

**Frog Street Pre-K Correlation
to the Louisiana DOE
Early Learning & Development
Standards for Prekindergarten—
Four-Year Olds**



Approaches to Learning	
Initiative and Curiosity	
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
<p>Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</p>	<p>Weekly Learning Centers and Practice Activities offer opportunities for children to show curiosity, interest and willingness to learn new things and try new experiences.</p> <p>TG1: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG2: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG3: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG4: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG5: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG6: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG7: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG8: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; Character Education Trait: Curiosity TG9: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159</p>

Choose a multi-step task and complete it on their own. (4.2)

Transition to Practice Activities conclude with children being dismissed to choose a center. **Practice Activities/Weekly Learning Centers** provide children with opportunities to play and perform tasks independently.

Resources: *Rebus Posters* support children in following multi-step directions.

TG1: 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 136, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG2:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG3:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG4:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG5:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG6:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **TG7:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **Character Education Trait:** Self-reliance **TG8:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79, 80, 81, 84, 85, 86, 87, 92, 93, 96, 97, 98, 99, 102, 103, 104, 105, 108, 109, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 128, 129, 132, 133, 134, 135, 138, 139, 140, 141, 144, 145, 146, 147, 150, 151, 152, 153, 156, 157, 158, 159; **Character Education Trait:** Curiosity **TG9:** 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69, 72, 73, 74, 75, 78, 79,

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Attention, Engagement and Persistence	
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)	<p>Weekly Learning Centers and Practice Activities give children many opportunities to engage with others, objects and complete activities despite interruptions or disruption.</p> <p>TG1: 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, 147, 151, 153, 157, 159; TG2: 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, 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, 147, 151, 153, 157, 159; TG4: 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, 147, 150, 151, 153, 157, 159; TG5: 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, 147, 151, 153, 157, 159; TG6: 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, 147, 151, 153, 157, 159; TG7: 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, 147, 151, 153, 157, 159; TG8: 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, 147, 151, 153, 157, 159; TG9: 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, 147, 151, 153, 157, 159</p>
Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)	<p>Weekly Learning Centers and Practice Activities give children many opportunities to engage in and complete activities despite interruptions or disruption.</p> <p>TG1: 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, 147, 151, 153, 157, 159; TG2: 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, 147, 151, 153,</p>

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<p>Plan and complete tasks and activities. (4.3)</p>	<p>Theme Projects (weeks 1-4 of each theme): offer children the opportunity to plan and complete tasks. Weekly Learning Centers and Practice Activities offer many opportunities for children to practice decision-making skills, set goals for learning, and follow a plan.</p> <p>TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 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; TG2: 20, 21, 25, 27, 31, 33, 34, 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, 147, 151, 153, 157, 159; TG3: 20, 21, 25, 27, 31, 33, 34, 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, 130, 133, 135, 136, 139, 141, 145, 147, 151, 153, 157, 159; TG4: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 96, 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, 34, 37, 39, 43, 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; 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, 34, 37, 39, 43, 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, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 64, 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;</p>

	TG9: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 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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Reasoning, Problem-Solving, and Creative Thinking	
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Identify and understand cause and effect relationships. (4.1)	<p>New concepts are introduced in Small Group Lessons and applied in Weekly Centers and Practice Activities (Math, Science, Sensory, Construction, Creativity Station and Literacy). These experiences provide many opportunities for children to identify problems, experiment, predict, explain—and to demonstrate understanding of cause and effect.</p> <p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 57, 158, 159; TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153; TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147; TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153; TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p>
Apply prior knowledge and experiences to learn new skills during play. (4.2)	<p>Weekly Learning Centers/Pretend and Learn Centers/Practice Activities Centers offer children opportunities to apply prior knowledge and learn new skills during play; Photo Activity Cards provide opportunities for children to draw on their experiences. Family Posters in Theme 2 use past knowledge to build new knowledge.</p> <p>Resources: Strategy Card - I: <i>Photo Activity Cards</i>, Strategy Card P: <i>Activate Prior Knowledge</i>; Strategy Card - T: <i>Questioning Strategies</i>,</p> <p>TG 1: 20, 21, 24, 27, 30, 31, 33, 38, 43, 45, 48, 49, 56, 60, 66, 69, 78, 96, 100, 107, 110, 115, 123, 128, 132, 133, 134, 136, 144, 153; TG 2: 20, 21, 24, 27, 30, 31, 33, 36, 37, 39, 42, 44, 45, 51, 56, 60, 62, 63, 66, 69, 72, 73, 75, 81, 84, 85, 87, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 128, 132, 134, 135, 138, 141, 147, 153, 156, 159; TG 3: 20, 21, 25, 30, 35, 36, 39, 42, 45, 56, 61, 66, 71, 72, 75, 92, 96, 102, 108, 120, 121, 128; TG 4: 20, 21, 31, 36, 37, 43, 47, 49, 56, 57, 60, 61, 65, 67, 69, 72, 76, 78, 81, 84, 92, 93, 96, 97, 99, 102, 109, 115, 111, 114, 119, 121, 122, 128, 129, 132, 133, 139, 141, 150, 151, 154, 156, 157, 159; TG 5: 20, 21, 22, 26, 27, 30, 41, 42, 51, 56, 57, 60, 61, 66, 67, 69, 71, 72, 73, 76, 79, 83, 85, 92, 93, 99, 102, 105, 113, 115, 121, 128, 129, 135, 139, 141, 144, 145, 147, 149, 150, 151, 155, 157, 159; TG 6: 20, 21, 24, 25, 26, 32, 36, 39, 43, 56, 57, 59, 60, 61, 65, 66, 69, 71, 72, 76, 79, 80, 83,</p>

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Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	TG1: 22, 27, 28, 33, 100, 106, 123, 131, 132, 133, 136, 137, 138, 142, 156, 157; TG2: 26, 27, 31, 38, 62, 87, 99, 100, 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, 141, 143, 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, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 159; TG8: 27, 63, 75, 80, 151, 153; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 120, 121, 151
Make specific request for help from both peers and adults, as needed. (4.4)	TG1: 27, 100, 106, 123, 131, 132, 133, 136, 137, 138, 142, 156, 157; TG2: 26, 27, 31, 38, 62, 87, 99, 100, 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, 141, 143, 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, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 159; TG8: 27, 63, 75, 80, 151, 153; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 120, 121, 151
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)	Children are encouraged to express imaginative ideas throughout the day. Weekly Learning Centers and Practice Activities encourage use of creativity, imagination and inventiveness. T1: 20, 21, 27, 31, 43, 49, 56, 57, 61, 67, 69, 75, 79, 85, 92, 93, 103, 109, 117, 121, 129, 133, 139, 145, 151, 153, 156, 159; T2: 20, 21, 25, 27, 33, 37, 39, 43, 49, 51, 56, 61, 63, 69, 73, 75, 79, 81, 85, 87, 92, 97, 99, 103, 109, 117, 121, 128, 133, 159; T3: 25, 27, 37, 39, 45, 47, 48, 49, 56, 61, 71, 73, 79, 85, 92, 97, 101, 103, 105, 107, 117, 121, 123, 128, 133, 135, 139, 141, 145, 151, 153, 157, 159; T4: 20, 21, 22, 25, 31, 33, 37, 43, 45, 49, 56, 57, 61, 63, 66, 69, 73, 79, 82, 85, 87, 92, 93, 97, 103, 109, 111, 113, 115, 121, 129, 133, 144, 153, 154, 157, 159; T5: 20, 27, 39, 41, 45, 51, 56, 57, 60, 61, 64, 65, 67, 69, 73, 76, 79, 82, 85, 93, 103, 111, 114, 115, 121, 128, 129, 130, 133, 139, 142, 145, 147, 148, 151, 156, 157, T6: 21, 27, 29, 37, 43, 49, 51, 56, 57, 59, 67, 69, 73, 92, 93, 97, 99, 101, 102, 103, 105, 107, 108, 109, 115, 121, 123, 128, 129, 136, 139, 141, 143, 145, 155, 157; T7: 20, 25, 31, 37, 49, 51, 56, 57, 70, 71, 73, 75, 76, 81, 82, 84, 85, 87, 92, 93, 97, 100, 109, 111, 113, 115, 117, 121, 129, 135, 139, 142, 145, 153, 154; T8: 20, 21, 25, 27, 37, 49, 56, 57, 69, 79, 92, 93, 94, 99, 100, 103, 105, 109, 115, 117, 121, 128, 129, 151, 157; T9: 20, 21, 23, 25, 31, 32, 37, 41, 43, 51, 56, 57, 61, 67, 70, 73, 77, 79, 81, 83, 85, 87, 92, 93, 95, 97, 103, 108, 109, 111, 115, 118, 120, 121, 128, 129, 139, 140, 145, 151, 157
Gather information and ask complex	Children are encouraged to gather information and ask questions throughout the day. Read-Aloud

