

**Correlation between  
California Preschool Learning  
Foundations Standards—Volume 11  
(at around 60 months of age)  
and Frog Street Pre-K**



**TEXTBOOK COMPANY: Frog Street Press, Inc.**  
**CORRELATION TO CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS—VOLUME II**  
**FOR**  
**CLASSROOMS SERVING CHILDREN AT AROUND 60 MONTHS OF AGE**

<b>VISUAL AND PERFORMING ARTS</b>	
<p><i>Frog Street Pre-K</i> encourages children to express themselves through visual and performing arts. <b>Moving and Learning</b> offers joyful activities including games, music, and/or creative drama to support themes. There are opportunities to sing, move, dance and play simple instruments.</p> <p><b>Creativity Station</b> provides frequent opportunities for children to explore creativity through visual arts using a variety of materials.</p> <p><b>Pretend and Learn</b> centers provide opportunities to develop imagination and creativity—and encourage children to practice social skills through storytelling, puppetry, dance, and dramatic play.</p>	
<b>VISUAL ART</b>	<p><i>Frog Street Pre-K</i> provides children with many opportunities to explore a wide variety of materials and identify color, shape, and texture through art experiences. Children learn to express what they know and recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.</p>
<b>1.0 Notice, Respond, and Engage</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<b>Teacher Guide – (TG) TG1:</b> 143 <b>TG2:</b> 158 <b>TG3:</b> 27, 83, 95 <b>TG6:</b> 137, 138, 139, 141 <b>TG7:</b> 85, 131, 137, 139 <b>TG8:</b> 59 <b>TG9:</b> 95, 150, 151
1.2 Begin to plan art and show increasing care and persistence in completing it.	<b>TG3:</b> 92, 161 <b>TG6:</b> 27, 67, 103, 109, 121, 138, 141, 144, 145, 157 <b>TG7:</b> 25, 56, 85, 121, 135, 153 <b>TG8:</b> 20, 27, 37, 61, 157 <b>TG9:</b> 109, 115, 133, 150, 151, 157
1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	<b>TG2:</b> 92 <b>TG3:</b> 92 <b>TG6:</b> 138, 141 <b>TG7:</b> 56, 85 <b>TG8:</b> 151
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	<b>TG7:</b> 85, 157 <b>TG9:</b> 150

2.0 Develop Skills in Visual Art	
Standards	FSPK Teacher Guide Page References
2.1 Draw single circle and add lines to create representations of people and things.	<b>TG3:</b> 92 <b>TG5:</b> 139 <b>TG6:</b> 25, 27 <b>TG9:</b> 68
2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	<b>TG1:</b> 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 <b>TG2:</b> 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 <b>TG3:</b> 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 <b>TG4:</b> 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 <b>TG5:</b> 33, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 <b>TG6:</b> 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 <b>TG7:</b> 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 <b>TG8:</b> 25, 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 <b>TG9:</b> 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159
2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	<b>TG1:</b> 67, 153 <b>TG2:</b> 20, 121 <b>TG3:</b> 25, 87, 92, 129 <b>TG5:</b> 27, 56, 73, 75, 81, 117, 139 <b>TG6:</b> 67, 141, 144, 145, 147 <b>TG7:</b> 49, 56, 85 <b>TG8:</b> 51, 61, 92, 109, 129, 145 <b>TG9:</b> 45, 69, 92
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	<i>Construction Center activities throughout each Theme provide hands-on experiences with three-dimensional shapes. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on I Can Build.</i> <b>TG2:</b> 69, 92, 117, 121, 157 <b>TG3:</b> 56, 92, 129, 153 <b>TG5:</b> 99 <b>TG6:</b> 103, 111, 144, 145, 147 <b>TG7:</b> 85, 135 <b>TG8:</b> 20, 27, 61 <b>TG9:</b> 68, 85, 109, 145
2.5 Recognize and name materials and tools used for visual arts.	<b>TG6:</b> 57, 136, 144 <b>TG 7:</b> 56, 135
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	<b>TG1:</b> 67, 69, 79, 85, 145, 153 <b>TG2:</b> 20, 87, 92, 121 <b>TG3:</b> 25, 27, 37, 87, 129, <b>TG4:</b> 75, 81 <b>TG5:</b> 117 <b>TG6:</b> 27, 39, 73, 141, 144, 145, 147 <b>TG7:</b> 153 <b>TG8:</b> 51, 61, 92, 109, 129, 145 <b>TG9:</b> 45, 69, 85, 92, 150, 151

