



My Big World™ Meets Texas Prekindergarten Guidelines

My Big World helps you prepare students for kindergarten with alignments to the Texas Prekindergarten Guidelines. Throughout the year, our delightful resources address a wide range of school-readiness skills, including social and emotional development, early literacy, math, science, and many more.

I. SOCIAL AND EMOTIONAL DEVELOPMENT

A. SELF-CONCEPT SKILLS

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
I.A.1	Child is aware of where own body is in space and respects personal boundaries.	<ul style="list-style-type: none"> The Big Issue is read at Circle Time when students can practice sitting together while paying attention to boundaries.
I.A.4	Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> The Think Big! activity on the back page of each issue can be completed independently, helping students learn to problem-solve if the answer is not immediately evident.

B. SELF-REGULATION SKILLS

Behavior Control

I.B.1.a	Child follows classroom rules and routines with occasional reminders from teacher.	<ul style="list-style-type: none"> Articles and online videos often focus on classroom rules and routines, especially at the beginning of the year.
I.B.1.b	Child takes care of and manages classroom materials.	<ul style="list-style-type: none"> Students receive their own small issues to take care of and handle.
I.B.1.c	Child regulates his own behavior with occasional reminders or assistance from teacher.	<ul style="list-style-type: none"> Reading a magazine issue every other week becomes part of the classroom routine. Reading the Big Issue as a class gives students practice sitting and focusing, a way of showing self-regulation. Activities such as Who Is Listening? show students relatable examples of self-regulation skills.

Emotional Control

I.B.2.a	Child begins to understand the difference and connection between emotions/feelings and behaviors.	<ul style="list-style-type: none"> Articles and posters may focus on emotions. Dramatic-play lessons allow students to practice their understanding of emotions with their peers.
I.B.2.b	Child can communicate basic emotions/feelings.	

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
Control of Attention		
I.B.3.a	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	<ul style="list-style-type: none"> • Reading the Big Issue together during Circle Time lets children practice focusing their attention. • Lesson activities can also require students' attention for up to 20 minutes at a time, which improves their focus.
I.B.3.b	Child remains focused on engaging group activities for up to 20 minutes at a time.	
C. RELATIONSHIPS WITH OTHERS		
I.C.1	Child uses effective verbal and nonverbal communication skills to build relationships with teachers/ adults.	<ul style="list-style-type: none"> • Students are encouraged to ask their teachers questions about the articles they read together as a class. These verbal and nonverbal exchanges (raising a hand when asking for help, for example) allow the student to build a relationship with his/her teacher over the course of the school year.
I.C.5	Child initiates problem-solving strategies and seeks adult help when necessary.	
I.C.2	Child assumes various roles and responsibilities as part of a classroom community.	<ul style="list-style-type: none"> • Articles and online videos help students learn about the roles and responsibilities of being a student and how he/she can be an effective member of the classroom community.
I.C.3	Child shows competence in initiating social interactions.	<ul style="list-style-type: none"> • Many of the lesson activities require students to work together in pairs, small groups, or as a whole class to complete a given task.
I.C.4	Child increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal.	<ul style="list-style-type: none"> • Clifford's Big Idea, featured in many issues, raises questions about social/emotional dilemmas that students discuss and try to solve. Sample topics include showing empathy and caring for others.
I.C.6	Child demonstrates empathy and caring for others.	
D. SOCIAL AWARENESS SKILLS		
I.D.1	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<ul style="list-style-type: none"> • Many of the lesson activities require students to work together in pairs, small groups, or as a whole class to complete the given task. This is an opportunity for students to show they understand that not everyone is exactly the same, but that others' feelings and ideas are still valued. • Clifford's Big Idea, featured in many issues, raises questions about social/emotional dilemmas that students discuss and try to solve. These discussions can raise multiple viewpoints that students should be mindful and respectful of when talking with their peers.

II. LANGUAGE AND COMMUNICATION

A. LISTENING COMPREHENSION SKILLS

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>MY BIG WORLD</i> MEETS THIS STANDARD
II.A.1	Child shows understanding by responding appropriately.	<ul style="list-style-type: none"> • Students can show their understanding of articles through responses to the teacher's questions and/or instructions. • Lessons in the Teacher's Guide and Think Big! activities often ask students to follow one- or two-step directions.
II.A.2	<p>Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p>ELL: Child shows understanding by following one- to two-step oral directions in English.</p>	
II.A.3	<p>Child shows understanding of the language being spoken by teachers and peers.</p> <p>ELL: Child shows understanding of the new language being spoken by English-speaking teachers and peers.</p>	<ul style="list-style-type: none"> • The language in the magazine is age-appropriate for Pre-K students. • Online Text-to-Speech capabilities allow students to hear the article being read aloud and follow along as each word is highlighted.

