importantes. Vea Experiencia de enseñanza intencional LL01, "Escritura compartida," para obtener más información.
Editorial Change	Publisher	Teacher	9781645531111	37	Under "Niños que aprenden inglés como una nueva lengua"	• Para presentar la rima por primera vez, recite lenta y claramente	Changed "• Para presentar la rima por primera vez, recite lenta y claramente" to "• Para presentar la rima por primera vez, recítela lenta y claramente"
Editorial Change	Publisher	Teacher	9781645531135	37	top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530886	38	Under "Vocabulario"	N/A	Header added: Recursos de práctica diaria
Editorial Change	Publisher	Teacher	9781645530886	38	Under "Materiales"	mapas	Deleted "mapas"
Editorial Change	Publisher	Teacher	9781645530886	38	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	38	Column 2, last Paragraph	cómo unir cajas y cómo usarlas de manera interesante	Changed "cómo unir cajas y cómo usarlas de manera interesante" to "cómo unir cajas y usarlas de manera interesante"
Editorial Change	Publisher	Teacher	9781645530862	38	Under "Materiales"	• libro: Otis (con Tarjeta: Hablemos de libros 09, Otis)	Content (• libro: Otis (con Tarjeta: Hablemos de libros 09, Otis)) moved under "Recursos de práctica diaria"
Editorial Change	Publisher	Teacher	9781645530862	38	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	38	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	38	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	38	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	38	Under "Todo el grupo," Column 2, bullet 2	Escriba sus respuestas en una tabla, por ejemplo,	Changed this: Escriba sus respuestas en una tabla, por ejemplo, to: por ejemplo:
Editorial Change	Publisher	Teacher	9781645530893	38	Under "Todo el grupo," Column 2, bullet 2	N/A	New content added: Anote sus respuestas. Find this new content here: Under "Todo el grupo," Column 2, bullet 2
Editorial Change	Publisher	Teacher	9781645530893	38	Under "Comentarios y escritura compartida," Column 2, last Paragraph	muestre a los niños un poco de los materiales disponibles	Changed this: muestre a los niños un poco de los materiales disponibles to: muestre a los niños algunos de los materiales disponibles
Editorial Change	Publisher	Teacher	9781645530909	38	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	38	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530831	38	entire page	<p>Transiciones Hay muchas transiciones en un día de prekínder. Si los niños no saben lo que se espera de ellos y tienen que esperar sin nada que hacer, ¡estas transiciones pueden volverse abrumadoras e incluso caóticas! Sin embargo, las transiciones pueden ser divertidas y amenas cuando las convierte en oportunidades interesantes para aprender y las usa para reforzar las destrezas de desarrollo de los niños.</p> <p>Los momentos de transición proporcionan una forma divertida de reforzar las mejores prácticas del programa y fortalecer las conexiones de los niños dentro de la comunidad del salón de clase. Cuando da a los niños instrucciones claras y constantes, se asegura de que sus expectativas de logro sean apropiadas para el desarrollo y se esfuerza por satisfacer las necesidades individuales de los niños, fortalece su comprensión de las transiciones y los ayuda a crecer como compañeros solidarios en el programa.</p> <ul style="list-style-type: none"> ■ Hable con otros maestros, su instructor o un mentor sobre las estrategias que usan para aprovechar al máximo los momentos de transición. ■ Use las tarjetas con los nombres de los niños como una forma de hacer la transición a las áreas de interés. ■ Localice las tarjetas de Mega Minutos® en el material de El 	<p>All page content has moved from page 38 to page 42.</p> <p>Transiciones Hay muchas transiciones en un día de prekínder. Si los niños no saben lo que se espera de ellos y tienen que esperar sin nada que hacer, ¡estas transiciones pueden volverse abrumadoras e incluso caóticas! Sin embargo, las transiciones pueden ser divertidas y amenas cuando las convierte en oportunidades interesantes para aprender y las usa para reforzar las destrezas de desarrollo de los niños.</p> <p>Los momentos de transición proporcionan una forma divertida de reforzar las mejores prácticas del programa y fortalecer las conexiones de los niños dentro de la comunidad del salón de clase. Cuando da a los niños instrucciones claras y constantes, se asegura de que sus expectativas de logro sean apropiadas para el desarrollo y se esfuerza por satisfacer las necesidades individuales de los niños, fortalece su comprensión de las transiciones y los ayuda a crecer como compañeros solidarios en el programa.</p> <ul style="list-style-type: none"> ■ Hable con otros maestros, su instructor o un mentor sobre las estrategias que usan para aprovechar al máximo los momentos de transición. ■ Use las tarjetas con los nombres de los niños como una forma de hacer la transición a las
Editorial Change	Publisher	Teacher	9781645530831	38	entire page	<p>Continued from above: Currículo Creativo™ para Texas. Repase varias canciones, cantos o juegos simples para usar durante los momentos de transición.</p> <ul style="list-style-type: none"> ■ Introduzca a los niños canciones, rimas, cantos o juegos con los dedos para avisarles del comienzo de una transición (Vol. 1, pp. 104–105). Planificar las transiciones (Vol. 1, pp. 104–105) Mientras planifica las transiciones, considere las siguientes estrategias y ejemplos. • Dé instrucciones claras, por ejemplo: “En 10 minutos saldremos. Puedes terminar ese rompecabezas antes de que sea hora de limpiar y salir al parque infantil.” • Dé a los niños un aviso de 10, 5 o 3 minutos antes de una próxima transición, por ejemplo, “Cinco minutos más y empezaremos la limpieza. Veo que solo quedan unas pocas piezas del rompecabezas. Me aseguraré de tomar una fotografía del rompecabezas cuando termines de armarlo.” • Permita suficiente tiempo para cada transición, y asegúrese de que los niños no se sientan apurados o ansiosos; por ejemplo, “Es la hora de recoger y guardar. Reese, ¿podrías empezar a deshacer el rompecabezas y ponerlo en la caja? Charlie, ¿podrías asegurarte de recoger las piezas del rompecabezas que están en el piso y dárselas a Reese?” • Sea flexible, por ejemplo, “Veo que todavía estás trabajando en la estructura 	<p>areas de interes.</p> <ul style="list-style-type: none"> ■ Localice las tarjetas de Mega Minutos® en el material de El Currículo Creativo™ para Texas. Repase varias canciones, cantos o juegos simples para usar durante los momentos de transición. ■ Introduzca a los niños canciones, rimas, cantos o juegos con los dedos para avisarles del comienzo de una transición (Vol. 1, pp. 104–105). Planificar las transiciones (Vol. 1, pp. 104–105) Mientras planifica las transiciones, considere las siguientes estrategias y ejemplos. • Dé instrucciones claras, por ejemplo: “En 10 minutos saldremos. Puedes terminar ese rompecabezas antes de que sea hora de limpiar y salir al parque infantil.” • Dé a los niños un aviso de 10, 5 o 3 minutos antes de una próxima transición, por ejemplo, “Cinco minutos más y empezaremos la limpieza. Veo que solo quedan unas pocas piezas del rompecabezas. Me aseguraré de tomar una fotografía del rompecabezas cuando termines de armarlo.” • Permita suficiente tiempo para cada transición, y asegúrese de que los niños no se sientan apurados o ansiosos; por ejemplo, “Es la hora de recoger y guardar. Reese, ¿podrías empezar a deshacer el rompecabezas y ponerlo en la caja? Charlie, ¿podrías asegurarte de recoger las piezas del rompecabezas que están en el piso y dárselas a Reese?” • Sea flexible, por ejemplo, “Veo que todavía estás trabajando en

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Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reflexión y celebración," Column 2, Paragraph 1	(Puede usar papel de impresora normal e incluso imprimir las fotos en blanco y negro para ahorrar dinero).	Changed "(Puede usar papel de impresora normal e incluso imprimir las fotos en blanco y negro para ahorrar dinero)." to "Puede utilizar papel fotográfico o papel de impresora normal e imprimir en color o en blanco y negro."
Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reunión final," Column 2, Paragraph 2	dictando un mensaje para que el maestro lo grabe.	Changed "dictando un mensaje para que el maestro lo grabe." to "dictando un mensaje al maestro."
Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reflexión y celebración," Column 2, Paragraph 3	Recopile todos los poemas en un libro y deles copias a los niños. Se pueden llevar su copia a casa para leer un poco durante el verano.	Changed "Recopile todos los poemas en un libro y deles copias a los niños. Se pueden llevar su copia a casa para leer un poco durante el verano." to "Recopile todos los poemas en un libro y deles copias a los niños para que disfruten con sus familias."
Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reflexión y celebración," Column 1, Paragraph 3	revisar sus carpetas de trabajo al final del año y anímelos a elegir algunos	Changed "revisar sus carpetas de trabajo al final del año y anímelos a elegir algunos" to "revisar sus carpetas de trabajo al final del año y elijan algunos."
Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reflexión y celebración," Column 1, Paragraph 3	Saque algunos libros de la biblioteca o busque en Internet galerías de arte famosas para que los niños puedan ver	Changed "Saque algunos libros de la biblioteca o busque en Internet galerías de arte famosas para que los niños puedan ver" to "Saque algunos libros de la biblioteca o explore algunas galerías de arte famosas en Internet con los niños para que puedan ver"
Editorial Change	Publisher	Teacher	9781645530916	38	Under "Reflexión y celebración," Column 1, Paragraph 3	(muchos campus tienen una galería pequeña para mostrar los trabajos de los estudiantes),	Changed "(muchos campus tienen una galería pequeña para mostrar los trabajos de los estudiantes)," to "que cuenta con una galería de arte para exhibir trabajos"
Editorial Change	Publisher	Teacher	9781645531128	38	Under "Paragraph incluir a todos los niños"	• Mantenga la pelota estacionaria para el niño o colóquela sobre un soporte.	Changed "• Mantenga la pelota estacionaria para el niño o colóquela sobre un soporte." to "• Mantenga la pelota para el niño o colóquela sobre un soporte."
Editorial Change	Publisher	Teacher	9781645530671	38	Paragraph 5	En este capítulo se explica el primer componente del marco de El Currículo Creativo™: cómo se desarrollan y aprenden los niños.	Deleted text "En este capítulo se explica el primer componente del marco de El Currículo Creativo™: cómo se desarrollan y aprenden los niños."
Editorial Change	Publisher	Teacher	9781645530688	38	Paragraph 2	de El Currículo Creativo™ para Texas, Volumen 1: Fundamentos,	Deleted text "de El Currículo Creativo™ para Texas, Volumen 1: Fundamentos,"
Editorial Change	Publisher	Teacher	9781645530688	38	Paragraph 4	Cuando converse con los niños	Changed "Cuando converse con los niños" to "Al conversar con los niños"
Editorial Change	Publisher	Teacher	9781645530688	38	Paragraph 4	es más probable que ellos usen los nuevos materiales y accesorios.	Changed "es más probable que ellos usen los nuevos materiales y accesorios." to "hará que sea más probable que ellos usen los nuevos materiales y accesorios."
Editorial Change	Publisher	Teacher	9781645530688	38	Paragraph 6	durante el estudio del agua,	Changed "durante el estudio del agua," to "durante el estudio Agua,"
Editorial Change	Publisher	Teacher	9781645530688	38	Paragraph 6	¡su aprendizaje de juego florece!	Changed "¡su aprendizaje de juego florece!" to "¡usted ayuda a que su aprendizaje de juego florezca!"
Editorial Change	Publisher	Teacher	9781645530886	39	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	39	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	39	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530886	39	Under "Lectura en voz alta" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", " to "(tales como "sobre", debajo, "encima", "arriba", al lado, "entre", "enfrente"
Editorial Change	Publisher	Teacher	9781645530862	39	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	39	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	39	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	39	Under "Lectura en voz alta," Column 2	Durante una de sus experiencias de lectura en voz alta de hoy, lea Día de pizza divertido. Después de leer, pida a los niños que usen plastilina para hacer pizzas imaginarias. Mientras crean sus pizzas, mencione que el cortador de masa que están usando para cortar la pizza es una rueda.	Deleted text "Durante una de sus experiencias de lectura en voz alta de hoy, lea Día de pizza divertido. Después de leer, pida a los niños que usen plastilina para hacer pizzas imaginarias. Mientras crean sus pizzas, mencione que el cortador de masa que están usando para cortar la pizza es una rueda."
Editorial Change	Publisher	Teacher	9781645530855	39	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	39	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	39	Under "Lectura en voz alta," Column 2	elijo uno de su biblioteca comunitaria o escolar	Changed "elijo uno de su biblioteca comunitaria o escolar" to "elijo uno de su salón de clase, biblioteca comunitaria o escolar"
Editorial Change	Publisher	Teacher	9781645530879	39	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	39	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	39	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	39	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	39	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	39	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	39	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	39	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530909	39	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	39	Under "Reunión final," Column 2	pliego de papel.	Change this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530848	39	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	39	Column 1, Paragraph 1	Mientras los invitados participan en las estaciones,	Changed "Mientras los invitados participan en las estaciones," to "Mientras los invitados participan en las investigaciones,"
Editorial Change	Publisher	Teacher	9781645530688	39	Under "Consultorio de médico"	N/A	Added new content under "Consultorio de médico": todos los niños visitan al médico a lo largo de sus vidas, lo que hace de esta una experiencia común y un escenario de juego dramático popular. Los accesorios pueden incluir lo siguiente:
Editorial Change	Publisher	Teacher	9781645530886	40	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	40	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	40	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	40	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	40	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	40	Under "Recursos de práctica diario"	• libro: libro del Día 3	Content moved under "Materiales": • libro: libro del Día 3
Editorial Change	Publisher	Teacher	9781645530909	40	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	40	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	40	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	40	entire page	<p>Hora de escoger actividades La hora de escoger actividades fomenta un sentido de independencia en los niños, y los ayuda a participar como aprendices activos en el salón de clase a medida que seleccionan las áreas de interés que desean visitar, las actividades en las que desean participar y el material que desean examinar. Los descubrimientos que los niños hacen durante las experiencias de aprendizaje iniciadas por ellos mismos proporcionan un excelente punto de partida para las conversaciones grupales, ya que los niños comparten lo que trabajaron durante la hora de escoger actividades.</p> <ul style="list-style-type: none"> ■ Familiarícese con las diferentes formas en que puede ayudar a los niños a decidir qué área de interés visitar durante la hora de escoger actividades (Vol. 1, pp. 102–104). ■ Asegúrese de que las reuniones en grupos pequeños sean separadas de la hora de escoger actividades para que a los niños no se les “aleje” de sus experiencias elegidas (Vol. 1, pp. 102–104). ■ Agregue material para escribir, dibujar y construir a todas las áreas para que los niños puedan representar sus descubrimientos y aprendizajes (Vol. 3, p. 128). ■ Incluya libros de ficción y no ficción con una variedad de temas en cada área de interés (Vol. 3, p. 27). ■ Escriba y ponga a la vista reglas o instrucciones para usar 	<p>All page content has moved from page 40 to page 44.</p> <p>Hora de escoger actividades La hora de escoger actividades fomenta un sentido de independencia en los niños, y los ayuda a participar como aprendices activos en el salón de clase a medida que seleccionan las áreas de interés que desean visitar, las actividades en las que desean participar y el material que desean examinar. Los descubrimientos que los niños hacen durante las experiencias de aprendizaje iniciadas por ellos mismos proporcionan un excelente punto de partida para las conversaciones grupales, ya que los niños comparten lo que trabajaron durante la hora de escoger actividades.</p> <ul style="list-style-type: none"> ■ Familiarícese con las diferentes formas en que puede ayudar a los niños a decidir qué área de interés visitar durante la hora de escoger actividades (Vol. 1, pp. 102–104). ■ Asegúrese de que las reuniones en grupos pequeños sean separadas de la hora de escoger actividades para que a los niños no se les “aleje” de sus experiencias elegidas (Vol. 1, pp. 102–104). ■ Agregue material para escribir, dibujar y construir a todas las áreas para que los niños puedan representar sus descubrimientos y aprendizajes (Vol. 3, p. 128). ■ Incluya libros de ficción y no ficción con una variedad de
Editorial Change	Publisher	Teacher	9781645530831	40	entire page	<p>Continued from above: herramientas, material y equipos específicos. Sin embargo, las reglas e instrucciones que ponga a la vista no reemplazan la supervisión directa. Planifique supervisar de cerca a los niños que usan objetos que podrían ser mal utilizados o que representan un peligro para los niños (Vol. 1, pp. 186–188).</p> <ul style="list-style-type: none"> ■ Muestre ilustraciones interesantes en las áreas de interés para animar la conversación y la escritura (Vol. 3, p. 56). ■ Organice el material en el área de interés de manera que motive a los niños a interactuar con él de manera que tenga sentido, por ejemplo, separando y clasificando (Vol. 4, p. 69). <p>La hora de escoger actividades ofrece algunas de las oportunidades más ricas para que usted pueda construir relaciones con los niños a través de la observación. Al participar con los niños y seguir su guía, puede observar qué áreas de interés suelen visitar, el material que seleccionan, cómo manipulan y exploran el material y cómo interactúan con otros niños. Hacerles comentarios y preguntas abiertas le permite ampliarles el aprendizaje mientras observa cómo predicen, experimentan, exploran y juegan en las áreas de interés (Vol. 1, p. 102). Elegir entre opciones es una destreza importante en la que los niños pequeños pueden necesitar su ayuda, especialmente al comienzo del año. Para</p>	<p>temas en cada área de interés (Vol. 3, p. 27).</p> <ul style="list-style-type: none"> ■ Escriba y ponga a la vista reglas o instrucciones para usar herramientas, material y equipos específicos. Sin embargo, las reglas e instrucciones que ponga a la vista no reemplazan la supervisión directa. Planifique supervisar de cerca a los niños que usan objetos que podrían ser mal utilizados o que representan un peligro para los niños (Vol. 1, pp. 186–188). ■ Muestre ilustraciones interesantes en las áreas de interés para animar la conversación y la escritura (Vol. 3, p. 56). ■ Organice el material en el área de interés de manera que motive a los niños a interactuar con él de manera que tenga sentido, por ejemplo, separando y clasificando (Vol. 4, p. 69). <p>La hora de escoger actividades ofrece algunas de las oportunidades más ricas para que usted pueda construir relaciones con los niños a través de la observación. Al participar con los niños y seguir su guía, puede observar qué áreas de interés suelen visitar, el material que seleccionan, cómo manipulan y exploran el material y cómo interactúan con otros niños. Hacerles comentarios y preguntas abiertas le permite ampliarles el aprendizaje mientras observa cómo predicen, experimentan, exploran y juegan en las áreas de interés (Vol. 1, p. 102). Elegir entre opciones es una destreza importante en la que los</p>

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	40	entire page	Continued from above: ayudar a los niños a decidir lo que quieren explorar, considere aprovechar la reunión con todo el grupo para conversar sobre las áreas y actividades de interés utilizando indicaciones visuales, como una tabla que muestre fotografías de las áreas de interés disponibles. Hablar sobre las diferentes actividades que los niños pueden hacer en cada área de interés durante la reunión de todo el grupo y mostrar una indicación visual ayuda a los niños a considerar sus opciones y decidir qué quieren explorar.	niños pequeños pueden necesitar su ayuda, especialmente al comienzo del año. Para ayudar a los niños a decidir lo que quieren explorar, considere aprovechar la reunión con todo el grupo para conversar sobre las áreas y actividades de interés utilizando indicaciones visuales, como una tabla que muestre fotografías de las áreas de interés disponibles. Hablar sobre las diferentes actividades que los niños pueden hacer en cada área de interés durante la reunión de todo el grupo y mostrar una indicación visual ayuda a los niños a considerar sus opciones y decidir qué quieren explorar.
Editorial Change	Publisher	Teacher	9781645530916	40	Under "Pregunta del día," Día 2	Arte: material para trabajar en el mural	Deleted this text: "Arte: material para trabajar en el mural"
Editorial Change	Publisher	Teacher	9781645531128	40	Under "Secuencia de enseñanza," Amarillo	Ofrezca al niño una variedad de materiales de diferentes tamaños para pintar	Changed "Ofrezca al niño una variedad de materiales de diferentes tamaños para pintar" to "Proporcione una variedad de materiales de diferentes tamaños para el niño para pintar"
Editorial Change	Publisher	Teacher	9781645530671	40	Paragraph 5	Las relaciones que los niños forman con los adultos influyen su desarrollo socioemocional global (Berk, 2013). Cuando los adultos son sensibles, cuando expresan gozo acerca de los logros y descubrimientos de los niños y cuando crean ambientes en los cuales los niños pueden participar activamente en las rutinas y experiencias diarias, los niños saben que los adultos consideran que ellos son importantes, interesantes y competentes. Los adultos comprensivos también refuerzan comportamientos aceptables, ayudando además a los niños a desarrollar destrezas prosociales, tales como turnarse, compartir y solidarizarse (Riley, San Juan, Klinkner, y Ramminger, 2008).	Deleted text "Las relaciones que los niños forman con los adultos influyen su desarrollo socioemocional global (Berk, 2013). Cuando los adultos son sensibles, cuando expresan gozo acerca de los logros y descubrimientos de los niños y cuando crean ambientes en los cuales los niños pueden participar activamente en las rutinas y experiencias diarias, los niños saben que los adultos consideran que ellos son importantes, interesantes y competentes. Los adultos comprensivos también refuerzan comportamientos aceptables, ayudando además a los niños a desarrollar destrezas prosociales, tales como turnarse, compartir y solidarizarse (Riley, San Juan, Klinkner, y Ramminger, 2008)."
Editorial Change	Publisher	Teacher	9781645530886	41	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	41	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	41	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	41	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	41	Under "Hora de escoger" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", " to "(tales como "sobre", "debajo", "encima", "arriba", al lado, "entre", "enfrente", "
Editorial Change	Publisher	Teacher	9781645530862	41	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530862	41	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530862	41	Under "Día 4," 2nd box down	sujetapapeles, perforadoras y cinta adhesiva	Change "sujetapapeles, perforadoras y cinta adhesiva" to "sujetapapeles, perforadoras, cinta adhesiva"
Editorial Change	Publisher	Teacher	9781645530879	41	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530879	41	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	41	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	41	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Todo el grupo, (continuación)" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Hora de escoger," Column 2, blue text box	En el centro de escritura o en el caballete, los niños pueden componer música representando sus ideas sobre patrones musicales por medio del arte o dibujo.	Changed this: En el centro de escritura o en el caballete, los niños pueden componer música representando sus ideas sobre patrones musicales por medio del arte o dibujo. to: Mientras se encuentran en el área de Biblioteca o en el área de Arte, los niños pueden componer música al representar sus ideas sobre patrones musicales a través del arte, el dibujo y la escritura.
Editorial Change	Publisher	Teacher	9781645530893	41	Under "Lectura en voz alta," Column 2	diferentes elementos en el cuento,	Changed this: diferentes elementos en el cuento, to: diferentes elementos del cuento,
Editorial Change	Publisher	Teacher	9781645530909	41	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	41	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	41	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	41	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	41	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530831	41	entire page	<p>Planificar para cada hora del día, continuación</p> <p>Lecturas en voz alta</p> <p>Las interacciones maestro-niño que tienen lugar antes, durante y después de las lecturas en voz alta refinan las destrezas de comprensión de los niños y su entendimiento del lenguaje. Cuando los niños oyen libros que les leen en voz alta, ellos</p> <ul style="list-style-type: none"> • aprenden a escuchar y comprender historias y otros textos informativos, • comienzan a comprender qué es una historia (ej. las historias tienen personajes, un argumento, un escenario y un problema por resolver), y • desarrollan el conocimiento de que los libros tienen varios propósitos (ej. para describir ideas, sentimientos y emociones; proporcionar información o contar una historia). <p>La repetición de lecturas en voz alta que encontrará en las Guías de enseñanza reflejan un enfoque basado en la investigación que apoya las destrezas de lectoescritura, lenguaje y comprensión de los niños. Los libros de literatura infantil de alta calidad a menudo son más</p>	<p>All page content has moved from page 41 to page 45.</p> <p>Planificar para cada hora del día, continuación</p> <p>Lecturas en voz alta</p> <p>Las interacciones maestro-niño que tienen lugar antes, durante y después de las lecturas en voz alta refinan las destrezas de comprensión de los niños y su entendimiento del lenguaje. Cuando los niños oyen libros que les leen en voz alta, ellos</p> <ul style="list-style-type: none"> • aprenden a escuchar y comprender historias y otros textos informativos, • comienzan a comprender qué es una historia (ej. las historias tienen personajes, un argumento, un escenario y un problema por resolver), y • desarrollan el conocimiento de que los libros tienen varios propósitos (ej. para describir ideas, sentimientos y emociones; proporcionar información o contar una historia). <p>La repetición de lecturas en voz alta que encontrará en las Guías de enseñanza reflejan un enfoque basado en la investigación que apoya las destrezas de lectoescritura, lenguaje y comprensión</p>
Editorial Change	Publisher	Teacher	9781645530831	41	entire page	<p>complejos en sus argumentos, problemas e ideas, y deben leerse por lo menos tres veces para lograr que los niños participen completamente del texto.</p> <p>Los elementos de la repetición de lectura en voz alta incluyen:</p> <ul style="list-style-type: none"> • leer un libro por lo menos tres veces; • hacer preguntas a los niños sobre los personajes y los sucesos del cuento; • definir palabras mientras lee la historia; y • basarse en la reconstrucción del texto por parte de los niños preguntándoles cómo se sienten los personajes, por qué los personajes hacen lo que hacen y qué piensan los niños que sucederá después. <p>■ Planifique dos o tres lecturas en voz alta cada día (Vol. 1, p. 109).</p> <p>■ Establezca horarios regulares de lectura en voz alta en el salón de clase. Asegúrese de planear experiencias de lectura para las reuniones de todo el grupo y para grupos pequeños, así como para los niños de forma individual (Vol. 3, p. 74).</p> <p>■ Al elegir libros potenciales para las lecturas en voz alta, calcule el tiempo que cada libro puede tomar para ser leído en voz alta, y considere la capacidad de los niños para mantener la atención, especialmente al comienzo del año (Vol. 3, pp. 90–91).</p> <p>■ Intente minimizar cualquier distracción potencial (Vol. 3, pp. 91–92).</p> <p>■ Introduzca libros complejos en experiencias con grupos pequeños de niños (Vol. 3, pp. 91–92).</p> <p>■ Consulte la explicación de la repetición de lecturas en voz alta que <i>detalla qué hacer en la</i></p>	<p>de los niños. Los libros de literatura infantil de alta calidad a menudo son más complejos en sus argumentos, problemas e ideas, y deben leerse por lo menos tres veces para lograr que los niños participen completamente del texto.</p> <p>Los elementos de la repetición de lectura en voz alta incluyen:</p> <ul style="list-style-type: none"> • leer un libro por lo menos tres veces; • hacer preguntas a los niños sobre los personajes y los sucesos del cuento; • definir palabras mientras lee la historia; y • basarse en la reconstrucción del texto por parte de los niños preguntándoles cómo se sienten los personajes, por qué los personajes hacen lo que hacen y qué
Editorial Change	Publisher	Teacher	9781645530831	41	Column 1, bullet 2	saber que la persona responsable de sus	Changed "(ej. las historias tienen personajes" to "(por ejemplo, las historias tienen personajes"
Editorial Change	Publisher	Teacher	9781645530831	41	Column 1, bullet 3	hijos, la persona que les enseña cosas nuevas,	Changed "(ej. para describir ideas" to "(por ejemplo, para describir ideas"

