

Correlation of Virginia Foundation Blocks for Early Learning and Frog Street Pre-K



CORRELATION TO VIRGINIA EARLY LEARNING

I. LITERACY FOUNDATION BLOCKS	
1. The child will develop listening and speaking skills by communicating experiences and ideas orally.	FSPK Teacher Guide Page References
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	<p>TG1: 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159; TG2: 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155; TG3: 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149; TG4: 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157; TG5: 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155; TG6: 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154; TG7: 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156; TG8: 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158; TG9: 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156</p>
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38,</p>

	41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155
c) Make predictions about what might happen in a story.	TG1: 29, 93, 101, 103, 104, 135, 146, 152, 158; TG2: 12, 23, 29, 42, 87, 108, 111, 130, 131, 142, 148; TG3: 12, 23, 29, 32, 33, 42, 43, 50, 62, 68, 69, 71, 74, 80, 101, 113, 131, 135, 152; TG4: 12, 29, 41, 59, 60, 62, 65, 86, 110, 141, 147, 153, 158; TG5: 20, 24, 27, 41, 45, 63, 67, 69, 80, 81, 108, 116; TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131; TG7: 115, 117, 131, 135, 146, 147; TG8: 23, 29, 39, 59, 147; TG9: 23, 32, 39, 41, 42, 63, 71, 87, 117, 134, 137.
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	TG1: 28, 95, 98, 113, 123, 149; TG2: 25, 58, 66, 79, 94, 99; TG3: 39, 131, 145, 155, 157; TG4: 41, 131, 143; TG5: 61, 67, 81, 85, 115; TG6: 59, 112, 113, 115, 117, 150, 151; TG7: 22, 25, 27; TG8: 35, 37, 101; TG9: 103
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	TG2: 29, 84; TG3: 48; TG4: 25, 143, 155, 156; TG5: 61, 78, 99, 114, 150, 156; TG6: 95, 107, 145, 156; TG7: 51, 65, 84, 85, 102, 136, 148; TG8: 65, 72, 135, 138, 156; TG9: 29, 83, 95, 119, 130, 136, 140, 142, 148, 154
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	TG1: 60; TG2: 25, 68, 79, 96; TG3: 50, 60, 62, 68, 96, 97, 98, 110, 133; TG4: 48, 85, 86, 96, 120, 156; TG5: 25, 31, 73, 74, 84, 103, 133, 145, 151; TG6: 67, 72, 79; TG7: 66, 72, 78, 79, 85, 86; TG8: 103, 108, 115, 133, 145; TG9: 49, 79, 84, 85, 133
g) Listen attentively to stories in a whole class setting.	TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155
h) Follow simple one- and two-step oral directions.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123,

	130, 134, 135, 141, 142, 154; TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151
2. The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.	FSPK Teacher Guide Page References
a) Use size, shape, color, and spatial words to describe people, places, and things.	TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149; TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145
b) Listen with increasing understanding to conversations and directions.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135,

	141, 150; TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	TG1: 27, 33, 43, 59, 65, 69, 71, 74, 84, 85, 86, 87, 94, 99, 107, 108, 109, 110, 111, 118, 120, 131, 137, 138, 149; TG2: 30, 65, 71, 77, 84, 95, 96, 107, 113, 131, 155; TG3: 34, 36, 37, 70, 77, 78, 83, 107, 114, 131, 137; TG4: 22, 23, 24, 65, 66, 68, 69, 72, 95, 97, 109, 149; TG5: 26, 41, 49, 60, 71, 77, 114, 119, 150, 156; TG6: 61, 64, 67, 69, 71, 75, 77, 79, 84, 101, 105, 119; TG7: 23, 51, 59, 60, 75, 85, 143; TG8: 33, 35, 42, 77, 83, 87, 131; TG9: 23, 29, 35, 41, 42, 47, 101, 112, 113, 119, 120
d) Participate in a wide variety of active sensory experiences to build vocabulary.	<i>Frog Street Vocabulary Cards, Photo Activity Cards, and Photo Pocket Cards</i> provide great, hands-on visuals for building vocabulary. Each page of the teacher guide highlights key vocabulary to support teachers in focusing on student experiences in building vocabulary in whole class, small group, and independent centers.
3. The child will manipulate the various units of speech sounds in words.	FSPK Teacher Guide Page References
a) Identify words that rhyme and generate simple rhymes.	TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151; TG3: 41, 47, 70, 94, 108, 109; TG4: 24, 36, 71, 83, 84, 137; TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 ; TG6: 108, 113, 149, 150, 151; TG7: 29, 36, 83, 96; TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153
b) Identify words within spoken sentences.	TG1: 70, 76, 130, 136, 148, 154; TG2: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154; TG3: 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154; TG6: 67; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118; TG8: 66
c) Begin to produce consonant letter sounds in isolation.	TG4: 94, 100, 148; TG5: 21; TG6: 23, 150; TG8: 22, 34, 35, 36, 40, 41, 42, 46, 47, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 148, 154 ; TG9: 22, 28, 31, 34, 40, 46
d) Successfully detect beginning sounds in words.	TG2: 45, 111, 137; TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84; TG5: 36; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142,

	148, 149, 150, 151, 153, 154; TG7: 48; TG8: 37, 123; TG9: 21
e) Begin to isolate or produce syllables within multi-syllable words.	Combine syllables: TG1: 34, 40; TG2: 60; TG3: 21, 22, 28, 34, 40, 42, 46, 48, 70, 82, 100, 130, 154; TG4: 143; TG5: 40, 96; TG6: 66, 77, 83, 84, 96, 138; TG7: 46, 47, 48, 102, 130, 149, 159; TG8: 51, 66, 96, 132; TG9: 21, 73, 83 Delete Syllable: TG3: 64, 66, 100, 130, 154; TG5: 100; TG6: 67; TG7: 149; TG8: 47, 107, 108, 113, 114, 119, 132, 138; TG9: 66, 67, 84
4. The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.	FSPK Teacher Guide Page References
a) Identify and name uppercase and lowercase letters in random order.	TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154; TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154; TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156; TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155; TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154
b) Identify the letter that represents a spoken sound.	TG2: 45, 148; TG3: 67, 76, 132, 133, 150, 151; TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154; TG5: 21, 84; TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155; TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143; TG9: 31, 60