B. SPEAKING (CONVERSATION) SKILLS

II.B.1	Child is able to use language for different purposes.	<ul style="list-style-type: none"> • Reading <i>My Big World (MBW)</i> and participating in its lesson activities show children that language can be used for learning and discovering.
II.B.3	Child provides appropriate information in various situations.	<ul style="list-style-type: none"> • Teachers can ask students to repeat parts of an article or answer questions, with the intention of leading students toward a correct answer.
II.B.4	Child demonstrates knowledge of verbal conversational rules.	<ul style="list-style-type: none"> • Reading the Big Issue as a class and participating in lesson activities from the Teacher's Guide require students to pay attention to the teacher and wait until it is appropriate to speak, as well as to let other students speak.

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
D. VOCABULARY SKILLS		
II.D.1	Child uses a wide variety of words to label and describe people, places, things, and actions.	<ul style="list-style-type: none"> • <i>MBW</i> introduces students to a variety of academic and domain-specific vocabulary words throughout the year, both in words and pictures. • Clifford's Big Word in each issue focuses on a key vocabulary word for students to learn, giving a definition, a picture, and often a diagram to explain how the word is used. • Many pictures in the magazines are labeled with the word so students can connect the two.
II.D.2	Child demonstrates understanding of terms used in the instructional language of the classroom.	<ul style="list-style-type: none"> • Students can use <i>MBW</i> activities and online games to demonstrate their understanding of the academic language in the magazine.
II.D.3	<p>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.</p> <p>ELL: 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.)</p>	<ul style="list-style-type: none"> • The vocabulary used in <i>MBW</i> is meant to expand students' knowledge of words and for students to use these new words when appropriate to task and audience.
II.D.4	Child uses a large speaking vocabulary, adding several new words a day.	
II.D.5	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	<ul style="list-style-type: none"> • <i>MBW</i> introduces students to a variety of academic and domain-specific vocabulary words throughout the year, both in words and pictures. Many pictures in the magazines are labeled with the word so students can connect the two.
II.D.6	ELL: Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	<ul style="list-style-type: none"> • Reading the Big Issue aloud to students gives them an opportunity to hear the words spoken and process the words' pronunciation for future use.

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
E. SENTENCES AND STRUCTURE SKILLS		
II.E.1	Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<ul style="list-style-type: none"> • <i>MBW</i> models age-appropriate sentence structure and grammar, encouraging students to do the same as they repeat the articles aloud or participate in lesson activities. • <i>MBW</i> also encourages students to say as much about a topic as they can, describing main ideas and identifying relevant details.
II.E.3	Child uses sentences with more than one phrase.	
II.E.4	Child combines more than one idea using complex sentences.	
II.E.5	Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	
II.E.7	ELL: Child uses single words and simple phrases to communicate meaning in social situations.	<ul style="list-style-type: none"> • <i>MBW</i> introduces students to a variety of academic and domain-specific vocabulary words throughout the year, both in words and pictures. These words are found throughout the issues and the lesson activities and online games, so students have many opportunities to practice saying the words aloud.
II.E.8	ELL: Child attempts to use new vocabulary and grammar in speech.	
III. EMERGENT LITERACY: READING		
A. MOTIVATION TO READ SKILLS		
III.A.1	Child engages in prereading and reading-related activities.	<ul style="list-style-type: none"> • Teachers can use the Big Issue to demonstrate concepts of print, such as reading left to right. • Students take their small issues home for repeated readings with their families. • Magazine activities and online games provide opportunities for students to practice prereading skills, such as alphabet knowledge.
III.A.3	Child recognizes that text has meaning.	<ul style="list-style-type: none"> • As the teacher tracks text on her Big Issue, students begin to realize that each word has meaning. • Photos and text correspond. This allows students to make the connection between the written word and the picture provided.