3.0 Create, Invent, and Express Through Visual Art	
Standards	FSPK Teacher Guide Page References
3.1 Intentionally create content in a work of art.	<p><b>TG1:</b> 25, 31, 43, 61, 69, 85, 117, 121, 153, 145, 147, 151, 157 <b>TG2:</b> 20, 25, 37, 43, 61, 63, 69, 75, 87, 92, 97, 109, 121, 128, 146, 158 <b>TG3:</b> 11, 27, 37, 49, 56, 59, 61, 79, 85, 97, 103, 105, 146, 153, 157, 161 <b>TG4:</b> 31, 33, 49, 61, 73, 85, 103, 109, 153, 157 <b>TG5:</b> 14, 20, 39, 67, 73, 79, 81, 85, 95, 111, 115, 121, 139, 147, 151, 157 <b>TG6:</b> 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 144, 145 <b>TG7:</b> 25, 37, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 <b>TG8:</b> 25, 27, 37, 49, 61, 81, 145, 151, 157 <b>TG9:</b> 45, 49, 68, 71, 85, 109, 121, 129, 133, 139, 145, 150, 151 157</p>
3.2 Draw more detailed figures or objects with more control of line and shape.	<b>TG9:</b> 56, 150
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	<b>TG6:</b> 137, 138, 141 <b>TG7:</b> 139
<b>MUSIC</b>	<p><i>Frog Street Pre-K</i> provides many opportunities for children to express themselves through singing, movement, and playing simple instruments. CDs are provided with familiar songs and music by Dr. Jean, Stephen Fite and other popular artists. Children discover that music is a form of experiencing, learning, and communicating with others. They explore music concepts, such as volume, tempo, and sound.</p> <p><b>Music</b> activities are included each day in every Teacher Guide. They are included in many literacy, math, and <b>Content Connection</b> lessons.</p> <p><b>Music and Listening Library CDs:</b>  <i>Leaping Literacy, Moving to Math, Camino a las matemáticas, Dr. Jean on Frog Street, Canciones de ti y mí • Songs of You and Me (Bilingual), Canciones de los animalitos • Songs of Little Creatures (Bilingual), Canciones para aprender con diversion • Songs of Learning Fun (Bilingual), Canciones de nuestra tierra • Songs of Our Earth (Bilingual), Frog Street Friends, Feelin' Froggy, Cantarín,</i></p>