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Editorial Change	Publisher	Teacher	9781645530916	41	top of page	N/A	Added the primary and related guidelines aligned to the investigation question.
Editorial Change	Publisher	Teacher	9781645530916	41	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530916	41	Under "Colaboración con las familias"	N/A	Added the following new content under "Colaboración con las familias": documentación de la Pregunta central 1 que describe los sentimientos de los niños acerca de ir al jardín de infantes
Editorial Change	Publisher	Teacher	9781645531104	41	Under "Secuencia de enseñanza," Morado	veamos qué tarjetas con nombres de tus compañeros están en esta pila.	Changed "veamos qué tarjetas con nombres de tus compañeros están en esta pila." to "veamos qué otras tarjetas con nombres están en esta pila."
Editorial Change	Publisher	Teacher	9781645530671	41	Paragraph 5	Otras culturas pueden poner más énfasis en preparar a los niños	Changed "Otras culturas pueden poner más énfasis en preparar a los niños" to "Otras culturas ponen más énfasis en preparar a los niños"
Editorial Change	Publisher	Teacher	9781645530862	42	Under "Recursos de práctica diaria"	• libro: Ruedas en movimiento	Content (• libro: Ruedas en movimiento) moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530862	42	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	42	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	42	Under "Comentarios y escritura compartida," Column 2, bullet 1	señalando los que están al aire libre.	Changed "señalando los que están al aire libre." to "señalando cualquiera que encuentre los que están al aire libre."
Editorial Change	Publisher	Teacher	9781645530855	42	Under "Comentarios y escritura compartida," Column 2, Paragraph 2	Motive al niño a que lo imite.	Changed "Motive al niño a que lo imite." to "Motive a los niños a que lo imiten."
Editorial Change	Publisher	Teacher	9781645530879	42	Under "Recursos diarios"	• libro: Nuestro huerto: De la semilla a la cosecha en el huerto del colegio	Moved text "• libro: Nuestro huerto: De la semilla a la cosecha en el huerto del colegio" from under "Recursos diarios" so that it now appears under "Materiales"
Editorial Change	Publisher	Teacher	9781645530879	42	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	42	Under "Áreas de interés," "Día 2"	N/A	Added new content under Music and Movement: partitura; partitura en blanco
Editorial Change	Publisher	Teacher	9781645530893	42	Under "Todo el grupo," "Día 1"	tarjetas de letras;	Deleted this text: tarjetas de letras;
Editorial Change	Publisher	Teacher	9781645530909	42	Under "Todo el grupo," "Día 1"	imagen de un subibaja;	Deleted this text: imagen de un subibaja;
Editorial Change	Publisher	Teacher	9781645530848	42	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530831	42	entire page	<p>Mientras que las Guías de enseñanza proporcionan orientación específica para una o dos lecturas en voz alta por día, le animamos encarecidamente que planifique más lecturas en voz alta si su horario lo permite. Al seleccionar los libros, asegúrese de que reflejen los intereses de los niños, sus antecedentes culturales y lingüísticos y sus experiencias personales.</p> <p>Al comienzo del año, las discusiones dinámicas de la lectura en voz alta proporcionan una forma maravillosa de introducir vocabulario y de usar estrategias de apoyo temporal para la comprensión de los niños de las diferentes emociones. Las historias que se centran en temas como construir comunidad, conocer gente nueva, sentirse nervioso, dar la bienvenida a otros y convertirse en un buen amigo establecen el escenario para conversaciones informales adicionales a medida que ayuda a los niños a hacer conexiones con sus experiencias cotidianas. Recuerde tener en cuenta lo siguiente al planificar las lecturas en voz alta para el comienzo del año:</p> <ul style="list-style-type: none"> • No es necesario leer un libro completo de una vez; puede separar una historia en dos o tres lecturas en voz alta. 	<p>All page content has moved from page 42 to page 46.</p> <p>Mientras que las Guías de enseñanza proporcionan orientación específica para una o dos lecturas en voz alta por día, le animamos encarecidamente que planifique más lecturas en voz alta si su horario lo permite. Al seleccionar los libros, asegúrese de que reflejen los intereses de los niños, sus antecedentes culturales y lingüísticos y sus experiencias personales.</p> <p>Al comienzo del año, las discusiones dinámicas de la lectura en voz alta proporcionan una forma maravillosa de introducir vocabulario y de usar estrategias de apoyo temporal para la comprensión de los niños de las diferentes emociones. Las historias que se centran en temas como construir comunidad, conocer gente nueva, sentirse nervioso, dar la bienvenida a otros y convertirse en un buen amigo establecen el escenario para conversaciones informales adicionales a medida que ayuda a los niños a hacer conexiones con sus experiencias cotidianas. Recuerde tener en cuenta lo siguiente al planificar las lecturas en voz alta para el comienzo del año:</p>
Editorial Change	Publisher	Teacher	9781645530831	42	entire page	<ul style="list-style-type: none"> • Pida a los niños que se sienten o incluso que descansen cómodamente mientras lee. • Asegúrese de que los niños estén lo suficientemente cerca para ver el libro y puedan escucharlo mientras lee. • Proporcione a los niños diferentes opciones para sentarse, como sillas, cojines o cuadros de alfombra. • Recuerde, lograr que los niños participen activamente no significa que los niños estén sentados con las piernas cruzadas, completamente quietos y en silencio. 	<ul style="list-style-type: none"> • No es necesario leer un libro completo de una vez; puede separar una historia en dos o tres lecturas en voz alta. • Pida a los niños que se sienten o incluso que descansen cómodamente mientras lee. • Asegúrese de que los niños estén lo suficientemente cerca para ver el libro y puedan escucharlo mientras lee. • Proporcione a los niños diferentes opciones para sentarse, como sillas, cojines o cuadros de alfombra. • Recuerde, lograr que los niños participen activamente no significa que los niños estén sentados con las piernas cruzadas, completamente quietos y en silencio.
Editorial Change	Publisher	Teacher	9781645530916	42	Under "Materiales" ***	N/A	Added the following new content under "Materiales": una variedad de utensilios de escritura
Editorial Change	Publisher	Teacher	9781645530916	42	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	42	Under "Comentarios y escritura compartida," Column 2, blue text box	Es una buena idea que al final del año escolar se anime a los niños a reflexionar sobre lo que han aprendido,	Changed "Es una buena idea que al final del año escolar se anime a los niños a reflexionar sobre lo que han aprendido," to "Al final del año escolar, es buena idea animar a los niños a reflexionar sobre lo que aprendieron,"
Editorial Change	Publisher	Teacher	9781645530671	42	Paragraph 4	Esta presuposición no solo carece de fundamento sino que los maestros deben recordar que el desarrollo físico es tan importante	Changed "Esta presuposición no solo carece de fundamento sino que los maestros deben recordar que el desarrollo físico es tan importante" to "Esta presuposición no solo carece de fundamento sino que puede llevar a los maestros a olvidar que el desarrollo físico es tan importante"
Editorial Change	Publisher	Teacher	9781645530879	42	Under "Materiales"	N/A	New content added under "Materiales": plantas

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Editorial Change	Publisher	Teacher	9781645530886	43	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	43	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530862	43	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	43	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	43	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	43	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	43	Under "Lectura en voz alta," Column 1	N/A	Added new content: "completar la actividad que corresponde y pídale que expliquen lo que piensan." under "Lectura en voz alta," Column 1
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Todo el grupo" Column 1, blue text box	Esto ayudará a los niños	Changed " Esto ayudará a los niños" to "El hacerlo ayudará a los niños"
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Hora de escoger" Column 2, bullet 1	sus ilustraciones: "Veo algo grande	Changed "sus ilustraciones: "Veo algo grande" to "sus ilustraciones , p. ej., "Veo algo grande""
Editorial Change	Publisher	Teacher	9781645530855	43	Under "Hora de escoger," Column 1, bullet 1	• Muestre fotografías en el área de Arte de las fuentes de agua	Changed "• Muestre fotografías en el área de Arte de las fuentes de agua" to "• Muestre fotografías de las fuentes de agua"
Editorial Change	Publisher	Teacher	9781645530879	43	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	43	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	43	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	43	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	43	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	43	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	43	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	43	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	43	Under "Día 3," 3rd box down	superficie plana;	Changed this: superficie plana; to: mplanos llanos

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Editorial Change	Publisher	Teacher	9781645530909	43	Under "Día 3," 4th box down	Libro de la lista "Libros de literatura infantil"	Changed this: Libro de la lista "Libros de literatura infantil" to: Selección de la lista "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530848	43	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530831	43	entire page	<p>Planificar para cada hora del día, continuación</p> <p>Grupos pequeños</p> <p>Las actividades en grupos pequeños son ideales para introducir nuevos conceptos y material y para reforzar las destrezas que los niños ya están desarrollando. Estas experiencias de aprendizaje en grupos pequeños motivan a los niños a tener conversaciones y compartir material, al tiempo que ofrecen a los maestros oportunidades para ampliar el pensamiento de los niños al plantearles nuevos desafíos que deben resolver.</p> <ul style="list-style-type: none"> ■ Familiarícese con las pautas para guiar experiencias en grupos pequeños (Vol. 1, pp. 101–102, 204–205). ■ Repase el ejemplo detallado de cómo guiar el aprendizaje durante una actividad de grupos pequeños (Vol. 1, pp. 204–205). ■ Familiarícese con algunas de las Experiencias de enseñanza intencional. ■ Decida el tiempo que necesita para completar una experiencia de aprendizaje en grupos pequeños. Recuerde que algunas actividades como cocinar pueden tomar más tiempo que otras (Vol. 1, pp. 101–102). 	<p>All page content has moved from page 43 to page 47.</p> <p>Planificar para cada hora del día, continuación</p> <p>Grupos pequeños</p> <p>Las actividades en grupos pequeños son ideales para introducir nuevos conceptos y material y para reforzar las destrezas que los niños ya están desarrollando. Estas experiencias de aprendizaje en grupos pequeños motivan a los niños a tener conversaciones y compartir material, al tiempo que ofrecen a los maestros oportunidades para ampliar el pensamiento de los niños al plantearles nuevos desafíos que deben resolver.</p> <ul style="list-style-type: none"> ■ Familiarícese con las pautas para guiar experiencias en grupos pequeños (Vol. 1, pp. 101–102, 204–205). ■ Repase el ejemplo detallado de cómo guiar el aprendizaje durante una actividad de grupos pequeños (Vol. 1, pp. 204–205). ■ Familiarícese con algunas de las Experiencias de enseñanza intencional.
Editorial Change	Publisher	Teacher	9781645530831	43	entire page	<ul style="list-style-type: none"> ■ Asegúrese de tener material, como pliegos de papel y marcadores, de fácil acceso cuando guíe a grupos pequeños para que pueda escribir las ideas de los niños. ■ Considere pedirles a los niños que no están participando en la actividad de grupos pequeños que participen en una actividad independiente y modificada de la Hora de escoger actividades (por ejemplo, una experiencia más tranquila en las áreas de Biblioteca, Arte o de Descubrimientos) (Vol. 1, pp. 101–102). ■ Después de la primera semana, considere lo que sabe acerca de los intereses, capacidades y necesidades de cada niño a medida que planifica actividades, y decida qué niños participarán en cada grupo pequeño (Vol. 1, pp. 101–102). 	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Decida el tiempo que necesita para completar una experiencia de aprendizaje en grupos pequeños. Recuerde que algunas actividades como cocinar pueden tomar más tiempo que otras (Vol. 1, pp. 101–102). ■ Asegúrese de tener material, como pliegos de papel y marcadores, de fácil acceso cuando guíe a grupos pequeños para que pueda escribir las ideas de los niños. ■ Considere pedirles a los niños que no están participando en la actividad de grupos pequeños que participen en una actividad independiente y modificada de la Hora de escoger actividades (por ejemplo, una experiencia más tranquila en las áreas de Biblioteca, Arte o de Descubrimientos) (Vol. 1, pp. 101–102). ■ Después de la primera semana, considere lo que sabe acerca de los intereses, capacidades y necesidades de cada niño a medida que planifica actividades, y decida qué niños participarán en cada grupo pequeño (Vol. 1, pp. 101–102).
Editorial Change	Publisher	Teacher	9781645530916	43	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	43	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530916	43	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	43	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530725	43	Column 1, bullet 3	con goteros, con pinzas para tender la ropa y manipular plastilina.	Changed "con goteros, con pinzas para tender la ropa y manipular plastilina." to "Demuestre y explique estrategias, y aliente a los niños a hacer las cosas de diferentes maneras."
Editorial Change	Publisher	Teacher	9781645530886	44	Under "Recursos de práctica diaria"	"Nos vamos de viaje"	Changed "Nos vamos de viaje" to "Vamos de viaje"
Editorial Change	Publisher	Teacher	9781645530886	44	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	44	Under "Todo el grupo," Column 2	dejar esta tabla a la mano	Changed "dejar esta tabla a la mano" to "dejar esta tabla a mano"
Editorial Change	Publisher	Teacher	9781645530862	44	Under "Recursos de práctica diaria"	• libro: Otis (con Tarjeta: Hablemos de libros 09, Otis)	Content (• libro: Otis (con Tarjeta: Hablemos de libros 09, Otis)) moved to end of bullet list
Editorial Change	Publisher	Teacher	9781645530862	44	Under "Materiales"	Materiales • tablillas con sujetapapeles • papel • lápices	Changed "Materiales • tablillas con sujetapapeles • papel • lápices" to "materiales para realizar observaciones en la vista al sitio (tablillas con sujetapapeles, papel, lápices)"
Editorial Change	Publisher	Teacher	9781645530862	44	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	44	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	44	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	44	Under "Grupos pequeños," Column 2	Esto comunica su disposición a respetar	Changed "Esto comunica su disposición a respetar" to "El hacerlo comunica su disposición a respetar"
Editorial Change	Publisher	Teacher	9781645530855	44	Under "Reunión final," Column 1, bullet 1	• Pregunte: "¿Cuáles son las diferentes fuentes de agua alrededor de la escuela?"	Changed "• Pregunte: "¿Cuáles son las diferentes fuentes de agua alrededor de la escuela?"" to "• Pregunte: "¿Cuáles fuentes de agua diferentes encontramos en nuestra escuela?""
Editorial Change	Publisher	Teacher	9781645530879	44	Under "Grupos pequeños," Día 2	Opción 1: Palmadas, saltos, pasos con la oración	Deleted text "Opción 1: Palmadas, saltos, pasos con la oración"
Editorial Change	Publisher	Teacher	9781645530893	44	Under "Materiales"	"Libros de literatura infantil" que señala formas encontradas en instrumentos musicales	Changed this: "Libros de literatura infantil" que señala formas encontradas en instrumentos musicales to: "Libros de literatura infantil" que presenta formas encontradas en instrumentos musicales
Editorial Change	Publisher	Teacher	9781645530893	44	Under "Materiales"	• tarjetas de letras	This text deleted under Materials: • tarjetas de letras
Editorial Change	Publisher	Teacher	9781645530893	44	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	44	Under "Materiales"	N/A	Added new content under Materials: materiales para hacer palancas
Editorial Change	Publisher	Teacher	9781645530909	44	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	44	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530848	44	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530831	44	entire page	<p>Comidas y meriendas</p> <p>Las comidas y las meriendas presentan otra oportunidad para interactuar cariñosamente con los niños, lograr que los niños aprendan y apoyar su desarrollo socioemocional. Durante este tiempo, tenga como prioridad sentarse con los niños y participar en sus conversaciones.</p> <ul style="list-style-type: none"> ■ Averigüe si algún niño en la clase tiene alergias a ciertos alimentos u otras restricciones dietéticas, y siga los pasos apropiados descritos en las pautas y prácticas del programa (Vol. 1, p. 106–107). ■ Tómese el tiempo para hablar con las familias en persona, por teléfono o por correo electrónico, para conocer los hábitos y las preferencias alimentarias de sus hijos (Vol. 1, p. 106–107). ■ Cree un ambiente tranquilo y agradable para motivar la socialización durante las comidas y meriendas. Una lectura en voz alta justo antes del almuerzo puede ayudar a establecer un tono relajado para las horas de comer (Vol. 1, p. 106–107). ■ Escriba, repase y ponga a la vista cualquier menú de desayuno, almuerzo y merienda. ■ Incluya labores para ayudantes en la hora de las meriendas y almuerzos en la tabla de labores, por ejemplo, poner la mesa y repartir suministros (Vol. 4, p. 75). 	<p>All page content has moved from page 44 to page 48.</p> <p>Comidas y meriendas</p> <p>Las comidas y las meriendas presentan otra oportunidad para interactuar cariñosamente con los niños, lograr que los niños aprendan y apoyar su desarrollo socioemocional. Durante este tiempo, tenga como prioridad sentarse con los niños y participar en sus conversaciones.</p> <ul style="list-style-type: none"> ■ Averigüe si algún niño en la clase tiene alergias a ciertos alimentos u otras restricciones dietéticas, y siga los pasos apropiados descritos en las pautas y prácticas del programa (Vol. 1, p. 106–107). ■ Tómese el tiempo para hablar con las familias en persona, por teléfono o por correo electrónico, para conocer los hábitos y las preferencias alimentarias de sus hijos (Vol. 1, p. 106–107). ■ Cree un ambiente tranquilo y agradable para motivar la socialización durante las comidas y meriendas. Una lectura en voz alta justo antes del almuerzo puede ayudar a establecer un tono relajado para las horas de comer (Vol. 1, p. 106–107). ■ Escriba, repase y ponga a la vista cualquier menú de desayuno, almuerzo y merienda. ■ Incluya labores para ayudantes en la hora de las meriendas y almuerzos en la tabla de labores, por ejemplo, poner la mesa y repartir suministros (Vol. 4, p. 75).
Editorial Change	Publisher	Teacher	9781645530831	44	entire page	<p>Continued from above:</p> <ul style="list-style-type: none"> ■ Exhiba los procedimientos escritos para lavarse las manos y lavar los platos. Use números para indicar qué hacer primero, segundo, tercero, etc. (Vol. 4, p. 69). ■ Ponga a la vista una receta con texto y fotografía si los niños van a preparar sus propios refrigerios. <p>Motive y apoye a los niños para que se sirvan por sí solos. Ayúdelos a leer con anticipación las tablas de los alimentos que ellos comen y las recetas. Mientras los niños se sirven, ayúdelos a contar, medir y seguir los pasos apropiados en el proceso de preparación.</p> <ul style="list-style-type: none"> ■ Intente reducir la necesidad de estar levantándose de la mesa cuando se siente con los niños para que pueda participar activamente en las conversaciones grupales. Es posible que necesite mantener más alimentos, servilletas, vasos de papel, esponjas y toallas de papel lo suficientemente cerca para que pueda alcanzarlos desde la mesa (Vol. 1, p. 106–107). ■ Sea tolerante a los derrames y accidentes a medida que los niños asuman funciones más activas, como verter su propia leche o agua y servir alimentos (Vol. 1, p. 106–107). 	<ul style="list-style-type: none"> ■ Exhiba los procedimientos escritos para lavarse las manos y lavar los platos. Use números para indicar qué hacer primero, segundo, tercero, etc. (Vol. 4, p. 69). ■ Ponga a la vista una receta con texto y fotografía si los niños van a preparar sus propios refrigerios. <p>Motive y apoye a los niños para que se sirvan por sí solos. Ayúdelos a leer con anticipación las tablas de los alimentos que ellos comen y las recetas. Mientras los niños se sirven, ayúdelos a contar, medir y seguir los pasos apropiados en el proceso de preparación.</p> <ul style="list-style-type: none"> ■ Intente reducir la necesidad de estar levantándose de la mesa cuando se siente con los niños para que pueda participar activamente en las conversaciones grupales. Es posible que necesite mantener más alimentos, servilletas, vasos de papel, esponjas y toallas de papel lo suficientemente cerca para que pueda alcanzarlos desde la mesa (Vol. 1, p. 106–107).

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Editorial Change	Publisher	Teacher	9781645530831	44	entire page	Continued from above: <ul style="list-style-type: none"> ■ Si las comidas se sirven en el salón de clase, asegúrese de almacenar los artículos de limpieza para niños y adultos en lugares donde estén fácilmente disponibles (Vol. 1, p. 106–107). Puede apoyar el aprendizaje de contenido de los niños durante las comidas y meriendas guiando y participando en sus conversaciones. Podría decir: “Encontraste la letra L en el cartón de leche; ¿qué otras palabras conoces que empiezan con la letra L?”	<ul style="list-style-type: none"> ■ Sea tolerante a los derrames y accidentes a medida que los niños asuman funciones más activas, como verter su propia leche o agua y servir alimentos (Vol. 1, p. 106–107). ■ Si las comidas se sirven en el salón de clase, asegúrese de almacenar los artículos de limpieza para niños y adultos en lugares donde estén fácilmente disponibles (Vol. 1, p. 106–107). Puede apoyar el aprendizaje de contenido de los niños durante las comidas y meriendas guiando y participando en sus conversaciones. Podría decir: “Encontraste la
Editorial Change	Publisher	Teacher	9781645530831	44	bullet 7	que los ayuda cuando se sienten frustrados,	Changed "Ponga a la vista una receta" to "Exhiba vista una receta"
Editorial Change	Publisher	Teacher	9781645530916	44	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Hora de escoger," Column 2, blue text, last Paragraph	mostrar a los niños el significado del nuevo vocabulario clave a través del día.	Changed "mostrar a los niños el significado del nuevo vocabulario clave a través del día." to "mostrar a los niños el significado del nuevo vocabulario clave a lo largo del día."
Editorial Change	Publisher	Teacher	9781645530886	45	Under "Hora de escoger" Column 2, bullet 2	si las figuras cambiaron	Changed "si las figuras cambiaron" to "si las figuras cambiaron al deslizarse"
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Lectura en voz alta," Column 2, blue text box	Aunque muchas partes de su día están asociadas con el tema de estudio, no es necesario que ocupe todo el día. Las lecturas en voz alta ofrecen oportunidades valiosas para elegir libros que reflejan los intereses de los niños fuera de un estudio o para volver a leer un libro favorito que a los niños les gustaría volver a escuchar.	Deleted text "Aunque muchas partes de su día están asociadas con el tema de estudio, no es necesario que ocupe todo el día. Las lecturas en voz alta ofrecen oportunidades valiosas para elegir libros que reflejan los intereses de los niños fuera de un estudio o para volver a leer un libro favorito que a los niños les gustaría volver a escuchar."
Editorial Change	Publisher	Teacher	9781645530862	45	Under "Reunión final" section head	N/A	New content added: VIII.A.2. El niño utiliza el arte como una forma de expresión personal y representación creativa.
Editorial Change	Publisher	Teacher	9781645530879	45	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	45	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"

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Editorial Change	Publisher	Teacher	9781645530893	45	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	45	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	45	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	45	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	45	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	45	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	45	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	45	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	45	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530831	45	entire page	<p>Cuidar de uno mismo y del salón de clase</p> <p>A medida que los niños se convierten en miembros de la comunidad del salón de clase, aprenden a cuidarse y compartir la responsabilidad de cuidar el espacio del salón de clase. Es responsabilidad de todos cuidar el material del salón de clase, usarlo adecuadamente y limpiarlo después de cada uso.</p> <ul style="list-style-type: none"> ■ Haga un letrero con ilustraciones y palabras que demuestren los pasos para lavarse las manos correctamente (Vol. 1, p. 212). ■ Cree una canción o canto para lavarse las manos que usen en las primeras semanas a medida que los niños aprenden el procedimiento; por ejemplo, canten "Así me lavo las manos", con la melodía de "Here We Go 'Round the Mulberry Bush". ■ Etiquete casilleros o espacios para las pertenencias de cada niño (Vol. 1, p. 87). ■ Familiarícese con la Experiencia de enseñanza intencional SE12, "Labores del salón de clase." ■ Cree y ponga a la vista una tabla de labores. Para obtener sugerencias de posibles labores en el salón de clase que pueden ser apropiados para el suyo, consulte las páginas 89–91 en Volumen 1: Los fundamentos. 	<p>Cuidar de uno mismo y del salón de clase</p> <p>A medida que los niños se convierten en miembros de la comunidad del salón de clase, aprenden a cuidarse y compartir la responsabilidad de cuidar el espacio del salón de clase. Es responsabilidad de todos cuidar el material del salón de clase, usarlo adecuadamente y limpiarlo después de cada uso.</p> <ul style="list-style-type: none"> ■ Haga un letrero con ilustraciones y palabras que demuestren los pasos para lavarse las manos correctamente (Vol. 1, p. 212). ■ Cree una canción o canto para lavarse las manos que usen en las primeras semanas a medida que los niños aprenden el procedimiento; por ejemplo, canten "Así me lavo las manos", con la melodía de "Here We Go 'Round the Mulberry Bush". ■ Etiquete casilleros o espacios para las pertenencias de cada niño (Vol. 1, p. 87). ■ Familiarícese con la Experiencia de enseñanza intencional SE12, "Labores del salón de clase." ■ Cree y ponga a la vista una tabla de labores. Para obtener sugerencias de posibles labores en el salón de clase que pueden ser apropiados para el suyo, consulte las páginas 89–91 en Volumen 1: Los fundamentos.
Editorial Change	Publisher	Teacher	9781645530916	45	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	45	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	45	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530916	45	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	45	Under "Hora de escoger," Column 1, bullet 1	Por ejemplo: "Estaban tan orgullosos"	Changed "Por ejemplo: "Estaban tan orgullosos" to "Por ejemplo, puede decir: "Estaban tan orgullosos"
Editorial Change	Publisher	Teacher	9781645530886	46	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	46	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	46	Under "Conocimiento de los estudios"	ideas y curiosidades	Changed "ideas y curiosidades" to "ideas y curiosidad"
Editorial Change	Publisher	Teacher	9781645530855	46	Under "Comentarios y escritura compartida," Column 2, last Paragraph	Mi abuela llena un balde con agua	Changed "Mi abuela llena un balde con agua" to "Mi abuela llena una cubeta con agua"
Editorial Change	Publisher	Teacher	9781645530879	46	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	46	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	46	Under "Comentarios y escritura compartida," Column 1	Explica que, las personas tienen un maestro	Changed this: Explica que, las personas tienen un maestro to: Explique que las personas tienen un maestro
Editorial Change	Publisher	Teacher	9781645530909	46	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	46	Under "Grupos pequeños," Día 3	N/A	New Content added: El juego de los nombres
Editorial Change	Publisher	Teacher	9781645530831	46	entire page	<p>La hora del descanso (programas de tiempo completo)</p> <p>En los programas de día completo, las horas de descanso designadas ayudan a revitalizar tanto a los niños como a los maestros antes de las actividades y experiencias de la tarde. Todos los niños se benefician de tener la oportunidad de descansar y tener un momento tranquilo para relajarse y recargar energías.</p> <ul style="list-style-type: none"> ■ Encuentre un espacio seguro en el salón de clase para guardar los catres y las cobijas de los niños (Vol. 1, p. 87). ■ Seleccione una o dos historias tranquilas para leer antes de la hora del descanso para ayudar a los niños a hacer la transición a esta hora de baja energía del día (Vol. 1, p. 107). ■ Busque música suave o grabaciones de sonidos ambientales, como sonidos del océano, el viento y la noche, para reproducir durante la hora del descanso. ■ Familiarícese con cualquier objeto preferido o artículo de confort que los niños traerán de casa para la hora del descanso (Vol. 1, p. 107). 	<p>All page content has moved from page 46 to page 50.</p> <p>La hora del descanso (programas de tiempo completo)</p> <p>En los programas de día completo, las horas de descanso designadas ayudan a revitalizar tanto a los niños como a los maestros antes de las actividades y experiencias de la tarde. Todos los niños se benefician de tener la oportunidad de descansar y tener un momento tranquilo para relajarse y recargar energías.</p> <ul style="list-style-type: none"> ■ Encuentre un espacio seguro en el salón de clase para guardar los catres y las cobijas de los niños (Vol. 1, p. 87). ■ Seleccione una o dos historias tranquilas para leer antes de la hora del descanso para ayudar a los niños a hacer la transición a esta hora de baja energía del día (Vol. 1, p. 107). ■ Busque música suave o grabaciones de sonidos ambientales, como sonidos del océano, el viento y la noche, para reproducir durante la hora del descanso. ■ Familiarícese con cualquier objeto preferido o artículo de confort que los niños traerán de casa para la hora del descanso (Vol. 1, p. 107).

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Editorial Change	Publisher	Teacher	9781645530831	46	entire page	<p>■ Haga planes para los niños que no duermen o los niños que se despiertan pronto y decida qué actividades en silencio y material tendrá disponibles para ellos. Incluya un balance de material de diferentes tipos para trabajar en silencio, de matemáticas y lectoescritura, como bloques de patrones o bloques lógicos con distintos atributos, pizarras magnéticas, tableros y materiales de escritura (Vol. 1, p. 107).</p>	<p>■ Haga planes para los niños que no duermen o los niños que se despiertan pronto y decida qué actividades en silencio y material tendrá disponibles para ellos. Incluya un balance de material de diferentes tipos para trabajar en silencio, de matemáticas y lectoescritura, como bloques de patrones o bloques lógicos con distintos atributos, pizarras magnéticas, tableros y materiales de escritura (Vol. 1, p. 107).</p>
Editorial Change	Publisher	Teacher	9781645530916	46	Under "Materiales"	N/A	Added the following new content: materiales para hacer ilustraciones
Editorial Change	Publisher	Teacher	9781645530916	46	Under "Comentarios y escritura compartida," Column 2	<ul style="list-style-type: none"> • Juntos como grupo, escriban la carta 	Changed "• Juntos como grupo, escriban la carta" to "• Juntos escriban la carta"
Editorial Change	Publisher	Teacher	9781645530718	46	Paragraph 4	fijese si realizan estas acciones	Changed "fijese si realizan estas acciones" to "fijese si realizan acciones"
Editorial Change	Publisher	Teacher	9781645531111	46	top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530886	47	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	47	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	47	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Hora de escoger" Column 2, bullet 4	podría decir: "¿Para qué van a usar la barra	Changed "podría decir: "¿Para qué van a usar la barra" to "podría preguntar: "¿Para qué van a usar la barra"
Editorial Change	Publisher	Teacher	9781645530862	47	Under "Grupos pequeños," Column 2	Si prefiere usar una opción diferente para grupos pequeños, elija otra Experiencia de enseñanza intencional que haga énfasis en el Objetivo 22a, "Mide objetos".	Deleted text "Si prefiere usar una opción diferente para grupos pequeños, elija otra Experiencia de enseñanza intencional que haga énfasis en el Objetivo 22a, "Mide objetos"."
Editorial Change	Publisher	Teacher	9781645530855	47	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	47	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	47	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Editorial Change	Publisher	Teacher	9781645530879	47	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	47	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	47	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	47	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	47	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	47	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	47	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	47	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	47	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530848	47	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	47	Under "Colaboración con las familias"	N/A	New content added Under "Colaboración con las familias": <ul style="list-style-type: none"> • Envíe a casa la Carta a las familias sobre el área Al aire libre. Puede acceder a una versión imprimible en la Biblioteca de descargas ubicada en el área de Enseñar de MyTeachingStrategies®.