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
B. PHONOLOGICAL AWARENESS SKILLS		
III.B.1	Child separates a normally spoken four-word sentence into individual words.	<ul style="list-style-type: none"> • <i>MBW</i> promotes phonological awareness poems and songs in the issues. • Online music videos also promote phonological awareness.
III.B.4	Child blends syllables into words.	
III.B.7	Child can produce a word that begins with the same sound as a given pair of words.	
III.B.6	Child can recognize rhyming words.	<ul style="list-style-type: none"> • Clifford’s Sing-Along provides cheers and songs that students can sing along to. These incorporate rhyming words that can be further explored. • Some student issues feature poems that provide examples of rhyming words. • Rhyming words are frequently practiced in lesson activities, online games, and online music/lyric videos.
C. ALPHABET KNOWLEDGE SKILLS		
III.C.1	Child names at least 20 upper- and 20 lowercase letters in the language of instruction.	<ul style="list-style-type: none"> • Letter-identification games and activities help support the learning of upper- and lowercase letters in English.
III.C.2	Child recognizes at least 20 distinct letter sounds in the language of instruction.	
D. COMPREHENSION OF TEXT READ ALOUD SKILLS		
III.D.1	Child retells or re-enacts a story after it is read aloud.	<ul style="list-style-type: none"> • Reading the Big Issue aloud opens the possibility for students to retell the article as they heard it, identifying main ideas and significant details. Teachers can also use this time to ask students comprehension questions about the text to further their understanding of possibly complex topics discussed in the articles.
III.D.3	Child asks and responds to questions relevant to the text read aloud.	
III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> • Activities in the issue and Teacher’s Guide build on the information learned in the issue. Students participate in a variety of activities related to the topic of each issue to further their understanding of the topic.
III.D.4	Child will make inferences and predictions about text.	<ul style="list-style-type: none"> • Prior to reading the article, teachers can have students look at the cover or at the pictures in the magazine and make inferences or predictions about the article’s content.

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
E. PRINT CONCEPTS		
III.E.1	Child can distinguish between elements of print, including letters, words, and pictures.	<ul style="list-style-type: none"> • Reading from the Big Issue helps students to understand concepts of print. Teachers guide their students in understanding the difference between words, pictures, and text features in the magazine, as well as how each of these pieces is needed and used to create a whole.
III.E.2	Child demonstrates understanding of print directionality, including left to right and top to bottom.	<ul style="list-style-type: none"> • The Big Issue is ideal for tracking print to help students understand directionality. • Pages are numbered. This shows students how to appropriately read a magazine or book.
III.E.3	Child can identify some conventional features of print that communicate meaning, including end punctuation and case.	<ul style="list-style-type: none"> • Teachers can use <i>MBW</i> as a model of proper sentence structure and grammar by showing students concepts like ending a sentence with a period and capitalizing the first word in a sentence.
IV. EMERGENT LITERACY: WRITING		
A. MOTIVATION TO WRITE SKILLS		
IV.A.1	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	<ul style="list-style-type: none"> • Each back-page magazine activity has a “name line,” which encourages children to try to write their names. • Lesson activities and paper activities provide opportunities for students to practice basic writing skills, such as marking answers, drawing, or forming letters.
IV.A.2	Child independently writes to communicate his/her ideas for a variety of purposes.	<ul style="list-style-type: none"> • Teachers can extend activities and lessons from the magazine to include a more formalized writing component.
B. WRITING AS A PROCESS		
IV.B.1	Child discusses and contributes ideas for drafts composed in whole-/small-group writing activities.	<ul style="list-style-type: none"> • <i>MBW</i> issues can be used as a model for edited writing.
IV.B.2	Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	
C. CONVENTIONS IN WRITING		
IV.C.1	Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	<ul style="list-style-type: none"> • Each back-page magazine activity has a “name line” for students to practice writing their names.

V. MATHEMATICS

A. COUNTING SKILLS

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
V.A.2	Child uses words to rote count from 1 to 30.	<ul style="list-style-type: none"> Counting plays a large role in the layout of the <i>MBW</i> student issue. Each section of the article is numbered. This allows students to practice their counting skills while learning how to follow along with the text. <i>MBW</i> includes counters by each page number. Activities in the student issues and Teacher's Guide help students solidify foundational math skills, such as counting, one-to-one correspondence, and number order.
V.A.3	Child counts 1-10 items, with one count per item.	
V.A.9	Child recognizes one-digit numerals, 0-9.	
V.A.7	Child uses the verbal ordinal terms.	<i>MBW</i> provides online and print activities for practicing the use of ordinal terms.