	<i>Spanish Listening, English Listening, Nursery Rhyme, It Starts in the Heart</i>
	The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference).
<b>1.0 Notice, Respond, and Engage</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	<b>TG1:</b> 97, 103, 153 <b>TG2:</b> 99 <b>TG3:</b> 134, 142, 154 <b>TG4:</b> 82, 123, 135, 138 <b>TG5:</b> 36, 39, 62 <b>TG6:</b> 106, 129
1.2 Demonstrate more complex repeating melody and rhythm patterns.	<b>TG1:</b> 82, 103 <b>TG2:</b> 51 <b>TG3:</b> 45, 46, 50, 51, 141 <b>TG4:</b> 30, 39, 112, 135, 142 <b>TG5:</b> 34, 37 <b>TG6:</b> 82, 94 <b>TG7:</b> 26, 28, 32, 42, 58 <b>TG8:</b> 28, 66, 74, 80, 83, 86, 110
1.3 Identify the sources of a wider variety of music and music-like sounds.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 <b>TG2:</b> 47, 51, 117, 118, 142, 148 <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 <b>TG4:</b> 22, 82, 123, 130, 135, 142 <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148 <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 <b>TG2:</b> 47, 51, 117, 118, 142, 148 <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 <b>TG4:</b> 22, 82, 123, 130, 135, 142 <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148 <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
<b>2.0 Develop Skills in Music</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<b>TG1:</b> 22, 28, 40, 45, 46, 47, 50, 58, 64, 66, 76, 82, 100, 104, 106, 118, 130, 138, 142, 146, 152 <b>TG2:</b> 28, 40, 46, 55, 71, 76, 81, 94, 98, 99, 100, 106, 110, 112, 118, 130, 135, 140, 142, 148 <b>TG3:</b> 22, 44, 46, 63, 70, 71, 72, 78, 80, 94, 106, 100, 148 <b>TG4:</b> 34, 39, 40, 51, 60, 63, 70, 75, 77, 80, 82, 102, 108, 116, 117, 122, 130, 134, 136, 138, 140, 142, 152, 158, 169 <b>TG5:</b> 22, 28, 34, 36, 46, 58, 62, 76, 94, 107, 110, 134, 144, 146, 148, 152 <b>TG6:</b> 34, 36, 38, 40, 46, 47, 50, 63, 58, 82, 94, 110, 111, 112, 118, 140, 144, 154 <b>TG7:</b> 26, 35, 40, 41, 47, 58, 59, 68, 70, 75, 77, 78, 83, 86, 110, 114, 116, 120, 130, 136, 148, 149, 154, 155, 158 <b>TG8:</b> 22, 23, 24, 25, 26, 27, 28, 32, 48, 49, 58, 60, 62, 64, 68, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 106, 110, 116, 117, 118, 119, 120, 122, 138, 142, 146, 150, 151, 152, 154, 155, 156, 158 <b>TG9:</b> 22, 28, 30, 36, 40, 42, 44, 46, 51, 58, 70, 75, 82, 94, 96, 98, 108, 110, 112, 116, 118, 130, 136, 141, 142, 146, 154

	<p><b>Resources:</b> <i>Three Bears’ Rap Big Book</i> The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference).</p>
2.2 Extend vocal exploration sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<b>TG5:</b> 62, 130 <b>TG6:</b> 47 <b>TG9:</b> 60
<b>3.0 Create, Invent, and Express Through Music</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<b>TG1:</b> 22, 26,28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158 <b>TG2:</b> 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118,130, 135, 136, 142, 148, 154 <b>TG3:</b> 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154 <b>TG4:</b> 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158 <b>TG5:</b> 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100,110, 112, 118, 130, 136, 138,142, 144, 146, 148, 152 <b>TG6:</b> 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154
3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 <b>TG2:</b> 47, 51, 117, 118, 142, 148 <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 <b>TG4:</b> 22, 82, 123, 130, 135, 142 <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148 <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
3.3 Explore, improvise, and create brief melodies with voice or instrument.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 <b>TG2:</b> 47, 51, 117, 118, 142, 148 <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 <b>TG4:</b> 22, 82, 123, 130, 135, 142 <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148 <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
<b>DRAMA</b>	<i>Frog Street Pre-K</i> provides many opportunities for children to engage in drama—and to assume different roles and characters. These experiences contribute to children’s ability to self-regulate, communicate effectively, engage in cooperative interaction with peers, and understand the responses, reactions, and feelings of others.