<p>c) Provide the most common sound for the majority of letters.</p>	<p>TG4: 94, 100, 148; TG5: 21; TG6: 23, 150; TG8: 22, 34, 35, 36, 40, 41, 42, 46, 47, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 148, 154 ; TG9: 22, 28, 31, 34, 40, 46</p>
<p>d) Begin to match uppercase and lowercase letters.</p>	<p>Hands-on Resources to support matching upper- and lower-case letters: <i>Alphabet Strategy Card</i>.,; <i>Letter Knowledge Strategy Cards</i>, <i>Letter Pocket Cards</i>, <i>Alphabet Wall Cards</i>, <i>Letter Cards</i>, <i>Magnetic Letters</i>, and <i>Frog Street Pre-K Interactive Software ABC and XYZ</i> games. TG6: 21, 28, 94, 100, 106, 118, 136, 142, 148, 154</p>
<p>e) Read simple/familiar high-frequency words, including child’s name.</p>	<p>TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43</p>
<p>f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.</p>	<p>TG1: 115, 133, 139, 145, 151; TG2: 25, 31, 37, 43, 57, 67, 81, 83, 85, 93, 97, 103, 139, 145; TG3: 43, 59, 61, 73, 85, 97, 105, 121, 139, 145; TG4: 25, 57, 61, 67, 73, 79; TG5: 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151; TG6: 37, 45, 57, 61, 97, 121, 139, 141, 156; TG7: 31, 49, 103, 115, 151; TG8: 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157; TG9: 25, 33, 61, 73, 79, 85, 115, 145</p>

5. The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.	FSPK Teacher Guide Page References
<p>a) Identify the front and back covers of a book. b) Identify the location of the title and title page of a book.</p>	<p>TG1: 23, 35, 95, 101, 113; TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159; TG3: 23, 41, 47, 59, 65, 77, 95, 101, 113, 119, 149, 155, 156; TG4: 23, 29, 41, 47, 59, 65, 101, 107, 159; TG5: 41, 77, 95, 101, 108, 113, 131; TG6: 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149; TG7: 23, 35, 41, 47, 131, 137; TG8: 23, 41, 59, 64, 71, 95, 101, 107, 131, 149, 155; TG9: 23, 29, 35, 41, 101, 113, 137, 144</p>
<p>c) Identify where reading begins on a page (first word). d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.</p>	<p>TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>
<p>e) Distinguish print from pictures. f) Turn pages one at a time from the front to the back of a book.</p>	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155</p>
6. The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.	FSPK Teacher Guide Page References
<p>a) Distinguish print from images or illustrations.</p>	<p>TG1: 49, 85, 115, 117, 139, 143, 145, 151; TG2: 25, 31, 37, 43, 79, 81, 85, 103, 145; TG3: 25, 73, 85, 93; TG4: 61; TG5: 67, 69, 133, 134, 135, 139; TG6: 97, 115, 139; TG7: 31, 37, 51, 73, 85, 97, 103; TG8: 57, 103, 109, 115, 121, 145, 151, 157; TG9: 25, 49, 61, 73, 79, 103, 109, 115, 131, 145, 147</p>
<p>b) Demonstrate use of print to convey meaning.</p>	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131,</p>

	137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155
c) Copy or write letters and numbers using various materials.	TG1: 50, 51, 97, 123, 159; TG2: 25, 43, 49, 67, 97, 108, 115, 121, 139, 145; TG3: 45, 73, 97, 105, 118, 121, 139, 145; TG4: 73; TG5: 37, 43, 49, 85, 109, 133, 151; TG6: 61, 97, 115, 121, 144, 145, 152, 153, 157; TG7: 31, 75, 79, 97, 103, 151; TG8: 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157; TG9: 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118, 119, 130, 136, 142, 148, 154
d) Print first name independently.	TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43
e) Begin to use correct manuscript letter and number formation. f) Copy various words associated with people or objects within the child’s environment. g) Use phonetically spelled words to convey messages or tell a story.	TG1: 37, 45, 49, 67, 85, 97, 109, 115, 133, 139, 145, 159; TG2: 21, 25, 31, 37, 49, 61, 67, 85, 93, 97, 103, 115, 145, 157; TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 139, 157; TG4: 57, 61, 67, 79, 85, 97, 109, 115; TG5: 21, 43, 67, 81, 85, 95, 107, 133, 135, 139, 151; TG6: 20, 25, 31, 37, 45, 57, 61, 79, 97, 109, 115, 121, 139, 145, 153, 157; TG7: 31, 37, 49, 57, 73, 79, 97, 103, 121, 129, 133, 151; TG8: 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 145, 151, 157; TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145
h) Understands that writing proceeds left to right and top to bottom.	TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154

	142, 148, 154; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154
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II. MATHEMATICS	
1. The child will count with understanding and use numbers to tell how many describe order, and compare.	FSPK Teacher Guide Page References
a) Count forward to 20 or more. Count backward from 5.	TG1: 104, 105; TG2: 38, 39, 50, 51; TG3: 116, 117; TG4: 32, 81, 122, 123, 152; TG5: 116, 17; TG6: 135; TG7: 38, 39; TG8: 50, 51; TG9: 152, 158
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	TG1: 31, 34, 35, 61, 62, 63, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; TG3: 37, 42, 116, 117; TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; TG5: 38, 39, 61, 116, 117, 133; TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153, ; TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; TG8: 109, 111, 134, 140; TG9: 38, 39, 105, 117, 132, 141, 147
c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”	TG1: 63, 153; TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 110, 111; TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 32, 38, 44, 45, 51, 116, 153; TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153

<p>d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.</p>	<p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159; TG2: 108, 111; TG3: 33, 65, 74, 75, 78, 80, a09, 110, 116, 122; TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117; TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153; TG7: 51, 66, 98, 110, 116, 117; TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159; TG9: 74, 75, 98, 104, 134, 152, 159</p>
<p>e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.</p>	<p>TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; TG4: 26, 38, 39; TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110</p>
<p>2. The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).</p>	<p style="text-align: center;">FSPK Teacher Guide References</p>
<p>a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together).</p>	<p>TG4: 50, 51; TG5: 86, 87, 98, 99, 110, 111, 122, 123; TG6: 112; TG8: 26, 27, 33, 44, 45, 51, 62, 63, 69, 74, 75, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158; TG9: 105, 111, 117, 129, 134</p>
<p>b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away).</p>	<p>TG4: 51, 51; TG5: 98, 99; TG7: 153; TG8: 38, 39, 68, 69, 80, 81, 86, 87, 98, 110, 116, 117, 134, 135, 140, 141, 158; TG9: 104, 105, 129</p>
<p>3. The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</p>	<p style="text-align: center;">FSPK Teacher Guide Page References</p>
<p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.</p>	<p>TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; TG6: 38, 68, 69, 80, 81, 86, 87, 110; TG7: 93, 153, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147</p>
<p>b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).</p>	<p>TG1: 30, 31, 33, 86, 87, 141, 158, 159; TG2: 23; TG3: 50, 51, 86, 87, 158; TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; TG5: 158; TG6: 123; TG7: 115, 146, 147, 157; TG8: 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159</p>
<p>c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.</p>	<p>TG3: 72, 84; TG5: 81; TG7: 128; TG8: 45; TG9: 72, 75, 78</p>
<p>d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month,</p>	<p>TG1: 30, 31, 33, 86, 87, 141, 158, 159; TG2: 23; TG3: 50, 51, 86, 87, 158; TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117,</p>