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Editorial Change	Publisher	Teacher	9781645530831	47	entire page	<p>Planificar una evaluación continua basada en observaciones. Cuando se basa en observaciones continuas, la evaluación es una herramienta poderosa que apoya el aprendizaje infantil y constituye la base de las decisiones de instrucción de los maestros. La evaluación formativa es la práctica de usar información de las evaluaciones para guiar la enseñanza, individualizar la instrucción y apoyar temporalmente el aprendizaje infantil. Cuando implementa un proceso para la evaluación formativa continua, puede recopilar continuamente información sobre cada niño, lo que directamente constituye la base para adaptar una instrucción que satisfaga las necesidades de desarrollo únicas de cada niño en su clase.</p> <ul style="list-style-type: none"> ■ Comience a reunir y fechar muestras del trabajo de los niños (por ejemplo, escritos, dibujos, dictados de historias, fotos de creaciones y construcciones). Use esta documentación a lo largo del tiempo como evidencia del progreso de los niños (Vol. 1, p. 222). ■ Decida sobre un sistema para recopilar, almacenar y administrar notas de observación e 	<p>All page content has moved from page 47 to page 51.</p> <p>Planificar una evaluación continua basada en observaciones. Cuando se basa en observaciones continuas, la evaluación es una herramienta poderosa que apoya el aprendizaje infantil y constituye la base de las decisiones de instrucción de los maestros. La evaluación formativa es la práctica de usar información de las evaluaciones para guiar la enseñanza, individualizar la instrucción y apoyar temporalmente el aprendizaje infantil. Cuando implementa un proceso para la evaluación formativa continua, puede recopilar continuamente información sobre cada niño, lo que directamente constituye la base para adaptar una instrucción que satisfaga las necesidades de desarrollo únicas de cada niño en su clase.</p> <ul style="list-style-type: none"> ■ Comience a reunir y fechar muestras del trabajo de los niños (por ejemplo, escritos, dibujos, dictados de historias, fotos de creaciones y construcciones). Use esta documentación a lo largo del tiempo como evidencia del progreso de los niños (Vol. 1, p. 222). ■ Decida sobre un sistema para recopilar, almacenar y
Editorial Change	Publisher	Teacher	9781645530831	47	entire page	<p>Continued from above: información de evaluaciones (Vol. 1, p. 219).</p> <ul style="list-style-type: none"> ■ Familiarícese con las mejores prácticas para documentar observaciones centradas y escribir notas de observación fechadas, objetivas y basadas en hechos (Vol. 1, pp. 220–221). ■ Familiarícese con la forma de analizar la documentación utilizando los objetivos de aprendizaje (Vol. 1, pp. 230–231). ■ Anime a las familias a compartir con usted sus observaciones y conocimientos sobre el desarrollo y aprendizaje de sus hijos (Vol. 1, pp. 258–260). ■ Use la información de evaluación para constituir la base y guiar las interacciones con los niños y para planificar experiencias de aprendizaje (Vol. 1, pp. 232–233). 	<p>administrar notas de observación e información de evaluaciones (Vol. 1, p. 219).</p> <ul style="list-style-type: none"> ■ Familiarícese con las mejores prácticas para documentar observaciones centradas y escribir notas de observación fechadas, objetivas y basadas en hechos (Vol. 1, pp. 220–221). ■ Familiarícese con la forma de analizar la documentación utilizando los objetivos de aprendizaje (Vol. 1, pp. 230–231). ■ Anime a las familias a compartir con usted sus observaciones y conocimientos sobre el desarrollo y aprendizaje de sus hijos (Vol. 1, pp. 258–260). ■ Use la información de evaluación para constituir la base y guiar las interacciones con los niños y para planificar experiencias de aprendizaje (Vol. 1, pp. 232–233).
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Grupos pequeños," Column 1	<ul style="list-style-type: none"> • Repase la pregunta del día. 	Deleted this text: "• Repase la pregunta del día."

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El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530916	47	Under "Grupos pequeños," Column 1	• Repase la pregunta del día.	Deleted this text: "• Repase la pregunta del día."
Editorial Change	Publisher	Teacher	9781645531111	47	top right of page	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645530886	48	Under "Materiales"	N/A	Added new content: - un cubo sólido tridimensional - un recorte cuadrado
Editorial Change	Publisher	Teacher	9781645530886	48	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	48	Under "Recursos de práctica diaria"	• libro: Otis (con Tarjeta: Hablemos de libro 09, Otis)	Content (• libro: Otis (con Tarjeta: Hablemos de libro 09, Otis)) moved to end of bullet list
Editorial Change	Publisher	Teacher	9781645530862	48	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	48	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	48	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	48	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	48	Under "Recursos diarios"	• Hacer música con familias de instrumentos	Changed this: • Hacer música con familias de instrumentos to: Content moved under "Materiales": • libro: Hacer música con familias de instrumentos
Editorial Change	Publisher	Teacher	9781645530893	48	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	48	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	48	Under "Introducción"	Ha ejemplificado y explicado cómo usar los materiales del salón de clase y cómo guardarlos,	Changed this: Ha ejemplificado y explicado cómo usar los materiales del salón de clase y cómo guardarlos, to: Ha ejemplificado y explicado cómo usar y guardar materiales del salón de clase,
Editorial Change	Publisher	Teacher	9781645530848	48	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530831	48	entire page	<p>Conclusión Esperamos que esta lista de verificación le ayude a reflexionar y refinar sus prácticas de enseñanza mientras planifica y se prepara para el comienzo del año. Cuando hace que el entorno del aprendizaje sea un lugar inclusivo, empático, receptivo para los niños y sus familias, no solo está creando un salón de clase positivo y dinámico, ¡está inspirando a los niños a convertirse en aprendices entusiastas y alegres! Está listo para saltar a Las primeras seis semanas para empezar a planificar. ¡Prepárese para un gran año! Y gracias de parte de todos nosotros en Teaching Strategies por lo que hace todos los días para apoyar a los niños y a las familias que atiende.</p>	<p>All page content has moved from page 48 to page 52.</p> <p>Conclusión Esperamos que esta lista de verificación le ayude a reflexionar y refinar sus prácticas de enseñanza mientras planifica y se prepara para el comienzo del año. Cuando hace que el entorno del aprendizaje sea un lugar inclusivo, empático, receptivo para los niños y sus familias, no solo está creando un salón de clase positivo y dinámico, ¡está inspirando a los niños a convertirse en aprendices entusiastas y alegres! Está listo para saltar a Las primeras seis semanas para empezar a planificar. ¡Prepárese para un gran año! Y gracias de parte de todos nosotros en Teaching Strategies por lo que hace todos los días para apoyar a los niños y a las familias que atiende.</p>

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Editorial Change	Publisher	Teacher	9781645530831	48	Column 2, Paragraph 1	los consuela cuando se entristecen o se	Changed "Está listo para saltar a Las primeras seis semanas" to "Está listo para saltar a la Guía de enseñanza Las primeras seis semanas"
Editorial Change	Publisher	Teacher	9781645530916	48	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530695	48	Paragraph 1	La planificación para el aprendizaje	Changed "La planificación para el aprendizaje" to "El proceso de planificación para el aprendizaje"
Editorial Change	Publisher	Teacher	9781645530886	49	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	49	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	49	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	49	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	49	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	49	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	49	Under "Hora de escoger," Column 1, bullet 3	para ayudar a los niños a recortar, abrir agujeros y armar sus molinetes.	Changed "para ayudar a los niños a recortar, abrir agujeros y armar sus molinetes." to "para ayudar a los niños a hacer sus molinetes."
Editorial Change	Publisher	Teacher	9781645530855	49	Under "Reflexión"	su interés y curiosidad?	Changed "su interés y curiosidad?" to "su interés?"
Editorial Change	Publisher	Teacher	9781645530879	49	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	49	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	49	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	49	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	49	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	49	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	49	Under "Reunión final," Column 2	ideas sobre cómo discutir las expectativas de comportamiento	Changed this: ideas sobre cómo discutir las expectativas de comportamiento to: ideas sobre cómo debatir las expectativas de comportamiento

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Editorial Change	Publisher	Teacher	9781645530909	49	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	49	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	49	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	49	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Grupos pequeños," Column 1	• Repase la pregunta del día.	Deleted this text: "• Repase la pregunta del día."
Editorial Change	Publisher	Teacher	9781645530916	49	Under "Grupos pequeños," Column 1	• Repase la pregunta del día.	Deleted this text: "• Repase la pregunta del día."
Editorial Change	Publisher	Teacher	9781645531104	49	Under "Qué hacer," Column 1	Pida a los niños que se laven las manos.	Changed "Pida a los niños que se laven las manos." to "Antes y después de cocinar: pida a los niños que se laven las manos."
Editorial Change	Publisher	Teacher	9781645530886	50	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	50	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	50	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	50	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	50	Under "Niños que aprenden una segunda lengua"	en inglés y en cualquier otra lengua en la que tenga fluidez.	Changed this: en inglés y en cualquier otra lengua en la que tenga fluidez. to: en inglés y en ese idioma.
Editorial Change	Publisher	Teacher	9781645530909	50	Under "Lectura en voz alta," Día 2	Libro de no ficción de la lista "Libros de literatura infantil"	Changed this: Libro de no ficción de la lista "Libros de literatura infantil" to: Selección de no ficción de la lista "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530848	50	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	50	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	50	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530718	50	Paragraph 3	fíjese si realizan estas acciones	Changed "fíjese si realizan estas acciones" to "fíjese si realizan acciones"

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Editorial Change	Publisher	Teacher	9781645531104	50	Under "Qué hacer," Column 1	Crear un cuadro con la receta en el papel.	Deleted text "Crear un cuadro con la receta en el papel."
Editorial Change	Publisher	Teacher	9781645531104	50	Under "Qué hacer," Column 2	repase el cuadro de la receta.	repase la tarjeta de la receta.
Editorial Change	Publisher	Teacher	9781645531104	50	Under "Qué hacer," Column 2	el cuadro de la receta	Changed "el cuadro de la receta" to "la tarjeta de la receta"
Editorial Change	Publisher	Teacher	9781645530671	50	Paragraph 1	Su motricidad fina también mejora drásticamente.	Changed "Su motricidad fina también mejora drásticamente." to "Su motricidad fina mejora drásticamente."
Editorial Change	Publisher	Teacher	9781645530886	51	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	51	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	51	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	51	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	51	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	51	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	51	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	51	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	51	Under "Hora de escoger," Column 1	A medida que interactúa con los niños en cada área de interés, tómese el tiempo para hacer lo siguiente en el área de Arte:	Deleted text "A medida que interactúa con los niños en cada área de interés, tómese el tiempo para hacer lo siguiente en el área de Arte:"
Editorial Change	Publisher	Teacher	9781645530879	51	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	51	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	51	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	51	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	51	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	51	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	51	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	51	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	51	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	51	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"

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Editorial Change	Publisher	Teacher	9781645530909	51	Under "Día 3," 4th box down	Libro de fantasía e imaginación de la lista "Libros de literatura infantil"	Changed this: Libro de fantasía e imaginación de la lista "Libros de literatura infantil" to: Selección de fantasía e imaginación de la lista "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530909	51	Under "Día 4," 4th box down	Libro de ficción de la lista "Libros de literatura infantil"	Changed this: Libro de ficción de la lista "Libros de literatura infantil" to: Selección de ficción de la lista "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530848	51	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530916	51	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	51	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530916	51	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530916	51	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 2	la receta	Changed "la receta" to "la tarjeta de la receta"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 2	Dícales que podrán ayudar a decidir qué poner sobre la pizza.	Deleted text "Dícales que podrán ayudar a decidir qué poner sobre la pizza."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 2	Mientras la masa se leva, muestre a los niños los ingredientes y comente su valor nutritivo.	Changed "Mientras la masa se leva, muestre a los niños los ingredientes y comente su valor nutritivo." to "Mientras la masa se leva, explíqueles a los niños que crearán una receta de ingredientes adicionales. Muestre a los niños los ingredientes y comente su valor nutritivo."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 2	4. Haga un cuadro con la receta y anime a los niños a explicar el propósito de una receta.	Changed "4. Haga un cuadro con la receta y anime a los niños a explicar el propósito de una receta." to "4. Haga un cuadro con la receta y los ingredientes adicionales y anime a los niños a explicar el propósito de una receta."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 1	Pida a los niños que se laven las mano	Changed "Pida a los niños que se laven las mano" to "Antes y después de cocinar: pida a los niños que se laven las manos"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Qué hacer," Column 2	repase la receta. Comente los pasos y formas de cambiarla. Explique que el cuadro quedará en el área	Changed "repase la receta. Comente los pasos y formas de cambiarla. Explique que el cuadro quedará en el área" to "repase las recetas. Comente los pasos y formas de cambiarla. Explique que la tarjeta y la receta de ingredientes adicionales quedará en el área"
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Secuencia de enseñanza," Amarillo	en el cuadro de la receta.	Changed "en el cuadro de la receta." to "en el cuadro de la receta de ingredientes adicionales."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Secuencia de enseñanza," Verde	muestre dónde agregar otro ingrediente en el cuadro.	Changed "muestre dónde agregar otro ingrediente en el cuadro." to "muestre dónde agregar otro ingrediente en el cuadro de ingredientes adicionales."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Secuencia de enseñanza," Verde	Escriba las palabras que él diga en la receta y señálelas mientras escribe.	Changed "Escriba las palabras que él diga en la receta y señálelas mientras escribe." to "Escriba las palabras que él diga en la receta de ingredientes adicionales y señálelas mientras escribe."
Editorial Change	Publisher	Teacher	9781645531104	51	Under "Secuencia de enseñanza," Verde	Anime al niño a señalar palabras y letras en la receta.	Changed "Anime al niño a señalar palabras y letras en la receta." to "Anime al niño a señalar palabras y letras en la tarjeta de receta."

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Editorial Change	Publisher	Teacher	9781645530671	51	Paragraph 4	apreciar sus características individuales.	Changed "apreciar sus características individuales". to "apreciar sus singulares características."
Editorial Change	Publisher	Teacher	9781645530671	51	Paragraph 5	Un aspecto esencial de conocer a los niños a quienes enseña es descubrir	Changed "apreciar sus características individuales." to "Un aspecto esencial de enseñar a niños es descubrir"
Editorial Change	Publisher	Teacher	9781645530671	51	last Paragraph	(es decir, es un aprendiz de dos idiomas).	Changed "(es decir, es un aprendiz de dos idiomas)." to "(es decir, un aprendiz de dos idiomas)."
Editorial Change	Publisher	Teacher	9781645530886	52	Under "Recursos de práctica diaria"	libro: El mundo de las cajas	Text moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530886	52	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	52	Under "Pregunta del día," Día 1	N/A	Added new content: "(Muestre de 3 a 5 ruedas de diferentes tamaños)." under "Pregunta del día," Día 1
Editorial Change	Publisher	Teacher	9781645530879	52	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	52	Under "Materiales"	• diagrama de un tubérculo	Deleted text "• diagrama de un tubérculo"
Editorial Change	Publisher	Teacher	9781645530893	52	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	52	Under "Comentarios y escritura compartida," Column 2	alphorn	Changed this: alphorn to: trompa de los alpes
Editorial Change	Publisher	Teacher	9781645530893	52	Under "Comentarios y escritura compartida," Column 2	Pida a los niños que discutan dónde pueden encontrar respuestas	Changed this: Pida a los niños que discutan dónde pueden encontrar respuestas to: Pida a los niños que analicen dónde pueden encontrar respuestas
Editorial Change	Publisher	Teacher	9781645530909	52	Under "Materiales"	• dos piezas de tableros de clavijas • secciones de tableros de clavijas	Changed this: • dos piezas de tableros de clavijas • secciones de tableros de clavijas to: secciones de tableros de clavijas (al menos dos)
Editorial Change	Publisher	Teacher	9781645530909	52	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	52	Under "Recursos diarios"	• libro: Un mundo de familias	Content moved under "Materiales" : • libro: Un mundo de familias
Editorial Change	Publisher	Teacher	9781645530848	52	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	53	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	53	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	53	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	53	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	53	Under "Hora de escoger," Column 2	Anime a los niños que expliquen	Changed "Anime a los niños que expliquen" to "Anime a los niños a que expliquen"
Editorial Change	Publisher	Teacher	9781645530862	53	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530862	53	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"

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Editorial Change	Publisher	Teacher	9781645530862	53	Under "Día 4," 2nd box down	N/A	Added new content: "(Mostrar una pila de libros)." under "Día 4," 2nd box down
Editorial Change	Publisher	Teacher	9781645530862	53	Under "Colaboración con las familias"	(por ejemplo, cochecitos o sillas de ruedas)	Changed "(por ejemplo, cochecitos o sillas de ruedas)" to "(por ejemplo, cochecitos, sillas de ruedas)"
Editorial Change	Publisher	Teacher	9781645530855	53	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530855	53	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530855	53	Under "Día 5," "Al aire libre"	(por ejemplo: baldes y esponjas	Changed "(por ejemplo: baldes y esponjas" to "(por ejemplo: cubetas y esponjas"
Editorial Change	Publisher	Teacher	9781645530855	53	Under "Planificación y preparativos"	• Reúna baldes, esponjas rociadores	Changed "• Reúna baldes, esponjas rociadores" to "• Reúna cubetas, esponjas rociadores"
Editorial Change	Publisher	Teacher	9781645530879	53	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	53	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	53	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	53	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	53	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	53	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	53	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	53	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	53	Under "Niños que aprenden una segunda lengua"	Por ejemplo, si un niño dice, "Yo vía tambores",	Changed this: Por ejemplo, si un niño dice, "Yo vía tambores", to: Por ejemplo, si un niño dice: "Yo vi tambores",
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Hora de escoger," Column 1	• Mostrar a los niños cómo usar los tornillos y las tuercas y pernos para unir los tableros de clavijas.	Changed this: • Mostrar a los niños cómo usar los tornillos y las tuercas y pernos para unir los tableros de clavijas. to: • Mostrar a los niños cómo usar los tornillos, las tuercas y los pernos para unir los tableros de clavijas.
Editorial Change	Publisher	Teacher	9781645530909	53	Under "Hora de escoger," Column 1	cómo se usan de maneras diferentes los tornillos y las tuercas y pernos.	Changed this: cómo se usan de maneras diferentes los tornillos y las tuercas y pernos. to: cómo se usan de maneras diferentes los tornillos, las tuercas y los pernos.

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Editorial Change	Publisher	Teacher	9781645530848	53	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	54	Under "Materiales"	N/A	Added new content: "- cronómetro" under "Materiales"
Editorial Change	Publisher	Teacher	9781645530862	54	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	54	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	54	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	54	Under "Todo el grupo," "Día 3"	Experiencia de enseñanza intencional SE11, "Los grupos grandes"	Deleted this text under "Todo el grupo," "Día 3": Experiencia de enseñanza intencional SE11, "Los grupos grandes"
Editorial Change	Publisher	Teacher	9781645530909	54	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	54	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	54	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530718	54	Paragraph 2	busque estas acciones que indican	Changed "busque estas acciones que indican" to "busque acciones que indican"
Editorial Change	Publisher	Teacher	9781645530671	54	bullet 2	una amplia gama de modelos que no estén estereotipados por el género.	Changed "una amplia gama de modelos que no estén estereotipados por el género." to "una amplia gama de personas y situaciones que no estén estereotipados por el género."
Editorial Change	Publisher	Teacher	9781645530886	55	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	55	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530862	55	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	55	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	55	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	55	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	55	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	55	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	55	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	55	Under "Lectura en voz alta," Column 2, blue text box	ampliar su razonamiento.	Changed "ampliar su razonamiento." to "ampliar el razonamiento de los niños."
Editorial Change	Publisher	Teacher	9781645530855	55	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530855	55	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	55	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	55	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	55	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	55	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	55	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	55	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	55	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	55	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	55	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	55	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	55	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	55	Under "Secuencia de enseñanza," Azul	Primero moveremos la cabeza, luego susurraremos el siguiente verso y después caminaremos como patos".	Changed "Primero moveremos la cabeza, luego susurraremos el siguiente verso y después caminaremos como patos". to "Primero moveremos la cabeza, luego pisaremos fuerte y después caminaremos como patos".
Editorial Change	Publisher	Teacher	9781645530886	56	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	56	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	56	Under "Recursos diarios"	• Hacer música con familias de instrumentos	Changed this: • Hacer música con familias de instrumentos to: Content moved under "Materiales": • Libro: Hacer música con familias de instrumentos
Editorial Change	Publisher	Teacher	9781645530893	56	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	56	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	56	Under "Comentarios y escritura compartida," Column 1	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530848	56	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530916	56	Under "The Paper Bag Princess"	Motive a los niños a compartir ideas sobre cómo conocer y hacer nuevos amigos.	Changed "Motive a los niños a compartir ideas sobre cómo conocer y hacer nuevos amigos." to "Motive a los niños a compartir ideas sobre cómo hacer nuevos amigos."