<p>questions in order to understand a new or familiar concept. (4.2)</p>	<p>Time: After completing a story, the teacher gives children an opportunity to discuss and extend their comprehension of it. Teachers asks questions and encourages thought and reflection by the children.</p> <p>TG1: 29, 35, 71, 101, 137, 143, 149, 155; TG2: 23, 27, 41, 59, 61, 65, 71, 95, 113, 119, 143, 155; TG3: 23, 41, 59, 71, 95, 143, 144, 155; TG4: 23, 29, 36, 41, 47, 65, 66, 99, 111, 119, 144, 156;TG5: 47, 51, 65, 71, 75, 83, 95, 119, 137, 138, 143, 150, 155, 156, TG6: 29, 41, 47, 65, 69, 95, 107, 108, 137, 149; TG7: 29, 65, 83, 84, 95, 137, 144 TG8: 35, 59, 65, 119, 137, 143, 149; TG9: 23, 29, 35, 36, 39, 41, 59, 63, 71, 81, 83, 107, 131, 143</p>
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Creative Arts	
Creative Arts (CC) for Four-Year-Olds	
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Express thoughts and feelings through movement and musical activities. (4.1)	TG1: 22, 26, 28, 34, 36, 39, 40, 41, 46, 47, 58, 64, 70, 76, 82, 94, 98, 100, 103, 106, 112, 118, 130, 136, 142, 148, 154; TG2: 22, 26, 28, 34, 40, 46, 51, 58, 64, 70, 76, 81, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG3: 22, 26, 28, 34, 40, 41, 46, 49, 58, 63, 64, 70, 76, 82, 94, 100, 106, 112, 117, 118, 130, 136, 142, 148, 154; TG4: 22, 26, 28, 31, 34, 39, 40, 46, 51, 58, 64, 70, 76, 81, 82, 94, 100, 106, 112, 118, 123, 130, 135, 136, 142, 148, 154; TG5: 22, 26, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 147, 148, 154; TG6: 22, 26, 28, 34, 40, 46, 51, 58, 63, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG7: 22, 25, 26, 27, 28, 34, 40, 46, 49, 58, 62, 64, 70, 76, 81, 82, 94, 100, 101, 106, 112, 116, 118, 119, 122, 130, 136, 142, 148, 151, 154; TG8: 22, 25, 26, 27, 28, 34, 40, 46, 49, 58, 62, 64, 68, 70, 76, 82, 94, 98, 100, 101, 106, 110, 112, 116, 118, 130, 136, 142, 148, 154; TG9: 22, 26, 28, 34, 36, 40, 46, 51, 58, 60, 64, 70, 76, 82, 94, 96, 98, 100, 106, 112, 118, 130, 136, 138, 142, 148, 154, 156
Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	TG1: 22, 36, 39, 47, 62, 82, 94, 97, 100, 103, 106, 112, 142, 150, 151, 154; finger plays: 189-193 TG2: 22, 42, 46, 51, 81, 99, 106, 118, 142; finger plays: 192-199 TG3: 46, 49, 63, 71, 117, 140; finger plays: 185-187 TG4: 28, 39, 51, 59, 81, 106, 112, 118, 123, 135; finger plays: 196-198 TG5: 28, 39, 46, 64, 76, 82, 110, 130, 134, 136, 138, 148; finger plays: 185-192 TG6: 36, 51, 63, 94, 111, 112, 118, 128, 129, 148, 150, 154; finger plays: 194-196 TG7: 22, 28, 34, 46, 64, 70, 78, 83, 106, 155; finger plays: 196-201 TG8: 22, 27, 34, 40, 58, 64, 76, 82, 100, 101, 118, 119, 120, 130, 154, 155; finger plays: 198-205 TG9: 22, 28, 30, 34, 36, 40, 46, 51, 59, 60, 76, 82, 94, 96, 108, 136, 142, 148, 154, 156; finger plays: 198-205
Use instruments, other objects and/ or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	TG1: 28, 40, 47, 97, 103, 105, 118, 148; TG2: 51, 64, 99, 117, 118, 148; TG3: 40, 45, 46, 50, 51, 118, 130, 133, 134, 135, 142, 148; TG4: 22, 39, 64, 82, 135, 142; TG5: 22, 34, 36, 39, 130, 147 TG6: 22, 34, 40, 63, 64, 94, 100, 129, 130, 133, 135, 136, 142; TG7: 20, 22, 34, 40, 42, 43, 61, 62, 94, 118, 136, 142, 148; TG8: 66, 76, 94, 100, 154; TG9: 70, 82, 94, 112, 118, 136, 142, 154
Describe changes in tone, melody, rhythm, and tempo. (4.4)	TG1: 99, 103, 104, 105 TG2: 99, 118; TG3: 46, 50, 51, 69, 118, 133, 135, 140, TG4: 39, 64, 123, 135; TG5: 38, 39, 62, 74; TG6: 63, 94, 100, 130; TG7: 34, 43, 94, 118, 135, 148; TG8: 94, 154
Use instruments, props, and body creatively to express self through music and movement. (4.5)	TG1: 22, 28, 32, 40, 46, 64, 76, 82, 83, 94, 100, 105, 106, 112, 118, 142; TG2: 22, 46, 58, 64, 94, 118, 142; TG3: 22, 29, 40, 45, 46, 64, 70, 118, 154; TG4: 28, 31, 64, 82, 94, 100, 106, 112, 130, 135, 142, 148; TG5: 22, 34, 39, 76, 82, 130, 136, 147; TG6: 22, 40, 46, 60, 76, 94, 106, 118, 142, 154; TG7: 22, 26, 28, 42, 58, 86, 106, 112, 159; TG8: 22, 47, 64, 66, 82, 116, 142, 152, 154; TG9: 34, 46, 51, 60, 70, 76, 73, 142, 148

Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)	TG1: 61, 109, 117, 143; TG2: 71, 147; TG3: 83, 153; TG5: 43; TG6: 137, 138, 141, 143, 144, 147, 159; TG8: 59, 71; TG9: 95, 109, 139, 150, 151
Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; TG2: 69, 75; 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; TG8: 37; TG9: 61, 109, 115, 117, 135
Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	TG1: 25, 27, 31, 43, 51, 61, 67, 69, 79, 85, 109, 115, 117, 121, 133, 139, 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, 79, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 87, 103, 109, 153, 157; TG5: 39, 43, 51, 67, 69, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; TG6: 25, 37, 43, 51, 69, 75, 139, 141, 145, 147, 151; TG7: 25, 31, 37, 39, 49, 51, 57, 63, 67, 81, 85, 97, 99, 109, 111, 115, 117, 121, 123, 133, 135, 139, 151, 153; TG8: 27, 37, 45, 49, 61, 79, 81, 99, 115, 151, 157; TG9: 56, 79, 94, 112, 150, 151, 154, 155, 157
Standard CC 3: Explore roles and experiences through dramatic art and play.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)	Resources: Strategy Card – U: <i>Dramatic Expression</i> TG1: 20, 28, 43, 49, 58, 69, 73, 83, 77, 100, 107, 111, 113, 136, 148, 150, 151; TG2: 25, 45, 58, 79, 81, 102, 117, 138, 139; TG3: 73, 111, 112, 121, 133, 137, 153, 157, 159; TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 133, 157; TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 128; TG6: 59, 67, 73, 76, 79, 103, 131, 136, 148; TG7: 22, 24, 34, 37, 39, 40, 43, 46, 102, 113, 119, 130, 136, 142, 151, 153, 156, 157; TG8: 25, 30, 31, 32, 40, 47, 64, 65, 67, 80, 94, 103, 117, 133, 151; TG9: 20, 28, 31, 48, 55, 94, 104, 112, 150, 154, 155, 157;
Role-play or use puppets to act out stories or play a character. (4.2)	Resources: Strategy Card – U: <i>Dramatic Expression</i> T1: 20, 43, 49, 56, 69, 73, 75, 77, 83, 130; T2: 25, 45, 58, 81, 117, 138, 145 T3: 82, 111, 112, 121, 128, 133,137, 142, 153, 159 T4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 85, 92, 93, 109, 113, 114, 115, 118, 121, 133, 145, 149, 157 T5: 29, 34, 41, 50, 59, 60, 61, 64, 84, 85, 87, 102, 104, 111, 128,141; T6: 43, 59, 60, 131, 148 T7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 T8: 25, 28, 30, 31, 32, 34, 40, 47, 56, 57, 62, 64, 65, 67, 80, 94, 98, 101, 103, 110, 116, 117, 130, 133, 136, 137, 151; TG9: 20, 31, 48, 56, 79, 94, 104, 150, 155, 157;
Represent fantasy and real-life experiences through pretend play. (4.3)	Pretend and Learn Centers for each week of instruction encourage children to engage in dramatic play of daily activities. Literacy Centers encourage children to role-play using story props. Resources: Strategy Card – U: <i>Dramatic Expression</i> TG1: 20, 43, 47, 49, 56, 75, 77, 85, 94, 107, 111, 113, 115, 139, 142, 155; TG2: 25, 28, 34, 46, 58, 79,