morning, afternoon, and night.	120, 121, 122, 133, 151, 157; TG5: 158; TG6: 123; TG7: 115, 146, 147, 157; TG8: 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159
4. The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.	FSPK Teacher Guide Page References
a) Match and sort shapes (circle, triangle, rectangle, and square). b) Describe how shapes are similar and different. c) Recognize and name shapes (circle, triangle, rectangle, and square).	TG1: 38, 39, 50, 75, 80, 98, 116; TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; TG3: 99, 102; TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; TG7: 61, 62, 96, 99, 105, 147; TG8: 71, 105, 110, 153; TG9: 26, 27, 32, 33, 39, 44, 50, 51
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123
5. The child will participate in the data gathering process in order to answer questions of interest.	FSPK Teacher Guide Page References
a) Collect information to answer questions of interest to children.	TG1: 110, 111, 115; TG2: 66, 104, 108, 146, 147, ; TG3: 26; TG4: 26, 68, 74, 140, 141; TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147; TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159; TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123; TG8: 43, 45, 57, 122, 123, 135, 146, 152, 153, 158, 159; TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159; TG2: 108, 111; TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122; TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117; TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153; TG7: 51, 66, 98, 110, 116, 117; TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159; TG9: 74, 75, 98, 104, 134, 152, 159
6. The child will identify simple patterns of concrete objects and use them to recognize relationships.	FSPK Teacher Guide Page References
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146,

	147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue. c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	TG1: 122; TG2: 50, 51; TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; TG8: 50, 51, 134, 135, 159; TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141

IV. SCIENCE	
1. The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.	FSPK Teacher Guide Page References
a) Use the five senses to explore and investigate the natural world.	TG1: 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123; TG2: 60, 123, 152, 198; TG3: 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152; TG4: 45, 60, 66, 73, 101, 129, 139, 167, 207; TG5: 81, 159; TG6: 11, 75, 132, 145; TG7: 108, 132, 138, 148; TG8: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154
b) Use simple tools and technology safely to observe and explore different objects and environments.	TG1: 141; TG2: 111, 119; TG5: 69, 81, 85, 159; TG6: 69, 75, 87, 123
c) Ask questions about the natural world related to observations.	Life Science: TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44,

	<p>45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Earth Science: TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; TG4: 86, 87, 147; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117</p>
d) Make predictions about what will happen next based on previous experiences.	<p>TG1: 29, 93, 101, 103, 104, 135, 146, 152, 158; TG2: 12, 23, 29, 42, 87, 108, 111, 130, 131, 142, 148; TG3: 12, 23, 29, 32, 33, 42, 43, 50, 62, 68, 69, 71, 74, 80, 101, 113, 131, 135, 152; TG4: 12, 29, 41, 59, 60, 62, 65, 86, 110, 141, 147, 153, 158; TG5: 20, 24, 27, 41, 45, 63, 67, 69, 80, 81, 108, 116; TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131; TG7: 115, 117, 131, 135, 146, 147; TG8: 23, 29, 39, 59, 147; TG9: 23, 32, 39, 41, 42, 63, 71, 87, 117, 134, 137.</p>
e) Conduct simple scientific investigations.	<p>TG1: 33, 45, 61, 63, 67, 86, 99, 103, 105, 109, 111, 117, 141; TG2: 45, 63, 69, 75, 87, 99, 111, 117, 141, 147, 151, 152; TG3: 20, 51, 57, 61, 69, 73, 79, 93, 109, 123, 135, 141; TG4: 45, 50, 61, 75, 87, 105, 129, 133, 141, 145, 147, 153; TG5: 21, 27, 45, 63, 67, 69, 105, 117, 123, 146; TG6: 27, 56, 75, 85, 87, 111, 123; TG7: 69, 103, 105, 115, 117, 122, 128, 133, 135, 141, 147, 151; TG8: 27, 33, 39, 63, 75, 92, 99, 103, 123, 133; TG9: 43, 49, 63, 87, 97, 99, 103, 123, 141, 153.</p>
2. The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.	FSPK Teacher Guide Page References

<p>a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.</p> <p>b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.</p> <p>c) Describe the effects magnets have on other objects.</p> <p>d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.</p>	<p>TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151; TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; TG4: 63, 133, 147; TG5: 27, 45, 67, 68, 69, 123; TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; TG8: 31, 38, 39, 153; TG9: 69, 73, 87</p>
<p>3. The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).</p>	<p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p>
<p>b) Recognize water in its solid and liquid forms.</p> <p>c) Describe the differences between solid and liquid objects.</p> <p>d) Sort objects based on whether they sink or float in water.</p>	<p>TG3: 68, 69, 76, 78, 80, 81, 110, 111, 116, 117, 139; TG5: 69; TG7: 31, 69, 117; TG8: 20, 45, 56; TG9: 42, 73, 81, 83, 93, 115,</p>
<p>4. The child will conduct simple science experiments to examine changes in matter when substances are combined.</p>	<p>FSPK Teacher Guide Page References</p>