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Editorial Change	Publisher	Teacher	9781645531104	56	Under "Paragraph incluir a todos los niños"	• Use pegamento o cinta pegante para resaltar y dar textura a las letras en las tarjetas.	Changed "• Use pegamento o cinta pegante para resaltar y dar textura a las letras en las tarjetas." to "• Use pegamento o cinta pegante para dar textura a las letras en las tarjetas."
Editorial Change	Publisher	Teacher	9781645530671	56	Paragraph 5	Procure darle oportunidades	Changed "Procure darle oportunidades" to "Use sus intereses para darle oportunidades"
Editorial Change	Publisher	Teacher	9781645530688	56	Paragraph 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530879	56	Under "Pregunta del día," Día 2	N/A	New content added under "Pregunta del día," Día 2: (Mostrar la Tarjeta de fotos 19: el suelo).
Editorial Change	Publisher	Teacher	9781645530886	57	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	57	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	57	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	57	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	57	Under "Hora de escoger" Column 1 and 2	<ul style="list-style-type: none"> • Repase la pregunta del día. Muestre las fotografías de carreras de todo el grupo (por ejemplo: automovilismo, ciclismo, carreras de patines en línea). • Señale los carros o las personas en las fotografías y diga: "Están compitiendo para ver quién puede ir más rápido". • Diga: "¡Hagamos carreras con objetos de nuestra colección de ruedas!" • Prepare una rampa y anime a los niños a que la usen para hacer carreras con los objetos de la colección. • Mientras experimentan, haga preguntas abiertas para ayudarlos a comparar la velocidad de los objetos: "¿Qué camión fue el más rápido?" • Refuerce las palabras de vocabulario que haya introducido, como velocidad y fuerza: "Probemos la velocidad de cada carro para ver qué tan rápido puede ir", y: "Javier, ¿cómo se movió diferente el carro cuando usaste fuerza para empujarlo hacia abajo por la rampa en lugar de ponerlo hasta arriba y soltarlo?" 	<p>Changed "• Repase la pregunta del día. Muestre las fotografías de carreras de todo el grupo (por ejemplo: automovilismo, ciclismo, carreras de patines en línea). • Señale los carros o las personas en las fotografías y diga: "Están compitiendo para ver quién puede ir más rápido". • Diga: "¡Hagamos carreras con objetos de nuestra colección de ruedas!" • Prepare una rampa y anime a los niños a que la usen para hacer carreras con los objetos de la colección. • Mientras experimentan, haga preguntas abiertas para ayudarlos a comparar la velocidad de los objetos: "¿Qué camión fue el más rápido?" • Refuerce las palabras de vocabulario que haya introducido, como velocidad y fuerza: "Probemos la velocidad de cada carro para ver qué tan rápido puede ir", y: "Javier, ¿cómo se movió diferente el carro cuando usaste fuerza para empujarlo hacia abajo por la rampa en lugar de ponerlo hasta arriba y soltarlo?"</p> <p>to</p> <p>"- Observe a los niños cuando se refieren a las fotos agregadas al área de Bloques. - Invite a los niños a incorporar las fotos en sus juegos, por ejemplo: "Observo en esta foto que se están cargando y apilando ruedas en un camión de mudanzas. ¿Cómo podemos usar los bloques de manera similar?" - Anime a los niños a seguir pensando preguntas que quieran hacer durante la visita al sitio. Documente sus preguntas."</p>
Editorial Change	Publisher	Teacher	9781645530862	57	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	57	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	57	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	57	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530879	57	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	57	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	57	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	57	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	57	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	57	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	57	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	57	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	57	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	57	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	57	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530916	57	Under "The Paper Bag Princess"	Motive a los niños a compartir ideas sobre cómo conocer y hacer nuevos amigos.	Changed "Motive a los niños a compartir ideas sobre cómo conocer y hacer nuevos amigos." to "Motive a los niños a compartir ideas sobre cómo hacer nuevos amigos."
Editorial Change	Publisher	Teacher	9781645530879	57	Under "Día 4," 3rd box down	Tarjetas de fotos 15 y 17: planta malsana y planta sana;	Changed "Tarjetas de fotos 15 y 17: planta malsana y planta sana;" to "Tarjeta de fotos 15: planta malsana; Tarjeta de fotos 17: planta sana"
Editorial Change	Publisher	Teacher	9781645530886	58	Under "Todo el grupo" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", " to "(tales como "sobre", debajo, "encima", "arriba", al lado, "entre", "enfrente", "
Editorial Change	Publisher	Teacher	9781645530886	58	Under "Niños que aprenden una segunda lengua"	Esté consciente de que algunos nombres pueden incluir letras que se pronuncian diferente	Changed "Esté consciente de que algunos nombres pueden incluir letras que se pronuncian diferente" to "Tenga en cuenta de que algunos nombres pueden incluir letras que se pronuncian diferente"
Editorial Change	Publisher	Teacher	9781645530862	58	Under "Vocabulario"	consulte la selección de la lista de "Libros de literatura infantil" que presente el alfabeto, para ver más palabras.	Deleted text "consulte la selección de la lista de "Libros de literatura infantil" que presente el alfabeto, para ver más palabras. "
Editorial Change	Publisher	Teacher	9781645530862	58	Under "Materiales"	cochecito	Changed "cochecito" to "cochecito u otro dispositivo con ruedas"
Editorial Change	Publisher	Teacher	9781645530862	58	Under "Materiales"	• andador	Deleted text "• andador"
Editorial Change	Publisher	Teacher	9781645530862	58	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	58	Under "Comentarios y escritura compartida," bullet 3	silla de ruedas (silla con ruedas que ayuda a llevar personas que están enfermas	Changed "silla de ruedas (silla con ruedas que ayuda a llevar personas que están enfermas" to "silla de ruedas (silla con ruedas que transporta personas que están enfermas"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530855	58	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	58	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	58	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	58	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	58	Under "Materiales"	<ul style="list-style-type: none"> • materiales para trabajar con madera • tornillos • desarmadores • masa o arcilla para modelar • tornillos de diferentes cabezas 	Deleted this text: • materiales para trabajar con madera • tornillos • desarmadores
Editorial Change	Publisher	Teacher	9781645530909	58	Under "Todo el grupo," Column 2, bullet 1	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530909	58	Under "Comentarios y escritura compartida," Column 1	abrir las tapas de rosca.	Changed this: abrir las tapas de rosca. to: girar las tapas para abrir y cerrar las botellas.
Editorial Change	Publisher	Teacher	9781645530848	58	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	58	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530718	58	Paragraph 2	busque estas acciones que indican	Changed "busque estas acciones que indican" to "busque acciones que indican"
Editorial Change	Publisher	Teacher	9781645530886	59	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	59	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	59	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	59	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	59	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	59	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	59	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	59	Under "Niños que aprenden una segunda lengua"	tomar una toalla de papel y limpiarse las manos con ella.	Changed "tomar una toalla de papel y limpiarse las manos con ella." to "toma una toalla de papel y límpiate las manos con ella."
Editorial Change	Publisher	Teacher	9781645530879	59	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530879	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	59	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	59	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	59	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	59	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	59	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	59	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	59	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	59	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	59	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	59	Under "Hora de escoger," Column 1	"qué tan ancho es un círculo",	Changed this: "qué tan ancho es un círculo", to: el ancho de un círculo
Editorial Change	Publisher	Teacher	9781645530848	59	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531111	59	Under "Ideas adicionales"	Use las tarjetas de números y de cantidades incluidas en la caja de Tarjetas de enseñanza intencional™. Láminas para que duren.	Deleted text "Use las tarjetas de números y de cantidades incluidas en la caja de Tarjetas de enseñanza intencional™. Láminas para que duren."
Editorial Change	Publisher	Teacher	9781645530671	59	Under "Las experiencias personales"	• el nivel socioeconómico	Deleted text "• el nivel socioeconómico"
Editorial Change	Publisher	Teacher	9781645530886	60	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	60	Under "Comentarios y escritura compartida," bullet 3	Muestre la lista que fue reescrita	Changed "Muestre la lista que fue reescrita" to "Muestre la lista reescrita (deleted que fue)"
Editorial Change	Publisher	Teacher	9781645530862	60	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	60	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	60	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	60	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	60	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530893	60	Under "Comentarios y escritura compartida," Column 1	ideas sobre cómo discutir las expectativas de comportamiento	Changed this: ideas sobre cómo discutir las expectativas de comportamiento to: ideas sobre cómo debatir las expectativas de comportamiento
Editorial Change	Publisher	Teacher	9781645530909	60	Under "Áreas de interés," "Día 2"	Juguetes y juegos: patines; ruedas; herramientas para cambiar ruedas	Changed this: Juguetes y juegos: patines; ruedas; herramientas para cambiar ruedas to: objetos que comparte el visitante, por ejemplo, patines, ruedas, herramientas para cambiar ruedas
Editorial Change	Publisher	Teacher	9781645530848	60	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530718	60	Paragraph 1	sobre temas variados, pero usted puede ampliarla	Changed "sobre temas variados, pero usted puede ampliarla" to "sobre temas variados, sin embargo, usted puede ampliarla"
Editorial Change	Publisher	Teacher	9781645530718	60	Paragraph 2	preste atención a los intereses y la curiosidad de los niños	Changed "preste atención a los intereses y la curiosidad de los niños" to "preste atención a los intereses y a lo que les genera curiosidad"
Editorial Change	Publisher	Teacher	9781645530671	60	Paragraph 3	Influye en la manera en que la gente piensa e interactúa con los demás.	Deleted text "Influye en la manera en que la gente piensa e interactúa con los demás."
Editorial Change	Publisher	Teacher	9781645530671	60	Paragraph 3	cada cultura interpreta de una manera diferente lo que se dice y se hace.	Changed "cada cultura interpreta de una manera diferente lo que se dice y se hace." to "cada cultura interpreta de una manera diferente el mismo evento."
Editorial Change	Publisher	Teacher	9781645530671	60	Paragraph 4	la cultura familiar afecta las conductas	Changed "la cultura familiar afecta las conductas" to "la cultura familiar puede afectar las conductas"
Editorial Change	Publisher	Teacher	9781645530879	60	Under "Materiales"	• ilustración de un suelo fértil o una sección transversal de túneles de insectos bajo tierra	Deleted text "• ilustración de un suelo fértil o una sección transversal de túneles de insectos bajo tierra"
Editorial Change	Publisher	Teacher	9781645530886	61	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	61	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	61	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	61	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	61	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	61	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	61	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	61	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	61	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	61	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	61	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530879	61	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	61	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	61	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	61	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	61	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	61	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	61	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	61	Under "Experiencias sorprendentes"	• Día 2: Acoge a un familiar que patina.	Changed this: • Día 2: Acoge a un familiar que patina. to: • Día 2: Acoger a un familiar que patina.
Editorial Change	Publisher	Teacher	9781645530909	61	Under "Experiencias sorprendentes"	• Buscar tiendas de bicicletas para visitar con los niños la próxima semana.	Deleted this text: • Buscar tiendas de bicicletas para visitar con los niños la próxima semana.
Editorial Change	Publisher	Teacher	9781645530848	61	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530671	61	Paragraph 2	Recuerde que cada familia es diferente. Procure no generalizar ni hacer suposiciones sobre las características de cada grupo.	Deleted text "Recuerde que cada familia es diferente. Procure no generalizar ni hacer suposiciones sobre las características de cada grupo."
Editorial Change	Publisher	Teacher	9781645530671	61	Under "Cultura"	• ¿Cómo y cuándo se le motivaba para que expresara sus pensamientos, sus ideas y sus sentimientos?	Changed "• ¿Cómo y cuándo se le motivaba para que expresara sus pensamientos, sus ideas y sus sentimientos?" to "• ¿Cómo y cuándo se le motivaba para que expresara sus pensamientos, ideas y sentimientos?"
Editorial Change	Publisher	Teacher	9781645530688	61	Paragraph 3	Entre ellos están:	Changed "Entre ellos están:" to "Entre ellos se encuentran los siguientes:"
Editorial Change	Publisher	Teacher	9781645530688	61	Paragraph 4	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530688	61	Paragraph 4	Entre ellos están:	Changed "Entre ellos están:" to "Entre ellos se encuentran los siguientes:"
Editorial Change	Publisher	Teacher	9781645530886	62	Under "Materiales"	• variedad de rollos de cintas adhesivas	Deleted text "• variedad de rollos de cintas adhesivas"
Editorial Change	Publisher	Teacher	9781645530886	62	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	62	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	62	Under "Niños que aprenden una segunda lengua"	Esto ayuda a los niños	Changed "Esto ayuda a los niños" to "El hacerlo ayuda a los niños"
Editorial Change	Publisher	Teacher	9781645530879	62	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	62	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	62	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530848	62	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	62	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645531111	62	Under "Secuencia de enseñanza," Verde	Pídale que marque la longitud de cada cuerda en el papel y luego comente los resultados.	Changed "Pídale que marque la longitud de cada cuerda en el papel y luego comente los resultados." to "Pídale que marque la longitud de cada pedazo de cuerda en el papel y luego comente los resultados."
Editorial Change	Publisher	Teacher	9781645530688	62	Paragraph 1	objetos coleccionables son:	Changed "objetos coleccionables son:" to "objetos coleccionables son los siguientes"
Editorial Change	Publisher	Teacher	9781645530688	62	Paragraph 2	Entre ellos están:	Changed "Entre ellos están:" to "Entre ellos se encuentran los siguientes:"
Editorial Change	Publisher	Teacher	9781645530879	62	Under "Comentarios y escritura compartida," Column 1	• Pida a los niños que examinen las flores atentamente con lupas y compartan lo que observen.	Changed "• Pida a los niños que examinen las flores atentamente con lupas y compartan lo que observen." to "• Pida a los niños que examinen las flores que se muestran en las Tarjetas de fotos atentamente con lupas y compartan lo que observen."
Editorial Change	Publisher	Teacher	9781645530886	63	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	63	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	63	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	63	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	63	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	63	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	63	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	63	Under "Hora de escoger" Column 2, blue text box	Es posible que algunos niños no quieran tocar el oobleck bien sea porque tienen una sensibilidad sensorial o simplemente porque no les gusta cómo se siente.	Changed "Es posible que algunos niños no quieran tocar el oobleck bien sea porque tienen una sensibilidad sensorial o simplemente porque no les gusta cómo se siente." to "Es posible que algunos niños no quieran tocar el oobleck porque tienen una sensibilidad sensorial o simplemente no les gusta su textura."
Editorial Change	Publisher	Teacher	9781645530879	63	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	63	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	63	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	63	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	63	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530893	63	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	63	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	63	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	63	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	63	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	63	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	63	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	63	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530701	63	Paragraph 1	sus pensamientos suelen ser desorganizados y poco desarrollados.	Changed "sus pensamientos suelen ser desorganizados y poco desarrollados." to "sus pensamientos pueden estar desorganizados y poco desarrollados."
Editorial Change	Publisher	Teacher	9781645530671	63	Paragraph 1	Los maestros pueden usar los Recursos Diarios y hacer referencia a los objetivos de desarrollo	Changed "Los maestros pueden usar los Recursos Diarios y hacer referencia a los objetivos de desarrollo" to "Los maestros pueden usar los Recursos Diarios y los objetivos de desarrollo"
Editorial Change	Publisher	Teacher	9781645530671	63	Paragraph 1	Cuando se brindan experiencias de aprendizaje de alta calidad a todos los niños,	Changed "Cuando se brindan experiencias de aprendizaje de alta calidad a todos los niños," to "Cuando se brindan experiencias de aprendizaje individualizadas y de alta calidad,"
Editorial Change	Publisher	Teacher	9781645530671	63	Paragraph 3	Para estos niños, comparar y contrastar entre sus dos lenguas fomenta su capacidad para transferir lo que saben	Changed "Para estos niños, comparar y contrastar entre sus dos lenguas fomenta su capacidad para transferir lo que saben" to "Comparar y contrastar entre sus dos lenguas fomenta la capacidad de los niños para transferir lo que saben"
Editorial Change	Publisher	Teacher	9781645530671	63	Paragraph 3	saber dos idiomas ofrece una forma de comparar	Changed "saber dos idiomas ofrece una forma de comparar" to "saber dos idiomas ofrece práctica para comparar"
Editorial Change	Publisher	Teacher	9781645530886	64	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	64	Under "Áreas de interés," Día 1	Todas: Cartel Nuestro plan para la celebración	Changed "Todas: Cartel Nuestro plan para la celebración" to "Todas: Tabla Nuestro plan para la celebración"
Editorial Change	Publisher	Teacher	9781645530862	64	Under "Pregunta del día," Día 1	N/A	Added new content: "(Muestre un libro familiar.)" under "Pregunta del día," Día 1
Editorial Change	Publisher	Teacher	9781645530855	64	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	64	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	64	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530879	64	Under "Comentarios y escritura compartida," Column 1	Eliminando las plagas	Changed "Eliminando las plagas" to "Cómo eliminar las plagas"
Editorial Change	Publisher	Teacher	9781645530893	64	Under "Comentarios y escritura compartida," Column 1	• Comience la discusión recordando la discusión	Changed this: • Comience la discusión recordando la discusión to: • Comience el debate recordando la discusión
Editorial Change	Publisher	Teacher	9781645530909	64	Under "Materiales"	• patines de ruedas • ruedas • herramientas para cambiar las ruedas de los patines	Deleted this text: • patines de ruedas • ruedas
Editorial Change	Publisher	Teacher	9781645530909	64	Under "Materiales"	N/A	New content added under Materials: libro: Mis vecinos y sus máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	64	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	64	Under "Comentarios y escritura compartida," Column 1	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530848	64	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	64	Under "Las opciones les dan control a los niños"	Cuando un niño muestra una conducta que usted considera difícil, en lugar de distraer a la niña, considere ofrecerle dos opciones específicas para continuar. Asegúrese de que ambas opciones sean aceptables para usted y la niña.	Changed this: Cuando un niño muestra una conducta que usted considera difícil, en lugar de distraer a la niña, considere ofrecerle dos opciones específicas para continuar. Asegúrese de que ambas opciones sean aceptables para usted y la niña. to: Cuando un niño muestra una conducta que usted considera difícil, en lugar de distraer al niño , considere ofrecerle dos opciones específicas para continuar. Asegúrese de que ambas opciones sean aceptables para usted y al niño.
Editorial Change	Publisher	Teacher	9781645530886	65	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	65	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	65	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	65	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	65	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530862	65	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530879	65	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	65	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	65	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	65	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	65	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	65	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530893	65	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	65	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	65	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	65	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	65	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	65	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	65	Under "Niños que aprenden una segunda lengua"	Esto sirve de puente a lo discutido antes	Changed this: Esto sirve de puente a lo discutido antes to: Esto sirve de puente a lo debatido antes
Editorial Change	Publisher	Teacher	9781645530848	65	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645531104	65	Under "Qué hacer," Column 2	Vean cómo están enumerados de manera que sepamos qué hacer primero.	Changed "Vean cómo están enumerados de manera que sepamos qué hacer primero." to "¿Vean cómo están enumerados de manera que sepamos qué hacer primero?"
Editorial Change	Publisher	Teacher	9781645530862	66	top of page, heading	Planeemos nuestra celebración	Changed "Planeemos nuestra celebración" to "¡Planeemos nuestra celebración!"
Editorial Change	Publisher	Teacher	9781645530862	66	Under "Materiales"	N/A	New content added: - un libro familiar
Editorial Change	Publisher	Teacher	9781645530862	66	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	66	Column 2, blue text box	Antes de hacer la transición a las áreas de interés, repase la función de cada niño en el plan y hable acerca de cómo los niños pueden ayudarse unos a otros mientras se preparan para la celebración.	Content (Antes de hacer la transición a las áreas de interés, repase la función de cada niño en el plan y hable acerca de cómo los niños pueden ayudarse unos a otros mientras se preparan para la celebración.) moved outside of blue text box to last paragraph on page, Col 2.
Editorial Change	Publisher	Teacher	9781645530855	66	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	66	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	66	Under "Todo el grupo," "Día 2"	rimar"; pizarra o pizarra de borrado en seco	Deleted this text under ""Lectura en voz alta," Día 1: rimar"; pizarra o pizarra de borrado en seco
Editorial Change	Publisher	Teacher	9781645530893	66	Under "Lectura en voz alta," Día 1	Libro escogido de la pregunta del día	Changed this: Libro escogido de la pregunta del día to: Libro elegido por los niños durante la pregunta del día
Editorial Change	Publisher	Teacher	9781645530909	66	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	66	Under "Todo el grupo," Column 2, bullet 3	• Hable de cómo se usa la máquina simple.	Changed this: • Hable de cómo se usa la máquina simple. to: • Describa cómo se usa la máquina simple.
Editorial Change	Publisher	Teacher	9781645530848	66	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	66	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530695	66	Under "Ayudas de tipo ambiental," bullet 5	Ponga un letrero de bienvenida en la lengua materna de los niños	Changed "Ponga un letrero de bienvenida en la lengua materna de los niños" to "Ponga un letrero de bienvenida en las lenguas maternas de los niños"
Editorial Change	Publisher	Teacher	9781645530879	66	Under "Materiales"	Materiales	Deleted text "Materiales"
Editorial Change	Publisher	Teacher	9781645530886	67	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	67	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530862	67	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	67	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	67	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	67	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	67	Under "Hora de escoger," Column 1	• Muestre el cartel Nuestro plan para la celebración.	Changed "• Muestre el cartel Nuestro plan para la celebración." to "• Muestre el tabla Nuestro plan para la celebración."
Editorial Change	Publisher	Teacher	9781645530855	67	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	67	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	67	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	67	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	67	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	67	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	67	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	67	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	67	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	67	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	67	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	67	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	67	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530848	67	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	67	Under "Qué hacer," Column 2	para cada libro que decidan incluir en el juego.	Changed "para cada libro que decidan incluir en el juego." to "para cada libro incluido en el juego."
Editorial Change	Publisher	Teacher	9781645530695	67	bullet 2	participando y practicando el lenguaje expresivo.	Changed "participando y practicando el lenguaje expresivo." to "participando de la experiencia y practicando el lenguaje expresivo."
Editorial Change	Publisher	Teacher	9781645530886	68	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530862	68	Under "Vocabulario"	Vea Ruedas en movimiento para saber las palabras.	Changed "Vea Ruedas en movimiento para saber las palabras." to "palabras aprendidas a lo largo del estudio, p. ej., cochecito, vehículo, polea; consulte Ruedas en movimiento para ver más palabras"
Editorial Change	Publisher	Teacher	9781645530862	68	Under "Recursos de práctica diaria"	• libro: Ruedas en movimiento	content (• libro: Ruedas en movimiento) moved to second bullet point in same list
Editorial Change	Publisher	Teacher	9781645530862	68	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	68	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	68	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	68	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	68	Under "Áreas de interés," "Día 2"	imágenes de máquinas simples	Deleted this text: imágenes de máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	68	Under "Lectura en voz alta," Día 1	Libro de la lista "Libros de literatura infantil que muestre el conteo"	Changed this: Libro de la lista "Libros de literatura infantil que muestre el conteo" to: Selección de la lista "Libros de literatura infantil" que muestre el conteo.
Editorial Change	Publisher	Teacher	9781645530909	68	Under "Lectura en voz alta," Día 2	Libro de la lista "Libros de literatura infantil"	Changed this: Libro de la lista "Libros de literatura infantil" to: Selección de la lista "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530886	69	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	69	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	69	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	69	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530862	69	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530862	69	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530862	69	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530862	69	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530879	69	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	69	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	69	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	69	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	69	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	69	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	69	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	69	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	69	Under "Experiencias sorprendentes"	• Día 1: Acoge a un carpintero	Changed this: • Día 1: Acoge a un carpintero to: • Día 1: Acoga a un carpintero
Editorial Change	Publisher	Teacher	9781645530909	69	Under "Experiencias sorprendentes"	• Día 3: Acoge a una persona	Changed this: • Día 3: Acoge a una persona to • Día 3: Acoga a una persona
Editorial Change	Publisher	Teacher	9781645530848	69	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530848	69	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530701	69	Under "Ejemplos," Paragraph 2	Cree exhibiciones que tengan significada, tales como	Changed "Cree exhibiciones que tengan significada, tales como" to "Cree exhibiciones que tengan significado de temas como los siguientes:"
Editorial Change	Publisher	Teacher	9781645530886	70	Under "Materiales"	N/A	New content added: Tarjeta de foto 12: origami
Editorial Change	Publisher	Teacher	9781645530886	70	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	70	****Under "Todo el grupo," Column 2, Paragraph 1	N/A	Added new content (translation to come): Show Photo Card 12: origami as an example.
Editorial Change	Publisher	Teacher	9781645530886	70	Under "Comentarios y escritura compartida," bullet 6	prueban a doblarlo como una caja.	Changed "prueban a doblarlo como una caja." to "prueban doblarlo como una caja."
Editorial Change	Publisher	Teacher	9781645530855	70	Under "Recursos de práctica diaria"	• libro: Maravillas del agua: Conectar las pistas	Moved "• libro: Maravillas del agua: Conectar las pistas" from under "Recursos de práctica diaria" to now appear under "Materiales"
Editorial Change	Publisher	Teacher	9781645530855	70	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	70	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	70	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	70	Under "Materiales"	• pizarrón o pizarra de borrado en seco	Deleted this text Under "Materiales"; • pizarrón o pizarra de borrado en seco

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530893	70	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	70	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	70	Under "Comentarios y escritura compartida," Column 1	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530848	70	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645531104	70	Under "Secuencia de enseñanza," Morado	estos libros tenían fotos de primer plano	Changed "estos libros tenían fotos de primer plano" to "estos libros tienen fotos de primer plano"
Editorial Change	Publisher	Teacher	9781645530886	71	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	71	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	71	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	71	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	71	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	71	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	71	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	71	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	71	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	71	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	71	Under "Niños que aprenden una segunda lengua"	Dé a los niños audiolibros o libros en un CD para que los escuchen y sigan a su propio ritmo. Estos libros deben incluir las palabras destacadas para que los niños puedan verlas escritas mientras las escuchan.	Changed "Dé a los niños audiolibros o libros en un CD para que los escuchen y sigan a su propio ritmo. Estos libros deben incluir las palabras destacadas para que los niños puedan verlas escritas mientras las escuchan." to "Dé a los niños audiolibros o libros en formato electrónico en un CD para que los escuchen y sigan a su propio ritmo. Considere la posibilidad de utilizar libros en formato electrónicos que resalten las palabras a medida que se leen en voz alta, para que los niños puedan ver la palabra escrita a medida que se pronuncia."
Editorial Change	Publisher	Teacher	9781645530893	71	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	71	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	71	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	71	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530893	71	Under "Reunión final"	Pida que discutan lo que pensaron	Changed this: Pida que discutan lo que pensaron to: Pida que debatan lo que pensaron
Editorial Change	Publisher	Teacher	9781645530909	71	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	71	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	71	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	71	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	71	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530688	71	bullet 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530886	72	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	72	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	72	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	72	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	72	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	72	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	72	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	72	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645531104	72	Under "Secuencia de enseñanza," Verde	"Este es un dibujo que hiciste de un edificio que querías hacer en el área de bloques."	Changed "'Este es un dibujo que hiciste de un edificio que querías hacer en el área de bloques.'" to "'Este es un dibujo de un edificio que hiciste en el área de bloques.'"
Editorial Change	Publisher	Teacher	9781645530886	73	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	73	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	73	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	73	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	73	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	73	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530879	73	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	73	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	73	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	73	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	73	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	73	Under "Hora de escoger," Column 1	los niños pintan y discuta	Changed this: los niños pintan y discuta to: los niños pintan y analice
Editorial Change	Publisher	Teacher	9781645530909	73	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	73	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	73	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	73	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	73	Under "Reunión final," Column 2	pliego de papel.	Changed this: pliego de papel. to: papel cartulina
Editorial Change	Publisher	Teacher	9781645530848	73	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530848	73	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530725	73	Column 2, bullet 6	• Demuestre diferentes maneras de hacer las cosas, explíquelas y aliente a los niños a probarlas.	Changed "• Demuestre diferentes maneras de hacer las cosas, explíquelas y aliente a los niños a probarlas." to "Demuestre y explique estrategias, y aliente a los niños a hacer las cosas de diferentes maneras."
Editorial Change	Publisher	Teacher	9781645531111	73	Under "Secuencia de enseñanza," Amarillo	y una cucharadita de polvo de hornear.	Changed "y una cucharadita de polvo de hornear." to "y 1 cucharadita de polvo de hornear."
Editorial Change	Publisher	Teacher	9781645530886	74	Under "Lectura en voz alta," Día 2	Pida a los niños que comparen las diferentes formas y tamaños de las cajas en el cuento.	Deleted text "Pida a los niños que comparen las diferentes formas y tamaños de las cajas en el cuento."
Editorial Change	Publisher	Teacher	9781645530862	74	Under "The Little Red Stroller"	su mami la llevó a la escuela,	Changed "su mami la llevó a la escuela," to "su mamá la llevó a la escuela,"
Editorial Change	Publisher	Teacher	9781645530879	74	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	74	Under "Materiales"	• fotos de trabajadores de envíos	Deleted this text under Materials: • fotos de trabajadores de envíos
Editorial Change	Publisher	Teacher	9781645530909	74	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	74	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530701	74	last line	Evalúe informalmente a los niños para determinar sus capacidades	Changed "" to "Evalúe informalmente el conocimiento, las capacidades y las habilidades de los niños para determinar sus capacidades"

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Editorial Change	Publisher	Teacher	9781645530688	74	Paragraph 1, bullet 2	Al hablar con los niños ellos son más conscientes de lo que están haciendo,	Changed "Al hablar con los niños ellos son más conscientes de lo que están haciendo," to "Usted les ayuda a que sean más conscientes de lo que están haciendo,"
Editorial Change	Publisher	Teacher	9781645530688	74	Paragraph 2, bullet 3	comenzar colocando primero las fichas de los bordes	Changed "comenzar colocando primero las fichas de los bordes" to "conectar primero las fichas de los bordes"
Editorial Change	Publisher	Teacher	9781645530886	75	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	75	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530855	75	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530855	75	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530879	75	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	75	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	75	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	75	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	75	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	75	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530893	75	Under "Día 5," 3rd box down	un rollo vacío de toallas de papel para cada niño con su nombre,	Deleted this text Under "Día 5," 3rd box down: un rollo vacío de toallas de papel para cada niño con su nombre,
Editorial Change	Publisher	Teacher	9781645530909	75	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	75	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	75	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	75	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	75	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530688	75	Paragraph 1	"Parece que hoy te gustan las fichas rojas y amarillas".	Changed "Parece que hoy te gustan las fichas rojas y amarillas". to "Estás jugando con las fichas rojas y amarillas".
Editorial Change	Publisher	Teacher	9781645530879	75	Under "Niños que aprenden una segunda lengua"	Por ejemplo, deles una bufanda corta, una bufanda mediana y una más larga para que los niños las ordenen por longitud.	Changed "Por ejemplo, deles una bufanda corta, una bufanda mediana y una más larga para que los niños las ordenen por longitud." to "Por ejemplo, deles una bufanda corta, una bufanda de un largo mediano y una más larga para que los niños las ordenen por longitud."

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Editorial Change	Publisher	Teacher	9781645530886	76	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	76	Under "Todo el grupo" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", to "(tales como "sobre", debajo, "encima", "arriba", al lado, "entre", "enfrente","
Editorial Change	Publisher	Teacher	9781645530886	76	Under "Todo el grupo" section head	(es posible aún no pueda coordinar con un compañero).	Changed "(es posible aún no pueda coordinar con un compañero)." to "(es posible que aún no pueda coordinar con un compañero)."
Editorial Change	Publisher	Teacher	9781645530855	76	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	76	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	76	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	76	Under "Comentarios y escritura compartida," Column 2	Agregue a esta lista	Changed this: Agregue a esta lista to: Complete esta lista
Editorial Change	Publisher	Teacher	9781645530893	76	Under "Comentarios y escritura compartida," Column 1	el equipo que los niños notan en ella.	Changed this: el equipo que los niños notan en ella. to: el equipo que los niños notan en la foto.
Editorial Change	Publisher	Teacher	9781645530893	76	Under "Niños que aprenden una segunda lengua"	comprensión de los conceptos discutidos durante la actividad	Changed this: comprensión de los conceptos discutidos durante la actividad to: comprensión de los conceptos debatidos durante la actividad
Editorial Change	Publisher	Teacher	9781645530848	76	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	76	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	77	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	77	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	77	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	77	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	77	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	77	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	77	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	77	Under "Hora de escoger," Column 1, bullet 5	una hipótesis sobre lo que piensan que sucederá	Changed "una hipótesis sobre lo que piensan que sucederá" to "una hipótesis sobre lo que sucederá"
Editorial Change	Publisher	Teacher	9781645530879	77	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	77	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	77	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530879	77	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	77	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	77	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	77	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	77	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	77	Under "Lectura en voz alta," Column 1	Agregue a la lista	Changed this: Agregue a la lista to: Complete la lista
Editorial Change	Publisher	Teacher	9781645530848	77	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	77	Under "Secuencia de enseñanza," Azul	Fuiste un gran oyente cuando te leí este cuento. Estoy emocionado de escucharte contar el cuento que escuchaste.	Changed "Fuiste un gran oyente cuando te leí este cuento. Estoy emocionado de escucharte contar el cuento que escuchaste." to "Estoy emocionado de escucharte contar el cuento que me escuchaste leer."
Editorial Change	Publisher	Teacher	9781645531104	77	Under "Secuencia de enseñanza," Morado	Motive al niño a contar el cuento de memoria y sin usar las ilustraciones.	Changed "Motive al niño a contar el cuento de memoria y sin usar las ilustraciones." to "Motive al niño a contar el cuento de memoria sin usar las ilustraciones."
Editorial Change	Publisher	Teacher	9781645530886	78	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	78	Under "Comentarios y escritura compartida," bullet 2	¿Cómo creen que podemos usarlo [carrito, carretilla de mano, etc.] para ayudarnos a mover esta caja pesada?"	Changed "¿Cómo creen que podemos usarlo [carrito, carretilla de mano, etc.] para ayudarnos a mover esta caja pesada?" to "¿Cómo creen que esta carretilla de mano podría ayudarnos a mover esta caja pesada?"
Editorial Change	Publisher	Teacher	9781645530855	78	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	78	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	78	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	78	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	78	Under "Comentarios y escritura compartida," Column 2	Separe a todo el grupo en grupos	Changed this: Separe a todo el grupo en grupos to: Separe a todo la clase en grupos
Editorial Change	Publisher	Teacher	9781645530848	78	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645531104	78	Under "Qué hacer," Column 1	ideas de actividades	Changed "ideas de actividades" to "ideas para actividades"
Editorial Change	Publisher	Teacher	9781645530886	79	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	79	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	79	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"

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Editorial Change	Publisher	Teacher	9781645530886	79	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	79	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	79	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	79	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	79	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	79	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	79	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	79	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	79	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	79	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530909	79	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	79	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	79	Under "Hora de escoger" section heading	La exploración práctica en el área de Descubrimientos área de Descubrimientos da oportunidades de introducir nuevo vocabulario	Changed this: La exploración práctica en el área de Descubrimientos área de Descubrimientos da oportunidades de introducir nuevo vocabulario to: La exploración práctica en el área de Descubrimientos. El área de Descubrimientos da oportunidades de introducir nuevo vocabulario
Editorial Change	Publisher	Teacher	9781645530886	80	****Under "Materiales"	N/A	Added new content (translation to come): materials the children can use to collect observations on the site visit (e.g., clipboard, paper, pencils)
Editorial Change	Publisher	Teacher	9781645530886	80	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	80	Under "Comentarios y escritura compartida," bullet 6	Recuerde a los niños que saluden a los adultos a sitios usando sus títulos	Changed "Recuerde a los niños que saluden a los adultos a sitios usando sus títulos" to "Recuerde a los niños que saluden a los adultos en el sitio usando sus títulos"
Editorial Change	Publisher	Teacher	9781645530862	80	Under "Glosario"	N/A	Added new content: "Piense en el vocabulario utilizado para hablar sobre ruedas. Si bien los niños no aprenden y usan todas estas palabras, considere introducirlas de todos modos." under "Glosario"
Editorial Change	Publisher	Teacher	9781645530862	80	Under "Glosario"	redondo: con forma de círculo o pelota	Content (redondo: con forma de círculo o pelota) moved between entries for "rayos" and "rin"
Editorial Change	Publisher	Teacher	9781645530855	80	Under "Recursos de práctica diaria"	• libro: Maravillas del agua: Conectar las pistas	Moved text "• libro: Maravillas del agua: Conectar las pistas" from under "Recursos de práctica diaria" so that it now appears under "Materiales"

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Editorial Change	Publisher	Teacher	9781645530855	80	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	80	Under "Materiales"	N/A	Added new content Under "Materiales" • Tarjeta de foto 18: auditorio
Editorial Change	Publisher	Teacher	9781645530893	80	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	80	Under "Comentarios y escritura compartida," Column 1	• Pregunte a los niños qué preguntas les gustaría hacer a los trabajadores durante la visita al sitio.	Changed this: • Pregunte a los niños qué preguntas les gustaría hacer a los trabajadores durante la visita al sitio. to: • Pregunte a los niños qué les gustaría saber de los trabajadores durante la visita.
Editorial Change	Publisher	Teacher	9781645530909	80	Under "Recursos de práctica diario"	• libro: Mis vecinos y sus máquinas simples	Content moved under "Materiales" : • libro: Mis vecinos y sus máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	80	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530909	80	Under "Comentarios y escritura compartida," Column 1	"Gabby, tú querías mostrarle a la niña del campeonato de patinaje cómo aprendiste a sacar y poner las tuercas de los tornillos en la rueda.	Changed this: "Gabby, tú querías mostrarle a la niña del campeonato de patinaje cómo aprendiste a sacar y poner las tuercas de los tornillos en la rueda. to: "Gabby, tú querías mostrar cómo aprendiste a sacar y poner las tuercas de los tornillos en la rueda.
Editorial Change	Publisher	Teacher	9781645530848	80	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	80	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530671	80	Paragraph 2	. Estas áreas, al igual que las actividades al aire libre, están organizadas de forma intencional.	Changed ". Estas áreas, al igual que las actividades al aire libre, están organizadas de forma intencional." to "con actividades al aire libre dispuestas intencionalmente como una extensión del espacio de aprendizaje."
Editorial Change	Publisher	Teacher	9781645530695	80	Paragraph 1	• planifican actividades de lenguaje oral	Changed "• planifican actividades de lenguaje oral" to "• planifican actividades de lenguaje oral; y"
Editorial Change	Publisher	Teacher	9781645530886	81	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	81	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	81	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	81	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	81	Under "Hora de escoger," Column 2	• Pregunte: "He notado que en tu dibujo	Changed "• Pregunte: "He notado que en tu dibujo" to "• Diga: "He notado que en tu dibujo"
Editorial Change	Publisher	Teacher	9781645530855	81	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	81	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	81	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	81	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"

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Editorial Change	Publisher	Teacher	9781645530893	81	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	81	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	81	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	81	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530909	81	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	81	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	81	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	81	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	81	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	82	****Under "Materiales"	N/A	Added new content (translation to come): two objects: one used to move boxes (e.g., pulley) and one random item (e.g., pencil)
Editorial Change	Publisher	Teacher	9781645530886	82	Under "Materiales"	• fotos de contenedores grandes que están siendo cargados sobre vehículos	Deleted text "• fotos de contenedores grandes que están siendo cargados sobre vehículos"
Editorial Change	Publisher	Teacher	9781645530886	82	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	82	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	82	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	82	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	82	Under "Materiales"	una selección de la lista "Libros de literatura infantil" que muestre personajes usando su imaginación	Changed this: una selección de la lista "Libros de literatura infantil" que muestre personajes usando su imaginación to: una selección de la lista "Libros de literatura infantil" que presente personajes usando su imaginación
Editorial Change	Publisher	Teacher	9781645530893	82	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	82	Under "Comentarios y escritura compartida," Column 2	pídales que piensen en cómo esos objetos podrían ser usados	Changed this: pídale que piensen en cómo esos objetos podrían ser usados to: pídale que piensen cómo esos objetos podrían ser usados
Editorial Change	Publisher	Teacher	9781645530909	82	Under "Materiales"	<ul style="list-style-type: none"> • planos inclinados y poleas • materiales de un taller de neumáticos y bicicletas • lectura de libros durante el estudio • tornillos, clavos, botellas con tapa de rosca • herramientas para usar con máquinas simples 	This text deleted: <ul style="list-style-type: none"> • planos inclinados y poleas • materiales de un taller de neumáticos y bicicletas • lectura de libros durante el estudio • tornillos, clavos, botellas con tapa de rosca • herramientas para usar con máquinas simples