	Dramatic play opportunities are available through <b>Pretend and Learn</b> centers. Children are also encouraged to use story folders with magnetic props to retell stories.
<b>1.0 Notice, Respond, and Engage</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Demonstrate a broader understanding of drama vocabulary.	<b>TG1:</b> 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 <b>TG2:</b> 25, 45, 81, 117, 138 <b>TG3:</b> 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 <b>TG4:</b> 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 <b>TG6:</b> 59, 64, 76, 103, 131, 136, 148 <b>TG7:</b> 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157  <b>Resources:</b> Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
1.2 Explain preferences and interests related to participating in drama.	
1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	
<b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	<b>TG1:</b> 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 <b>TG2:</b> 25, 45, 81, 117, 138, 145 <b>TG3:</b> 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159 <b>TG4:</b> 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 <b>TG6:</b> 59, 60, 64, 76, 103, 131, 136, 148 <b>TG7:</b> 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157  <b>Resources:</b> Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers	

	85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 <b>TG6:</b> 30, 43, 59, 67, 73, 131, 143, 155, 157 <b>TG7:</b> 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 <b>TG8:</b> 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 <b>TG9:</b> 25, 31, 67, 79, 80, 131, 150, 155, 157 <b>Resources:</b> Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
<b>DANCE</b>	Daily <b>Music and Movement</b> activities are included in every <i>Frog Street Pre-K</i> Teacher Guide. Children are consistently encouraged to move to music, express themselves, and perform different aspects of dance.  Games, songs, and dances in the appendix of each guide provide additional resources for improving skills and techniques.
<b>1.0 Notice, Respond, and Engage</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Further engage and participate in dance movements.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 70, 76, 77, 78, 82, 83, 87, 103, 118, 130, 136, 142, 148, 194-197 <b>TG2:</b> 46, 47, 50, 51, 64, 112, 117, 118, 142, 148, 200-202 <b>TG3:</b> 40, 46, 49, 51, 58, 64, 76, 82, 94, 106, 118, 130, 133, 134, 135, 142, 148, 154, 188-192 <b>TG4:</b> 22, 82, 106, 112, 123, 130, 135, 142, 151, 199-201 <b>TG5:</b> 22, 34, 37, 46, 64, 76, 82, 130, 132, 136, 139, 142, 147, 148, 150 <b>TG6:</b> 22, 30, 34, 40, 46, 51, 64, 94, 100, 106, 130, 133, 135, 136, 142, 197-200 <b>TG7:</b> 20, 22, 34, 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 120, 130, 136, 142, 148, 154, 202-204 <b>TG8:</b> 23, 28, 40, 46, 60, 94, 100, 112, 148, 154, 206-209 <b>TG9:</b> 28, 34, 40, 70, 76, 82, 94, 100, 112, 118, 142, 148, 154, 206-207
1.2 Connect dance terminology with demonstrated steps.	
1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	
1.4 Use understanding of different steps and movements to create or form a dance.	
<b>2.0 Develop Skills in Dance</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Continue to develop awareness of body in space.	<b>TG1:</b> 22, 25, 28, 34, 39, 40, 45, 46, 47, 58, 64, 74, 76, 77, 80, 82, 87, 94, 103, 118, 130, 136, 142, 148, 194-197 <b>TG2:</b> 28, 46, 47, 64, 117, 100, 200-202 <b>TG3:</b> 34, 46, 49, 58, 100, 134, 142, 148, 154, 188-192 <b>TG4:</b> 22, 24, 40, 49, 51, 58, 61, 102, 103, 117, 118, 141, 145, 199-201 <b>TG5:</b> 22, 34, 37, 46, 64, 82, 94, 106, 130, 132, 136, 139, 142, 147, 150, 154 <b>TG6:</b> 22, 28, 34, 39, 40, 46, 64, 70, 87, 94, 100, 106, 130, 132, 133, 135, 136, 142, 197-200 <b>TG7:</b> 22, 26, 28, 34, 35, 40, 42, 46, 48, 49, 58, 61, 70, 76, 82, 94, 100, 118, 120, 136, 142, 148, 154, 202-204 <b>TG8:</b> 28, 40, 46, 70, 94, 100 <b>TG9:</b> 27, 34, 70, 76, 82, 94, 112, 118, 132, 137, 138, 142, 143, 148, 149, 154, 206-207
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	
<b>3.0 Create, Invent, and Express Through Dance</b>	