<p>a) Predict changes to matter when various substances are to be combined.</p> <p>b) Observe and conduct simple experiments that explore what will happen when substances are combined.</p> <p>c) Observe and record the experiment results and describe what is seen.</p>	<p>TG3: 57, 60, 61, 69, 80; TG6: 20, 60, 128; TG8: 45, 167, 168; TG9: 21, 43, 56, 115, 141, 159</p>
<p>5. The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Describe what living things need to live and grow (food, water, and air).</p> <p>b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).</p> <p>c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.</p>	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p>
<p>6. The child will be able to observe and explore major features of the natural world around him/her, both on Earth and in the sky.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Use vocabulary to describe major features of Earth and the sky.</p>	<p>Earth: TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; TG4: 86, 87, 147; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117</p> <p>Sky: TG3: 77, 83, 84, 85, 87; TG5: 38, 41, 131, 133; TG6: 45; TG7: 149, 150, 151, 152, 153; TG9: 62, 63, 65, 68, 69, 80, 85, 86</p>
<p>b) Identify objects in the sky – moon, stars, sun, and clouds.</p> <p>c) Classify things seen in the night sky and those seen in the day sky.</p>	<p>TG3: 77, 83, 84, 85, 87; TG5: 38, 41, 131, 133; TG6: 45; TG7: 149, 150, 151, 152, 153; TG9: 62, 63, 65, 68, 69, 80, 85, 86</p>
<p>d) Explore and sort objects in the natural environments (sand, pebbles, rocks, leaves, moss, and other artifacts).</p>	<p>TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; TG4: 86, 87, 147; TG6: 42, 45, 71, 77,</p>

	80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117
7. The child will identify simple patterns in his/her daily life and identify things that change over time.	FSPK Teacher Guide Page References
<p>a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.</p> <p>b) Identify how weather affects daily life.</p> <p>c) Describe basic weather safety rules.</p>	TG1: 63, 118, 173; TG2: 28, 173; TG3: 60, 83, 87; TG4: 150; TG5: 11, 151; TG7: 72, 73, 134, 135, 140; TG8: 31; TG9: 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 3, 84, 85, 87
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	TG9: 56, 57, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 84
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118, ; TG4: 86, 87, 147, ; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117
f) Compare a variety of living things to determine how they change over time (life cycles).	TG3: 135; TG4: 60; TG5: 105; TG8: 33, 57, 117, 131, 132, 133, 135, 145; TG9: 35, 40, 42, 46, 47, 48, 49, 50, 51, 153
g) Describe home and school routines.	TG1: 29, 30, 31, 33, TG2: 30, 56
8. The child will practice reusing, recycling, and conserving energy on a daily basis.	FSPK Teacher Guide Page References
<p>a) Identify ways that some things can be conserved.</p> <p>b) Recognize that some things can be reused.</p> <p>c) Recognize that some things can be recycled.</p> <p>d) Understand and use vocabulary such as conserve, recycle, and reuse.</p>	TG2: 147; TG3: 20; TG7: 137, 138, 13; TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123

V. HISTORY AND SOCIAL SCIENCE	
1. The child will identify ways in which people are alike and different.	FSPK Teacher Guide Page References
a) Recognize ways in which people are alike and different.	TG1: 38, 39, 44, 49, 82; TG2: 41, 99, 106, 132, 133; TG3: 155; TG4: 35; TG5: 103; TG6: 82, 83, 84, 85; TG8: 136, 149; TG9: 133, 135, 145, 149, 150, 151
b) Describe his/her own unique characteristics and those of others.	TG1: 38, 39, 44, 49, 82; TG2: 41, 99, 106, 132, 133; TG3: 155; TG4: 35; TG5: 103; TG6: 82, 83, 84, 85; TG8: 136, 149; TG9: 133, 135, 145, 149, 150, 151
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	TG1: 33; TG2: 27, 30, 95, 101, 104, 114, 119; TG3: 59
d) Engage in pretend play to understand self and others.	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
e) Participate in activities and traditions associated with different cultural heritages.	TG1: 114; TG2: 26, 29, 35, 38, 44, 96, 144, 156; TG3: 28, 95; TG4: 78, 104, 108, 109, 115; TG5: 42, 43, 47; TG7: 131, 137; TG8: 109, 122; TG9: 33 Resource: <i>Cultural Rhymes Flip Chart</i>
2. The child will develop an awareness of change over time.	FSPK Teacher Guide Page References
a) Describe ways children have changed since they were babies.	TG1: 141; TG9: 24, 36, 48, 49, 87, 132, 133, 150, 151, 153,
b) Express the difference between past and present using words such as before, after, now, and then.	TG9: 130, 132, 136, 137, 139, 142, 144, 148, 149, 151, 152, 153, 154, 158,
c) Order/sequence events and objects.	TG1: 30, 31, 33, 87; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159
d) Ask questions about artifacts from everyday life in the past.	TG2: 70; TG5: 30, 35, 56, 77, 81, 96, 119, 131, 143, 150, 153, 154, 159; TG6: 57, 58, 60, 61, 65, 66, 72, 75, 77, 87
e) Recount episodes from stories about the past.	
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.	TG1: 21, 29, 47, 49, 59, 71, 73, 83, 85, 107, 113, 115, 119, 137, 139, 155; TG2: 27, 32, 33, 35, 41, 71, 77, 78, 93, 95, 113, 119, 121, 155, 157; TG3: 23, 29, 35, 37, 71, 73, 75, 119, 121, 131, 135, 137, 141, 157; TG4: 25, 26, 27, 47, 65, 66, 71, 73, 84, 85, 131, 137, 143, 149, 155; TG5: 35, 48, 50, 59, 77, 78,

	83, 84, 86, 101, 102, 104, 113, 119, 122, 143, 150, 159; TG6: 41, 65, 71, 77, 113; TG7: 24, 29, 47, 59, 77, 119, 143, 149; TG8: 23, 29, 47, 83, 115, 119, 149; TG9: 33, 59, 74, 77, 80, 107, 131, 155
g) Describe past times based on stories, pictures, visits, songs, and music.	TG1: 30, 31, 33, 87; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 15
3. The child will develop an increased awareness of the physical relationship between and among people and places.	FSPK Teacher Guide Page References
a) Identify and describe prominent features of the classroom, school, neighborhood, and community. b) Engage in play where one item represents another (miniature vehicles, people, and blocks). c) Make and walk on paths between objects, e.g., from the door to the window. d) Represent objects in the order in which they occur in the environments. e) Experience seeing things from different elevations.	TG1: 32, 33, 45; TG2: 32, 68; TG3: 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119; TG4: 49; TG5: 135; TG6: 45, 65, 75, 83, 95, 97, 101, 122; TG7: 66, 67; TG9: 141, 156
4. The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.	FSPK Teacher Guide Page References
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences. b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time. c) Use comparison words (closer, farther away, taller, shorter, higher lower, alike, different, inside, and outside).	TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123
d) Use attribute words (hard, soft, rough, and smooth).	TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 62, 65, 68, 69, 74, 75, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; TG6: 38, 68, 69, 74, 80, 81, 86, 87, 110; TG7: 93, 153, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; TG9: 37, 44, 49, 87, 98, 133, 134, 135, 140, 147