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Editorial Change	Publisher	Teacher	9781645530909	82	Under "Materiales"	• fotografías de máquinas simples	Change this: • fotografías de máquinas simples to: fotografías de máquinas simples tomadas durante del estudio
Editorial Change	Publisher	Teacher	9781645530909	82	Under "Recursos de práctica diario"	• libro: Mis vecinos y sus máquinas simples	Content moved under "Materiales" : • libro: Mis vecinos y sus máquinas simples
Editorial Change	Publisher	Teacher	9781645530909	82	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	82	Under "Áreas de interés" Día 2	(Use la Experiencia de enseñanza intencional LL24,	Changed "(Use la Experiencia de enseñanza intencional LL24," to "(Use la Experiencia de enseñanza intencional LL24, "Limonada")."
Editorial Change	Publisher	Teacher	9781645530848	82	Under "Todo el grupo," "Día 2"	Mega Minutos 47, "Pistas crípticas";	Deleted this text: Mega Minutos 47, "Pistas crípticas";
Editorial Change	Publisher	Teacher	9781645531111	82	Under "Secuencia de enseñanza," Amarillo	"Este es el número uno.	Changed "'Este es el número uno." to "'Este es el número 1."
Editorial Change	Publisher	Teacher	9781645531111	82	Under "Secuencia de enseñanza," Amarillo	Así es, es un número dos.	Changed "Así es, es un número dos." to "Así es, es un número 2."
Editorial Change	Publisher	Teacher	9781645531111	82	Under "Secuencia de enseñanza," Verde	"Dijiste que sacaste un cuatro.	Changed "'Dijiste que sacaste un cuatro." to "'Dijiste que sacaste un 4."
Editorial Change	Publisher	Teacher	9781645531111	82	Under "Secuencia de enseñanza," Azul	Utilice tarjetas de números hasta diez.	Changed "Utilice tarjetas de números hasta diez." to "Utilice tarjetas de números hasta 10."
Editorial Change	Publisher	Teacher	9781645530688	82	Under "Desarrollo y aprendizaje cognitivo"	colores distintos puede producir combinando pintura azul, roja, amarilla, blanca y negra.	Changed "colores distintos puede producir combinando pintura azul, roja, amarilla, blanca y negra." to "colores distintos puede producir al usar diferentes combinaciones de pintura azul, roja, amarilla, blanca y negra."
Editorial Change	Publisher	Teacher	9781645530688	82	Under "Lectoescritura"	¡Tenemos los mismos colores!"	Changed "¡Tenemos los mismos colores!" to "¡Tiene los mismos colores!"
Editorial Change	Publisher	Teacher	9781645530695	82	Paragraph 1	otros adultos de confianza que los escuchen y los apoyen para poder experimentar con los usos y las formas del lenguaje, y que les respondan.	Changed "otros adultos de confianza que los escuchen y los apoyen para poder experimentar con los usos y las formas del lenguaje, y que les respondan." to "otros adultos de confianza que los escuchen, les respondan y los apoyen para poder experimentar con los usos y las formas del lenguaje."
Editorial Change	Publisher	Teacher	9781645530886	83	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	83	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	83	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	83	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	83	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	83	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	83	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	83	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Editorial Change	Publisher	Teacher	9781645530909	83	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530909	83	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530909	83	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530909	83	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	83	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530848	83	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	83	Under "Día 3," 2nd box down	Este señor trabaja en mi escuela? (Muestre la Tarjeta de foto 03: hombrecito de jenibre.).	Changed this: Este señor trabaja en mi escuela? (Muestre la Tarjeta de foto 03: hombrecito de jenibre.). to: Esta persona va a mi escuela? (Muestre la Tarjeta de foto 03: hombrecito de jenibre.).
Editorial Change	Publisher	Teacher	9781645530671	83	line 2	Defina patrones de circulación para entrar y salir del salón, colocar las pertenencias en los casilleros, usar el baño e ir de un área a otra.	Deleted text "Defina patrones de circulación para entrar y salir del salón, colocar las pertenencias en los casilleros, usar el baño e ir de un área a otra."
Editorial Change	Publisher	Teacher	9781645530671	83	Paragraph 5	Determine también si necesita cubiertas protectoras, pedazos de vinilo o una cortina de baño.	Changed "Determine también si necesita cubiertas protectoras, pedazos de vinilo o una cortina de baño." to "Determine también si necesita cubiertas protectoras, pedazos de vinilo o una cortina de baño para proteger el piso."
Editorial Change	Publisher	Teacher	9781645530886	84	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	84	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	84	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	84	Paragraph 1	Aprenderán sobre los trabajos del personal y las destrezas que necesitan para hacerlos.	Changed this: Aprenderán sobre los trabajos del personal y las destrezas que necesitan para hacerlos. to: Aprenderán sobre los trabajos del personal y las destrezas necesarias para hacerlos.
Editorial Change	Publisher	Teacher	9781645530848	84	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530671	84	Under "Sus prácticas docentes"	Es un gran recurso para ayudarlo	Changed "Es un gran recurso para ayudarlo" to "Las Guías de enseñanza son grandes recursos para ayudarlo"
Editorial Change	Publisher	Teacher	9781645530886	85	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	85	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	85	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	85	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	85	Under "Todo el grupo, continuación" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530855	85	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	85	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	85	Under "Niños que aprenden una segunda lengua"	Esto les da la oportunidad	Changed "Esto les da la oportunidad" to "El hacerlo da la oportunidad"
Editorial Change	Publisher	Teacher	9781645530879	85	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	85	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	85	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	85	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Hora de escoger," Column 1	Grabe las canciones de los niños para compartirlas	Changed this: Grabe las canciones de los niños para compartirlas to: Grabe las canciones de los niños para que pueda compartirlas
Editorial Change	Publisher	Teacher	9781645530893	85	Under "Reunión final," Column 2	Grabe las canciones de los niños para compartirlas	Changed this: Grabe las canciones de los niños para compartirlas to: Hable sobre la música que grabaron durante el día
Editorial Change	Publisher	Teacher	9781645530848	85	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	85	Under "MÚSICA Y MOVIMIENTO," Observar	hasta contar a diez	Change this: hasta contar a diez to: hasta contar hasta diez
Editorial Change	Publisher	Teacher	9781645530718	85	last line	integrar la ciencia y la tecnología:	Changed "integrar la ciencia y la tecnología:" to "integrar la ciencia y la tecnología en el día a día."
Editorial Change	Publisher	Teacher	9781645530855	86	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	86	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530879	86	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	86	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	86	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645531111	86	Under "Secuencia de enseñanza," Morado	Veo que tienes cuatro herramientas, ¿puede darle unas a Andy	Changed "Veo que tienes cuatro herramientas, ¿puede darle unas a Andy" to "Veo que tienes cuatro herramientas. ¿Puedes darle unas a Andy"

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Editorial Change	Publisher	Teacher	9781645530886	87	Paragraph 1	celebrar el aprendizaje infantil.	Changed "celebrar el aprendizaje infantil." to "celebrar el aprendizaje de los niños."
Editorial Change	Publisher	Teacher	9781645530855	87	Under "Planificación y preparativos"	Cree un visual con las Tarjetas de fotos 01–03	Changed "Cree un visual con las Tarjetas de fotos 01–03" to "Cree un visual usando las Tarjetas de fotos 01–03"
Editorial Change	Publisher	Teacher	9781645530879	87	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	87	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	87	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	87	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	87	Paragraph 1	Grabe las canciones de los niños para compartirlas	Changed this: Grabe las canciones de los niños para compartirlas to: Al finalizar el estudio
Editorial Change	Publisher	Teacher	9781645530909	87	Under "Simple Machines: Real Size Science"	una humilde batidora de huevos	Change this: una humilde batidora de huevos to: una simple batidora de huevos
Editorial Change	Publisher	Teacher	9781645530848	87	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530688	87	Paragraph 1	Para los pintores que deseen pintar sentados	Changed "Para los pintores que deseen pintar sentados" to "Para los pintores que pintan sentados"
Editorial Change	Publisher	Teacher	9781645530688	87	Under "Tipos de pinturas"	la crema de afeitar le da volumen	Deleted text "la crema de afeitar le da volumen"
Editorial Change	Publisher	Teacher	9781645530886	88	Under "Pregunta del día," Día 2	¿Cuántas clases de cajas ves aquí?	Changed "¿Cuántas clases de cajas ves aquí?" to "¿Cuántas clases diferentes de cajas ves?"
Editorial Change	Publisher	Teacher	9781645530855	88	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	88	Under "Todo el grupo," "Día 1"	tarjetas de figuras, tablillas con sujetapapeles, papel, marcadores	Text deletion
Editorial Change	Publisher	Teacher	9781645530893	88	Under "Lectura en voz alta," Día 1	Selección de la lista "Libros de literatura infantil" que presente las distintas formas en que se tocan los instrumentos	Selección de la lista de "Libros de literatura infantil" que presente las distintas maneras en que se tocan los instrumentos musicales
Editorial Change	Publisher	Teacher	9781645530848	88	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530718	88	Paragraph 3	se construye algo y qué herramientas se utilizan,	Changed "integrar la ciencia y la tecnología:" to "se construye algo o qué herramientas se utilizan,"
Editorial Change	Publisher	Teacher	9781645530688	88	Heading for Paragraph 3	N/A	Added new content to Heading for Paragraph 3: "Tipos de papel".
Editorial Change	Publisher	Teacher	9781645530688	88	last Paragraph	Se pueden comprar delantales, pero resulta más económico utilizar camisas viejas de los adultos. Córtelos las mangas a las camisas y haga que los niños las lleven con los botones atrás para que se protejan mejor. Otra alternativa es utilizar sábanas o toallas viejas, cortarlas y abrirles un hueco en el centro para que el niño meta la cabeza. Una camiseta grande de adulto también sirve como delantal sin hacerle ninguna alteración.	Content (Se pueden comprar delantales, pero resulta más económico utilizar camisas viejas de los adultos. Córtelos las mangas a las camisas y haga que los niños las lleven con los botones atrás para que se protejan mejor. Otra alternativa es utilizar sábanas o toallas viejas, cortarlas y abrirles un hueco en el centro para que el niño meta la cabeza. Una camiseta grande de adulto también sirve como delantal sin hacerle ninguna alteración.) moved under "Materiales de pintura"
Editorial Change	Publisher	Teacher	9781645530695	88	Paragraph 2	que los niños asocian con la lectura de libros	Changed "que los niños asocian con la lectura de libros" to "que los niños asocian con la experiencia de lectura de libros"

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Editorial Change	Publisher	Teacher	9781645530886	89	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530886	89	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530886	89	Under "Experiencias sorprendentes"	Día 2: Celebración del aprendizaje infantil	Changed "Día 2: Celebración del aprendizaje infantil" to "Día 2: Celebración del aprendizaje de los niños"
Editorial Change	Publisher	Teacher	9781645530855	89	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	89	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	89	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530893	89	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530909	89	Under "Incredible Inventions"	desde el baloncesto hasta las curitas,	Change this: desde el baloncesto hasta las curitas, to: desde el baloncesto hasta los apósitos,
Editorial Change	Publisher	Teacher	9781645530848	89	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530695	89	Paragraph 2	<ul style="list-style-type: none"> determinar la cantidad de tiempo adecuada para la lectura 	Changed "• determinar la cantidad de tiempo adecuada para la lectura" to "• determinar la cantidad de tiempo adecuada para la lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	90	Under "Materiales"	<ul style="list-style-type: none"> invitaciones a familiares y a miembros de la comunidad para el Día 2 uno o dos objetos pequeños yresistentes una caja interesante 	Deleted text "• invitaciones a familiares y a miembros de la comunidad para el Día 2 • uno o dos objetos pequeños yresistentes • una caja interesante"
Editorial Change	Publisher	Teacher	9781645530855	90	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	90	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	90	Under "Materiales"	• Selección de la lista de "Libros de literatura infantil"	Changed this: • Selección de la lista de "Libros de literatura infantil" to: libro: selección de la lista de "Libros de literatura infantil"
Editorial Change	Publisher	Teacher	9781645530893	90	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	90	Under "Comentarios y escritura compartida"	¡Es hora de nuestra celebración, después de nuestro arduo trabajo!"	Changed this: ¡Es hora de nuestra celebración, después de nuestro arduo trabajo!" to: ¡Es hora de celebrar nuestro arduo trabajo!"
Editorial Change	Publisher	Teacher	9781645530909	90	Under "Little Chef"	discuta sobre las máquinas simples	Change this: discuta sobre las máquinas simples to: converse sobre las máquinas simples
Editorial Change	Publisher	Teacher	9781645530848	90	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	90	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	91	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"

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Editorial Change	Publisher	Teacher	9781645530886	91	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	91	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	91	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530886	91	Under "Grupos pequeños" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", to "(tales como "sobre", debajo, "encima", "arriba", al lado, "entre", "enfrente","
Editorial Change	Publisher	Teacher	9781645530886	91	Under "Grupos pequeños" section head	(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente",	Changed "(tal como "sobre", debajo, "encima", "arriba", al lado, "entre", "en frente", to "(tales como "sobre", debajo, "encima", "arriba", al lado, "entre", "enfrente","
Editorial Change	Publisher	Teacher	9781645530879	91	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530879	91	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530879	91	Under "Experiencias sorprendentes"	• Día 2: Visita de los familiares para la celebración.	Changed • Día 2: Visita de los familiares para la celebración. to • Día 2: Visita de familiares e invitados a la celebración.
Editorial Change	Publisher	Teacher	9781645530893	91	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530893	91	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	91	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	91	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	91	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531111	91	Under "Secuencia de enseñanza," Morado	Supongamos que saqué el número catorce;	Changed "Supongamos que saqué el número catorce;" to "Supongamos que saqué el número 14;"
Editorial Change	Publisher	Teacher	9781645530886	92	Under "Todo el grupo" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	92	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	92	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	92	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	92	Under "Pregunta del día," Día 2	• ¿Esta persona va a mi escuela?	Change this: • ¿Esta persona va a mi escuela? to: • ¿Esta persona trabaja en mi escuela?
Editorial Change	Publisher	Teacher	9781645530848	92	Under "Materiales"	• Tarjeta de foto 03: hombrecito de jenibre	Deleted this text: • Tarjeta de foto 03: hombrecito de jenibre
Editorial Change	Publisher	Teacher	9781645530848	92	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530718	92	Under "Interacciones"	Hable de cómo va a usar durante el día los aparatos	Changed "Hable de cómo va a usar durante el día los aparatos" to "Hable de cómo va a usar en su clase los aparatos"
Editorial Change	Publisher	Teacher	9781645530886	93	Under "Hora de escoger" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530886	93	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530886	93	Under "Grupos pequeños" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530886	93	Under "Reunión final" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530855	93	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530855	93	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530855	93	Under "Colaboración con las familias"	una tienda de mascotas	Changed "una tienda de mascotas" to "una tienda de suministros de mascotas"
Editorial Change	Publisher	Teacher	9781645530855	93	Under "Experiencias sorprendentes"	una tienda de mascotas	Changed "una tienda de mascotas" to "una tienda de suministros de mascotas"
Editorial Change	Publisher	Teacher	9781645530879	93	top right of page	Jardinería Celebración del aprendizaje	Changed: Jardinería Celebración del aprendizaje to Jardinería Celebración (global change for the running heads in this section)
Editorial Change	Publisher	Teacher	9781645530879	93	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	93	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	93	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	93	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	93	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530893	93	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530893	93	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	93	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645531111	93	Under "Secuencia de enseñanza," Amarillo	Tienes razón, es un dos.	Changed "Tienes razón, es un dos." to "Tienes razón, es un 2."
Editorial Change	Publisher	Teacher	9781645531111	93	Under "Secuencia de enseñanza," Azul	"Tiene una tarjeta con el número ocho. ¿Puedes escribir el número ocho en alguna parte"	Changed "'Tiene una tarjeta con el número ocho. ¿Puedes escribir el número ocho en alguna parte" to "'Tiene una tarjeta con el número 8. ¿Puedes escribir el número 8 en alguna parte"
Editorial Change	Publisher	Teacher	9781645531111	93	Under "Secuencia de enseñanza," Morado	"Tú dijiste que tenías el número quince en tu tarjeta."	Changed "'Tú dijiste que tenías el número quince en tu tarjeta." to "'Tú dijiste que tenías el número 15 en tu tarjeta."

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Editorial Change	Publisher	Teacher	9781645531111	93	Under "Secuencia de enseñanza," Morado	"Alec tenía el número doce en su hoja,	Changed ""Alec tenía el número doce en su hoja," to ""Alec tenía el número 12 en su hoja,"
Editorial Change	Publisher	Teacher	9781645530688	93	Paragraph under blue text box	Entre estos accesorios están:	Changed "Entre estos accesorios están:" to "Entre estos accesorios están los siguientes:"
Editorial Change	Publisher	Teacher	9781645530855	94	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530879	94	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	94	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	94	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530718	94	Paragraph 3	a conversar e incluso a debatir	Changed "a conversar e incluso a debatir" to "Los niños pueden usar mapas para desplazarse por la escuela."
Editorial Change	Publisher	Teacher	9781645531111	94	Under "Secuencia de enseñanza," Amarillo	Utilice dados con números hasta cinco	Changed "Utilice dados con números hasta cinco" to "Utilice dados con números hasta 5"
Editorial Change	Publisher	Teacher	9781645531111	94	Under "Secuencia de enseñanza," Verde	Utilice dados con números hasta cinco	Changed "Utilice dados con números hasta cinco" to "Utilice dados con números hasta 5"
Editorial Change	Publisher	Teacher	9781645530855	95	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	95	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530855	95	Under "Niños que aprenden una segunda lengua"	Esto ayuda a la comprensión de los niños y al mismo tiempo da múltiples oportunidades para oír y practicar el vocabulario nuevo.	Changed "Esto ayuda a la comprensión de los niños y al mismo tiempo da múltiples oportunidades para oír y practicar el vocabulario nuevo." to "El hacerlo ayuda a la comprensión de los niños y al mismo tiempo da múltiples oportunidades para que ellos puedan oír y practicar el vocabulario nuevo."
Editorial Change	Publisher	Teacher	9781645530879	95	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530879	95	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530879	95	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530879	95	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	95	to the right of "Reunión final" section heading	N/A	Added new content: TPG aligned to activity to the right of "Reunión final" section heading
Editorial Change	Publisher	Teacher	9781645531104	95	Under "Paragraph incluir a todos los niños"	• Motive a los niños a comparar sus dibujos con el objeto o la foto.	Changed "• Motive a los niños a comparar sus dibujos con el objeto o la foto." to "• Motive a los niños a comparar sus dibujos con el objeto."
Editorial Change	Publisher	Teacher	9781645530671	95	Paragraph 3	podría comentar:	Changed "podría comentar:" to "podría decirles a los niños"
Editorial Change	Publisher	Teacher	9781645530671	95	Paragraph 3	les comunica que son capaces de resolver problemas	Changed "les comunica que son capaces de resolver problemas" to "les comunica que tienen la capacidad de resolver problemas"

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Editorial Change	Publisher	Teacher	9781645530855	96	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	96	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	96	Under "Marimba"	Use este libro del alfabeto para enseñar a los niños sobre los diferentes sonidos	Changed this: Use este libro del alfabeto para enseñar a los niños sobre los diferentes sonidos to: Use este libro sobre el alfabeto para enseñar a los niños los diferentes sonidos
Editorial Change	Publisher	Teacher	9781645530848	96	Under "Pregunta del día"	(Muestre una fotografía de otro ayudante de la escuela	Change this: (Muestre una fotografía de otro ayudante de la escuela to: (Muestre una fotografía de otro trabajador de la escuela
Editorial Change	Publisher	Teacher	9781645530848	96	Under "Materiales"	• fotografía de un ayudante de la escuela	Change this: • fotografía de un ayudante de la escuela to: • fotografía de un trabajador de la escuela
Editorial Change	Publisher	Teacher	9781645530848	96	Under "Materiales"	• cuadro de recetas	Deleted this text under 'Materials': • cuadro de recetas
Editorial Change	Publisher	Teacher	9781645530848	96	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	96	Under "Paragraph incluir a todos los niños"	lleve al niño a caminar por la escuela antes de hoy.	Changed this: lleve al niño a caminar por la escuela antes de hoy. to: lleve al niño a caminar por la escuela antes de tomar una caminata en la escuela.
Editorial Change	Publisher	Teacher	9781645530701	96	Paragraph 1	"Información para los maestros"	Changed "'Información para los maestros'" to "'Información general para los maestros'"
Editorial Change	Publisher	Teacher	9781645530688	96	Paragraph 2	Entre las herramientas y materiales básicos están:	Changed "Entre las herramientas y materiales básicos están:" to "Entre las herramientas y materiales básicos están se encuentran los siguientes"
Editorial Change	Publisher	Teacher	9781645530893	97	Under "Gabiella's song"	Gabiella tararea y que inspira una bella sinfonía. Puede usar este libro para discutir cómo la música	Changed this: Gabiella tararea y que inspira una bella sinfonía. Puede usar este libro para discutir cómo la música to: Gabiella tararea que inspira una bella sinfonía. Puede usar este libro para analizar cómo la música
Editorial Change	Publisher	Teacher	9781645530893	97	Under "Rin, Rin, Rin, Do, Re, Mi"	Motive a los niños a discutir cómo comparten experiencias musicales	Changed this: Motive a los niños a discutir cómo comparten experiencias musicales to: Motive a los niños a debatir cómo comparten experiencias musicales
Editorial Change	Publisher	Teacher	9781645530848	97	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645531104	97	Under "Secuencia de enseñanza," Verde	¿Qué haces después de apilar los bloques?"	Changed "¿Qué haces después de apilar los bloques?" to "¿Qué harás después de apilar los bloques?"
Editorial Change	Publisher	Teacher	9781645530671	97	Paragraph 2	Cuando los niños se sienten confiados, perciben y saben que están en un espacio seguro.	Changed "Cuando los niños se sienten confiados, perciben y saben que están en un espacio seguro." to "Cuando los niños se sienten confiados, saben que están en un espacio seguro."
Editorial Change	Publisher	Teacher	9781645530671	97	Paragraph 3	como la biblioteca o el gimnasio.	Changed "como la biblioteca o el gimnasio." to "como ir a la biblioteca o al gimnasio."
Editorial Change	Publisher	Teacher	9781645530886	98	Paragraph 5	de la reservación de los Mohawk	Changed "de la reservación de los Mohawk" to "de la reserva de los Mohawk"
Editorial Change	Publisher	Teacher	9781645530855	98	Under "Recursos diarios"	• libro: Maravillas del agua: Conectar las pistas	Moved text "• libro: Maravillas del agua: Conectar las pistas" from under "Recursos diarios" so that it now appears under "Materiales"
Editorial Change	Publisher	Teacher	9781645530855	98	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530909	98	Under "Glosario"	ángulo: el espacio entre dos superficies que se encuentran entre sí	Change this: ángulo: el espacio entre dos superficies que se encuentran entre sí to: ángulo: el espacio entre dos superficies o líneas que se encuentran entre sí
Editorial Change	Publisher	Teacher	9781645530848	98	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	98	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	99	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	99	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	99	to the right of "Reunión final," Column 2	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	99	Under "Secuencia de enseñanza," Morado	palabras que tengan el mismo comienzo. Empezaré. /M/..."	Changed "palabras que tengan el mismo comienzo. Empezaré. /M/..." to "palabras que tengan el mismo comienzo. /M/..."
Editorial Change	Publisher	Teacher	9781645530886	100	Paragraph 3	un sitio de construcciones.	Changed "un sitio de construcciones." to "un sitio de construcción."
Editorial Change	Publisher	Teacher	9781645530886	100	Paragraph 5	un sitio de construcciones.	Changed "un sitio de construcciones." to "un sitio de construcción."
Editorial Change	Publisher	Teacher	9781645530855	100	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	100	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	100	Under "Music, Music for Everyone"	También puede usar este cuento para discutir sobre qué es el miedo escénico	Changed this: También puede usar este cuento para discutir sobre qué es el miedo escénico to: También puede usar este cuento para analizar sobre qué es el miedo escénico
Editorial Change	Publisher	Teacher	9781645530701	100	last Paragraph	en el idioma que el niño habla en el hogar.	Changed "en el idioma que el niño habla en el hogar." to "en su primer idioma."
Editorial Change	Publisher	Teacher	9781645530671	100	Paragraph 1	Este es un paso crucial hacia el desarrollo del pensamiento crítico y las destrezas cognitivas	Changed "Este es un paso crucial hacia el desarrollo del pensamiento crítico y las destrezas cognitivas" to "Este es un paso crucial hacia el desarrollo y las destrezas cognitivas"
Editorial Change	Publisher	Teacher	9781645530893	101	Under "Ah, Music!"	Por ejemplo, cuando se discuten diferentes tipos de instrumentos,	Changed this: Por ejemplo, cuando se discuten diferentes tipos de instrumentos, to: Por ejemplo, cuando se debate sobre diferentes tipos de instrumentos,
Editorial Change	Publisher	Teacher	9781645530893	101	Under "M Is for Music"	Este libro del alfabeto	Changed this: Este libro del alfabeto to: Este libro sobre el alfabeto
Editorial Change	Publisher	Teacher	9781645530893	101	Under "Oh, Musica"	Por ejemplo, cuando se discuten diferentes tipos de instrumentos,	Changed this: Por ejemplo, cuando se discuten diferentes tipos de instrumentos, to: Por ejemplo, cuando se analizan diferentes tipos de instrumentos,
Editorial Change	Publisher	Teacher	9781645530848	101	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530848	101	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645531104	101	Under "Qué hacer," Column 2	y deben tratar de decirle qué palabra queda.	Changed "y deben tratar de decirle qué palabra queda." to "y tratarán de decirle qué palabra queda."

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Editorial Change	Publisher	Teacher	9781645530879	101	Under "If You Plant a Seed"	Cuando un conejo y un ratón plantan un jardín,	Changed "Cuando un conejo y un ratón plantan un jardín," to "Mientras un conejo y un ratón plantan un jardín,"
Editorial Change	Publisher	Teacher	9781645530886	102	Paragraph 2	mientras cazan osos.	Changed "mientras cazan osos." to "mientras buscan osos."
Editorial Change	Publisher	Teacher	9781645530886	102	Paragraph 6	Vamos a cazar un Oso	Changed "Vamos a cazar un Oso" to "Vamos a buscar un oso"
Editorial Change	Publisher	Teacher	9781645530886	102	Paragraph 6	los campos cubiertos y montañas buscando	Changed "los campos cubiertos y montañas buscando to "los campos cubiertos de hierba y las montañas buscando"
Editorial Change	Publisher	Teacher	9781645530886	102	Paragraph 6	mientras cazan osos.	Changed "mientras cazan osos." to "mientras buscan osos."
Editorial Change	Publisher	Teacher	9781645530855	102	Under "Conocimiento de los estudios"	Los niños podrán desempeñar los roles de los veterinarios o de los trabajadores de las tiendas de mascotas.	Deleted text "Los niños podrán desempeñar los roles de los veterinarios o de los trabajadores de las tiendas de mascotas."
Editorial Change	Publisher	Teacher	9781645530855	102	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530893	102	Under "I Had a Hippopotamus"	Pida a los niños a pensar en palabras	Changed this: Pida a los niños a pensar en palabras to: Pida a los niños que piensen en palabras
Editorial Change	Publisher	Teacher	9781645530893	102	Under "I Had a Hippopotamus"	para discutir qué podrían hacer	Changed this: para discutir qué podrían hacer to: para debatir qué podrían hacer
Editorial Change	Publisher	Teacher	9781645530893	102	top of page, header area	N/A	Header added to top of page: Libros de literatura infantil
Editorial Change	Publisher	Teacher	9781645530848	102	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530671	102	Paragraph 5	Usted debe guiar a los niños intencionalmente, teniendo en cuenta que estos juegos los ayudarán a adquirir destrezas matemáticas	Changed "Usted debe guiar a los niños intencionalmente, teniendo en cuenta que estos juegos los ayudarán a adquirir destrezas matemáticas" to "Usted debe guiar a los niños intencionalmente a los niños para que jueguen estos juegos porque sabe que los ayudarán a los niños a adquirir destrezas matemáticas"
Editorial Change	Publisher	Teacher	9781645530688	102	last Paragraph	una experiencia de aprendizaje gratificante.	Changed "una experiencia de aprendizaje gratificante." to "una experiencia de aprendizaje gratificante en el área de Arte"
Editorial Change	Publisher	Teacher	9781645530855	103	Under "Todo el grupo, continuación" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	103	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	103	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	103	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530688	103	Paragraph 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530688	103	last Paragraph	Aunque para los adultos estos patrones no siempre representen algo específico, indican un intento de los niños por organizar el mundo que los rodea.	Changed "Aunque para los adultos estos patrones no siempre representen algo específico, indican un intento de los niños por organizar el mundo que los rodea." to "Aunque para los adultos estos patrones no siempre representen algo específico, indican un intento del niño de organizar su mundo."