	81, 93, 101, 105, 120, 121, 138, 139; TG3: 41, 58, 71, 73, 76, 82, 111, 118, 121, 137, 142, 159; TG4: 22, 25, 40, 56, 66, 70, 85, 92, 113, 114, 115, 118, 119, 149; TG5: 34, 40, 41, 46, 57, 60, 64, 84, 106, 110, 118, 128; TG6: 22, 28, 43, 59, 64, 76, 99, 106, 123, 131, 136, 142, 148; TG7: 24, 29, 31, 46, 64, 81, 82, 100, 118, 119, 148, 154, 156,157; TG8: 20, 22, 30, 46, 47, 64, 65, 67, 69, 70, 74, 117, 148, 151; TG9: 31, 36, 40, 64, 77, 79, 100, 155, 157;
Use objects to represent other objects. (4.4)	TG1: 42, 67, 80, 94, 106, 112, 135, 151, 153; TG2: 20, 21, 38, 39, 56, 110, 128, 145; TG3: 21, 27, 56, 76, 87, 106, 112, 122, 128, 129, 148; TG4: 37, 43, 56, 63, 93, 109, 115, 118, 121; TG5: 20, 31, 37, 48, 49, 56, 61, 73, 79, 83, 85, 87, 102, 103, 111, 115, 121, 128, 151; TG6: 43, 56, 67, 73, 79, 97, 103; TG7: 25, 31, 92, 121, 135, 145, 151, 159; TG8: 25, 31, 49, 70, 129, 151; TG9: 25, 79, 157

Mathematics	
Mathematics (CM) for Four-Year-Olds	
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Verbally count by ones to 20. (4.1)	Resources: City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i> TG1: 104, 105; TG2: 38, 39, 50, 51; TG3: 116, 117; TG4: 32, 81, 122, 123, 152; TG5: 116, 117; TG6: 135; TG7: 38, 39; TG8: 50, 51; TG9: 152, 158;
Count forward from a given number between 1 and 10, and count backward from 5. (4.2)	TG1: 63, 153; TG2: 26, 27, 38, 39, 44, 68, 104, 135, 152, 153; TG3: 32, 98, 99, 104, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 104, 110, 111; TG6: 44, 62, 68, 69, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 44, 45, 51, 109, 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, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 122, 123, 135, 140, 141, 146, 147, 153;
Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	TG1: 63, 153; TG2: 26, 27, 38, 39, 44, 68, 104, 135, 152, 153; TG3: 32, 98, 99, 104, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 104, 110, 111; TG6: 44, 62, 68, 69, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 44, 45, 51, 109, 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, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 122, 123, 135, 140, 141, 146, 147, 153
Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	TG1: 63, 153; TG2: 26, 38, 44, 68, 133; TG3: 32, 98, 99, 104, 110, 122; TG4: 50, 51, 98, 116, 134, 146; TG5: 44, 86, 87, 98, 99, 110, 111, 122, 123; TG7: 68, 80, 153; TG8: 26, 38, 44, 62, 68, 74, 86, 98, 104, 110, 116, 134, 140, 146, 158; TG9: 98, 104, 105, 134;
Identify written numerals 0-10 in the everyday environment. (4.5)	TG1: 116, 117; TG2: 46, 47, 50, 51; TG3: 116, 158, 159; TG4: 32, 110, 111, 116, 117, 122, 152, 153; TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159; TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81; TG8: 32, 104, 117, 134, 135, 141; TG9: 98, 99, 104, 109, 116, 153
With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)	TG1: 117; TG2: 51, 135; TG3: 99, 105, 159; TG4: 32, 92, 111, 117, 152; TG5: 140, 141, 159; TG6: 50, 152, 153; TG7: 38, 39, 63, 69, 69; TG8: 27, 74, 80, 87, 104, 111, 141; TG9: 63, 75, 153, 159;
Compare sets of objects using same/different and more/less/fewer. (4.7)	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

Identify an object or person's position as first or last. (4.8)	TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 152, 153; TG4: 26, 38, 39; TG5: 68, 80, 87, 134, 140, 146, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110
Standard CM 2: Understand basic patterns, concepts, and operations.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Recognize, copy, and extend patterns. (4.1)	TG1: 122; TG2: 50, 51; TG3: 99, 129, 134, 135, 140, 146,147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 63, 68, 69
Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	TG1: 33, 38, 39, 56, 81, 99, 104, 111, 114, 115, 116, 122, 135, 140; TG2: 20, 44, 98, 99, 103, 104, 108, 110, 111, 116, 122, 134, 140, 146, 147, 151, 152, 153, 158, 159; TG3: 25, 26, 27, 32, 44, 74, 75, 87, 123; TG4: 27, 61, 62,110, 111, 151, 153; TG5: 25, 26, 30, 37, 51, 74, 120, 159; TG6: 33, 74, 75, 99, 104, 116, 117, 122, 123, 152; TG7: 104, 105, 111, 114, 147, 151; TG8: 27, 46, 63, 73, 103, 139, 147; TG9: 20, 31, 56, 97, 99, 103, 109, 123, 128, 159;
Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)	Resources: City Bank box (math library, math manipulatives, math CDs in English and Spanish) TG1: 63, 153; TG2: 26, 38, 44, 68, 133; TG3: 32, 98, 99, 104, 110, 122; TG4: 50, 51, 98, 116, 134, 146; TG5: 44, 86, 87, 98, 99, 110, 111, 122, 123; TG7: 68, 80, 153; TG8: 26, 38, 44, 62, 68, 74, 86, 98, 104, 110, 116, 134, 140, 146, 158; TG9: 98, 104, 105, 134;
Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)	TG4: 50, 51; TG5: 87, 98, 110, 111, 122; TG6: 112; TG8: 26, 33, 38, 44, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 153, 158; TG9: 104, 117, 134
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	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, 54, 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
Put up to six objects in order by length (seriate). (4.2)	TG1: 134,140,146; TG2: 111; TG3: 26, 32, 33, 38, 44, 45, 82; TG4: 33, 145; TG5: 32, 33, 63, 74, 129, 145, 158; TG6: 87; TG7: 93; TG8: 57, 71, 79, 85, 105; TG9: 133,147
Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	Frog Street Pre-K measuring activities offer children opportunities to name, describe, and demonstrate understanding of measurement tools. Length: 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,