<p>e) Use labels and symbols for what the child has seen.</p>	<p>TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149; TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145</p>
<p>5. The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.</p>	<p style="text-align: center;">FSPK Teacher Guide Page References</p>
<p>a) Identify pictures of work and name the jobs people do. b) Describe what people do in their community job. c) Match tools to jobs. d) Match job sites to work done. e) Role play the jobs of workers.</p>	<p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; TG3: 117; TG4: 75, 77, 113, 114, 115, 116; TG5: 51, 119, 120, 121, 123; TG6: 65, 67, 137; TG8: 33, 60; TG9: 27, 102, 108, 147</p> <p><i>Photo Activity Cards</i> of community helpers provide support for describing the work people do and the tools they use in their jobs.</p> <p>Theme 1: Workers in schools Theme 2: Community workers: police officer, fire fighter, nurse, dentist, doctor, mail carrier</p>

	<p>Theme 4: Health workers</p> <p>Theme 6: Construction workers, architects, engineers, writers, illustrators, photographers</p> <p>Theme 7: Transportation workers</p> <p>Theme 8: Jobs associated with animals, such as entomologist, zoologist, farmer, veterinarian</p> <p>Theme 9: Environmental workers</p>
6. The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.	FSPK Teacher Guide Page References
a) Identify choices.	TG2: 33, 35; TG3: 131; TG4: 72, 75, 85; TG5: 119, 121, 123; TG6: 65; TG7: 71; TG8: 35;
b) Recognize that everyone has wants and needs.	TG9: 107
c) Recognize that our basic needs include food, clothing, and shelter.	TG1: 131; TG2: 30, 33, 84, 85; TG3: 131; TG4: 75, 83; TG5: 119, 121, 123; TG6: 22, 65; TG7: 71; TG8: 33
d) Choose daily tasks.	TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159; TG4: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99,

	103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159
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e) Role play purchasing situations where choices are made.

TG5: 121; **TG8:** 56; **TG9:** 37

7. The child will participate as a member/citizen of a classroom community.	FSPK Teacher Guide Page References
a) Cooperate with others in a joint activity.	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
b) Recognize the need for rules to help get along with others. c) Participate in creating rules for the classroom.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
d) State personal plans for learning center activities.	Transition Tips at the beginning of each Teacher Guide: p. 14 Transitions built into each Literacy and Math Lesson: TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158
e) Participate in discussing and generating solutions to a class problem.	TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22,

	24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; TG8: 27, 63, 75, 80, 153, ; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151
f) Share thoughts and opinions in group settings.	TG1: 28, 34, 38, 42, 45, 46, 48, 66, 67, 70, 73, 75, 76, 83, 105, 106, 117, 144; TG2: 22, 24, 29, 58, 71, 94, 120, 132, 138, 144; TG3: 28, 58, 95, 107, 118, 148, 150, 155, 156, 159; TG4: 24, 26, 31, 35, 46, 63, 74, 75, 117, 159; TG5: 35, 42, 58, 69, 115; TG6: 27, 33, 66, 99, 115, 145, 148; TG7: 25, 35, 41, 65, 99, 130, 144
g) Demonstrate responsible behaviors in caring for classroom materials.	TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159
h) Identify the needs of other people by helping them.	TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159

VI. HEALTH AND PHYSICAL DEVELOPMENT	
1. The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Locomotor Skills)	FSPK Teacher Guide Page References
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	<p><i>Moving and Learning</i> activities, aligned to the topic of the day, provide students with daily opportunities to develop locomotor skills. Weekly <i>Outdoor Learning</i> activities, provided in the teacher guide at the beginning of each week, support physical development skills.</p> <p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117, 135, 150, 151; TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; TG5: 94, 100, 148, 157, 159; TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148; TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p>
b) Perform these locomotor skills in response to teacher-led creative dance.	<i>Frog Street Pre-K</i> contains 12 music CDs used daily throughout the curriculum to bring music and movement opportunities to children.
1. The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Non-Locomotor Skills)	FSPK Teacher Guide Page References
<p>a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.</p> <p>b) Maintain balance while performing a controlled spin.</p> <p>c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.</p> <p>d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.</p> <p>e) Perform crisscross pattern activities.</p>	<p>Theme 1, Week 2, Physical Me, introduces children to the concept of balance, beginning with page 56. Activities throughout the year build on these non-locomotor skills.</p> <p>TG1: 34, 38, 45, 64, 78, 79, 82, 121, 135, 158; TG2: 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151; TG3: 22, 48, 51, 63, 141, 152, 153; TG4: 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154; TG5: 22, 39, 45, 157, 159; TG6: 40, 49, 51, 63, 64, 67, 70, 132, 133, 148; TG7: 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141; TG8: 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154; TG9: 44, 123, 135, 140</p>

1. The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. (Manipulative Skills)	FSPK Teacher Guide Page References
<p>a) Manipulate a variety of objects during structured and unstructured physical activity settings.</p> <p>b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.</p>	<p>The <i>Continuum of Physical Development Resource Guide</i> provides teachers with the developmental sequence of gross and fine motor in young children. Each skill is supported with a variety of activities for children to develop that skill in a meaningful, yet playful setting.</p> <p>TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p>
<p>c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.</p>	<p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117, 135, 150, 151; TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; TG5: 94, 100, 148, 157, 159; TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148; TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p>
<p>d) Coordinate eye-hand and eye-foot movements to perform a task.</p>	<p>TG1: 25, 37, 46, 50, 51, 64, 69, 70, 80, 81, 94, 99, 115, 117, 121, 122, 123; TG2: 31, 45, 85, 103, 105, 12; TG3: 45, 121, 135, 153; TG4: 33, 43, 63, 67, 69, 75, 81, 99, 123, 135, 153; TG5: 51, 105, 147, 157; TG6: 28, 43, 49, 62, 99, 103, 105, 109, 111, 121, 136, 141; TG7: 31, 39, 63, 75, 79, 115, 123, 139, 145, 157; TG8: 51, 61, 67, 69, 97, 99, 112, 154; TG9: 33, 40, 61, 81, 82, 97, 111, 121, 136</p>