Standards	FSPK Teacher Guide Page References
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 70, 76, 77, 78, 82, 83, 87, 103, 118, 130, 136, 142, 148, 194-197 <b>TG2:</b> 46, 47, 50, 51, 64, 112, 117, 118, 142, 148, 200-202 <b>TG3:</b>
3.2 Invent and recreate dance movements.	40, 46, 49, 51, 58, 64, 76, 82, 94, 106, 118, 130, 133, 134, 135, 142, 148, 154, 188-192 <b>TG4:</b> 22, 82, 106, 112, 123, 130, 135, 142, 151, 199-201 <b>TG5:</b> 22, 34,
3.3 Improvise more complex dances that have a beginning, middle, and an end.	37, 46, 64, 76, 82, 130, 132, 136, 139, 142, 147, 148, 150 <b>TG6:</b> 22, 30, 34, 40, 46, 51, 64, 94, 100, 106, 130, 133, 135, 136, 142, 197-200 <b>TG7:</b> 20, 22, 34, 40,
3.4 Communicate and express feelings intentionally through dance.	42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 120, 130, 136, 142, 148, 154, 202-204 <b>TG8:</b> 23, 28, 40, 46, 60, 94, 100, 112, 148, 154, 206-209 <b>TG9:</b> 28, 34, 40, 70, 76, 82, 94, 100, 112, 118, 142, 148, 154, 206-207

## PHYSICAL DEVELOPMENT

*Frog Street Pre-K Outdoor Learning* (at the beginning of each week’s unit plan) provides opportunities for children to practice basic and more complex movements as they explore outdoors and participate in group games. **Moving and Learning**, the transition activity that follows **Greeting Circle**, often invites children to create their own dance steps and follow movement prompts in a song. The **Gross Motor Centers** provide opportunities for children to participate in extended or integrated physical activities. In **Fine Motor Centers** children manipulate items that help develop their small muscles and hand-eye coordination.

The **Continuum of Physical Development** Resource Guide provides teachers with the developmental sequence of gross and fine motor skills in young children. Each skill is supported with a variety of activities for children to develop it in a meaningful, yet playful setting.

FUNDAMENTAL MOVEMENT SKILLS	
1.0 Balance	
Standards	FSPK Teacher Guide Page References
1.1 Show increasing balance and control when holding still.	<p><i>Theme 1, Week 2: <u>Physical Me</u> introduces children to the concept of balance, beginning with page 56. Children discuss directional vocabulary as they discover the different ways their bodies can move. Activities throughout the year build on these evolving skills.</i></p> <p><b>Teacher Guide – (TG) TG1:</b> 34, 38, 45, 56, 58, 59, 60, 61, 62, 64, 65, 66, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 121, 135, 158, 194-197 <b>TG2:</b> 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151, 200-202 <b>TG3:</b> 22, 48, 51, 63, 93, 141, 152, 153, 154, 188-192 <b>TG4:</b> 33, 34, 58, 94, 95, 97, 100, 102, 103, 105, 129, 131, 136, 154, 199-201 <b>TG5:</b> 22, 39, 45, 146, 157, 159 <b>TG6:</b> 40, 49, 51, 63, 64, 67, 70, 73, 132, 133, 148, 197-200 <b>TG7:</b> 22, 23, 26, 28, 29, 33, 34, 35, 47, 59, 70, 78, 100, 105, 112, 117, 118, 130, 140, 141, 142, 202-204 <b>TG8:</b> 31, 38, 39, 51, 58, 69, 70, 76, 85, 93, 94, 96, 100, 111, 136, 137, 142, 143, 154, 206-209 <b>TG9:</b> 44, 123, 128, 135, 140, 206-207</p> <p><b>Resources:</b> Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	
2.0 Locomotor Skills	
Standards	FSPK Teacher Guide Page References
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	<p><b>TG1:</b> 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 <b>TG2:</b> 44, 69, 117, 135, 150, 151 <b>TG3:</b> 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 <b>TG4:</b> 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 <b>TG5:</b> 94, 100, 148, 157, 159 <b>TG6:</b> 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 <b>TG7:</b> 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,</p>
2.2 Run with a longer stride length and each foot off the	