	<p>112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158</p> <p>Weight: TG1: 152, TG3: 54, 62, 68, 69, 74, 75; TG5: 69; TG6: 74; TG8: 74, 78; TG9: 37, 133, 140</p> <p>Capacity: TG1: 141, 146, 147; TG2: 39; TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; TG4: 86, 87, 138, 144, 145, 159; TG5: 32, 33, 81, 153; TG6: 62, 63; TG7: 157; TG8: 45, 71; TG9: 117, 140, 141</p>
Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (e.g., ruler, scale, measuring cup). (4.4)	<p>TG1: 30, 31, 33, 86, 87, 135, 141, 158, 159; TG2: 23, 75; TG3: 32, 50, 51, 86, 87, 103, 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: 32, 63, 158; TG6: 62, 63, 80, 81, 85, 86, 87, 123; TG7: 115, 117, 134, 135, 140, 141, 146, 147, 157; TG8: 39, 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 140, 146, 152, 153, 158, 159</p>
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)	<p>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</p>
Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2) Continued	<p>T1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116; T2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139; T3: 26, 38, 39, 99, 102; T4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140; T5: 65, 69, 105; T6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 99, 103, 104, 105, 145, 146, 147, 152; T7: 61, 62, 96, 97, 99, 105, 109, 147; T8: 71, 105, 110, 153; T9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51;</p>
Copy or replicate one or two-dimensional shapes using a variety of materials. (4.3)	<p>TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; TG3: 38, 39; TG4: 62, 63, 68, 69, 74, 75, 80; TG6: 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, 147; TG7: 97, 99, 109; TG8: 105, 110; TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51;</p>
Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)	<p>TG1: 69, 80, 81; TG2: 63, 68, 69, 75, 80, 81, 86; TG3: 38, 39; TG4: 63, 68, 74, 75, 80; TG6: 26, 39, 44, 45, 147; TG7: 97, 109; TG9: 26, 27, 39;</p>
Use and understand positions of objects, self and other people in space (e.g., in/on, over/under, up/down, inside/outside,	<p>Resources: <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i></p>

beside/between, and in front/behind). (4.5)	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;
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Science	
Science (CS) for Four-Year-Olds Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	<p>Theme 1, Week 3: Children learn how body parts help them collect information as they learn about senses.</p> <p>Resources: <i>Our Senses</i> (big book); Story Folder (<i>I Use My Senses</i>);</p> <p>TG1: 32, 75, 96, 97, 98, 99, 104, 105, 108, 110, 116, 117, 122, 134, 135; TG2: 45, 69, 75, 87, 98, 99, 111, 117, 119, 134, 140, 141, 147, 151, 152; TG3: 20, 24, 57, 61, 68, 69, 73, 79, 93, 109, 117, 123, 135, 141; TG4: 44, 45, 59, 61, 63, 74, 75, 87, 104, 105, 129, 137, 138, 141, 145, 146, 147, 153; TG5: 21, 27, 39, 44, 45, 62, 63, 67, 68, 69, 81, 87, 105, 116, 117, 123, 147, 159; TG6: 27, 33, 56, 69, 75, 85, 87, 102, 111, 123, 147; TG7: 69, 103, 105, 117, 123, 128, 133, 134, 135, 140, 141, 147, 151; TG8: 27, 33, 45, 75, 92, 99, 147, 153; TG9: 39, 42, 43, 63, 73, 87, 97, 99, 117, 123, 141, 152, 153</p>
Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	<p>T1: 61, 63, 67, 99, 103, 141, 158, 159; T2: 99, 117, 159; T3: 20, 32, 44, 51, 57, 74, 82, 141, 147; T4: 129; T5: 69; T6: 68, 80, 123; T7: 30, 45, 69, 128, 134, 140; T8: 92, 99, 140; T9: 37, 133, 140, 141</p>
Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)	<p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 57, 158, 159; TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153; TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147; TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153; TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p>
Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)	<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,</p>

	157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139
Conduct simple scientific experiments. (4.5)	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
Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)	TG1: 32, 40, 45, 98, 99, 119, 120, 135, 137, 138, 140, 143, 144, 150, 158; TG2: 23, 24, 29, 30, 33, 36, 42, 44, 59, 60, 71, 72, 83, 84,96, 102, 104, 107, 114, 119, 156, 158; TG3: 23, 24, 29, 30, 36, 39, 41, 66, 86, 87, 101,114, 123, 132, 138, 143, 156; TG4: 29, 33, 51, 60, 69, 72, 77, 78, 81, 83, 95, 102, 108,132, 147, 159; TG5: 29, 38, 50, 63, 66, 72,78, 80, 96, 101, 131, 132, 134, 140, 146,153, 156; TG6: 14, 23, 35, 45, 65, 72, 74, 84,86, 98, 102, 113, 114, 117, 119, 120, 122,129, 132, 155, 159; TG7: 11, 14, 24, 45, 47,50, 66, 68, 77, 84, 95, 98, 104, 114, 116,130, 131, 135, 136, 141, 142, 147,148, 153,154, 155, 159; TG8: 13, 24, 26, 30, 32, 33,35, 36, 41, 42, 48, 60, 66, 72, 78, 84, 99, 113,120, 132, 135, 156; TG9 13, 23, 24, 29, 30,36, 39, 42, 48, 60, 63, 65, 66, 68, 69, 70, 74,75, 76, 77, 80, 81, 83, 87, 94, 98, 99, 100,104, 105, 106, 111, 112, 114, 117, 118, 119,120, 122, 123, 130, 131, 132, 135, 136, 141,142, 144, 146, 147, 148, 153, 154, 155, 159

With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)	Teacher uses scientific vocabulary to instruct children. TG1: 75, 103, 104, 122, 135, 146, 152, 158; TG2: 42, 63, 69, 75, 87, 99, 111, 140, 141, 152; TG3: 20, 57, 61, 68, 69, 73, 74, 80, 81,93, 109, 123, 135, 152; TG4: 45, 63, 74, 83, 86, 129,145, 146, 147, 153; TG5: 27, 39, 63, 67, 68, 69, 116, 117, 123; TG6: 27, 56, 75, 87, 111, 147; TG7: 69, 103,115, 117, 128, 131, 133, 135, 141, 146, 147,151; TG8: 39, 75; TG9: 39, 42, 43, 63, 87,117, 141
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Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)	TG1: 87, 92; TG2: 117; TG3: 57, 60, 61, 68, 69, 78, 80, 81; TG4: 138, 147; TG5: 39, 45, 69, 81, 159; TG6: 20, 60, 128; TG7: 117, 141; TG8: 39, 45, 167, 168; TG9: 21, 39, 43, 56, 115, 117, 141, 159
Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	Theme 6: I Build! I Create! Children learn about construction terminology, machines, tools and products. Week 1: Construction Terms, Week 2: Tools and Machines, Week 3: I Can Build , Week 4: I Can Create TG3: 93, 123, 117; TG6: 39, 56, 57, 70, 72, 74, 75, 87, 105; TG7: 20
Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	TG1: 32, 33, 103, 104, 105; TG3: 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139; TG5: 63, 81, 106; TG6: 87, 147; TG7: 105, 119, 123, 151; TG8: 39, 113, 145, 157; TG9: 63, 68, 83, 86, 87, 97, 104, 113, 114

Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)	TG6: 87; TG7: 102, 103, 115, 117, 141, 146;
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Explore, observe, and describe a variety of living creatures and plants. (4.1)	<p>Theme 8 Animals: During this theme, instruction immerses children in the world of animals—as they learn about animals’ appearance, habits and needs. (Week 1: Farm Animals, Week 2: Zoo Animals, Week 3: Bugs, Week 4: More Bugs)</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>
Classify living creatures and plants into categories according to at least one characteristic. (4.2)	<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>
Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)	<p>Roles and responsibilities of the classroom are introduced in Theme 1. These roles are carried out throughout the year. Frog Street Pre K includes instruction on recognizing, observing and discussing living things and the relationship to their environments – applicable to caring for living creatures and/or plants in the classroom.</p> <p>TG1: 29, 30, 31, 33, 96, 102, 120, 135; TG2: 30, 56, 77, 78, 79, 81, 86; TG3: 23, 38, 39, 62, 65, 71, 72; TG4: 82, 87; TG5: 71, 135; TG6: 81; TG7: 155, 156, 157; TG8: 48, 60, 63, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150; TG9: 75, 101, 102, 103, 105</p>

Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)	Frog Street Pre K includes instruction on recognizing, observing and discussing living things and the relationship to their environments – applicable to caring for living creatures and/or plants in the classroom. TG8: 13, 33, 35, 48, 51, 60, 63, 66, 95, 101, 109, 119, 123, 141, 147; Character Education Trait: curiosity TG9: 75, 101, 102, 105
Describe plants’ and living creatures’ life cycles. (4.5)	Example—Theme 8: Page 131: Children sequence photographs that show the life cycle of insects—and they are taught the word <i>metamorphosis</i> . The Literacy Lesson on page 132 revisits this concept. Then children sing the “Life Cycle Chant,” reinforcing vocabulary words such as “egg, larva, pupa, and adult” through music and movement. TG3: 135; TG5: 105; TG8: 117, 131, 132, 133, 135, 145; TG9: 35, 40, 42, 46, 47, 48, 49, 50, 51, 153
Use basic vocabulary to name and describe plants and living creatures. (4.6)	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
Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)	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
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Compare, and contrast seasonal changes where they live. (4.1)	TG3: 60, 61, 78, 80, 81, 86, 87; TG7: 59, 130, 131, 132, 135, 136, 137, 138, 139, 140, 141, 142, 148, 150, 152, 153, 156; TG9: 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 117
Describe the types of clothing needed for different seasons. (4.2)	TG1: 56; TG7: 72; TG9: 56, 72, 78, 82
Describe the current weather and how weather conditions can change from day to day. (4.3)	TG1: 63, 118, 173; TG2: 28; 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

Describe major features of the earth and sky, and how they change from night to day. (4.4)	TG1: 141; TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87; TG5: 38, 41, 131, 133; TG6: 23, 45; TG7: 59, 130, 131, 132, 135, 136,137, 138, 139, 141, 142, 148, 149, 150, 151,152, 153, 156; TG9: 62, 63, 64, 68, 69, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117
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Social Studies	
Social Studies (CSS) for Four-Year-Olds	
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Describe events, activities, and people from the past using appropriate vocabulary. (4.1)	TG1: 30, 31, 33; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159
Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)	TG1: 26, 27, 35, 41, 86, 87, 93, 107; TG2: 20, 24, 27, 35, 49, 56, 72, 73, 119, 135, 141, 148, 153; TG3: 63; TG4: 20, 69, 93, 99; TG5: 159; TG6: 37, 108, 128; TG7: 23, 43, 72, 73; TG9: 63, 149
Standard CSS 2: Describe people, events, and symbols of the past and present.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)	TG1: 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 61, 65, 83, 84, 85, 87, 96, 98, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 39; 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 27, 66, 107, 156
Identify and name some local, state, and national symbols. (4.2)	Resources: Rebus Poster – Pledge to the Flag TG1: 35, 93; TG2: 35; TG3: 63; TG5: 153; TG6: 45, 74; TG7: 66, 67, 141; TG9: 141;
Describe familiar elements of the local community and culture. (4.3)	TG1: 32, 33, 45; TG2: 26, 27, 29, 32, 33, 35, 38, 45, 68, 96, 144, 156; 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
Describe local, state, and national cultural events, celebrations, and holidays. (4.4)	Resources: The Celebration Center (set up early in the year) provides a place to celebrate life events throughout the year; <i>Cultural Rhymes Flip Chart</i> 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; TG9: 33;
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)	TG1: 32, 33, 45; TG2: 32, 68; TG3: 96, 101, 102, 104, 106, 107, 108; TG4: 49; TG5: 135; TG6: 45, 65, 75, 83, 95, 97, 101, 122; TG7: 66, 67; TG9: 141, 156
Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)	TG1: 32, 45; TG2: 68; TG3: 97, 103, 105, 109, 113, 119; TG4: 49; TG5: 135; TG6: 45, 75, 83, 97, 101; TG7: 67; TG9: 141

Recognize a globe/map as a representation of the earth. (4.3)	TG2: 35, 37; TG3: 64; TG5: 47, 150; TG7: 29, 66, 67, 69, 137, 150, 152; TG8: 84 TG9: 29, 62, 141
Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)	TG7: 56, 66, 67
With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)	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: 56, 66, 67; TG9: 141, 156
Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)	TG2: 147; TG7: 137, 138, 139; TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123
Participate in daily clean-up activities. (4.7)	Theme 1 focuses on teaching children procedures they will use throughout the program, including responsibility for their actions and properly managing and handling materials and equipment. Cleaning up is an ongoing expectation throughout the year. TG1: 24, 25, 26, 27, 31, 33, 41, 99; TG2: 153; TG4: 34, 43, 156; TG9: 141, 159
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) <i>Continued</i>	Theme 2 My Family and Friends focuses on families. Children share their Family Posters during Closing Circle each day. TG1: 101; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 39, 41, 45, 47, 48, 51, 60, 63, 65, 69, 75, 81, 83, 84, 85, 87, 96, 99, 105, 107, 111, 117, 123, 135, 141, 143, 147, 153, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 107
Discuss shelters/homes in various geographic regions. (4.2)	Homes, temporary homes, and habitats are all discussed including distinguishing differences between a habitat and a home. TG2: 58, 59, 60, 61, 67, 68, 76, 78, 82, 84, 85; TG5: 47, 61, 101, 119, 121, 129; TG6: 96, 97, 101, 111, 113; TG8: 63, 119, 150
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Recognize their responsibility as a member of a family and classroom. (4.1)	TG1: 27, 40, 41, 45, 69, 112, 118; TG2: 22, 34, 40, 58, 70, 82, 100; TG3: 40; TG4: 29, 30, 42, 46, 107, 108, 155, 156; TG5: 46, 100, 118; TG6: 99, 112, 159; TG7: 40, 58, 82; TG8: 28, 118, 154; TG9: 94, 154, 159

Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)	TG1: 27, 40, 41, 45, 69, 112, 118; TG2: 22, 34, 40, 58, 70, 82, 100; TG3: 40; TG4: 29, 30, 42, 46, 107, 108, 155, 156; TG5: 46, 100, 118; TG6: 99, 112, 159; TG7: 40, 58, 82; TG8: 28, 118, 154; TG9: 94, 154, 159
Follow rules that have been established. (4.3)	TG1: 25, 26, 41, 45, 154; TG2: 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
Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)	Greeting Circle begins each day with specific routines where rules/consequences/rights of self/rights of others are expected. This allows for conversations about expectations and consequences. 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, 30, 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 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
Identify workers and their roles as citizens within the community. (4.5)	Resource: <i>Photo Activity Cards</i> of community helpers provide support for describing the work people do and the tools they use in their jobs. 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
Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Demonstrate awareness of the purpose of money through play activities. (4.1)	TG2: 33, 35; TG3: 131; TG4: 72, 75, 85; TG5: 119, 121; TG8: 35, 56; TG9: 37, 107
Demonstrate the role of buyers and sellers in play activities. (4.2)	TG3: 133; TG4: 72, 75, 85; TG5: 121; TG8: 56; TG9: 37
Participate in conversations about wants and needs. (4.3)	Demonstrates an awareness of basic economic concepts by participating in conversations about wants and needs, recognizing that people have to make choices. TG1: 131; TG2: 30, 33, 84, 85; 159 TG3: 131; TG4: 75, 83; TG5: 119, 121, 123; TG6: 22; TG7: 71; TG8: 33 TG9: 107

Language and Literacy	
Speaking and Listening	
Standard LL 1: Comprehend or understand and use language.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	<p>Resources: Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, <i>Spanish Literacy-Strategies for Young Learners</i>, magnetic letters, literacy CDs, table top pocket chart, rebus posters); Frog Town Elementary (sequence cards, photo pockets, vocabulary cards, compound word cards, alphabet wall cards, photo activity cards, letter cards, Nursery Rhymes (flip chart), Cultural Rhymes (flip 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>
Listen and respond attentively to conversations. (4.2)	<p>TG1: 28, 34, 38, 39, 40, 42, 43, 45, 48, 49, 51, 62, 66, 69, 75, 83, 95, 105, 106, 108, 109, 117, 119, 144, 145, 147, 152; TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155; TG3: 94, 118, 120, 148, 156, 159; TG4: 23, 26, 27, 35, 58, 65, 117, 150, 155; TG5: 22, 23, 27, 28, 35, 63, 66, 69, 72, 82, 94, 115, 123, 130, 131, 150, 151, 155; TG6: 23, 33, 63, 69, 71, 83, 99, 103, 105, 120, 133, 139, 145, 153, 155; TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 121, 136, 142, 156; TG8: 61, 102, 108, 113, 115, 120, 138, 144, 153, 155, 157, 158; TG9: 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 132, 133, 135, 137, 138, 149, 151, 153, 157</p>