B. ADDING TO/TAKING AWAY SKILLS

V.B.1	Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects.	<ul style="list-style-type: none"> Think Big! activities and online games use pictorial models for addition and subtraction.
V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.	
V.B.3	Child uses informal strategies to separate up to 10 items into equal groups.	<ul style="list-style-type: none"> Greater-than or less-than activities help students understand the concept of equal and how to split objects into two equal groups.

C. GEOMETRY AND SPATIAL SENSE SKILLS

V.C.1	Child names common shapes.	<ul style="list-style-type: none"> Shape-recognition activities are featured in the student issue and Teacher's Guide, as well as online.
V.C.2	Child creates shapes.	<ul style="list-style-type: none"> Lesson activities and reproducibles can ask students to create shapes.
V.C.3	Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).	<ul style="list-style-type: none"> Student issue articles and lesson activities provide opportunities for students to learn and use position/direction words in appropriate contexts.

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D. MEASUREMENT SKILLS		
V.D.1	Child recognizes and compares heights or lengths of people or objects.	<ul style="list-style-type: none"> • Science experiments included in the Teacher's Guide can incorporate the concepts of measurement, including height, weight, volume, and time.
V.D.2	Child recognizes how much can be placed within an object.	
V.D.3	Child informally recognizes and compares weights of objects or people.	
V.D.4	Child uses language to describe concepts associated with the passing of time.	
E. CLASSIFICATION AND PATTERNING SKILLS		
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.	<ul style="list-style-type: none"> • Sort It Out! online games let children practice this skill. • Teacher's Guide lessons also feature sorting and classifying.
V.E.3	Child recognizes and creates patterns.	<ul style="list-style-type: none"> • Online games help students practice basic patterning skills (typically A-B and AA-BB).
VI. SCIENCE		
A. PHYSICAL SCIENCE SKILLS		
VI.A.1	Child observes, investigates, describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> • Hands-on science experiments in every <i>MBW</i> Teacher's Guide provide opportunities for students to further explore the nonfiction topics presented in the student issue.
VI.A.3	Child uses simple measuring devices to learn about objects.	
VI.A.4	Child observes, investigates, describes, and discusses sources of energy, including light, heat, and electricity.	

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
B. LIFE SCIENCE SKILLS		
VI.B.1	Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> • Science experiments in every <i>MBW</i> Teacher’s Guide provide opportunities for students to further explore the nonfiction topics presented in the student issue. These experiments give students a concrete understanding of the concepts first explained in the magazine and allow students to participate in their learning. Recent experiments focused on apples and pumpkins, but they can include any number of possible topics.
VI.B.2	Child describes life cycles of organisms.	<ul style="list-style-type: none"> • Life cycles are frequently discussed in <i>MBW</i> articles and online videos. Diagrams in the student issues help students understand the step-by-step nature of life cycles and provide a clear picture of each step in action (for example, the life cycle of a plant).
VI.B.3	Child observes, investigates, describes, and discusses the relationship of organisms to their environments.	<ul style="list-style-type: none"> • <i>MBW</i> articles and online videos explore how organisms relate to their environments. Recent topics related to this concept included sea turtles and polar bears.
C. EARTH AND SPACE SCIENCE SKILLS		
VI.C.1	Child observes, investigates, describes, and discusses earth materials and their properties and uses.	<ul style="list-style-type: none"> • Hands-on science experiments in every <i>MBW</i> Teacher’s Guide provide opportunities for students to further explore the nonfiction topics presented in the student issue.
VI.C.2	Child identifies, observes, and discusses objects in the sky.	<ul style="list-style-type: none"> • Articles and online videos focus on Earth and space science, which include topics like weather, and allow students to better understand the world around them.
VI.C.3	Child observes and describes what happens during changes in the earth and sky.	
VI.C.4	Child demonstrates the importance of caring for our environment and our planet.	<ul style="list-style-type: none"> • Each science-focused article in <i>MBW</i> intends to help students understand the importance of caring for our planet. Teachers are encouraged to continue this conversation in their classrooms on a regular basis.