<p>ground for a greater length of time. Opposition of arms and legs is more consistent.</p> <p>2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.</p> <p>2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p>	<p>87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 <b>TG8:</b> 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 <b>TG9:</b> 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p><b>Resources:</b> Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
<b>3.0 Manipulative Skills</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p>	<p><b>TG1:</b> 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 <b>TG2:</b> 44, 69, 117, 135, 150, 151 <b>TG3:</b> 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 <b>TG4:</b> 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 <b>TG5:</b> 94, 100, 148, 157, 159 <b>TG6:</b> 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 <b>TG7:</b> 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 <b>TG8:</b> 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 <b>TG9:</b> 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p><b>Resources:</b> Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
<p>3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	<p><b>TG1:</b> 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159 <b>TG2:</b> 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 <b>TG3:</b> 25, 27, 87, 103, 139 <b>TG4:</b> 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 <b>TG5:</b> 27, 33, 39, 45, 111, 139, 153, 157 <b>TG6:</b> 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 <b>TG7:</b> 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 <b>TG8:</b> 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 <b>TG9:</b> 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p> <p><b>Resources:</b> Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and eyedropper, tweezer, tactile ball, dot cube, and stencil manipulatives)</p>

<b>PERCEPTUAL–MOTOR SKILLS AND MOVEMENT CONCEPTS</b>	
<b>1.0 Body Awareness</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Demonstrate knowledge of an increasing number of body parts.	<i>In Theme 1: Week 2 children identify body parts and their functions. In week 3 they learn how body parts help them gather information as they learn about senses.</i> <b>TG1:</b> 34, 38, 45, 64, 78, 79, 82, 121, 135, 158 <b>TG2:</b> 50, 51, 69, 79, 100, 101,111, 112, 117, 135, 150, 151 <b>TG3:</b> 22, 48, 51, 63, 141, 152, 153 <b>TG4:</b> 33, 34, 58, 95, 97, 102, 103,105, 131, 136, 154 <b>TG5:</b> 22, 39, 45, 157, 159 <b>TG6:</b> 40,49, 51, 63, 64, 67, 70, 132, 133, 148 <b>TG7:</b> 22, 26, 28, 29, 33, 34, 35, 59, 70,100, 105, 112, 117, 118, 130, 140, 141 <b>TG8:</b> 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154 <b>TG9:</b> 44, 123, 135, 140
<b>2.0 Spatial Awareness</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	<b>TG1:</b> 22, 25, 28, 34, 45, 46, 74, 76, 80, 94 <b>TG2:</b> 28, 46, 47, 100 <b>TG3:</b> 34, 46, 58, 100 <b>TG4:</b> 22, 24, 58, 61, 102, 103, 141, 145 <b>TG5:</b> 64, 94, 106, 136, 154 <b>TG6:</b> 22, 28, 39, 70, 87, 132, 135 <b>TG7:</b> 22, 26, 28, 34, 35, 58 <b>TG8:</b> 70, 94, 100 <b>TG9:</b> 27, 132, 137, 138, 143,148, 149
<b>3.0 Directional Awareness</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Begin to understand and distinguish between the sides of the body. 3.2 Can change directions quickly and accurately. 3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy. 3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	<b>TG1:</b> 25, 27, 37, 39, 50, 51, 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 105, 115, 117, 121,135, 155, 156, 157, 159 <b>TG2:</b> 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 <b>TG3:</b> 25, 27, 87, 103, 139 <b>TG4:</b> 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 <b>TG5:</b> 27, 33, 39, 45, 111, 139, 153, 157 <b>TG6:</b> 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 <b>TG7:</b> 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 <b>TG8:</b> 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 <b>TG9:</b> 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136  <b>Resources:</b> “Continuum of Physical Development” Resource Guide