<p>2. The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft). b) Identify fundamental movement patterns such as running and jumping. c) Begin and expand movement vocabulary. d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.</p>	<p>Beginning in Theme 1, Week 2 – <i>Physical Me</i> – children discuss directional vocabulary as they discover the different ways their bodies can move. Action words, such as running and jumping, are introduced and performed in small group lessons. Children apply these skills and concepts throughout the year during the daily <i>Moving and Learning</i> lesson as well as the daily <i>Outdoor Learning</i> activity found at the beginning of each week. TG1: 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87</p>
<p>3. The child will participate in structured and unstructured physical activity designed to achieve a health-enhancing level of physical fitness.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.</p>	<p>Theme 4, Week 3, <i>Healthy Habits</i>: Children learn about the value of daily exercise, beginning with the Weekly Learning Center, Outdoor Learning on p. 93. TG2: 136TG4: 93, 94 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105.</p>
<p>b) Participate in activities designed to strengthen major muscle groups. c) Participate in activities that enhance flexibility.</p>	<p>Children participate in strength-building and flexibility-enhancing physical activities each day during <i>Moving and Learning</i></p> <p>Kid’s Castle-Physical Development box provides resources for children to move and learn. Fine and gross motor development is supported with balls, a full-class parachute, beanbags, and the <i>Continuum of Physical Development</i> Resource Guide that scaffolds activities to meet individual needs of children. Don’t miss the fine</p>

	motor materials (eyedropper, tweezers, and the stencils/templates).
4. The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.	FSPK Teacher Guide Page References
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	TG1: 22, 25, 28, 34, 45, 46, 74, 76, 80, 94; TG2: 28, 46, 47, 100; TG3: 34, 46, 58, 100; TG4: 22, 24, 58, 61, 102, 103, 141, 145; TG5: 64, 94, 106, 136, 154; TG6: 22, 28, 39, 70, 87, 132, 135; TG7: 22, 26, 28, 34, 35, 58; TG8: 70, 94, 100; TG9: 27, 132, 137, 138, 143, 148, 149
b) Share equipment and space, and take turns with help from the teacher.	TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159
c) Work well with others.	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
d) Listen to and follow simple directions.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151
5. The child will participate in physical activity every day and explain why physical activity is good for health.	FSPK Teacher Guide Page References

<p>a) Identify the activities that they like and dislike. b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.</p>	<p>Theme 4, Week 3, <i>Healthy Habits</i>: Children learn about the value of daily exercise, beginning with the Weekly Learning Center, Outdoor Learning on p. 93. TG4: 93, 94 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105. Children apply these skills and concepts throughout the year during the daily <i>Moving and Learning</i> lesson as well as the daily <i>Outdoor Learning</i> activity found at the beginning of each week.</p>
<p>c) Participate in activities geared toward different levels of proficiency.</p>	<p>The <i>Continuum of Physical Development Resource Guide</i> provides teachers with the developmental sequence of gross and fine motor in young children. Each skill is supported with a variety of activities for children to build individual levels of proficiency.</p>
<p>d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.</p>	<p>TG1: 28, 40, 45, 63, 81, 99, 102, 110; TG2: 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141; TG5: 28, 51, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 51, 95, 96, 99; TG8: 39, 63, 99, 105, 111, 159; TG9: 63</p>
<p>6. The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness. (Nutrition)</p>	<p style="text-align: center;">FSPK Teacher Guide Page References</p>
<p>a) Indicate awareness of hunger and fullness. b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains. c) Distinguish food and beverages on a continuum from more healthy to less healthy. d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.</p>	<p>Theme 4, Week 2, <i>Healthy Choices</i>: Children learn about the importance of maintaining healthy eating habits. They learn about food groups and healthy and unhealthy food choices. TG4: 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87 Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week.</p>
<p>6. The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness. (Habits that Promote Health and Prevent Illness)</p>	<p style="text-align: center;">FSPK Teacher Guide Page References</p>
<p>a) Demonstrate how to correctly wash hands. b) Demonstrate covering the mouth or nose when coughing or sneezing. c) Identify habits that keep us healthy.</p>	<p>TG1: 26, 27, 81, 86, 87, 111; TG2: 136, 137, 141; TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; TG5: 28, 30, 32, 33, 120</p>

d) Explain the importance of rest.	TG4: 118, 119, 120, 121, 122, 123, 168
e) Be able to communicate when one is not feeling well.	TG2: 138; TG4: 114, 117.
7. The child will identify trusted adults and begin to learn how to seek reliable health information.	FSPK Teacher Guide Page References
a) Understand that health care providers can help them when they are not feeling well.	TG2: 128, 129, 136, 137, 138, 139, 140, 141; TG4: 77, 93, 112, 113, 114, 115, 116, 117
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; TG3: 117; TG4: 75, 77, 113, 114, 115, 116; TG5: 51, 119, 120, 121, 123; TG6: 65, 67, 137; TG8: 33, 60; TG9: 27, 102, 108, 147
c) Be able to differentiate between safe and unsafe situations.	TG1: 22, 28, 45, 63, 81, 99; TG2: 130, 133, 135, 141; TG4: 20, 21, 34, 36, 39, 46, 48, 49, 51, 117, 155, 157; TG5: 32, 33, 147; TG6: 63, 67; TG7: 33, 51, 95, 97, 99; TG8: 63, 99, 105, 111, 159
d) Begin to share feelings and express how they feel.	Theme 1, Week 4 – I Think, I Feel – introduces emotions and appropriate ways to express how they feel. TG1: 130, 131, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154, 155. <i>Each day's Greeting Circle and Closing Circle include activities and prompts that give children opportunities to recognize, name, and express their feelings. Examples include Theme 6, p. 70 ("When we feel cranky or upset, we can change our mood by thinking positive thoughts.") and Theme 1, p. 147 ("Ask a child to describe something that happened today that they felt happy about.")</i> TG1: 136, 137, 138, 141, 143, 144, 145, 147, 148, 149, 150, 151, 153; TG2: 33, 47, 65, 101, 113, 119; TG3: 58, 71, 95, 119, 120, 121, 123, 137, 142, 147; TG4: 28, 29, 30, 45, 47, 101, 105, 115, 150, 156, 157, 159; TG5: 28, 30, 33, 40, 63, 65, 71, 76, 87, 99, 105, 118, 123, 135, 141, 147, 153, 159; TG6: 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159; TG7: 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159; TG8: 63, 100, 101, 107, 113, 131, 137, 141, 149, 159; TG9: 24, 40, 45, 59, 131, 137, 143, 155
8. The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings.	FSPK Teacher Guide Page References
a) Follow safety rules on the playground with adult assistance and reminders.	TG1: 45, 63; TG2: 141; TG4: 24, 36
b) Follow emergency protocols after practicing safety	<i>Rebus Poster: Stop, Drop and Roll</i>

drills, e.g., fire, earthquake, and lockdown drills.	TG2: 135, 136; TG4: 39, 51
c) Demonstrate pedestrian safety and vehicle awareness.	TG1: 99; TG2: 130, 133, 149; TG4: 34, 46, 48, 49, 51; TG7: 33, 51, 97, 99
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.	TG1: 63, 99; TG2: 149; TG4: 51; TG7: 51
e) Know how to make an emergency phone call.	TG2: 131, 135; TG4: 117
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.	TG1: 63; TG4: 51