<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p>	<p>TG1: 28, 42, 46, 48, 69, 106; TG2: 25, 27, 60, 65, 66; TG3: 33, 63, 74, 87, 100, 117, 152; TG4: 27, 41, 47, 65, 159; TG5: 27, 61, 143, 149; TG6: 23, 35, 71, 79, 85, 107; TG7: 25, 59, 71, 101, 141, 144; TG8: 41, 95, 107, 117, 121; TG9: 36, 77, 78</p>
<p>Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking. (4.4)</p>	<p>Resources: Literacy Library and Frog Town Elementary TG1: 47, 49, 59, 65, 83, 85, 107, 115, 137, 139, 151; finger plays 189-193 TG2: 41, 43, 47, 79, 121; finger plays 192-199 TG3: 73, 121, 133, 137, 139, 141, 157, 159; finger plays 185-187 TG4: 25, 37, 49, 67, 78, 85, 101, 113, 145, 149, 155, 157; finger plays 196-198 TG5: 29, 31, 41, 49, 59, 61, 73, 77, 101, 103, 109, 113, 121, 131, 133, 143, 145; finger plays 185-192 TG6: 73, 79; finger plays 194-196 TG7: 23, 25, 29, 31, 35, 43, 59, 113, 121, 131, 143, 145, 151, 157; finger plays 196-201 TG8: 25, 29, 47, 65, 67, 71, 101, 143, 151, 157; finger plays 98-205 TG9: 25, 31, 77, 131; finger plays 198-205</p>
<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p>	<p>TG1: 22, 27, 33, 43, 59, 65, 69, 71, 74, 76, 84, 85, 86, 87, 94, 95, 99, 100, 106, 107, 108, 109, 110, 111, 112, 118, 120, 130, 131, 136, 137, 138, 142, 144, 147, 148, 149, 150, 154, 155; TG2: 22, 28, 29, 30, 34, 40, 46, 58, 64, 65, 71, 76, 77, 84, 94, 95, 96, 100, 101, 106, 107, 109, 112, 113, 118, 120, 131, 136, 142, 148, 154, 155; TG3: 28, 34, 36, 37, 48, 58, 64, 70, 71, 76, 77, 78, 83, 107, 112, 114, 120, 131, 136, 137, 142; TG4: 22, 23, 24, 25, 28, 29, 30, 40, 41, 45, 48, 65, 66, 68, 69, 70, 72, 76, 83, 84, 94, 95, 97, 100, 101, 103, 104, 109, 111, 112, 118, 130, 143, 148, 149, 155, 156; TG5: 22, 26, 28, 40, 41, 46, 49, 58, 60, 61, 70, 71, 77, 78, 82, 94, 99, 112, 114, 119, 148, 150, 154, 156; TG6: 22, 28, 40, 58, 61, 64, 67, 69, 70, 71, 75, 77, 79, 83, 84, 94, 100, 101, 105, 106, 112, 118, 119, 130, 136, 142, 154, 157; TG7: 22, 23, 28, 35, 40, 46, 51, 58, 59, 60, 64, 70, 75, 76, 82, 85, 94, 100, 106, 111, 112, 118, 121, 130, 136, 142, 143, 148, 154; TG8: 28, 33, 34, 35, 40, 42, 46, 58, 63, 70, 77, 82, 83, 87, 94, 100, 106, 112, 113, 118, 130, 131, 136, 137, 141, 142, 148, 154, 159; TG9: 23, 24, 29, 34, 35, 40, 41, 42, 45, 46, 47, 64, 70, 76, 82, 94, 100, 101, 106, 112, 113, 118, 119, 120, 123, 130, 136, 137, 142, 143, 144, 145, 148, 154, 159</p>

Ask questions about a specific topic, activity, and/or text read aloud. (4.6)	TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143; TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159; TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151; TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157; TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153; TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151; TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138; TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155; TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137
Language Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	TG1: 32, 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 86, 87, 104, 119, 122, 134, 140, 141, 146, 158; TG2: 21, 63, 74, 86, 87, 91, 110, 111, 116, 146, 158; TG3: 38, 39, 44, 50, 80, 86, 99, 102, 104, 110, 111, 134, 144, 146; TG4: 38, 39, 44, 62, 72, 80, 98, 104, 110, 117, 122, 131, 143, 145; TG5: 41, 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, 74, 80, 98, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 114, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123
Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	TG1: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG2: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG3: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 83, 84, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 140, 141, 142, 143, 144, 146, 147, 148; TG4: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG5: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG6: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123,

	130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG7: 22, 23, 24, 27, 28, 29, 30, 33, 34, 34, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG8: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG9: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159
Reading: Literature and Information in Print	
Standard LL 3: Develop an interest in books and their characteristics.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	Resources: <i>Rebus Poster – How to Read a Book</i> 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;
With prompting and support, describe the role of the author and illustrator of a text. (4.2)	TG1: 23, 29, 35, 95, 101, 131, 143; TG2: 65, 101, 111, 119, 155, 159; TG3: 23, 41, 65, 107, 149, 155; TG4: 23, 29, 35, 41, 101, 137, 155, 159; TG5: 41, 71, 108, 131; TG6: 23, 47, 83, 131, 137, 138, 141, 143; TG7: 41, 107, 131; TG8: 71, 155
Standard LL 4: Comprehend stories and information from books and other print materials.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
With prompting and support, ask and answer questions about print that is read aloud. (4.1)	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
With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)	TG1: 23, 29, 47, 77, 83, 107 TG2: 65, 95, 107, 113, 137, 143 TG3: 38, 47, 83, 107, 146 TG4: 29, 65, 77, 131, 149 TG5: 23, 59, 71, 77, 95, 101, 113, 131, 137 TG6: 41, 47, 59, 131, 155 TG7: 29, 47, 84, 107, 119 TG8: 47, 65, 71, 131 TG9: 42, 131, 150, 155
With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3) <i>Continued</i>	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
With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	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, 47, 59, 61, 65, 67, 71, 83, 95, 101, 107, 109, 113, 115, 119, 121, 143, 149, 155, 157; TG3: 23, 29, 35, 41, 43, 47, 59, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 141, 143, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 77, 79, 83, 95, 99, 101, 107, 111, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157; TG5: 31, 35, 41, 47, 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, 143, 149, 150, 151, 152, 155, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 101, 107, 108, 119, 131, 133, 137, 138, 144, 145, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 144, 145, 149; TG8: 23, 29, 35, 38, 41, 43, 59, 65, 71, 77, 83, 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, 113, 119, 131, 137, 143, 144, 149, 155
Listen to stories or text read aloud and uses new vocabulary words in follow-up conversations and activities. (4.5)	TG1: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG2: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG3: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 83, 84, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 140, 141, 144, 146, 147, 148; TG4: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83,

	84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG5: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG6: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG7: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG8: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159; TG9: 22, 23, 24, 27, 28, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 45, 46, 47, 48, 51, 58, 59, 60, 63, 64, 65, 66, 69, 70, 71, 72, 75, 76, 77, 78, 81, 82, 83, 84, 87, 94, 95, 96, 99, 100, 101, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 153, 154, 155, 156, 159
Recognize that texts can be stories (make-believe) or real (give information). (4.6)	Theme 3, Week 4: Make-Believe Giants – Children delve into the world of “make-believe” as they meet giants from fairytales and fables. This week (in particular) is filled with opportunities to distinguish between fact and fantasy (real and make-believe). TG1: 151; TG2: 43 TG3: 130, 137, 138, 141, 143, 149, 156; TG4: 157; TG5: 66, 99, 107, 108, 138, 155, 156; TG6: 67 TG7: 31, 42, 151; TG8: 41, 47, 107, 143;
With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	TG1: 77, 83, 95, 113, 137; TG2: 29, 47, 59, 131, 143; TG3: 59, 77, 95, 101, 119; TG4: 59, 107; TG6: 47, 71, 77, 83, 95, 96, 149; TG7: 23, 35, 47; TG8: 23, 35, 41, 59, 71, 95, 107; TG9: 47, 113
With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	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
Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	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