<b>ACTIVE PHYSICAL PLAY</b>	
<b>1.0 Active Participation</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Initiate more complex physical activities for a sustained period of time.	<p><b>TG1:</b> 21, 22, 28, 34, 39, 40, 56, 57, 58, 64, 70, 73, 76, 78, 82, 92, 93, 100, 103, 106, 121, 128, 129, 135, 136, 142, 148, 154 <b>TG2:</b> 21, 22, 40, 46, 50, 51, 57, 58, 69, 79, 82, 93, 94, 100, 105, 112, 129, 133, 135, 142, 148, 151 <b>TG3:</b> 21, 28, 37, 40, 45, 49, 51, 57, 63, 64, 70, 76, 93, 100, 106, 109, 111, 118, 128, 129, 130, 133, 135, 136, 142, 147, 148, 153 <b>TG4:</b> 20, 21, 22, 33, 35, 46, 51, 57, 82, 93, 94, 97, 100, 103, 105, 112, 118, 123, 129, 130, 136, 142, 145, 148, 154, 159 <b>TG5:</b> 28, 34, 39, 40, 57, 64, 76, 82, 93, 94, 99, 100, 105, 129, 149, 154, 157, 159 <b>TG6:</b> 20, 21, 22, 28, 33, 34, 40, 49, 51, 57, 64, 70, 93, 94, 100, 106, 118, 129, 130, 133, 135, 136, 142, 153, 154 <b>TG7:</b> 20, 21, 22, 24, 28, 30, 32, 33, 40, 43, 46, 49, 56, 57, 58, 61, 63, 70, 76, 79, 82, 92, 93, 100, 106, 129, 130, 136, 148, 154, 157 <b>TG8:</b> 21, 28, 31, 34, 39, 40, 42, 51, 57, 65, 66, 76, 84, 85, 93, 94, 100, 111, 112, 117, 118, 128, 129, 136, 142, 156 <b>TG9:</b> 21, 28, 34, 45, 46, 57, 58, 64, 70, 85, 92, 93, 94, 100, 106, 112, 128, 129, 136, 140, 142, 154</p> <p><b>Resources:</b> “Continuum of Physical Development” Resource Guide</p>
<b>2.0 Cardiovascular Endurance</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<p><i>In Theme 4, Week 3: <u>Healthy Habits</u> children learn about the value of daily exercise, beginning with the <u>Weekly Learning Center, Outdoor Learning</u> on p. 93.</i>  <b>TG1:</b> 57, 106, 159, 194-197 <b>TG2:</b> 136, 200-202 <b>TG3:</b> 188-192 <b>TG4:</b> 75, 92-94, 96, 97, 99, 100, 103, 105, 199-201 <b>TG6:</b> 76, 197-200 <b>TG7:</b> 23, 25, 27, 39, 142, 202-204 <b>TG8:</b> 206-209 <b>TG9:</b> 206-207</p> <p><b>Resources:</b> “Continuum of Physical Development” Resource Guide</p>
<b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<p><i>In Theme 4, Week 3: <u>Healthy Habits</u> children learn about the value of daily exercise, beginning with the <u>Weekly Learning Center, Outdoor Learning</u> on p. 93.</i>  <b>TG2:</b> 136 <b>TG4:</b> 93, 94 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105</p> <p><b>Resources:</b> “Continuum of Physical Development” Resource Guide</p>

# HEALTH

Children begin at a young age to learn routines and develop habits that will help them make thoughtful, appropriate (and healthy) choices. During various *Frog Street Pre-K* activities, they learn that proper nutrition, exercise and rest are necessary for a healthy body. Health and safety-themed experiences are provided during math and science lessons—as well as during **Practice Activities** and **Content Connections**.