VII. PERSONAL AND SOCIAL DEVELOPMENT	
1. The child will demonstrate self-confidence and self-reflection.	FSPK Teacher Guide Page References
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	TG1: 23, 36, 42, 46, 48, 51, 57, 133, 143; TG2: 57, 60, 65, 67, 73, 115; TG9: 33, 74, 75, 80, 99, 158
b) Begin to recognize and express own emotions using words rather than actions.	TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; TG2: 58, 100, 106, 109, 154; TG3: 58, 76, 120, 136; TG4: 28, 30, 103, 104, 130; TG5: 28, 142; TG6: 94, 100, 154, 156, 157; TG7: 58, 64, 100, 106, 121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143
c) Recognize self as a unique individual and respect differences of others.	TG1: 108, 109, 110, 114, 115, 121; TG2: 24, 29, 37, 61, 76, 77, 85, 101, 158, 159; TG3: 23, 35, 47, 77, 83, 115, 118, 119, 120; TG4: 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; TG5: 63, 72, 75, 103, 113, 157; TG6: 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; TG7: 73, 79, 107, 121, 133, 149, 150, 152; TG8: 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; TG9: 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151
d) Develop personal preferences regarding activities and materials.	TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 47, 63, 118; TG3: 33, 123, 135, 141; TG4: 31, 46, 51; TG5: 61, 100; TG6: 109, 110, 132, 139; TG7: 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
e) Demonstrate self-direction in use of materials.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151
f) Develop increasing independence in school activities throughout the day.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151
2. The child will show self-direction and responsibility.	FSPK Teacher Guide Page References

a) Contribute ideas for classroom rules and routines.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
b) Follow rules and routines within the learning environment.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
c) Use classroom materials purposefully and respectfully.	TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159 TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159
d) Manage transitions and adapt to changes in routine.	Transition Tips at the beginning of each Teacher Guide: p. 14 Transitions built into each Literacy and Math Lesson: TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158
e) Develop positive responses to challenges.	Conscious Discipline™ strategies in every Greeting Circle ; songs, chants and routines in each Appendix (at the back of each Teacher Guide). Social skills, emotional intelligence skills and classroom management are

	<p>practiced from the Greeting Circle to the Closing Circle. Children do not just read and discuss social skills, but also <i>practice</i> social skills. The same is true for Emotional Intelligence.</p> <p>Theme 4 focuses on making thoughtful choices and problem solving. Problem solving opportunities occur throughout the year. Children experience the joy of successfully making decisions and solving problems.</p> <p>Social/Emotional Library of books found in the Frog Street Café (Social-Emotional box) support ways to promote feelings of success and competence as children reflect on their own behaviors.</p> <p>Each day children make a Commitment—an individual goal they wish to achieve. In the Closing Circle, children celebrate their successes in achieving goals.</p> <p>From the Experts (p. 12 of each Teacher Guide): Becky Bailey, Conscious Discipline™ writes specifically to guide children in being successful in their social and emotional endeavors during each day.</p> <p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 159; TG8: 27, 63, 75, 80, 153; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 121, 151</p>
<p>3. The child will show eagerness and persistence as a learner.</p>	<p>FSPK Teacher Guide Page References</p>
<p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences.</p>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157; TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144; TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159; TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148; TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159; TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151,</p>

	153, 154, 159; TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156. Character Education Traits: Theme 8 (curiosity); Literacy and Math Practice Centers, Weekly Learning Centers.
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.	TG1: 22, 25, 28, 39, 40, 42, 47, 48, 51, 58, 64, 70, 76, 82, 106, 118, 136, 143; TG2: 47, 58, 82, 94, 101, 102, 149; TG3: 22, 34, 40, 58, 64, 82, 106, 118, 148; TG4: 25, 31, 37, 102, 107; TG5: 22, 76; TG6: 24, 51, 58, 63; TG7: 94, 100, 142, 154; TG8: 58, 64, 94, 106, 112, 130; TG9: 143, 147, 148, 150, 153
c) Increase attention to a task or activity over time.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151
d) Seek and accept help when needed.	TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; TG8: 27, 63, 75, 80, 153; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151
e) Attempt to complete a task in more than one way before asking for help.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151

4. The child will interact easily with one or more children and with familiar adults.	FSPK Teacher Guide Page References
a) Initiate and sustain interactions with other children.	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>
b) Demonstrate verbal strategies for making a new friend.	<p>TG1: 46, 147; TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 58, 71, 136, 142; TG4: 45, 106, 136; TG5: 76, 80, 83, 101, 142, 148; TG6: 118, 120, 122; TG7: 14, 45, 136; TG8: 64, 100, 136, 148; TG9: 82, 106, 142, 143, 144, 145, 148</p> <p>Social skills, emotional intelligence skills and classroom management are practiced from the Greeting Circle to the Closing Circle. Children do not just read and discuss social skills, but also <i>practice</i> social skills.</p>
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	<p>TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159</p>
d) Participate successfully in group settings.	<p>TG1: 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; TG2: 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; TG3: 40, 106, 111; TG4: 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; TG5: 34, 40, 46, 100, 118; TG6: 70, 99, 112, 118, 159; TG7: 35, 40, 46, 58, 82, 105, 111; TG8: 28, 58, 118, 154; TG9: 94, 100, 106, 112, 118, 123, 152, 154, 159</p>
e) Demonstrate respectful and polite vocabulary. f) Begin to recognize and respond to the needs, rights, and emotions of others.	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>