Reading: Foundational Skills	
Standard LL 5: Demonstrate understanding of the organization and basic features of print.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; TG2: 23, 29, 35, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 153; TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149; TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155; TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155; TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155
With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	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
With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	Children learn to identify their own first name among two or three other names. Example: Theme 1 Writer’s Corner (page 133) – Children select a friend. Then each child assembles their name puzzle and the name puzzles of their friends. TG1: 36, 37, 133; TG2: 115, 121, 145; TG3: 42, 43; TG4: 146; TG5: 81, 135; TG6: 93, 116, 122 157; TG7: 51, 80; TG9: 74
With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	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, 22, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 58, 60, 64, 66, 70, 72, 76, 82, 84, 88, 94, 97, 100, 102, 103, 105, 106, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 142, 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, 158; 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
Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	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
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
The FSPK Phonological Awareness Sequence is as follows:	
Themes 1-2: sentence segmenting, rhyme awareness, blend and delete parts of compound words, clap syllables in names	
Theme 3: blend syllables into words, delete a syllable from a word, recognize alliteration	
Theme 4: begin to produce alliteration, review of previous skills	
Theme 5: recognize rhyming words, produce rhyming words, review of previous skills	
Theme 6: produce alliteration, review of previous skills	
Theme 7: combine onset and rime, review of previous skills	
Themes 8-9: blend phonemes, review of previous skills.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References

With prompting and support, recognize and produce rhyming words. (4.1)	Resources: Strategy Card D – <i>Rhyming Words</i> TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 101, 132, 133, 138, 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, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153
With prompting and support count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	Resources: Strategy Card C - <i>Syllables</i> TG1: 34; TG2: 45, 60, 111, 137; TG3: 21, 22, 28, 40, 42, 46, 48, 58, 59, 64, 66, 70, 76, 82, 100, 105, 106, 112, 118, 129, 130, 132, 133, 136, 137, 142, 144, 150, 151, 154; TG4: 21, 22, 24, 36, 40, 42, 64, 72, 73, 76, 78, 84, 94, 100, 106, 112, 136, 228, 148; TG5: 22, 23, 24, 35, 36, 46, 47, 132, 154; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 96, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; TG7: 36, 48, 149, 159, 197; TG8: 37, 51, 66, 96, 107, 108, 113, 114, 119, 123, 132, 138, 205, 207, 209; TG9: 21, 66, 67, 83, 84
With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	Resources: Strategy Card F – <i>Onset and Rime</i> TG2: 21; TG3: 64; TG4: 143; TG5: 100; TG6: 66; TG7: 21, 22, 28, 34, 36, 40, 46, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118, 149; TG8: 21, 107, 108, 113, 114, 119, 132, 138; TG9: 21, 66, 67, 84
Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	Resources: Strategy Card E - <i>Alliteration</i> 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, 143; TG9: 21

Writing	
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	T1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 T2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 T3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 T4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 T5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 T6: 20, 25, 31, 37, 45, 61, 67, 79, 109, 115, 121, 133, 135, 139, 153, 157 T7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133 T8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157 T9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145
Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)	Resources: Strategy Card R – <i>Journal Writing</i> TG1: 37, 49, 67, 85, 97, 109, 115, 139, 145, 148, 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: 14, 21, 43, 67, 81, 85, 107, 133, 135, 139, 151; TG6: 20, 25, 31, 37, 45, 57, 61, 79, 97, 109, 115,

	121, 145, 153, 157; TG7: 31, 37, 49, 57, 73, 75, 97, 103, 121, 129, 133, 151
With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)	Children retell their own stories on the interactive software activity, Writer’s Corner . Prompted by a picture, children can write a story, record the story, and/or print as a four-page book. TG2: 93; TG3: 93; TG4: 57; TG5: 21; TG6: 57; TG7: 129; TG8: 57, 93; TG9: 67

Physical Well-Being and Motor Development: Four-Year-Olds	
Motor Skills and Physical Fitness	
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)	<p>The Moving and Learning activity that follows Greeting Circle each morning and the activities presented in the Gross Motor Center give children many opportunities to develop balance and spatial awareness.</p> <p>Resources: The Kid’s Castle-Physical Development box provides resources for children to move and learn. Includes, Continuum of Physical Development – with scaffolded activities that meet individual needs.</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>
Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	<p>The Moving and Learning activity that follows Greeting Circle each morning and the activities presented in the Gross Motor Center give children many opportunities to develop balance and spatial awareness. Outdoor Learning provides children with opportunities to extend learning objectives to outdoor playtime. Daily activities are provided at the beginning of each week.</p> <p>Resources: The Kid’s Castle-Physical Development box provides resources for children to move and learn. Includes, Continuum of Physical Development – with scaffolded activities that meet individual needs.</p> <p>TG1: 22, 28, 40, 56, 58, 64, 76, 82, 92, 100, 103, 106, 128, 136, 148; TG2: 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 142, 148, 154; TG3: 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 130, 133, 135, 136, 141, 142,147, 148, 154; TG4: 20, 22, 33, 46, 51, 58, 82, 94, 97, 103, 105, 112, 136, 142, 148; TG5: 28, 39, 40, 64, 76, 82, 99, 100, 130, 138, 142, 148, 150, 154, 157, 159; TG6: 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154; TG7: 20, 22, 28, 33, 34, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 148, 154; TG8: 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; TG9: 22, 28, 34, 58, 64, 70, 85, 92, 106, 128, 136, 148, 154</p>
Standard PM 2: Develop small muscle control and coordination.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Use hands, fingers, and wrists to manipulate large and small objects with strength and	T1: 25, 31, 43, 45, 49, 61, 81, 85, 97, 109, 115, 139, 145, 159; T2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 109, 145, 157; T3: 25, 37, 43, 61, 67, 73, 79, 85, 105, 121, 133, 145, 157; T4: 20, 25, 27, 31, 49,

good control of small muscles. (4.1)	61, 69, 73, 85, 87, 92, 97, 103, 109, 153; T5: 33, 51, 67, 79, 81, 85, 92, 109, 115, 121, 133, 135, 139, 151, 157; T6: 20, 25, 31, 37, 45, 61, 67, 73, 79, 109, 115, 121, 133, 135, 139, 153, 157; T7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133, 139; T8: 21, 25, 31, 37, 43, 49, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 140,145, 151, 157; T9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 103, 115, 133, 139, 145
Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)	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
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	Theme 4, Week 3, <i>Healthy Habits</i>: Children learn about the value of daily exercise, beginning with the Weekly Learning Center, Outdoor Learning. 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, 93, 94, 95, 96, 97, 98, 99, 100, 101, 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
Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)	TG1: 57, 106, 159, 194-197; TG2: 136, 200-202; TG3: 188-192; TG4: 75, 92-94, 96, 97, 99, 100, 103, 105, 199-201; TG6: 76, 197-200; TG7: 23, 25, 27, 39, 142, 202-204; TG8: 206-209; TG9: 206-207
Health and Hygiene	
Standard PM 4: Develop appropriate health and hygiene skills.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Identify different foods and the corresponding food group according to “My Plate”. (4.1)	Theme 4 (Choices): Week 2 focuses on healthy food choices. TG1: 82; TG2: 111; TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135
Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	TG1: 82; TG2: 111; TG4: 60, 61, 63, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135

Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)	<p>Theme 4: Choices focuses on healthy food choices, exercise, and health & hygiene practices.</p> <p>Resources: <i>Rebus Posters</i> for procedures such as brushing teeth and washing hands. <i>Sequence Cards:</i> teeth brushing, hand washing</p> <p>TG1: 82; TG2: 111; TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135</p>
Get sufficient sleep and rest to support healthy development of their body. (4.4)	<p>Resources: Sequence Card: <i>Bedtime</i></p> <p>TG4: 118, 119, 120, 121, 122, 123;</p>
<p>Safety Standard PM 5: Demonstrate safe behaviors.</p>	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision. (4.1)	<p>TG1: 28, 40, 45, 63, 81, 99, 102, 110; TG2: 33, 82,130, 131, 132, 133, 135, 136, 141, 148, 149, 154, 155; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 46, 48, 141; TG5: 28, 33, 51, 73, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 51, 95, 96, 99; T8: 39, 63, 99, 105, 111, 159; T9: 63</p>
Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2)	<p>TG1: 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154;TG2: 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155; TG3: 84, 85, 106, 114, 118; TG4: 24, 30, 34, 35, 36, 39, 40, 42, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 108, 112, 113, 114, 115, 117, 141, 146, 147; TG5: 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147; TG6: 28, 34, 37, 45, 48, 63, 65; TG7: 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142; TG8: 39, 40, 63, 99, 100, 105, 106, 111, 112, 159; TG9: 46, 63, 135, 137, 144, 145;</p> <p>Resources: <i>Rebus Poster: Stop! Drop! Roll!</i></p>
<p>Social-Emotional Development: Four-Year-Olds</p>	
<p>Social Relationships Standard SE 1: Develop healthy relationships and interactions with peers and adults.</p>	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	<p>Frog Street Pre-K incorporates <i>Conscious Discipline™</i>, a comprehensive social emotional program that teaches children to manage their emotions, resolve conflicts, and take responsibility for their actions.</p> <p>TG1: 28, 42, 46, 48, 63, 69, 70,136, 142, 147; Character Education Trait: responsibility, respect TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154; TG4: 45, 106, 136, 154; TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148; TG6: 24, 34, 40, 118, 120, 121, 122, 123; Character Education Trait: cooperation, intentionalityTG7: 14, 37, 45, 94, 136, 154; TG8: 64, 76, 100, 106, 112, 136, 142, 148; TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156</p>

Express empathy and sympathy for others. (4.2)	<p>From the Experts: Becky Bailey, Conscious Discipline® (page 12) writes specifically about helping children be successful in their social and emotional endeavors each day.</p> <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>
Demonstrate understanding of how one’s words and actions affect others. (4.3)	<p>From the Experts: Becky Bailey, Conscious Discipline® (page 12) writes specifically about helping children be successful in their social and emotional endeavors each day.</p> <p>TG1: 28, 42, 46, 48, 63, 69, 70,136, 142, 147; TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154; TG4: 45, 106, 136, 154; TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148; TG6: 24, 34, 40, 118, 120, 121, 122, 123; TG7: 14, 37, 45, 94, 136, 154; TG8: 64, 76, 100, 106, 112, 136, 142, 148; TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156</p>
Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)	<p>From the Experts: Cultural Sensitivity on page 13 of each teacher guide.</p> <p>TG1: 38, 39, 44, 49, 82; TG2: 41, 99, 106, 132, 133; TG3: 35, 44, 155; TG4: 35, 41, 155; TG5: 101, 103, 143, 148; TG6: 82, 83, 84, 85; TG7: 51, 59; TG8: 136, 149; TG9: 133, 135, 145, 149, 150, 151</p>
Play cooperatively with small group of peers for a sustained time. (4.5)	<p>TG1: 28, 42, 46, 48, 63, 69, 70,136, 142, 147; TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154; TG4: 45, 106, 136, 154; TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148; TG6: 24, 34, 40, 118, 120, 121, 122, 123; TG7: 14, 37, 45, 94, 136, 154; TG8: 64, 76, 100, 106, 112, 136, 142, 148; TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156</p>
Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)	<p>TG1: 28, 42, 46, 48, 63, 69, 70,136, 142, 147; TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154; TG4: 45, 106, 136, 154; TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148; TG6: 24, 34, 40, 118, 120, 121, 122, 123; TG7: 14, 37, 45, 94, 136, 154; TG8: 64, 76, 100, 106, 112, 136, 142, 148; TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156</p>
Resolve conflict with peers on their own sometimes. (4.7)	<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>
Seek help from adults when in conflict with peer, if needed. (4.8)	<p>Theme 4: Choices focuses on making thoughtful choices and problem solving. Problem solving opportunities are included throughout the year. Children learn to successfully make decisions and solve 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,</p>

	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
Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem solving. (4.9)	Conscious Discipline ® strategies are introduced daily in Greeting Circle ; Children practice social emotional skills throughout the day. <i>From the Experts: Becky Bailey, Conscious Discipline</i> ® (page 12) provides guidelines for helping children to be successful in their social and emotional endeavors each day. TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157; TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154; TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153; TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159; TG5: 22, 28, 34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154; TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154; TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159; TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154; TG9: 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159
Develop and maintain positive relationships with peers. (4.10)	Theme 2: Family and Friends , focuses on developing friendships with other children. 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
Self-Concept and Self-Efficacy	
Standard SE 2: Develop positive self-identify and sense of belonging.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	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

Self-Concept and Self-Efficacy	
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 28, 34, 40, 46, 47, 63, 79, 118; TG3: 33, 119, 123, 135, 141, 155; TG4: 28, 31, 46, 47, 51; Character Education Trait: fairness, confidence TG5: 28, 61, 100; TG6: 39, 109, 110, 132, 139, 141; TG7: 27, 31, 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150 Character Education Trait: patience, pride
Attempt new experiences with confidence. (4.2)	Weekly Learning Centers and Practice Activities offer children opportunities to attempt new experiences. 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, 153, 154, 159; Character Education Traits: curiosity, compassion 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
Make choices or decisions from a range of options. (4.3)	Frog Street Pre-K incorporates Conscious Discipline™ , a comprehensive social emotional program that teaches children to manage their emotions, resolve conflicts, and make a commitment to be responsible for their actions. Welcome to Frog Street Pre-K Guide provides information on guiding children to be responsible throughout the day. (p. 45). Theme 4: Choices – children learn about choices (thoughtful, smart, healthy, safe and kind). They learn how to evaluate pros and cons of decision-making and how to generate solutions to problems. 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

Self Regulation	
Standard SE 4: Regulate own emotions and behavior.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Recognize and accurately label the feelings of self. (4.1)	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
Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	Conscious Discipline ® strategies are provided 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 practiced from the Greeting Circle to the Closing Circle . Children do not just read and discuss social skills, but also <i>practice</i> them. TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159; TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150; TG3: 33, 48, 95, 107, 122, 123, 138, 156; TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159; TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156; TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159; TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153; TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159; TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157
Self Regulation	
Standard SE 5: Regulate attention, impulses, and behavior.	
Indicators	Frog Street Citations, Examples, Resources and Teacher Guide Page References
Follow rules and routines and adapt to changes in rules and routines. (4.1)	TG1: 28, 34, 42, 45, 66, 105, 106, 117; TG2: 24; TG3: 58; TG4: 23, 150, 155; TG5: 22, 27, 28, 82, 94, 130; TG6: 23, 71, 155; TG7: 65, 77, 95, 121, 142; TG8: 102, 138, 144, 153; TG9: 132, 137, 138, 149, 153
Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	Conscious Discipline ® strategies for self-regulation are introduced in every Greeting Circle . Specifically, Disengage the Stress and Commit provide opportunities for children to develop self-regulation strategies. TG1: 26, 27, 28, 41, 45; 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; TG2: 22, 28, 30, 34, 40, 46, 58, 64, 94, 100, 106, 113, 136; TG3: 28, 34, 42, 64, 107, 108, 112, 118, 136, 142; TG4: 22, 28, 29, 76, 101, 112, 118; TG5: 22, 28, 34, 58, 82, 100, 112, 154; TG6: 28, 31, 34, 40, 45, 46, 64, 4,100, 112, 118, 130, 136, 142, 154; TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154; TG8: 58, 63, 70, 82, 94, 100, 112, 141, 148, 154; TG9: 28, 34, 45, 46, 64, 70, 76, 82, 94, 112, 118, 130, 131, 136, 142, 143, 144, 145, 148, 154

<p>With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</p>	<p>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, the components of Disengage the Stress and Commit provide opportunities for children to develop self-regulation strategies.</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>
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