VII. SOCIAL STUDIES

A. PEOPLE, PAST AND PRESENT SKILLS

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
VII.A.1	Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> • <i>MBW</i> features articles and online videos that focus on cultural traditions. Students can use this information to highlight similarities and differences between one another and their families for fruitful discussion.
VII.A.2	Child identifies similarities and differences in characteristics of families.	

B. ECONOMIC SKILLS

VII.B.3	Child discusses the roles and responsibilities of family, school, and community helpers.	<ul style="list-style-type: none"> • Featured articles promote social responsibility for students and help them understand the roles different people play in the community around them. • Posters that are included with <i>MBW</i> three times a year often feature information about roles and responsibilities of family, school, and community members. These posters can be displayed in the classroom for students to see at all times and so teachers can reinforce these concepts as needed.
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C. GEOGRAPHY SKILLS

VII.C.1	Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> • Articles and online videos often focus on the natural environment. Students are encouraged to identify these features as they are reading and participating in lesson activities.
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VIII. FINE ARTS

A. ART SKILLS

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY BIG WORLD MEETS THIS STANDARD
VIII.A.1	Child uses a variety of art materials and activities for sensory experience and exploration.	<ul style="list-style-type: none"> • Art projects included in the Teacher's Guide give students many opportunities to creatively demonstrate their understanding of a topic presented in the student issue. These projects can include painting, sculpting, cut-and-paste, and materials exploration. • Purposeful coloring activities help students learn color identification and fine-motor skills.
VIII.A.2	Child uses art as a form of creative self-expression and representation.	

B. MUSIC SKILLS

VIII.B.1	Child participates in classroom music activities, including singing, playing musical instruments, and moving to rhythms.	<ul style="list-style-type: none"> • Clifford's Move and Learn encourages students to stand up and move about to songs and cheers. • Online music/lyric videos that pertain to the student issue's topic are a fun, musically-inclined way to continue a discussion about the topic at hand. These can be played as part of a lesson in order to learn more about a topic or played in the background as students play and go about their day.
VIII.B.2	Child responds to different musical styles through movement and play.	

C. DRAMATIC EXPRESSION SKILLS

VIII.C.1	Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Clifford's Move and Learn sidebars often have children participate in dramatic play. They act out what they read or heard about in an article.
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IX. PHYSICAL DEVELOPMENT

A. GROSS MOTOR DEVELOPMENT SKILLS

IX.A.1	Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	<ul style="list-style-type: none"> • Clifford's Move and Learn sidebars encourage students to stand and move about, sometimes even asking them to "get out the wiggles!"
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B. FINE MOTOR DEVELOPMENT SKILLS

IX.B.1	Child shows control of tasks that require small-muscle strength and control.	<ul style="list-style-type: none"> • Students are given opportunities in lessons and Think Big! activities to practice fine-motor skills like writing and drawing, as well as eye-hand coordination like scissor skills.
IX.B.2	Child shows increasing control of tasks that require eye-hand coordination.	

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW MY <i>BIG WORLD</i> MEETS THIS STANDARD
C. PERSONAL SAFETY AND HEALTH SKILLS		
IX.C.1	Child practices good habits of personal safety.	<ul style="list-style-type: none"> Articles and online videos in <i>MBW</i> often focus on topics such as personal safety, personal health and hygiene, and staying healthy through nutrition and exercise. Students learn many ways to incorporate these important concepts into their daily lives through lesson activities and online games. Posters that are included with <i>MBW</i> three times a year often feature information about these topics. These posters can be displayed in the classroom for students to see at all times and so teachers can reiterate these concepts as needed.
IX.C.2	Child practices good habits of personal health and hygiene.	
IX.C.3	Child identifies good habits of nutrition and exercise.	
X. TECHNOLOGY		
A. TECHNOLOGY AND DEVICES SKILLS		
X.A.1	Child opens and navigates through digital learning applications and programs.	<ul style="list-style-type: none"> <i>MBW</i> uses online games and videos to support the print version of the magazine. These games and videos provide additional information about topics covered in the print issue, as well as provide fun activities for students to complete to demonstrate their understanding of relevant topics. The online component of <i>MBW</i> features caregiver access so that students can continue what they learn in school while they're at home with their caregivers. Parents and teachers can ensure that students are practicing safe behavior while using the <i>MBW</i> website.
X.A.4	Child uses technology to access appropriate information.	
X.A.5	Child practices safe behavior while using digital tools and resources.	

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