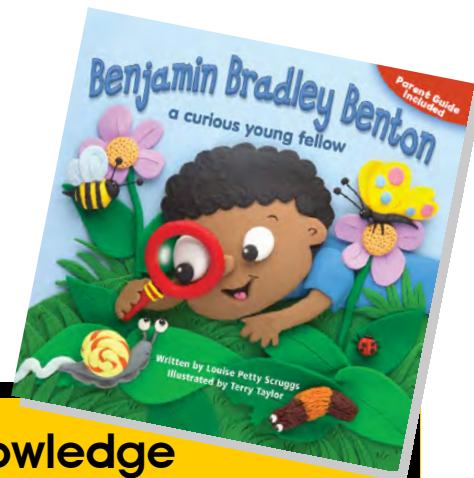


# PreK-K Transition Book

**Benjamin Bradley Benton**

This entertaining story about a curious young fellow will delight young children. More importantly, the parent guide found within the book supports **transition** into kindergarten by helping parents learn how to use **TEKS** based strategies every time they read aloud to their preschooler. **Item # 52377.....\$6.95**



<b>StoryTime Strategies &amp; Activities</b> (Parent Guide)	<b>Texas Essential Knowledge &amp; Skills Alignment (TEKS)</b>
<b>Word Wizard</b>	<b>Reading/Vocabulary Development K.5</b> Students understand new vocabulary and use it correctly when reading and writing.
<b>Cosmic Connections</b>	<b>Reading/Comprehension Skills K.F</b> Students make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.
<b>Turtle Talk</b>	<b>Reading/Beginning Reading Skills/Phonological Awareness K.2.G</b> Students blend spoken phonemes to form one-syllable words.
<b>Point to Print</b>	<b>Reading /Beginning Reading Skills/Print Awareness K.1.C</b> Students demonstrate the one-to-one correspondence between a spoken word and a printed word in text.  <b>Reading/Beginning Reading Skills/Print Awareness K.1.F</b> Students identify different parts of a book (e.g. front & back covers, title page).
<b>Chime Time</b>	<b>Reading/Beginning Reading Skills/Phonological Awareness K.2.C</b> Students orally generate rhymes in response to spoken words (e.g. "What rhymes with hat?").
<b>Look to Learn</b>	<b>Reading/Comprehension Skills K.D</b> Students make inferences based on the cover, title, illustrations, and plot.
<b>Classifying Colors</b>	<b>Reading/Vocabulary Development K.5.C</b> Students identify and sort pictures of objects into conceptual groups (e.g. color, shapes, textures).  <b>Geometry and Spatial Reasoning K.8.A</b> Students describe and identify an object by its attributes using informal language.
<b>One More</b>	<b>Number, Operation, and Quantitative Reasoning K.1.A</b> Students use one-to-one correspondence and language such as more than, same as, or two less than to describe relative sizes of sets of concrete objects.  <b>Number, Operation, and Quantitative Reasoning K.1.C</b> Students use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
<b>Sizing Up Shapes</b>	<b>Geometry and Spatial Reasoning K.9.C</b> Students describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).
<b>Where am I?</b>	<b>Reading/Vocabulary Development K.5.A</b> Students identify and use words that name actions, directions, positions, sequences, and locations.  <b>Geometry and Spatial Reasoning K.7.A</b> Students describe one object in relation to another using informal language such as over, under, above, and below.