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Editorial Change	Publisher	Teacher	9781645530886	104	Paragraph 1	Considere utilizar una sábana o paracaídas	Changed "Considere utilizar una sábana o paracaídas" to "Considere utilizar una sábana o un paracaídas"
Editorial Change	Publisher	Teacher	9781645530886	104	Paragraph 4	que vengan a disfrutarlos!	Changed "que vengan a disfrutarlos!" to "que venga a disfrutarlos!"
Editorial Change	Publisher	Teacher	9781645530886	104	last Paragraph	que vengan a disfrutarlos!	Changed "que vengan a disfrutarlos!" to "que venga a disfrutarlos!"
Editorial Change	Publisher	Teacher	9781645530855	104	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530893	104	Under "Children's Book of Music"	para discutir estilos musicales	Changed this: para discutir estilos musicales to: para analizar estilos musicales
Editorial Change	Publisher	Teacher	9781645530848	104	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	104	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530671	104	Paragraph 3	En "el caos de la transición", a menudo se puede olvidar la organización de transiciones para la enseñanza y el aprendizaje.	Changed "En "el caos de la transición", a menudo se puede olvidar la organización de transiciones para la enseñanza y el aprendizaje." to "El "caos de la transición" a menudo puede llevar a perder oportunidades para crear transiciones para apoyar la enseñanza y el aprendizaje."
Editorial Change	Publisher	Teacher	9781645530688	104	Paragraph 4	Aunque no nos gusten los estereotipos, a muchos varones les encanta dibujar superhéroes	Changed "Aunque no nos gusten los estereotipos, a muchos varones les encanta dibujar superhéroes" to "Aunque no nos gusten los estereotipos, sabemos que a muchos varones les encanta dibujar superhéroes"
Editorial Change	Publisher	Teacher	9781645530688	104	Paragraph 4	Pero tanto los niños como las niñas disfrutan dibujando a las personas importantes en su vida.	Changed "Pero tanto los niños como las niñas disfrutan dibujando a las personas importantes en su vida." to "Pero tanto los niños como las niñas generalmente disfrutan dibujando a las personas importantes en su vida."
Editorial Change	Publisher	Teacher	9781645530848	105	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645531104	105	Under "Niños que aprenden inglés como una nueva lengua"	"¿Está soleado o nublado hoy?".	Changed "¿Está soleado o nublado hoy?". to "¿Tu tarjeta es para tu mamá o para tu hermana?".
Editorial Change	Publisher	Teacher	9781645531104	105	Under "Secuencia de enseñanza," Amarillo	Léale en voz alta cualesquier palabras y señale la letra inicial de cada palabra mientras lee.	Changed "Léale en voz alta cualesquier palabras y señale la letra inicial de cada palabra mientras lee." to "Léale en voz alta las palabras y señale la letra inicial de cada palabra mientras lee."
Editorial Change	Publisher	Teacher	9781645530886	106	Under "Glosario," "ancho o anchura"	menor dimensión líneal	Changed "menor dimensión líneal" to "menor dimensión lineal" (removed accent)
Editorial Change	Publisher	Teacher	9781645530855	106	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	106	Under "Materiales"	• tarjetas de letras	Deleted this text: • tarjetas de letras
Editorial Change	Publisher	Teacher	9781645530848	106	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530886	107	Under "Glosario," "largo o longitud"	dimensión líneal	Changed "dimensión líneal" to "dimensión lineal" (removed accent)
Editorial Change	Publisher	Teacher	9781645530855	107	Under "Todo el grupo, continuación" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"

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Editorial Change	Publisher	Teacher	9781645530855	107	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	107	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	107	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	108	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	108	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	108	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	108	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530718	108	Paragraph 2	Los niños pueden usar mapas para desplazarse por toda la escuela.	Changed "Los niños pueden usar mapas para desplazarse por toda la escuela." to "Los niños pueden usar mapas para desplazarse por la escuela."
Editorial Change	Publisher	Teacher	9781645530848	109	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	110	Under "Materiales"	N/A	New content added Under "Materiales": materiales para hacer tarjetas
Editorial Change	Publisher	Teacher	9781645530848	110	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530671	110	Under "60 minutos"	N/A	Added new content under "60 minutos": Antes y mientras llegan los niños
Editorial Change	Publisher	Teacher	9781645530671	110	Under "30 minutos"	N/A	Added new content under "30 minutos": De 8:00 a 8:30
Editorial Change	Publisher	Teacher	9781645530671	110	Under "20 minutos"	N/A	Added new content under "20 minutos": De 8:30 a 8:50
Editorial Change	Publisher	Teacher	9781645530855	111	Paragraph 1	cómo celebrar mejor todo el aprendizaje.	Changed "cómo celebrar mejor todo el aprendizaje." to "cómo celebrar todo el aprendizaje."
Editorial Change	Publisher	Teacher	9781645530848	111	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530701	111	Under "Materiales"	una variedad de fichas y cosas para contar	Changed "una variedad de fichas y cosas para contar" to "variedad de fichas y cosas para contar"
Editorial Change	Publisher	Teacher	9781645530701	111	Under "Materiales"	figuras geométricas tridimensionales (cubo, esfera, cono, etc.)	Changed "figuras geométricas tridimensionales (cubo, esfera, cono, etc.)" to "figuras geométricas tridimensionales (por ejemplo: cubos, esferas, conos, etc.)"
Editorial Change	Publisher	Teacher	9781645530671	111	Under "70 minutos"	N/A	Added new content under "70 minutos": De 8:50 a 10:00
Editorial Change	Publisher	Teacher	9781645530671	111	Under "20 minutos"	N/A	Added new content under "20 minutos": De 10:00 a 10:20
Editorial Change	Publisher	Teacher	9781645530671	111	Paragraph 2	si hay dos o más adultos en el salón.	Changed "si hay dos o más adultos en el salón." to "si hay adultos en el salón."
Editorial Change	Publisher	Teacher	9781645530671	111	Under "15 minutos"	N/A	Added new content under "15 minutos": De 10:20 a 10:35
Editorial Change	Publisher	Teacher	9781645530848	112	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530848	112	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530671	112	Under "15 minutos"	N/A	Added new content under "15 minutos": De 10:35 a 10:50
Editorial Change	Publisher	Teacher	9781645530671	112	Under "60 minutos"	N/A	Added new content under "60 minutos": De 10:50 a 11:50
Editorial Change	Publisher	Teacher	9781645530671	112	Under "40 minutos"	N/A	Added new content under "40 minutos" : De 11:50 a 12:30
Editorial Change	Publisher	Teacher	9781645530671	112	Under "15 minutos"	N/A	Added new content under "15 minutos" : De 12:30 a 12:45
Editorial Change	Publisher	Teacher	9781645530671	112	Under "90 minutos"	N/A	Added new content under "90 minutos" : De 12:45 a 2:15
Editorial Change	Publisher	Teacher	9781645530855	113	top of page	N/A	Added TPGs aligned to the Investigation, to the top of the page
Editorial Change	Publisher	Teacher	9781645530855	113	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	113	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530671	113	Under "60 minutos"	N/A	Added new content under "60 minutos": De 3:30 a 4:30
Editorial Change	Publisher	Teacher	9781645530671	113	Under "15 minutos"	N/A	Added new content under "15 minutos" : De 4:30 a 4:45
Editorial Change	Publisher	Teacher	9781645530671	113	Under "60 minutos"	N/A	Added new content under "60 minutos": De 4:45 a 6:00
Editorial Change	Publisher	Teacher	9781645530671	113	Under "15 minutos"	N/A	Added new content under "15 minutos": De 4:30 a 4:45
Editorial Change	Publisher	Teacher	9781645530671	113	Under "75 minutos"	N/A	Added new content under "75 minutos": De 4:45 a 6:00
Editorial Change	Publisher	Teacher	9781645530688	113	Paragraph 1	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530855	114	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	114	Under "Comentarios y escritura compartida," Column 2, blue text box	Esto les ayudará a recordar	Changed "Esto les ayudará a recordar" to "El hacerlo les ayudará a recordar"
Editorial Change	Publisher	Teacher	9781645530848	114	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	115	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	115	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	115	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530671	115	Paragraph 3	Si uno o más adultos están en el salón,	Changed "Si uno o más adultos están en el salón," to "Si hay otros adultos en el salón,"
Editorial Change	Publisher	Teacher	9781645530688	115	Paragraph 3	usted puede apoyar los distintos beneficios del proceso artístico	Changed "usted puede apoyar los distintos beneficios del proceso artístico" to "usted puede apoyar y ayudar a desarrollar el entendimiento del niño en el proceso artístico"
Editorial Change	Publisher	Teacher	9781645530855	116	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	116	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530848	116	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	116	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530718	116	last Paragraph	así como permitir que los niños tengan más tiempo	Changed "así como permitir que los niños tengan más tiempo" to "y permita que los niños tengan más tiempo"
Editorial Change	Publisher	Teacher	9781645530848	117	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530671	117	Under "Lectura en voz alta"	15 minutos (1:50–2:10)	Changed "15 minutos (1:50–2:10)" to "20 minutos (1:50–2:10)"
Editorial Change	Publisher	Teacher	9781645530855	118	Under "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	118	Under "Rutina Inicial"	Esto ayudará a los niños	Changed "Esto ayudará a los niños" to "El hacerlo ayudará a los niños"
Editorial Change	Publisher	Teacher	9781645530848	118	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530855	119	Under "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530855	119	Under "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	119	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530671	119	Paragraph 1	Un plan semanal le sirve para que implemente El Currículo Creativo™, determine lo que sucederá	Changed "Un plan semanal le sirve para que implemente El Currículo Creativo™, determine lo que sucederá" to "Mientras implementa El Currículo Creativo™, el plan semanal lo ayudará a determinar lo que sucederá"
Editorial Change	Publisher	Teacher	9781645530671	119	Paragraph 1	Su plan semanal le ayuda a integrar la enseñanza diaria	Changed "Su plan semanal le ayuda a integrar la enseñanza diaria" to "Su plan semanal le ayuda a integrar en su agenda la enseñanza diaria"
Editorial Change	Publisher	Teacher	9781645530855	120	Under "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530855	120	Under "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, under the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	120	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	120	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530671	120	Paragraph 1	los maestros tengan deseos de trabajar cada día.	Changed "los maestros tengan deseos de trabajar cada día." to "los maestros tengan deseos de asistir cada día."
Editorial Change	Publisher	Teacher	9781645530688	120	Under "Desarrollo y aprendizaje cognitivo"	Reúne accesorios para mamá osa, papá oso y bebé osito.	Changed "Reúne accesorios para mamá osa, papá oso y bebé osito." to "Reúne accesorios para mamá osa, papá oso y bebé osito mientras se vuelve a contar Ricitos de oro y los tres osos"
Editorial Change	Publisher	Teacher	9781645530848	121	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530855	122	entire page	Reflexión sobre el estudio ¿Cuáles fueron las partes más interesantes del estudio? Si fuera a cambiar alguna parte del estudio, ¿cuál sería?	Deletion of "Reflexión sobre el estudio ¿Cuáles fueron las partes más interesantes del estudio? Si fuera a cambiar alguna parte del estudio, ¿cuál sería?"; page now blank
Editorial Change	Publisher	Teacher	9781645530848	125	top of page	N/A	Changed "Aprenderán sobre los trabajos del personal y las destrezas que necesitan para hacerlos." to "Aprenderán sobre los trabajos del personal y las destrezas necesarias para hacerlos."
Editorial Change	Publisher	Teacher	9781645530848	125	Under "Experiencias al aire libre," "Diversión física"	N/A	Added new content: TPG aligned to activity under "Experiencias al aire libre," "Diversión física"
Editorial Change	Publisher	Teacher	9781645530848	125	top of page	Inglés: sound, pumpkin turnover, bakery, mystery, texture, "couldn't help herself," confess, interview, observe, dashed, ruined, remember, combination, family tradition, memories	Changed "Inglés: sound, pumpkin turnover, bakery, mystery, texture, "couldn't help herself," confess, interview, observe, dashed, ruined, remember, combination, family tradition, memories" to Inglés: sound, pumpkin turnover, bakery, mystery, texture, "couldn't help herself," confess, interview, observe, dashed, ruined, remember, combination, family tradition, memories
Editorial Change	Publisher	Teacher	9781645530848	126	Under "Materiales"	N/A	Added new content: -pintura de espuma -delantales Under "Materiales"
Editorial Change	Publisher	Teacher	9781645530848	127	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	127	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530671	127	Paragraph 2	Los niños desarrollan una comprensión sobre los libros y textos a medida que leen o escriben contenidos, tales como letreros, cuadros, menús, cartas, listas, periódicos, invitaciones y diarios.	Changed "Los niños desarrollan una comprensión sobre los libros y textos a medida que leen o escriben contenidos, tales como letreros, cuadros, menús, cartas, listas, periódicos, invitaciones y diarios." to "Los niños desarrollan una comprensión sobre los libros y textos a medida que leen elementos tales como carteles, gráficos, menús, cartas, listas, periódicos, invitaciones y diarios, o escriben para crear los suyos propios."
Editorial Change	Publisher	Teacher	9781645530695	127	Under "Escribir en respuesta a la literatura," bullet 3	no tenía palabras; anotar lo que digan en notas autoadhesivas	Changed "no tenía palabras; anotar lo que digan en notas autoadhesivas" to "no tenía palabras y luego anotar lo que digan en notas autoadhesivas"
Editorial Change	Publisher	Teacher	9781645530695	127	Under "Escribir en respuesta a la literatura," bullet 5	• pedir a los niños que creen cuentos sobre sus experiencias o las de otros; anotar los cuentos en un cuadro	Changed "• pedir a los niños que creen cuentos sobre sus experiencias o las de otros; anotar los cuentos en un cuadro" to "• pedir a los niños que creen cuentos sobre sus experiencias o las de otros para que luego anoten los cuentos en su cuadro"
Editorial Change	Publisher	Teacher	9781645530848	128	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	128	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530848	129	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530688	129	last Paragraph	mamá hornea doce galletas que se pueden dividir de diferente manera para compartirlas	Changed "mamá hornea doce galletas que se pueden dividir de diferente manera para compartirlas" to "mamá hornea doce galletas que se pueden dividir para compartirlas"

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Editorial Change	Publisher	Teacher	9781645530695	129	Paragraph 5	Al hacer esto, los niños también descubren que la escritura es un proceso dinámico.	Changed "Al hacer esto, los niños también descubren que la escritura es un proceso dinámico." to "Al hacer esto, los niños descubren que la escritura es un proceso dinámico."
Editorial Change	Publisher	Teacher	9781645530848	130	Under "Materiales"	N/A	New content added: sellos de goma del alfabeto under "Materiales"
Editorial Change	Publisher	Teacher	9781645530848	130	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	131	Under "Guiar el aprendizaje infantil"	presenta materiales con textura en el área de Descubrimientos área de Descubrimientos apoya el pensamiento de los niños	Changed "presenta materiales con textura en el área de Descubrimientos área de Descubrimientos apoya el pensamiento de los niños" to "presenta materiales con textura en el área de Descubrimientos. El área de Descubrimientos apoya el pensamiento de los niños"
Editorial Change	Publisher	Teacher	9781645530848	131	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530688	131	Under "La función del maestro"	N/A	Added new content under "La función del maestro": Promueve el aprendizaje de los niños al hablar con ellos sobre lo que están haciendo, al comentar lo que les interesa y al hacer preguntas abiertas.
Editorial Change	Publisher	Teacher	9781645530848	132	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	132	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530688	132	Paragraph 7	a menudo los niños creen que el lector presta atención fundamentalmente a las ilustraciones.	Changed "a menudo los niños creen que el lector presta atención fundamentalmente a las ilustraciones." to "a menudo los niños prestan atención fundamentalmente a las ilustraciones."
Editorial Change	Publisher	Teacher	9781645530848	133	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	134	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	135	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	136	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	136	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530688	136	Paragraph 2 after table	He aquí algunas de las estrategias importantes para cada modelo de lectura en voz alta:	Changed "He aquí algunas de las estrategias importantes para cada modelo de lectura en voz alta." to "He aquí algunas de las estrategias importantes para cada lectura en voz alta."
Editorial Change	Publisher	Teacher	9781645530848	137	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	138	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	139	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	140	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530848	140	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530848	141	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530848	142	Under "Recursos diarios"	• libro: Un mundo de familias	Content (• libro: Un mundo de familias) moved under "Materiales"
Editorial Change	Publisher	Teacher	9781645530848	142	Under "Materiales"	• tambores y palitos rítmicos	deleted text "• tambores y palitos rítmicos"
Editorial Change	Publisher	Teacher	9781645530848	142	to the right of "Todo el grupo" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Todo el grupo"
Editorial Change	Publisher	Teacher	9781645530848	143	to the right of "Hora de escoger" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Hora de escoger"
Editorial Change	Publisher	Teacher	9781645530848	144	to the right of "Lectura en voz alta" section head	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Lectura en voz alta"
Editorial Change	Publisher	Teacher	9781645530848	144	to the right of "Grupos pequeños" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Grupos pequeños"
Editorial Change	Publisher	Teacher	9781645530848	145	to the right of "Reunión final" section heading	N/A	Added TPGs aligned to activity on the page, to the right of the blue heading of "Reunión final"
Editorial Change	Publisher	Teacher	9781645530671	146	Paragraph 5	Usted puede enseñar tecnología	Changed "Usted puede enseñar tecnología" to "Usted puede apoyar el conocimiento de la tecnología"
Editorial Change	Publisher	Teacher	9781645530688	146	Paragraph 4	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530671	147	line 2	sobre esta tecnología.	Changed "sobre esta tecnología." to "sobre la tecnología."
Editorial Change	Publisher	Teacher	9781645530671	147	last Paragraph	Cómo conectar el contenido, la enseñanza y el aprendizaje de la tecnología	Changed "Cómo conectar el contenido, la enseñanza y el aprendizaje de la tecnología" to "Cómo conectar la tecnología, la enseñanza y el aprendizaje"
Editorial Change	Publisher	Teacher	9781645530848	149	last line	en nuestro salón de clases?"	Changed "en nuestro salón de clases?" to "en nuestro salón de clase?"
Editorial Change	Publisher	Teacher	9781645530718	150	Under "Los estudios sociales al aire libre"	les ayuden a conectar conceptos de estudios sociales,	Changed "les ayuden a conectar conceptos de estudios sociales," to "les ayuden a comprender conceptos de estudios sociales,"
Editorial Change	Publisher	Teacher	9781645530671	151	Paragraph 1	usar sus ideas como punto de partida.	Changed "usar sus ideas como punto de partida." to "usar sus ideas sobre cómo preservar el medio ambiente como punto de partida."
Editorial Change	Publisher	Teacher	9781645530688	153	Under "Ciencias de la vida"	(p. ej., jaulas, acuarios, insectarios y cajas para establecer colonias de hormigas)	Changed "(p. ej., jaulas, acuarios, insectarios y cajas para establecer colonias de hormigas)" to "(p. ej., jaulas, acuarios, insectarios, cajas para establecer colonias de hormigas)"
Editorial Change	Publisher	Teacher	9781645530695	153	Paragraph 1	sino que también florece su aprendizaje	Changed "sino que también florece su aprendizaje" to "sino que también se desarrolla su aprendizaje"
Editorial Change	Publisher	Teacher	9781645530695	156	Paragraph 2	Señalando, pueden empezar a relacionar las palabras habladas con las escritas.	Changed "Señalando, pueden empezar a relacionar las palabras habladas con las escritas." to "Señalando, pueden empezar a relacionar las palabras habladas con las palabras escritas."

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Editorial Change	Publisher	Teacher	9781645530848	158	Paragraph 1	Los recursos para los maestros en esta Guía de enseñanza ofrecen más información e ideas.	Changed "Los recursos para los maestros en esta Guía de enseñanza ofrecen más información e ideas." to "Los recursos para los maestros en esta Guía de enseñanza ofrecen más información e ideas para establecer y mantener un programa preescolar de alta calidad."
Editorial Change	Publisher	Teacher	9781645530688	159	Under "Ciencias"	Haga preguntas para estimularlos	Changed "Haga preguntas para estimularlos" to "Haga preguntas a los niños para estimularlos"
Editorial Change	Publisher	Teacher	9781645530688	160	Under "La función del maestro"	El Currículo Creativo™ para Texas,	Deleted text "El Currículo Creativo™ para Texas,"
Editorial Change	Publisher	Teacher	9781645530718	161	Under "Interacciones"	utilice el cuadro	Changed "comienzan a reconocer que son artistas y que pueden crear muchas cosas." to "comienzan a reconocer que son artistas y a descubrir que pueden crear muchas cosas."
Editorial Change	Publisher	Teacher	9781645530671	161	Under "Hacer conexiones"	Lionel escribe una L en el papel, L es la primera letra del nombre Lionel.	Changed "Lionel escribe una L en el papel, L es la primera letra del nombre Lionel." to "Lionel escribe una L en el papel es porque la L es la primera letra de su nombre."
Editorial Change	Publisher	Teacher	9781645530695	161	Paragraph 2	libros que tengan fotografías de especial interés para el niño.	Changed "libros que tengan fotografías de especial interés para el niño." to "libros que tengan fotografías o cosas de especial interés para el niño."
Editorial Change	Publisher	Teacher	9781645530688	162	Under "Observación"	N/A	Added new content under "Observación": Observación: Tyrone lanza repetidamente un camión por una rampa de bloques. Inclina la rampa y dice: "¡Vaya! ¡Mira este! ¡Va más rápido!" Entonces él intenta inclinar la rampa en diferentes ángulos.
Editorial Change	Publisher	Teacher	9781645530688	162	Under "Reflexión"	N/A	Added new content under "Reflexión": Reflexión:Tyrone se pregunta "¿qué suceda si...?" y prueba las posibilidades. (Objetivo 11, Demuestra enfoques positivos para el aprendizaje y Objetivo 24, Utiliza habilidades de investigación científica). Estaba comprometido con su tarea y la repitió sin distraerse. (Objetivo 11, Demuestra enfoques positivos de aprendizaje). ¿Qué otros materiales puedo ofrecer para ayudarlo a explorar el movimiento? ¿Qué preguntas puedo hacer para ayudarlo a entender determinados conceptos?***
Editorial Change	Publisher	Teacher	9781645530688	162	Under "Respuesta"	N/A	Added new content under "Respuesta": Respuesta:Ofrezca otros materiales para rodar por la rampa (por ejemplo, bolas y carretes de varios pesos y tamaños). Pregunte: "¿Qué crees que sucederá si usamos una rampa más larga?". Muéstrole cómo podría crear diferentes rampas y permítale dejarlas durante varios días. De paseo por la comunidad o alrededor de la escuela, muéstrole rampas a Tyrone y conversen sobre cómo facilitan el trabajo.***
Editorial Change	Publisher	Teacher	9781645530688	162	Under "Respuesta"	experimentar con crema de afeitar,	Changed "experimentar con crema de afeitar," to "experimentar con espuma de afeitar,"
Editorial Change	Publisher	Teacher	9781645530671	164	Paragraph 5	leer, razonar, resolver problemas y comunicarse a través de conversaciones,	Changed "leer, razonar, resolver problemas y comunicarse a través de conversaciones," to "leer, razonar y comunicarse a través de conversaciones,"
Editorial Change	Publisher	Teacher	9781645530671	165	Paragraph 2, blue text box	el cuarto curso de prekínder en Alaska.	Changed "el cuarto curso de prekínder en Alaska." to "el cuarto curso en Alaska."

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Editorial Change	Publisher	Teacher	9781645530671	166	last Paragraph	En cada Guía de enseñanza se incluye una red que empieza con algunas ideas. También hay amplio espacio para que usted anote las ideas	Changed "En cada Guía de enseñanza se incluye una red que empieza con algunas ideas. También hay amplio espacio para que usted anote las ideas" to "En cada Guía de enseñanza se incluye una red con algunas ideas para que comience. Hay amplio espacio para que usted anote las ideas"
Editorial Change	Publisher	Teacher	9781645530695	167	Paragraph 1	un lenguaje rico y expresivo, así como su lectura y escritura durante el juego.	Changed "un lenguaje rico y expresivo, así como su lectura y escritura durante el juego." to "un lenguaje rico y expresivo, e incorporan la lectura y escritura durante el juego."
Editorial Change	Publisher	Teacher	9781645530718	169	Paragraph 1	comienzan a reconocer que son artistas y que pueden crear muchas cosas.	Changed "comienzan a reconocer que son artistas y que pueden crear muchas cosas." to "comienzan a reconocer que son artistas y a descubrir que pueden crear muchas cosas."
Editorial Change	Publisher	Teacher	9781645530671	169	Under "Julie", conversational turn 1	N/A	Added new content under "Julie", conversational turn 1: [Canta mientras sostiene el autobús de juguete]
Editorial Change	Publisher	Teacher	9781645530671	169	Under "Julie", conversational turn 1	canta, mientras sostiene el autobús de juguete.	Deleted text "canta, mientras sostiene el autobús de juguete."
Editorial Change	Publisher	Teacher	9781645530688	170	Paragraph 3	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530671	171	Paragraph 2	deciden qué más quieren averiguar.	Changed "deciden qué más quieren averiguar." to "deciden qué más quieren saber."
Editorial Change	Publisher	Teacher	9781645530671	171	Paragraph 3	los niños se animan a explorar más y a continuar con su aprendizaje.	Changed "los niños se animan a explorar más y a continuar con su aprendizaje." to "los niños se animan a seguir explorando y aprendiendo."
Editorial Change	Publisher	Teacher	9781645530718	172	Paragraph 1	Cuanta más amplia sea la variedad de tipos de música y de sonidos que escuchen los niños y cuanto más participen en la creación de música, más interés tendrán en ella, más la explorarán y más la usarán para expresar sus ideas.	Deleted this text from pg. 172, paragraph 1: Cuanta más amplia sea la variedad de tipos de música y de sonidos que escuchen los niños y cuanto más participen en la creación de música, más interés tendrán en ella, más la explorarán y más la usarán para expresar sus ideas.
Editorial Change	Publisher	Teacher	9781645530718	175	Paragraph 1	aprenden que el baile les ayuda a evaluar cómo se sienten	Changed "aprenden que el baile les ayuda a evaluar cómo se sienten" to "aprenden que el baile puede ayudarlos a evaluar cómo se sienten"
Editorial Change	Publisher	Teacher	9781645530671	176	Paragraph 4	responden a los comportamientos más comunes que pueden parecerles problemáticos.	Changed "responden a los comportamientos más comunes que pueden parecerles problemáticos." to "responden a los comportamientos desafiantes más comunes."
Editorial Change	Publisher	Teacher	9781645530671	176	Paragraph 5	Ofrece estrategias	Changed "Ofrece estrategias" to "También ofrece estrategias"
Editorial Change	Publisher	Teacher	9781645530671	179	last line	qué retos enfrentan y con quién les gusta estar	Changed "qué retos enfrentan y con quién les gusta estar" to "qué retos enfrentan y con quién les gusta jugar"
Editorial Change	Publisher	Teacher	9781645530671	182	Paragraph 2	con sus compañeros y son rechazados	Changed "con sus compañeros y son rechazados" to "con sus compañeros o son rechazados"
Editorial Change	Publisher	Teacher	9781645530718	183	Under "Selección del tema"	Mientras que la "jardinería" y "cocinar" con agua ocupaba un lugar destacado en el área de juego dramático	Changed "Mientras que la "jardinería" y "cocinar" con agua ocupaba un lugar destacado en el área de juego dramático" to "y hacían jardinería y jugaban con agua en el área de juego dramático."
Editorial Change	Publisher	Teacher	9781645530671	184	Paragraph 2	Señale los beneficios. "Mira la sonrisa de Crystal.	Changed "Señale los beneficios. "Mira la sonrisa de Crystal." to "Señale los beneficios. Usted puede decir: "Mira la sonrisa de Crystal."

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Editorial Change	Publisher	Teacher	9781645530718	187	Under "Niños con discapacidades"	dispositivos de comunicación, sillas con costados,	Changed "dispositivos de comunicación, sillas con costados," to "dispositivos de comunicación y sillas con costados,"
Editorial Change	Publisher	Teacher	9781645530671	188	Paragraph 4	los niños empiezan a abordar la resolución de problemas cuando saben que sus ideas son bienvenidas y apreciadas.	Changed "los niños empiezan a abordar la resolución de problemas cuando saben que sus ideas son bienvenidas y apreciadas." to "los niños empiezan a abordar cuando saben que sus ideas son bienvenidas y apreciadas."
Editorial Change	Publisher	Teacher	9781645530695	189	Under "Agua y accesorios Paragraph usar con el agua"	Aquí hay tarjetas que tienen las palabras Se hunden y Flotan.	Changed "Aquí hay tarjetas que tienen las palabras Se hunden y Flotan." to "Aquí hay tarjetas que tienen las palabras Hundir y Flotar."
Editorial Change	Publisher	Teacher	9781645530671	195	last Paragraph	Las investigaciones señalan la "necesidad apremiante de que haya programas de prevención e intervención temprana". Apoyar el desarrollo social y emocional de todos los niños en el contexto de un entorno de aprendizaje positivo y solidario es una estrategia poderosa contra los "procesos negativos, especialmente el rechazo, la exclusión y el acoso". También garantiza una "cultura positiva de compañerismo"	Changed "Las investigaciones señalan la "necesidad apremiante de que haya programas de prevención e intervención temprana". Apoyar el desarrollo social y emocional de todos los niños en el contexto de un entorno de aprendizaje positivo y solidario es una estrategia poderosa contra los "procesos negativos, especialmente el rechazo, la exclusión y el acoso". También garantiza una "cultura positiva de compañerismo" to "Es importante promover una "cultura positiva de compañerismo"
Editorial Change	Publisher	Teacher	9781645530695	201	Paragraph 1	Cierta tecnología permite que los niños envíen y reciban información.	Changed "Cierta tecnología permite que los niños envíen y reciban información." to "Algunas tecnologías permiten que los niños envíen y reciban información."
Editorial Change	Publisher	Teacher	9781645530671	203	Paragraph 2	Están recordando experiencias pasadas y las niñas están aplicando	Changed "Están recordando experiencias pasadas y las niñas están aplicando" to "Están recordando experiencias pasadas y aplicando"
Editorial Change	Publisher	Teacher	9781645530671	204	Paragraph 4	En un grupo pequeño, cada niño puede estar en a distinto nivel en términos de objetivos determinados.	Changed "En un grupo pequeño, cada niño puede estar en a distinto nivel en términos de objetivos determinados." to "En un grupo pequeño, cada niño puede tener distintas habilidades y capacidades en diferentes niveles para diferentes objetivos."
Editorial Change	Publisher	Teacher	9781645530671	206	last Paragraph	Plantee actividades de diferentes niveles de dificultad de acuerdo con lo que sepa	Changed "Plantee actividades de diferentes niveles de dificultad de acuerdo con lo que sepa" to "Aumentar o disminuir el nivel de dificultad en la actividad de acuerdo con lo que sepa"
Editorial Change	Publisher	Teacher	9781645530695	206	Under "Ejemplos de cómo esto se relaciona con la lectoescritura"	Sigue instrucciones y aprende conceptos y palabras que indican posición, como arriba, abajo, izquierda, derecha, detrás, debajo y encima	Changed "Sigue instrucciones y aprende conceptos y palabras que indican posición, como arriba, abajo, izquierda, derecha, detrás, debajo y encima" to "Italicized positional words"
Editorial Change	Publisher	Teacher	9781645530671	208	last Paragraph	los niños que quieran usarlo	Changed "los niños que quieran usarlo" to "los otros niños que quieran usarlo"
Editorial Change	Publisher	Teacher	9781645530688	212	Paragraph 5	la coordinación entre el ojo y la mano	Changed "la coordinación entre el ojo y la mano" to "la coordinación entre las manos y los ojos"
Editorial Change	Publisher	Teacher	9781645530671	214	Paragraph 4	destrezas que los niños deben aprender requieren diferentes enfoques de enseñanza.	Changed "destrezas que los niños deben aprender requieren diferentes enfoques de enseñanza." to "destrezas que los niños están aprendiendo requieren diferentes enfoques de enseñanza."
Editorial Change	Publisher	Teacher	9781645530671	217	last Paragraph	el más importante para el trabajo diario de los maestros es el de apoyar el aprendizaje.	Changed "el más importante para el trabajo diario de los maestros es el de apoyar el aprendizaje." to "el propósito más importante que tiene la evaluación en el trabajo diario de los profesores es apoyar el aprendizaje."