	<p>Conscious Discipline™ strategies in every Greeting Circle; songs, chants and routines in each Appendix (at the back of each Teacher Guide).</p> <p>Social skills, emotional intelligence skills and classroom management are practiced from the Greeting Circle to the Closing Circle. Children do not just read and discuss social skills, but also <i>practice</i> social skills. The same is true for Emotional Intelligence.</p>
5. The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.	FSPK Teacher Guide Page References
a) Express feelings through appropriate gestures, actions, and words.	<p>Conscious Discipline™ strategies in every Greeting Circle; songs, chants and routines in each Appendix (at the back of each Teacher Guide).</p> <p>Social skills, emotional intelligence skills and classroom management are practiced from the Greeting Circle to the Closing Circle. Children do not just read and discuss social skills, but also <i>practice</i> social skills. The same is true for Emotional Intelligence.</p> <p>TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; TG2: 58, 100, 106, 109, 154; TG3: 58, 76, 120, 136; TG4: 28, 30, 103, 104, 130; TG5: 28, 142; TG6: 94, 100, 154, 156, 157; TG7: 58, 64, 100, 106, 121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143</p>
b) Recognize conflicts and seek possible solutions.	<p>Theme 4 focuses on making thoughtful choices and problem solving. Problem solving opportunities occur throughout the year. Children experience the joy of successfully making decisions and solving problems.</p> <p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; TG8: 27, 63, 75, 80, 153, ; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p>
c) Allow others to take turns.	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37,</p>

	40, 64, 100, 130, 136, 142, 148, 153, 156
<p>d) Increase the ability to share materials and toys with others over time.</p> <p>e) Include others in play activities.</p>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>

VIII. MUSIC	
1. The child will develop an awareness of the mechanics of music.	FSPK Teacher Guide Page References
<p>a) Understand the vocabulary of music.</p> <p>b) Understand that written music represents sounds by using notes.</p> <p>c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.</p> <p>d) Identify common musical instruments.</p>	<p>TG1: 97, 103; TG2: 99; TG3: 13, 154; TG4: 82, 135, 138; TG5: 36, 39, 62; TG6: 106, 129</p> <p>Music and Movement activities are included each day in every Teacher Guide. Music is also included in many Literacy, Math, and Content Connection lessons.</p> <p><u>Music and Listening Library CDs:</u> <i>Leaping Literacy, Moving to Math, Camino a las matemáticas, Dr. Jean on Frog Street, Canciones de ti y mí • Songs of You and Me</i> (Bilingual), <i>Canciones de los animalitos • Songs of Little Creatures</i> (Bilingual), <i>Canciones para aprender con diversión • Songs of Learning Fun</i> (Bilingual), <i>Canciones de nuestra tierra • Songs of Our Earth</i> (Bilingual), <i>Frog Street Friends, Feelin' Froggy, Cantarin, Spanish Listening, English Listening, Nursery Rhyme, It Starts in the Heart</i></p> <p>The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference).</p> <p>Musical Instrument Resource: <i>Three Bears' Rap</i> big book</p>
2. The child will participate in musical performance on a regular basis.	FSPK Teacher Guide Page References
<p>a) Demonstrate the difference between singing and speaking.</p> <p>b) Develop the understanding that the child's body and voice are musical instruments.</p> <p>c) Participate in opportunities to use singing voice and musical instruments.</p> <p>d) Practice good manners when participating in musical performance.</p> <p>e) Repeat simple musical patterns using voice, body, and instruments.</p>	<p>TG1: 22, 26,28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158; TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154; TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158; TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152; TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154; TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120,</p>

	130, 136, 142, 148, 149, 154, 155, 158; TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156; TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156
3. The child will develop an appreciation of different styles of music.	FSPK Teacher Guide Page References
<p>a) Understand that music comes from many different places in the world.</p> <p>b) Understand that music sounds differently depending on who created it and when it was written.</p> <p>c) Develop an appreciation for different types of music.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
4. The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments.	FSPK Teacher Guide Page References
<p>a) The child will talk about and compare musical patterns and sounds.</p> <p>b) The child will recognize differences and similarities among music styles.</p> <p>c) The child will explore the creation and purpose of music in personal and social life.</p> <p>d) The child will participate in music activities that involve sharing, taking turns, and cooperation.</p> <p>e) The child will identify types of music he/she prefers.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
5. The child will listen and respond to recorded and live music performances.	FSPK Teacher Guide Page References

<p>a) Use the body and motion to express a response to a musical selection.</p> <p>b) Express a response to a musical selection by using available visual arts supplies.</p> <p>c) Use words to describe how a musical selection makes the child feel.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
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IX. VISUAL ARTS	
1. The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.	FSPK Teacher Guide Page References
<p>a) Understand that artists create visual arts using many different tools.</p> <p>b) Understand that the visual arts take many forms.</p> <p>c) Use a variety of materials, textures, and tools for producing visual art.</p> <p>d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.</p>	<p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p>
2. The child will develop an understanding of the cultural importance of the visual arts.	FSPK Teacher Guide Page References
<p>a) Understand that all cultures have art that reflects their experiences and identity.</p> <p>b) Understand that works of art can be a historical record of a certain time period in history.</p> <p>c) Develop an appreciation for the various forms of visual arts.</p>	<p>TG1: 61, 143; TG2: 71, 147; TG3: 83, 153; TG5: 43; TG6: 137, 138, 141, 143, 144, 147, 159; TG8: 59, 71; TG9: 95, 139, 50, 151</p>
3. The child will respond to the visual arts in a variety of ways using the body and multiple materials.	FSPK Teacher Guide Page References
<p>a) Use the body to express a response to a work of art.</p> <p>b) Understand that each person responds to and creates works of art in unique ways.</p> <p>c) Use available art supplies to express an individual response to an art form.</p> <p>d) Use words to describe a response or reaction to a visual arts selection.</p> <p>e) The child will identify types of works of art that he/she prefers.</p>	<p>TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; TG2: 69, 75, 121; TG3: 97; TG4: 74, 87; TG5: 39, 63, 69, 147; TG6: 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151; TG7: 31, 39, 85, 99, 135, 151; TG8: 37; TG9: 61, 109, 115, 117, 135</p>
4. The child will examine and express different views and experiences through the visual arts.	FSPK Teacher Guide Page References

<p>a) Understand that the visual arts express feelings, experiences, and cultures.</p> <p>b) Talk about different kinds of art and recognize the idea, theme, or purpose.</p> <p>c) Create specific works of art based on a common theme, concept, or emotion.</p> <p>d) Collect, compare, and use natural objects and objects made by people.</p> <p>e) Understand the purpose of an art museum.</p>	<p>TG1: 61, 143; TG2: 71, 147; TG3: 83, 153; TG5: 43; TG6: 137, 138, 141, 143, 144, 147, 159; TG8: 59, 71; TG9: 95, 139, 50, 151</p>
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