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Editorial Change	Publisher	Teacher	9781645530671	217	last Paragraph	el sistema de evaluación utiliza los mismos 38 objetivos de El Currículo Creativo™.	Changed "el sistema de evaluación utiliza los mismos 38 objetivos de El Currículo Creativo™." to "GOLD® utiliza los mismos 38 objetivos de El Currículo Creativo™."
Editorial Change	Publisher	Teacher	9781645530671	220	Under "Sus prácticas docentes," Paragraph 1	La perspectiva se determina tomando el tiempo o el espacio para:	Changed "La perspectiva se determina tomando el tiempo o el espacio para:" to "La perspectiva implica tomar el tiempo o el espacio para:"
Editorial Change	Publisher	Teacher	9781645530671	220	Under "Sus prácticas docentes," Paragraph 3	Esto centra su atención en lo que está haciendo el niño. Le permite reflexionar sobre las distintas posibilidades	Changed "Esto centra su atención en lo que está haciendo el niño. Le permite reflexionar sobre las distintas posibilidades" to "Esto centra su atención en lo que está haciendo el niño y lo ayuda a reflexionar sobre las distintas posibilidades"
Editorial Change	Publisher	Teacher	9781645530688	222	Under "Lectoescritura"	Use las Experiencia de enseñanza intencional	Changed "Use las Experiencia de enseñanza intencional" to "Repase las Experiencia de enseñanza intencional"
Editorial Change	Publisher	Teacher	9781645530688	222	Under "Lectoescritura"	revistas para mostrar distintas clases de material escrito.	Changed "revistas para mostrar distintas clases de material escrito." to "revistas para mostrar distintas clase de textos."
Editorial Change	Publisher	Teacher	9781645530688	223	Under "Tecnología"	N/A	Added new content under "Tecnología": Pregunte a las familias sobre las herramientas de cocina que se utilizan en sus hogares, como una prensa para tortillas o molcajete, e inclúyalas en el área de Cocina.
Editorial Change	Publisher	Teacher	9781645530718	224	Under "Sus prácticas docentes"	le despiertan las exposiciones del salón	Changed "le despiertan las exposiciones del salón" to "le despiertan las exposiciones de su salón"
Editorial Change	Publisher	Teacher	9781645530671	224	Paragraph 2	puede hacer referencia a la secuencia de enseñanza en cada experiencia de Enseñanza intencional	Changed "puede hacer referencia a la secuencia de enseñanza en cada experiencia de Enseñanza intencional" to "puede hacer referencia a la secuencia de enseñanza, que se completará previamente con los nombres de los niños de su clase, en cada experiencia de Enseñanza intencional"
Editorial Change	Publisher	Teacher	9781645530688	234	Under "Cómo presentar nuevas recetas a los niños"	Al seleccionar las recetas tenga en cuenta:	Changed "Al seleccionar las recetas tenga en cuenta:" to "Al seleccionar las recetas tenga en cuenta lo siguiente:"
Editorial Change	Publisher	Teacher	9781645530671	243	Paragraph 4	Procure averiguar las respuestas a las siguientes preguntas,	Changed "Procure averiguar las respuestas a las siguientes preguntas," to "Procure averiguar las respuestas a preguntas como las siguientes,"
Editorial Change	Publisher	Teacher	9781645530671	244	Paragraph 6	nerviosos e incluso asustados	Changed "nerviosos e incluso asustados" to "nerviosos o incluso asustados"
Editorial Change	Publisher	Teacher	9781645530688	246	Under "La selección de programas"	Los materiales en las columnas dos, tres y cuatro permiten que el niño participe cada vez más.	Deleted text "Los materiales en las columnas dos, tres y cuatro permiten que el niño participe cada vez más."
Editorial Change	Publisher	Teacher	9781645530671	250	Paragraph 3	las reuniones se seguimiento	Changed "las reuniones se seguimiento" to "las reuniones de seguimiento"
Editorial Change	Publisher	Teacher	9781645530688	250	Paragraph 1	Si desea utilizar estos mecanismos adaptables	Changed "Si desea utilizar estos mecanismos adaptables" to "Si quiere utilizar estos mecanismos adaptables"
Editorial Change	Publisher	Teacher	9781645530671	251	Paragraph 2	La cadena telefónica o los mensajes electrónicos y mensajes de texto.	Changed "La cadena telefónica o los mensajes electrónicos y mensajes de texto." to "La cadena telefónica o los correos electrónicos y mensajes de texto."

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Editorial Change	Publisher	Teacher	9781645530671	263	last Paragraph	Otro ejemplo es la situación de la familia que descarta la recomendación de que un especialista evalúe el desarrollo lingüístico del niño.	Changed "Otro ejemplo es la situación de la familia que descarta la recomendación de que un especialista evalúe el desarrollo lingüístico del niño." to "Otros ejemplos, como la situación de la familia que descarta la recomendación para que un especialista evalúe el desarrollo del lenguaje del niño, puede manejarse mejor si primero aborda las inquietudes de la familia."
Editorial Change	Publisher	Teacher	9781645530671	265	last Paragraph	y evita hacer juicios de valor	Changed "y evita hacer juicios de valor" to "y opta por evitar hacer juicios de valor"
Editorial Change	Publisher	Teacher	9781645530671	265	last Paragraph	usted podrá intentar aplicar un método	Changed "usted podrá intentar aplicar un método" to "usted podrá intentar encontrar un método"
Editorial Change	Publisher	Teacher	9781645530688	269	Paragraph 3	(si un niño es alérgico al maní, evítelo).	Changed "(si un niño es alérgico al maní, evítelo)." to "(si un niño es alérgico al maní, no lo plante)."
Editorial Change	Publisher	Teacher	9781645530688	274	Under "Las estructuras Paragraph el patio de recreo"	El equipo que se puede disfrutar de forma segura incluye:	Changed "El equipo que se puede disfrutar de forma segura incluye:" to "El equipo que se puede disfrutar de forma segura incluye lo siguiente:"
Editorial Change	Publisher	Teacher	9781645530688	280	Paragraph 3	saliendo a caminar para descubrir formas geométricas, como triángulos y rectángulos.	Changed "saliendo a caminar para descubrir formas geométricas, como triángulos y rectángulos." to "mediante "una caminata geométrica" donde usted y los niños buscan diferentes formas, tales como triángulos y rectángulos, en el entorno."
Editorial Change	Publisher	Teacher	9781645530688	287	Paragraph 2	• una cámara de fotos o de video	Changed "• una cámara de fotos o de video" to "• una cámara de fotos o de video digital"
Editorial Change	Publisher	Teacher	9781645531104	"Divider Tab" card	Lenguaje y lectoescritura, far left column	N/A	Added the following new content to Lenguaje y lectoescritura, far left column: 10 Usa destrezas conversacionales y otras destrezas comunicacionales
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Objetivos"	Objetivos Esto indica el objetivo principal de los Objetivos para el desarrollo y el aprendizaje que se considera en la experiencia. Más abajo encontrará otros objetivos relacionados.	Changed "Objetivos Esto indica el objetivo principal de los Objetivos para el desarrollo y el aprendizaje que se considera en la experiencia. Más abajo encontrará otros objetivos relacionados." to "Objetivos Cada experiencia menciona el objetivo principal de los Objetivos para el desarrollo y el aprendizaje la actividad aborda junto con varios objetivos relacionados. Más abajo encontrará otros objetivos relacionados."
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Pautas de Prekínder de Texas"	Pautas de Prekínder de Texas Aquí encontrará las Pautas de Prekínder de Texas que son los objetivos principales y relacionados con las experiencias	Changed "Pautas de Prekínder de Texas Aquí encontrará las Pautas de Prekínder de Texas que son los objetivos principales y relacionados con las experiencias" to "Pautas de Prekínder de Texas Aquí encontrará las Pautas de Prekínder de Texas principales y relacionadas que la actividad aborda. La pauta principal aparece primero; las pautas relacionadas están enumeradas en orden alfanumérico."
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Qué hacer"	Las actividades descritas en las Experiencias de enseñanza intencional están diseñadas para niños de 3 a 6 años de edad. En las Guías de enseñanza también puede hallar sugerencias para adaptar una actividad de acuerdo al tema de estudio.	Changed "Las actividades descritas en las Experiencias de enseñanza intencional están diseñadas para niños de 3 a 6 años de edad. En las Guías de enseñanza también puede hallar sugerencias para adaptar una actividad de acuerdo al tema de estudio." to "Las Experiencias de enseñanza intencional están diseñadas para su uso con niños de 3 a 6 años de edad. En Guías de enseñanza también puede hallar sugerencias para adaptar una actividad para reflejar el tema de estudio."

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Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Pasos que se deben seguir"	que aparece en la Guía de enseñanza. • Lea toda la experiencia para determinar qué materiales se necesitan, si se necesita alguno, y qué preparación se debe hacer con anticipación. • Mire cómo se puede adaptar la actividad	Changed "que aparece en la Guía de enseñanza. • Lea toda la experiencia para determinar qué materiales se necesitan, si se necesita alguno, y qué preparación se debe hacer con anticipación. • Mire cómo se puede adaptar la actividad" to "que aparece en su Guía de enseñanza. • Lea toda la experiencia para determinar qué materiales, si los hubiera, se necesitan y qué preparación se debe hacer con anticipación. • Considere cómo se puede adaptar la actividad"
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Paragraph incluir a todos los niños"	niños puedan participar	Changed "niños puedan participar" to "niños puedan participar por completo en la actividad"
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Preguntas Paragraph guiar sus observaciones"	Las actividades descritas en las Experiencias de enseñanza intencional	Changed "Las actividades descritas en las Experiencias de enseñanza intencional" to "Las actividades descritas en Experiencias de enseñanza intencional"
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Secuencia de enseñanza"	Esta secuencia le permite ajustar la dificultad	Changed "Esta secuencia le permite ajustar la dificultad" to "Esta secuencia de enseñanza le permite ajustar la dificultad"
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Código de colores"	La manera en que usted lleve a cabo una actividad con un niño de 4 años al final de año	Changed "La manera en que usted lleve a cabo una actividad con un niño de 4 años al final de año " to "La manera en que usted implemente la actividad con un niño de 4 años al final de año, por ejemplo,"
Editorial Change	Publisher	Teacher	9781645531104	"How to" card	Under "Preguntas Paragraph guiar la observación:"	téngalas en cuenta durante la evaluación y la planificación.	Changed "téngalas en cuenta durante la evaluación y la planificación." to "para enfocar sus observaciones durante la evaluación y la planificación."
Editorial Change	Publisher	Teacher	9781645531005	card 1	Under "Segunda Lectura en voz alta," "Mientras lee"	• "¿Cuáles son algunos de los otros animales que viven en el océano con Gary y Harry?"	Changed "• "¿Cuáles son algunos de los otros animales que viven en el océano con Gary y Harry?" " to "• "¿Quiénes son algunos de los otros animales que viven en el océano con Gary y Harry?""
Editorial Change	Publisher	Teacher	9781645531005	card 1	Under "Tercera lectura en voz alta," "Antes de leer"	Esta es la portada de un libro que leímos juntos hace unos días.	Changed "Esta es la portada de un libro que leímos juntos hace unos días." to ""Este es un libro que leímos juntos hace unos días."
Editorial Change	Publisher	Teacher	9781645531005	card 1	Under "Segunda Lectura en voz alta," "Después de leer"	¿Cómo hace Gary esta maniobra y logra sacar la bolsa plástica de la garganta de Harry?"	Changed "¿Cómo hace Gary esta maniobra y logra sacar la bolsa plástica de la garganta de Harry?" " to "¿Cómo hace Gary esta maniobra para lograr sacar la bolsa plástica de la garganta de Harry?""
Editorial Change	Publisher	Teacher	9781645531036	card 10	top left of page	N/A	Reordered TPG list at top left of page.
Editorial Change	Publisher	Teacher	9781645531098	card 10	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 10	back side of card	por ejemplo, animales, juegos y gente.	Changed "por ejemplo, animales, juegos y gente." to "por ejemplo, animales, juegos, gente."
Editorial Change	Publisher	Teacher	9781645531098	card 100	Under "Objetivo 5"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 102	Under "Objetivo 1"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 103	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 104	Under "Objetivo 22"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 105	Under "Objetivo 12"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 106	Under "Objetivo 26"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 106	Under "Qué hacer"	por ejemplo, agua, sol, aire, cierta temperatura, etc.	Changed "por ejemplo, agua, sol, aire, cierta temperatura, etc." to "por ejemplo, agua, sol, etc."
Editorial Change	Publisher	Teacher	9781645531098	card 107	Under "Objetivo 9"	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531098	card 108	Under "Objetivo 36"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 109	Under "Objetivo 22"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 11	last line, front of card	3. Anime a los niños a terminar dándose a sí mismos un abrazo.	Changed "3. Anime a los niños a terminar dándose a sí mismos un abrazo." to "3. Anime a los niños a que terminen el verso y se den a sí mismos un abrazo."
Editorial Change	Publisher	Teacher	9781645531098	card 110	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 111	Under "Objetivo 9"	N/A	Added new content under objective: a. Usa un vocabulario cada vez más rico y expresivo
Editorial Change	Publisher	Teacher	9781645531098	card 111	Under "Objetivo 9"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 112	Under "Objetivo 28"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 113	Under "Objetivo 27"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 115	Under "Objetivo 17"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 116	Under "Objetivo 4"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 117	Under "Objetivo 4"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 118	Under "Objetivo 2"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 119	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 12	Under "Objetivo 23"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 12	Under "Qué hacer"	1. Demuestre movimientos de un "baile" de manos, tales como darse palmaditas en las piernas, entrecruzar las manos, poner a bailar los puños de las manos y apuntar	Changed "1. Demuestre movimientos de un "baile" de manos, tales como darse palmaditas en las piernas, entrecruzar las manos, poner a bailar los puños de las manos y apuntar" to "1. Demuestre movimientos de un "baile" de manos, p. ej., darse palmaditas en las piernas, entrecruzar las manos, poner a bailar los puños de las manos, apuntar"
Editorial Change	Publisher	Teacher	9781645531098	card 12	back side of card	• Añada movimientos con los pies para aumentar la dificultad de esta actividad,	Changed "• Añada movimientos con los pies para aumentar la dificultad de esta actividad," to "• Añada movimientos con los pies para aumentar la complejidad del patrón"
Editorial Change	Publisher	Teacher	9781645531098	card 12	Under "Qué hacer"	2. Cree un patrón simple con los movimientos, tal como aplauso, aplauso,	Changed "2. Cree un patrón simple con los movimientos, tal como aplauso, aplauso," to "2. Cree un patrón simple con los movimientos, p. ej., aplauso, aplauso,"
Editorial Change	Publisher	Teacher	9781645531098	card 120	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 121	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 122	Under "Objetivo 2"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 123	Under "Objetivo 16"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 124	Under "Objetivo 9"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 124	Under "Qué hacer"	Y muchos más descubriremos.	Changed "Y muchos más descubriremos." to "Y muchas más descubriremos."
Editorial Change	Publisher	Teacher	9781645531098	card 125	Under "Objetivo 2"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 126	Under "Objetivo 5"	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531098	card 126	Under "Qué hacer"	[Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo.	Changed "[Da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. [Da vueltas] conmigo." to "[Da vueltas], [da vueltas] y [da vueltas]. [Da vueltas] conmigo. Vamos a divertirnos. Ven [da vueltas] conmigo."
Editorial Change	Publisher	Teacher	9781645531098	card 127	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 128	Under "Objetivo 9"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 128	Under "Qué hacer"	¿Estará soleado, seco o muy mojado?	Changed "¿Estará soleado, seco o muy mojado?" to "¿Estará soleado, frío o muy mojado?"
Editorial Change	Publisher	Teacher	9781645531098	card 128	back side of card	realice un seguimiento del clima de cada día.	Changed "realice un seguimiento del clima de cada día." to "realice un seguimiento del clima cada día."
Editorial Change	Publisher	Teacher	9781645531098	card 129	Under "Objetivo 12"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531043	card 13	top left of page	N/A	Reordered TPG list at top left of page.
Editorial Change	Publisher	Teacher	9781645531098	card 13	Under "Objetivo 34"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 13	Under "Qué hacer"	2. Repita el siguiente verso mientras usted aplaude.	Changed "2. Repita el siguiente verso mientras usted aplaude." to "2. Recite el siguiente verso mientras usted aplaude."
Editorial Change	Publisher	Teacher	9781645531098	card 130	Under "Objetivo 1"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 131	Under "Objetivo 12"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 132	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 132	Under "Qué hacer"	Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa].	Changed "Vamos a pensar en palabras que riman, palabras que riman igual terminan gato y pato hacen rima ¿qué más vamos a rimar? ¿Qué rima con [mesa]." to "Palabras que riman vamos a pensar en unas palabritas para rimar, rimemos aquí, rimemos allá, dime una palabra que rime con [mesa]."
Editorial Change	Publisher	Teacher	9781645531098	card 133	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 134	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 135	Under "Objetivos 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531043	card 14	Under "Vocabulario"	invisible incapaz de ser visto, escondido	Changed "invisible incapaz de ser visto, escondido" to "invisible no puede ser visto, escondido"
Editorial Change	Publisher	Teacher	9781645531098	card 14	Under "Objetivo 23"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 14	Under "Qué hacer"	de un camión; y "dé un pitazo"	Changed "de un camión; y "dé un pitazo"" to "de un camión; "dé un pitazo""
Editorial Change	Publisher	Teacher	9781645531098	card 14	back side of card	"Vamos por la autopista. Estamos llegando a un semáforo en rojo, debemos parar. El semáforo está en verde, ¡vámonos!".	Changed "Vamos por la autopista. Estamos llegando a un semáforo en rojo, debemos parar. El semáforo está en verde, ¡vámonos!". to "Vamos por la calle. Estamos llegando a un semáforo en rojo, así que mejor nos detenemos. El semáforo está en verde. ¡Vámonos!"
Editorial Change	Publisher	Teacher	9781645531098	card 15	back side of card	• Para el buen tiempo, recite la siguiente versión del verso. ¡Ay!, sí que está [soleado] hoy,	• Para el buen tiempo, utilice la siguiente versión del verso. ¡Ay, sí! Está [soleado] hoy,
Editorial Change	Publisher	Teacher	9781645531098	card 15	back side of card	Quiero jugar en [casa] hoy, pero como hace [sol] al patio me voy.	Changed "Quiero jugar en [casa] hoy, pero como hace [sol] al patio me voy." to "Quiero jugar en [el tobogán] hoy, pero como hace [sol], al patio me voy."

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Editorial Change	Publisher	Teacher	9781645531050	card 16	Under "Primera lectura en voz alta," "Mientras lee"	En el sueño ella es una flor y Victoria la arranca y le quita los pétalos y las hojas.	Changed "En el sueño ella es una flor y Victoria la arranca y le quita los pétalos y las hojas." to "En el sueño ella es una flor y Victoria la arranca."
Editorial Change	Publisher	Teacher	9781645531098	card 16	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 16	Under "Qué hacer"	Me pongo una manga y luego la otra	Changed "Me pongo una manga y luego la otra" to "Me pongo una manga, luego la otra"
Editorial Change	Publisher	Teacher	9781645531098	card 16	Under "Qué hacer"	5. Continúe el verso usando diferentes tipos de clima.	Changed "5. Continúe el verso usando diferentes tipos de clima." to "5. Repita el verso usando diferentes tipos de clima."
Editorial Change	Publisher	Teacher	9781645531098	card 17	back side of card	con el mismo sonido,	Changed "con el mismo sonido," to "con ese sonido,"
Editorial Change	Publisher	Teacher	9781645531098	card 18	Under "Objetivo 11"	N/A	Reordered TPG list Under "Objetivo 11"
Editorial Change	Publisher	Teacher	9781645531067	card 19	Under "Tercera lectura en voz alta," "Antes de leer"	Esta es la portada de un libro que hemos leído	Changed "Esta es la portada de un libro que hemos leído" to "Este es el libro que hemos leído"
Editorial Change	Publisher	Teacher	9781645531098	card 19	Under "Qué hacer"	1. Motive a los niños a pararse en una fila y diga: "Miren lo que hace la persona"	Changed "1. Motive a los niños a pararse en una fila y diga: "Miren lo que hace la persona" to "1. Motive a los niños a pararse en una fila. Diga: "Miren lo que hace la persona"
Editorial Change	Publisher	Teacher	9781645531098	card 19	Under "Qué hacer"	2. Inicie el juego realizando una acción, por ejemplo, aplaudiendo dos veces, pisando fuerte, etc.	Changed "2. Inicie el juego realizando una acción, por ejemplo, aplaudiendo dos veces, pisando fuerte, etc." to "2. Inicie el juego realizando una acción, por ejemplo, aplauda dos veces, pise fuerte, etc."
Editorial Change	Publisher	Teacher	9781645531005	card 2	Under "Vocabulario"	astuto listo, inteligente; capaz de pensar rápido	Deleted this text: astuto listo, inteligente; capaz de pensar rápido
Editorial Change	Publisher	Teacher	9781645531005	card 2	Under "Primera lectura en voz alta," "Antes de leer"	¿Será lo suficientemente listo para escaparse del zorro? ¡Descubrámoslo!."	Changed "¿Será lo suficientemente listo para escaparse del zorro? ¡Descubrámoslo!." to "Podrá escaparse del zorro? ¡Descubrámoslo!."
Editorial Change	Publisher	Teacher	9781645531005	card 2	Under "Primera lectura en voz alta," "Mientras lee"	Fue lo suficientemente astuto para no ser atrapado cuando lo perseguían, pero no fue lo suficientemente astuto para mantenerse alejado del zorro".	Changed "Fue lo suficientemente astuto para no ser atrapado cuando lo perseguían, pero no fue lo suficientemente astuto para mantenerse alejado del zorro." to "Pensó que podía escaparse, pero el zorro fue demasiado listo para él."
Editorial Change	Publisher	Teacher	9781645531005	card 2	Under "Segunda Lectura en voz alta," "Mientras lee"	astuto	Deleted this text: astuto
Editorial Change	Publisher	Teacher	9781645531005	card 2	Under "Segunda Lectura en voz alta," "Mientras lee"	"Yo creo que éste es un zorro muy astuto.	Changed "'Yo creo que éste es un zorro muy astuto." to "'Yo creo que éste es un zorro muy listo."
Editorial Change	Publisher	Teacher	9781645531098	card 2	last line, front of card	suavecitos o despacitos.	Changed "suavecitos o despacitos." to "suavecitos, despacitos."
Editorial Change	Publisher	Teacher	9781645531098	card 2	back side of card	hacia atrás o hacia un lado.	Changed "hacia atrás o hacia un lado." to "hacia atrás, hacia un lado."
Editorial Change	Publisher	Teacher	9781645531098	card 2	Under "Objetivos 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 20	Under "Objetivo 13"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 20	Under "Qué hacer"	3. Pregunte: "¿Pueden adivinar cuál era mi color?"	Changed "3. Pregunte: "¿Pueden adivinar cuál era mi color?" to "3. Pregunte: "¿Pueden adivinar en qué color estoy pensando?"
Editorial Change	Publisher	Teacher	9781645531098	card 21	Under "Objetivo 21"	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531098	card 21	back side of card	• Motive a los niños en cada lado o al niño en la esquina a saltar a medida que usted cuenta	Changed "• Motive a los niños en cada lado o al niño en la esquina a saltar a medida que usted cuenta" to "• Motive a los niños a cada lado de la figura o a los niños en las esquinas a saltar a medida que usted cuenta"
Editorial Change	Publisher	Teacher	9781645531098	card 21	Under "Qué hacer"	identifiquen la figura y explique que van a utilizar	Changed "identifiquen la figura y explique que van a utilizar" to "identifiquen la figura. Explique que van a utilizar"
Editorial Change	Publisher	Teacher	9781645531074	card 22	Under "Tercera lectura en voz alta," "Antes de leer"	Esta es la portada de un libro que hemos leído	Changed "Esta es la portada de un libro que hemos leído" to "Este es el libro que hemos leído"
Editorial Change	Publisher	Teacher	9781645531098	card 22	Under "Objetivo 11"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531074	card 23	Under "Tercera lectura en voz alta," "Antes de leer"	Esta es la portada de un libro que leímos juntos hace unos días.	Changed "Esta es la portada de un libro que leímos juntos hace unos días." to "Este es un libro que leímos juntos hace unos días."
Editorial Change	Publisher	Teacher	9781645531098	card 23	Under "Objetivo 9"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 24	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 25	back side of card	• Anime a los niños a practicar frases tales como: "Por favor, pasa esto a ..." y "Gracias".	Changed "• Anime a los niños a practicar frases tales como: "Por favor, pasa esto a ..." y "Gracias". " to "• Anime a los niños a practicar decir frases tales como: "Por favor, pasa esto a ..." y "Gracias". "
Editorial Change	Publisher	Teacher	9781645531098	card 26	Under "Objetivo 21"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 27	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 28	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 30	Under "Objetivo 10"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 32	Under "Objetivo 4"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 32	back of card	más de una vez, tal como dar tres pasos,	Changed "más de una vez, tal como dar tres pasos," to "más de una vez, p. ej., dar tres pasos,"
Editorial Change	Publisher	Teacher	9781645531098	card 33	Under "Objetivo 9"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 33	Under "Qué hacer"	En una hoja verde duerme un pequeño huevo,	Changed "En una hoja verde duerme un pequeño huevo," to "En una hoja verde en un árbol duerme un pequeño huevo,"
Editorial Change	Publisher	Teacher	9781645531098	card 34	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 35	Under "Objetivo 6"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 35	back of card	• Anime a los niños a practicar utilizando la frase: "Gracias",	Changed "• Anime a los niños a practicar utilizando la frase: "Gracias", " to "• Anime a los niños a repetir la frase: "Gracias", "
Editorial Change	Publisher	Teacher	9781645531098	card 36	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 36	back side of card	búhos y pollos, vacas.	Changed "búhos y pollos, vacas." to "búhos (nocturnos), pollos, vacas (diurnas)."
Editorial Change	Publisher	Teacher	9781645531098	card 37	Under "Objetivo 5"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 38	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 39	Under "Objetivo 1"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 39	back side of card	• Utilice esto antes de visitar un lugar	Changed "• Utilice esto antes de visitar un lugar" to "• Utilice esta actividad antes de visitar un lugar"
Editorial Change	Publisher	Teacher	9781645531098	card 4	Under "Objetivo 16"	N/A	Reordered TPG list under objective

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Editorial Change	Publisher	Teacher	9781645531098	card 4	Under "Qué hacer"	1. Pida a los niños que se imaginen que son una gran olla de guisado de alfabeto.	Changed "1. Pida a los niños que se imaginen que son una gran olla de guisado de alfabeto." to "1. Pida a los niños que se imaginen que están en una gran olla de guisado de alfabeto."
Editorial Change	Publisher	Teacher	9781645531098	card 40	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 41	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 41	Under "Qué hacer"	y el gigante feliz	Changed "y el gigante feliz" to "El gigante feliz"
Editorial Change	Publisher	Teacher	9781645531098	card 41	back side of card	el gigante se trepa a un árbol alto, cierra la cremallera de su gran chaqueta, hornea un pan,	Changed " el gigante se trepa a un árbol alto, cierra la cremallera de su gran chaqueta, hornea un pan," to "el gigante monta una bicicleta, riega su jardín, empuja una gran caja,"
Editorial Change	Publisher	Teacher	9781645531098	card 42	Under "Objetivo 2"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 43	Under "Objetivo 2"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 45	Under "Objetivo 18"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 46	Under "Objetivo 3"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 48	Under "Objetivo 12"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 48	Under "Qué hacer"	tales como: "¿Está el caballete de arte	p. ej., "¿Está el caballete de arte
Editorial Change	Publisher	Teacher	9781645531098	card 48	back side of card	por ejemplo: "¿Tienes la chaqueta puesta?".	Changed "por ejemplo: "¿Tienes la chaqueta puesta?". to "por ejemplo: "¿Tienes la chaqueta puesta?" " y "¿Están tus pies listos para caminar por el pasillo?""
Editorial Change	Publisher	Teacher	9781645531005	card 5	Under "Tercera lectura en voz alta," "Antes de leer"	Esta es la portada de un libro que leímos juntos hace unos días.	Changed "Esta es la portada de un libro que leímos juntos hace unos días." to "Este es un libro que leímos juntos hace unos días."
Editorial Change	Publisher	Teacher	9781645531098	card 50	Under "Objetivo 13"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 52	Under "Objetivo 16"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 53	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 55	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 55	back side of card	• En lugar de pasos,	Change "• En lugar de pasos," to "• En lugar de dar pasos,"
Editorial Change	Publisher	Teacher	9781645531098	card 56	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 56	Under "Qué hacer"	Vamos en el auto, al [parque infantil] recorremos el camino.	Changed "Vamos en el auto, al [parque infantil] recorremos el camino." to "Vamos en el auto, al [parque infantil] mientras recorremos el camino."
Editorial Change	Publisher	Teacher	9781645531098	card 56	back side of card	• Anime a los niños a ir en la dirección correcta cuando usted la nombre.	Changed "• Anime a los niños a ir en la dirección correcta cuando usted la nombre." to "• Anime a los niños a girar en la dirección correcta cuando usted la nombre."
Editorial Change	Publisher	Teacher	9781645531098	card 57	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 57	Under "Qué hacer"	Subibaja, subibaja/Arriba y abajo en el subibaja, Levanten las manos y toquen el cielo Ahora agáchense y toquen el suelo Subibaja, subibaja/Arriba y abajo en el subibaja	Changed "Subibaja, subibaja/Arriba y abajo en el subibaja, Levanten las manos y toquen el cielo Ahora agáchense y toquen el suelo Subibaja, subibaja/Arriba y abajo en el subibaja" to "Subibaja, subibaja. Arriba y abajo en el subibaja. Levanten las manos y toquen el cielo. Ahora agáchense y toquen el suelo. Subibaja, subibaja. Arriba y abajo en el subibaja."

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Editorial Change	Publisher	Teacher	9781645531098	card 57	back side of card	con la espalda recta, y a aplaudir o dar palmaditas	Changed "con la espalda recta, y a aplaudir o dar palmaditas" to "con la espalda recta, y luego a aplaudir o dar palmaditas"
Editorial Change	Publisher	Teacher	9781645531098	card 58	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 59	Under "Objetivo 36"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 6	Under "Objetivo 34"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 60	Under "Objetivo 22"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 61	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 62	back side of card	vueltas, tales como un molino de viento	Changed "vueltas, tales como un molino de viento" to "vueltas, p. ej., un molino de viento"
Editorial Change	Publisher	Teacher	9781645531098	card 64	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 65	back side of card	• Escriba el poema en un pliego de papel y señale cada palabra	Changed "• Escriba el poema en un pliego de papel y señale cada palabra" to "• Escriba el poema en un pliego de papel. Señale cada palabra"
Editorial Change	Publisher	Teacher	9781645531098	card 66	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 69	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531012	card 7	top left of page	N/A	Reordered TPG list at top left of page.
Editorial Change	Publisher	Teacher	9781645531012	card 7	Under "Vocabulario"	maintenant la palabra francesa para "ahora"	Changed "maintenant la palabra francesa para "ahora"" to "maintenant una palabra francesa para ahora"
Editorial Change	Publisher	Teacher	9781645531098	card 7	Under "Objetivo 11"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 70	Under "Objetivo 5"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 71	Under "Objetivo 1"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 72	back side of card	por encima del puente o a través del túnel,	Changed "por encima del puente o a través del túnel," to "por encima del puente y a través del túnel,"
Editorial Change	Publisher	Teacher	9781645531098	card 73	back side of card	para recoger para otro insecto,	Changed "para recoger para otro insecto," to "para recoger para diferentes insectos,"
Editorial Change	Publisher	Teacher	9781645531098	card 74	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 75	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 75	Under "Qué hacer"	haciéndola muy pequeña para que se vea así.	Changed "haciéndola muy pequeña para que se vea así." to "bien fuerte para que se vea así."
Editorial Change	Publisher	Teacher	9781645531098	card 76	Under "Objetivo 7"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 77	back side of card	• Adapte la rima para incluir números y muestre la cantidad con los dedos,	Changed "• Adapte la rima para incluir números y muestre la cantidad con los dedos," to "• Adapte la rima para incluir números y pida a los niños que muestren la cantidad con los dedos,"
Editorial Change	Publisher	Teacher	9781645531098	card 78	Under "Objetivo 20"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 79	Under "Objetivo 36"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531029	card 8	Under "Primera lectura en voz alta," "Después de leer"	para resolver su problema?"	Changed "para resolver su problema?" to "para resolver sus problemas?"

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Editorial Change	Publisher	Teacher	9781645531029	card 8	Under "Segunda Lectura en voz alta," "Mientras lee"	• "Los otros animales escribieron una carta diciendo que quieren "compartir su felicidad" con el cartero.	Changed "• "Los otros animales escribieron una carta diciendo que quieren "compartir su felicidad" con el cartero." to "• "Los otros animales escribieron una carta al cartero para agradecerle por las cartas que les escribió."
Editorial Change	Publisher	Teacher	9781645531098	card 8	Under "Objetivo 1"	en el viento cuando se soplan".	Changed "en el viento cuando se soplan"." to "en el viento o cuando se soplan"."
Editorial Change	Publisher	Teacher	9781645531098	card 8	back side of card	para soplar, invítelos a contar	Changed "para soplar, invítelos a contar" to "para soplar e invítelos a contar soplar"
Editorial Change	Publisher	Teacher	9781645531098	card 80	Under "Objetivo 4"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 81	Under "Objetivo 35"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 81	back side of card	tocando un tambor o los palitos rítmicos, etc.	Changed "tocando un tambor o los palitos rítmicos, etc." to "tocando un tambor o usando palitos rítmicos, etc."
Editorial Change	Publisher	Teacher	9781645531098	card 82	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 83	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 84	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 85	Under "Objetivo 14"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 86	back side of card	• Use esta actividad, mientras estén al aire libre.	Changed "• Use esta actividad, mientras estén al aire libre." to "• Use esta actividad al aire libre."
Editorial Change	Publisher	Teacher	9781645531098	card 87	Under "Objetivo 4"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 88	Under "Objetivo 5"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 89	Under "Objetivo 5"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531029	card 9	top left of page	N/A	Reordered TPG list at top left of page.
Editorial Change	Publisher	Teacher	9781645531029	card 9	Under "Vocabulario"	vadeó entró en algo a pie, como el agua o el barro	Changed "vadeó entró en algo a pie, como el agua o el barro" to "vadeó entró en algo húmedo a pie, como el agua o el barro"
Editorial Change	Publisher	Teacher	9781645531098	card 9	Under "Objetivo 26"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 9	back side of card	[suave, redondo y que rebota].	Changed "[suave, redondo y que rebota]." to "[suave, redondo, que rebota]."
Editorial Change	Publisher	Teacher	9781645531098	card 90	Under "Objetivo 34"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 91	Under "Objetivo 7"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 92	Under "Objetivo 21"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 93	Under "Objetivo 21"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 94	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 95	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 97	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 98	Under "Objetivo 15"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531098	card 99	Under "Objetivo 8"	N/A	Reordered TPG list under objective
Editorial Change	Publisher	Teacher	9781645531104	Divider Tab card	"Lenguaje y lectoescritura," far left column	N/A	Added the following new content to "Lenguaje y lectoescritura," far left column: 8 Escucha y comprende lenguaje cada vez más complejo

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Editorial Change	Publisher	Teacher	9781645530831	iii	Under "Introducción"	Crear una comunidad en Las primeras seis semanas	Changed "Crear una comunidad en Las primeras seis semanas" to "Dónde comenzar"
Editorial Change	Publisher	Teacher	9781645530831	iii	Under "Introducción"	Desarrollo socioemocional: Los fundamentos para todo el aprendizaje	Changed "Desarrollo socioemocional: Los fundamentos para todo el aprendizaje" to "Cómo funciona el currículo"
Editorial Change	Publisher	Teacher	9781645530831	iii	Under "Paragraph comenzar con la implementación," 15	Recursos diarios	Changed "Recursos diarios" to "Guía de enseñanza"
Editorial Change	Publisher	Teacher	9781645530831	iii	Under "Paragraph comenzar con la implementación," 17	N/A	Added new content Under "Paragraph comenzar con la implementación," 17: Las primeras seis semanas: guía didáctica para construir su comunidad en el aula Guía didáctica para prepararse para el kínder El Currículo Creativo para Texas, recursos diarios
Editorial Change	Publisher	Teacher	9781645530831	iii	Under "Poniendo todo junto"	N/A	Added new content under "Poniendo todo junto": ¿Qué es un cuadro De un vistazo? ¿Qué contiene un plan diario?
Editorial Change	Publisher	Teacher	9781645530725	ix	Paragraph 3	para poder individualizar la manera de ayudar a cada uno	Changed "para poder individualizar la manera de ayudar a cada uno" to "para poder individualizar indicaciones para ayudar a cada uno"
Editorial Change	Publisher	Teacher	9781645530671	ix	Paragraph 1	Ha evolucionado de contener volúmenes individuales que se centraban	Changed "Ha evolucionado de contener volúmenes individuales que se centraban" to "Ha evolucionado de contener volúmenes que se centraban"
Editorial Change	Publisher	Teacher	9781645530671	ix	Paragraph 2	Se comenzó con cuatro áreas de interés (los bloques, el rincón del hogar, el arte y los juguetes de mesa); luego, en la segunda edición,	Changed "Se comenzó con cuatro áreas de interés (los bloques, el rincón del hogar, el arte y los juguetes de mesa); luego, en la segunda edición," to "La primera edición ofrecía cuatro áreas de interés (los bloques, el rincón del hogar, el arte y los juguetes de mesa). En la segunda edición,"
Editorial Change	Publisher	Teacher	9781645530671	ix	Paragraph 5	la función del maestro al abordar los contenidos de lectoescritura	Changed "la función del maestro al abordar los contenidos de lectoescritura" to "la función del maestro al abordar el aprendizaje de los contenidos de lectoescritura"

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Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	NEW PAGE ADDED after original p. 15	<p>Added new page with the following content:</p> <p>Guía de enseñanza de Preparación para el kindergarten Esta Guía de enseñanza contiene una colección de planes diarios que lo ayudarán a prepararse para el final del año de prekindergarten y la transición al kínder. Durante las últimas semanas del año escolar, estará ocupado brindándole apoyo a los niños mientras se despiden de la familiaridad de su salón de clases, sus rutinas y posiblemente incluso de sus amigos, al mismo tiempo que los ayuda a pasar al kínder. Al utilizar los planes en esta Guía de enseñanza, podrá continuar organizando el día de la misma manera que lo hace normalmente al presentar las nuevas ideas y experiencias que vienen al final del año prekindergarten.</p> <p>Las preguntas que los niños investigarán para responder incluyen: Pregunta de enfoque 1. ¿En qué se asemejan el kínder al prekindergarten? ¿En qué se diferencian? Pregunta de enfoque 2. ¿Cómo nos sentimos al ir al kínder? Pregunta de enfoque 3. ¿Cómo hacemos y mantenemos amigos en el kínder?</p>
Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	NEW PAGE ADDED after the new p. 16	<p>Added new page with the following content:</p> <p>Estudios de las Guías de enseñanza Seis de las ocho Guías de enseñanza presentan lo que llamamos estudios. Los estudios son investigaciones en profundidad diseñadas para involucrar a los niños en temas interesantes que son relevantes para su vida cotidiana. Cada estudio está organizado como una serie de investigaciones. Cada investigación se basa en una pregunta significativa, y cada una dura de 3 a 5 días. Recomendamos comenzar primero con la Guía de enseñanza del agua, que incluye consejos para “Conocimiento de los estudios” que lo ayudan a confiar en comenzar a estudiar con niños. Después de implementar la Guía de enseñanza del agua, puede implementar las cinco Guías de enseñanza restantes en cualquier orden en función de los intereses actuales de los niños.</p> <p>Beneficios de los estudios</p> <ul style="list-style-type: none"> • Los niños exploran activamente para encontrar respuestas a sus propias preguntas sobre el tema. experiencias directas y manipular objetos reales. • Los niños tienen la oportunidad de desarrollar habilidades tales como observar, explorar, resolver problemas, comunicarse y representar. • Los niños aprenden habilidades de alfabetización crítica y matemáticas en el contexto de cada estudio.

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Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	NEW PAGE ADDED after the new p. 16	Continued from above: Temas de estudio <ul style="list-style-type: none"> • Agua (primer estudio) • Cajas • Jardinería • Creación de música • Máquinas simples • Ruedas
Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	NEW PAGE ADDED after original p. 26	Added new page 28 with the following content: ¿Qué contiene el cuadro De un vistazo? De un vistazo: antes de cada pregunta de enfoque hay un cuadro que muestra cómo se verá cada día. Estos cuadros enumeran los materiales del aula y los recursos diarios que usará. También proporcionan información sobre cómo conectarse con las familias, ampliar el aprendizaje de los niños al aire libre y prepararse para las próximas experiencias. Vocabulario: esta sección enumera las palabras de vocabulario que presentará a lo largo de la Guía de enseñanza. Día: una pregunta de enfoque dura de 2 a 5 días. Una vez que haya terminado una pregunta, simplemente pase a la siguiente. Las preguntas no están destinadas a alinearse con las semanas calendario. Si bien comenzar una nueva pregunta entre semana puede parecer poco natural para algunos maestros, los niños pueden hacer la transición fácilmente.
Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	ADDITIONAL NEW PAGE ADDED after original page 26	Added new page 29 with the following content: ¿Qué contiene el cuadro De un vistazo?, continuó Experiencias al aire libre: esta sección sugiere formas de extender el aprendizaje de los niños al aire libre. Experiencias sorprendentes: esta sección enumera los visitantes del aula, las visitas al sitio y otros eventos especiales. Colaboración con las familias: esta sección sugiere formas de conectarse con las familias, como invitarlas a participar en eventos en el aula y proporcionarles recursos. Planificación y preparativos: algunas investigaciones incluyen experiencias que requieren planificación o preparativos adicionales. Esas actividades se enumeran aquí para ayudarlo a prepararse para ellas con anticipación.

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Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	N/A	Added new page 32 with the following content: Lectura en voz alta: cada plan diario brinda orientación para una lectura en voz alta. Puede usar un libro de la colección incluida junto con su correspondiente Tarjeta Hablemos de Libros™ o elegir un libro de la biblioteca de su clase. Si la duración de su programa lo permite, considere planificar de 2 a 3 lecturas en voz alta cada día. Grupos pequeños: trabajará con unos pocos niños a la vez durante estos períodos de grupos pequeños de 10 a 15 minutos. Durante las primeras semanas, esta sección sugiere formas de presentar las áreas de interés y los materiales a los niños. Luego, ofrece orientación para utilizar la Experiencia de enseñanza intencional en su grupo pequeño. Cada una de estas experiencias explica cómo implementar la actividad y sugiere formas de individualizarla para cada niño. Si prefiere una opción diferente para un grupo pequeño ese día, puede elegir otra Experiencia de enseñanza intencional con el mismo objetivo principal. Reunión final: reunirse como una clase para hacer un resumen de todo el grupo es una oportunidad para debatir y reflexionar sobre las actividades del día y para revisar cualquier concepto nuevo que haya introducido. Colaboración con las familias: esta sección sugiere formas de conectarse con las familias y compartir lo que sus hijos aprenden cada día. Reflexión sobre el día: esta sección incluye oportunidades para reflexionar sobre su práctica docente y los eventos del día. Preparación para el día siguiente: en esta sección se enumeran los materiales para recopilar y sugerencias para prepararse para el día siguiente.
Editorial Change	Publisher	Teacher	9781645530831	n/a	entire page	N/A	Added new page with the following content: Lectura en voz alta: cada plan diario brinda orientación para una lectura en voz alta. Puede usar un libro de la colección incluida junto con su correspondiente Tarjeta Hablemos de Libros™ o elegir un libro de la biblioteca de su clase. Si la duración de su programa lo permite, considere planificar de 2 a 3 lecturas en voz alta cada día. Grupos pequeños: trabajará con unos pocos niños a la vez durante estos períodos de grupos pequeños de 10 a 15 minutos. Durante las primeras semanas, esta sección sugiere formas de presentar las áreas de interés y los materiales a los niños. Luego, ofrece orientación para utilizar la Experiencia de enseñanza intencional en su grupo pequeño. Cada una de estas experiencias explica cómo implementar la actividad y sugiere formas de individualizarla para cada niño. Si prefiere una opción diferente para un grupo pequeño ese día, puede elegir otra Experiencia de enseñanza intencional con el mismo objetivo principal. Reunión final: reunirse como una clase para hacer un resumen de todo el grupo es una oportunidad para debatir y reflexionar sobre las actividades del día y para revisar cualquier concepto nuevo que haya introducido. Colaboración con las familias: esta sección sugiere formas de conectarse con las familias y compartir lo que sus hijos aprenden cada día. Reflexión sobre el día: esta sección incluye oportunidades para reflexionar sobre su práctica docente y los eventos del día. Preparación para el día siguiente: en esta sección se enumeran los materiales para recopilar y sugerencias para prepararse para el día siguiente.
Editorial Change	Publisher	Teacher	9781645530718	vi	Paragraph 4	en el salón de clase	Changed "en el salón de clase" to "en su salón de clase"
Editorial Change	Publisher	Teacher	9781645530701	vii	Paragraph 2	ideas para apoyar el aprendizaje de las matemáticas en casa.	Changed "ideas para apoyar el aprendizaje de las matemáticas en casa." to "ideas para apoyar el aprendizaje en cada una de las áreas de las matemáticas en casa."

Proclamation 2021— Editorial Changes

Teaching Strategies LLC

El Currículo Creativo para Texas (ISBN 9781645531593)

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Teacher	9781645530701	vii	Paragraph 3	Para informar cómo pueden los maestros enseñar cada destreza de procesamiento descrita, hay	Changed "Para informar cómo pueden los maestros enseñar cada destreza de procesamiento descrita, hay" to "Hay"
Editorial Change	Publisher	Teacher	9781645530718	vii	last Paragraph	según si aprenden inglés,	Changed "según si aprenden inglés," to "incluso si aprenden inglés,"
Editorial Change	Publisher	Teacher	9781645530725	vii	Paragraph 2	en cada área esencial para el éxito del niño,	Changed "en cada área esencial para el éxito del niño," to "en cada área que es esencial para el éxito del niño,"
Editorial Change	Publisher	Teacher	9781645530725	vii	Paragraph 3	Para mí, lo que es particularmente importante	Changed "Para mí, lo que es particularmente importante" to "Lo que es particularmente importante"
Editorial Change	Publisher	Teacher	9781645530671	viii	Paragraph 1	pero lo que ha permanecido consistente a través de la historia de la organización es su compromiso.	Changed "pero lo que ha permanecido consistente a través de la historia de la organización es su compromiso." to "pero ese compromiso ha permanecido consistente a través de la historia de la organización."
Editorial Change	Publisher	Teacher	9781645530671	x	Paragraph 2	Para nosotros, la decisión de empezar a incluir los recursos de práctica diaria fue muy coherente con lo que hemos venido haciendo históricamente, que consiste en transformar nuestras ideas.	Changed "Para nosotros, la decisión de empezar a incluir los recursos de práctica diaria fue muy coherente con lo que hemos venido haciendo históricamente, que consiste en transformar nuestras ideas." to "La decisión de empezar a incluir los recursos de práctica diaria reflejaba el mismo enfoque que habíamos seguido históricamente: transformar nuestras ideas."
Editorial Change	Publisher	Teacher	9781645530671	x	Paragraph 3	las mejores prácticas de enseñanza, así como proporcionando apoyo	Changed "las mejores prácticas de enseñanza, así como proporcionando apoyo" to "las mejores prácticas de enseñanza, y les proporciona apoyo"
Editorial Change	Publisher	Teacher	9781645530725	xix	Paragraph 4	que aparece a continuación,	Changed "que aparece a continuación," to "que aparece en este volumen"
Editorial Change	Publisher	Teacher	9781645530671	xv	Paragraph 5	La expectativa y nuestra esperanza es que usted no se sienta atado	Changed "La expectativa y nuestra esperanza es que usted no se sienta atado" to "Nuestra expectativa y esperanza es que usted no se sienta atado"
Editorial Change	Publisher	Teacher	9781645530725	xviii	Paragraph 2	incluyendo niños con discapacidades, pues le permiten entender las destrezas individuales y las necesidades específicas de cada uno.	Changed "incluyendo niños con discapacidades, pues le permiten entender las destrezas individuales y las necesidades específicas de cada uno." to "incluyendo niños con discapacidades, y le ayudan a comprender las destrezas individuales y las necesidades"

Proclamation 2021— Editorial Changes

TPS Publishing, Inc.
Live and Learn: A Prekindergarten Program

[Live and Learn: A Prekindergarten Program - Print With Online](#)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
Editorial Change	Publisher	Student	9781788052597	58	Line 1	far away	far away
Editorial Change	Publisher	Student	9781788052603	66	Line 1	Kathryn	Kathryn
Editorial Change	Publisher	Student	'9781788053105	66	Line 1	Kathryn	Kathryn
Editorial Change	Publisher	Student	9781788052603	67	Line 5	Kathryn	Kathryn
Editorial Change	Publisher	Student	'9781788053105	67	Line 5	Kathryn	Kathryn
Editorial Change	Publisher	Student	9781788052603	160	Last line	favourite	favorite
Editorial Change	Publisher	Student	'9781788053105	160	Last line	favourite	favorite
Editorial Change	Publisher	Student	9781788052597	234	F Section	Fireman	Firefighter
Editorial Change	Publisher	Student	9781788052597	240	Line 3 of alphabet	y	u
Editorial Change	Publisher	Student	9781788052597	241	Line 3 of alphabet	y	u
Editorial Change	Publisher	Student	9781788052597	242	Line 3 of alphabet	y	u
Editorial Change	Publisher	Student	9781788052597	242	Line 3 of alphabet	y	u
Editorial Change	Publisher	Student	9781788052597	259	Line 5	Eliabeth	Elizabeth
Editorial Change	Publisher	Teacher	9781788052580	30	Right Column - Line 29	mobile telephones	cell phones
Editorial Change	Publisher	Teacher	9781788052580	48	Right Column - Line 15	students, but if an adult is available, then they	Change to 'students, under supervision. They'
Editorial Change	Publisher	Teacher	9781788052580	141	Left Column - Line 13	colored paper, pencils, paper, glue, paint	Remove word 'paper' after 'pencils'
Editorial Change	Publisher	Teacher	9781788052580	150	Left Column - Line 13	colored paper, pencils, paper, glue, paint	Remove word 'paper' after 'pencils'
Editorial Change	Publisher	Teacher	9781788052580	150	Left Column - Sixth paragraph	Point out where past tense is included; where are plural words, etc.	Change to 'Point out where such elements as past tense and plural words are used.'
Editorial Change	Publisher	Teacher	9781788052627	249	Line 3 of alphabet	y	u
Editorial Change	Publisher	Teacher	9781788052627	250	Line 3 of alphabet	y	u
Editorial Change	Publisher	Teacher	9781788052627	251	Line 3 of alphabet	y	u
Editorial Change	Publisher	Teacher	9781788052627	252	Line 3 of alphabet	y	u
Editorial Change	Publisher	Teacher	9781788052627	269	Line 5	Eliabeth	Elizabeth
Editorial Change	Publisher	Teacher	9781788052580	279	Right Column - Line 8	three Ps are adhered to.	Remove 'adhered to'
Editorial Change	Publisher	Teacher	9781788052580	286	Left Column - Last sentence	page and move to the first line of text on the next page, first line, first word on left to start reading again.	Change to 'page. Move to the first line of the text on the page. Start reading from the first word on the left.'
Editorial Change	Publisher	Teacher	9781788052627	351	Line 1	Kathryn	Kathryn
Editorial Change	Publisher	Teacher	9781788052627	352	Line 5	Kathryn	Kathryn
Editorial Change	Publisher	Teacher	9781788052580	512	Point 12	12. Dough making experience/blind food tasting	Add 'ONLY IF FOOD ALLOWED IN SCHOOL'

Proclamation 2021— Editorial Changes

TPS Publishing, Inc.

Live and Learn: A Prekindergarten Program

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact New Text
New Content	Publisher	Teacher	9781788052580	242	Every Child Matters Section - additional bullets	New Content	<ul style="list-style-type: none"> • It is vital that education is fully inclusive for all children, as Every Child Matters! With this in mind, encourage the children to consider those who may not be able to communicate verbally. This might be because they do not speak English, they cannot hear well, they cannot speak well, they have a sensory disorder, among many other reasons. • Have the children take some time to engage in forms of nonverbal communication. It might be that, in your class, you have a variety of children who are unable to verbally communicate. If this is the case, your class has probably developed nonverbal communication techniques already. If this is not the case, discuss different nonverbal communication techniques with the children. For example, sign language, body language, facial expressions etc... No matter the make up of your class, have the children utilise these techniques and practice engaging in nonverbal communication with one another. You will see that TPS propose that dual language glossary cards are very useful to then assist students to learn languages.
New Content	Publisher	Teacher	9781788052580	257	At end of bullet 'Nonverbal Communication in right column	New Content	<p>At end of bullet 'Nonverbal Communication in right column add text 'Have the children take some time to engage in forms of nonverbal communication. It might be that, in your class, you have a variety of children who do not speak English and/or you may have children who cannot hear or speak well. If this is the case, your class has probably developed nonverbal communication techniques already. If this is not the case, discuss different nonverbal communication techniques with the children. For example, sign language, body language, facial expressions etc... No matter the make up of your class, have the children utilise these techniques and practice engaging in nonverbal communication with one another. You will have noted that in prior lessons on page 206 the class has discussed and engaged in use of nonverbal communications. Children often find ways to understand one another using signs and love to act out their views. Evaluate each child to ensure they can communicate with all peers.</p>

Proclamation 2021— Editorial Changes

TPS Publishing, Inc.

STEAM Themes: A clear and concise STEAM program for Transitional Kindergarten Teaching

[STEAM Themes: A clear and concise STEAM program for Prekindergarten Teaching - Print with Online](#)

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Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact Text Being Changed	De
Editorial Change	Publisher	Teacher	9781788053082	7	3rd line from the bottom	Personal, Social and Emotional Development	Social and Emotional Development	
Editorial Change	Publisher	Teacher	9781788053082	27	Section 4.1 - first line	four	three to four	
Editorial Change	Publisher	Teacher	9781788053082	46	Section 4.5 - first line	four	three to four	
Editorial Change	Publisher	Teacher	9781788053082	52	Table	wikki stix	wax covered yarn	
Editorial Change	Publisher	Teacher	9781788053082	55	Bullet 4	Theme A: The Kingdom of Color	Theme A: The Kingdom of Color - My First Week in Prekindergarten	
Editorial Change	Publisher	Teacher	9781788053082	68	11.1	school	preschool	
Editorial Change	Publisher	Teacher	9781788053082	70	After last bullet	... school-specific schedule.	... school-specific schedule. The blank schedule template may be found on the Blackline Master.	
Editorial Change	Publisher	Teacher	9781788053082	71	Table - Wednesday	Delete the second "Fun with Centers"	Second "Fun with Centers" to be removed	
Editorial Change	Publisher	Teacher	9781788053082	89	5th sentence	four	three to four	
Editorial Change	Publisher	Teacher	9781788053082	196	Scaffold challenge: My community	For this activity you will need construction blocks, toy vehicles, trees and plants and people.	For this activity you will need construction blocks, toy vehicles, trees, plants and people.	
Editorial Change	Publisher	Teacher	9781788053082	198	Technology section	Then show them how to type in "Mayflower".	Then show them how to type in "Mayflower", spell and sound out the letters in the name.	
Editorial Change	Publisher	Teacher	9781788053082	324	18.8.4 E - second bullet	A stuffed animal toy (i.e. rabbit, dog, bear)	Plastic animal	
Editorial Change	Publisher	Teacher	9781788053082	363	Table	Strawberry jelly	Grape jelly	
Editorial Change	Publisher	Teacher	9781788053082	419	20.8.3 - first sentence	Remove "below"	During this unit, in the first week, the numbers to date should be reviewed as shown in D and E.	
Editorial Change	Publisher	Teacher	9781788053082	423	First bold sentence	My windmill span when the wind blew.	My pinwheel span when the wind blew.	

Proclamation 2021— Editorial Changes

TPS Publishing, Inc.

STEAM Themes: A clear and concise STEAM program for Transitional Kinderaarten Teaching

Change Type	Identified By	Item Type	Component ISBN	Page Number	Specific Location	Description of Exact Text Being Changed	Description of Exact Text Being Changed	De
Editorial Change	Publisher	Teacher	9781788053082	460	21.8.3 - first sentence	Remove "below"	During this unit, in the first three weeks, the numbers to date, 0-28, should be reviewed as shown in D and E.	
Editorial Change	Publisher	Teacher	9781788053082	488	First sentence	... want at the end of activity party in the classroom.	... want at the end of unit party in the classroom.	
Editorial Change	Publisher	Teacher	9781788053082	544	Vocabulary Review	The vocabulary words are listed in the table below.	The vocabulary words are listed in the table.	
New Content	Publisher	Teacher	9781788053099	88-89	Location: 11.8.5 Social, Emotional, Language and Communication - A. First Week - Add to the end of the section on page 89:		In this activity the children will follow oral directions. Provide the children with the oral directions in a two-step way. Children will work to show that they understand, and can follow, these two-step oral directions. ELL children may not be able to understand and follow two-step instructions in their first language or in English. If the children are unable to follow the two-step oral instructions, break them down into separate one-step oral instructions, asking the children to complete the first step fully before moving on to the second step. Encourage ELL children to work toward following the same twostep oral instructions. It may be necessary to explain each word used in your instructions. It may also help to explain the instructions in their language if possible.	