<b>HEALTH HABITS</b>	
<b>1.0 Basic Hygiene</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Demonstrate knowledge of more steps in the hand washing routine	<b>Teacher Guide – (TG) TG1:</b> 26, 27, 28, 40, 45, 63, 81, 86, 99, 110, 111 <b>TG2:</b> 33, 82, 130, 131, 132, 133, 135, 135, 136, 137, 148, 149, 154, 155 <b>TG3:</b> 84, 85, 114 <b>TG4:</b> 24, 34, 35, 36, 39, 46, 51, 92, 100, 101, 102, 112, 113, 114, 117, 118, 119, 120, 123, 137, 141, 146, 147  <b>Resources:</b> Rebus Poster—“How to Wash Your Hands”
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	
<b>2.0 Oral Health</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Demonstrate knowledge of more steps of the routine for brushing and when tooth brushing should be done, with less adult supervision.	<b>TG1:</b> 46, 86, 87 <b>TG2:</b> 141 <b>TG4:</b> 92, 112, 114, 115, 120  <b>Resources:</b> Rebus Poster—“How to Brush Your Teeth”
<b>3.0 Knowledge of Wellness</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<b>TG1:</b> 132, 137, 141, 159, 184 <b>TG2:</b> 136 <b>TG4:</b> 70, 82, 87, 93, 94, 122
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<b>TG2:</b> 128, 129, 136, 137, 138, 139, 140, 141 <b>TG4:</b> 77, 93, 112, 113, 114, 115, 116, 117  <b>Resources:</b> Theme 4 Photo Card—Health workers
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	<i>Each day’s <u>Greeting Circle</u> and <u>Closing Circle</u> include activities and prompts that give children opportunities to recognize, name, and express their feelings. Theme 1, Week 4: <u>I Think, I Feel</u> introduces emotions and appropriate ways to express them.</i>  <b>TG1:</b> 130, 131, 136, 137, 138, 141, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154, 155 <b>TG2:</b> 33, 47, 65, 101, 113, 119, 138 <b>TG3:</b> 58, 71, 95, 119, 120, 121, 123, 137, 142, 147 <b>TG4:</b> 28, 29, 30, 45, 47, 101, 105, 114, 115, 117, 150, 156, 157, 159 <b>TG5:</b> 28, 30, 33, 40, 63, 65, 71, 76, 87, 99, 105, 118, 123, 135,

	141, 147, 153, 159 <b>TG6:</b> 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159 <b>TG7:</b> 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 <b>TG8:</b> 63, 100, 101, 107, 113, 131, 137, 141, 149, 159 <b>TG9:</b> 24, 40, 45, 59, 131, 137, 143, 155
<b>4.0 Sun Safety</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
4.1 Practice sun-safe actions with decreasing adult support and guidance.	<i>In Theme 9, Page 63 children conduct several sun safety experiments using energy beads. Energy beads are included in the <u>Frog Street Pre-K</u> program.</i> <b>TG1:</b> 63 <b>TG2:</b> 155 <b>TG9:</b> 63, 163
<b>SAFETY</b>	
<b>1.0 Basic Hygiene</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Follows safety rules more independently though may still need adult support and prompting.	<b>TG1:</b> 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154 <b>TG2:</b> 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 <b>TG3:</b> 84, 85, 106, 114, 118 <b>TG4:</b> 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 <b>TG5:</b> 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147 <b>TG6:</b> 28, 34, 37, 45, 48, 63, 65 <b>TG7:</b> 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142 <b>TG8:</b> 39, 40, 63, 99, 100, 105, 106, 111, 112, 159 <b>TG9:</b> 46, 63, 135, 137, 144, 145
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	<b>TG1:</b> 26, 27, 45, 63, 91, 99 <b>TG2:</b> 131, 132, 133, 134, 135, 137, 141, 149 <b>TG3:</b> 84, 85, 161 <b>TG4:</b> 46, 83, 117, 141, 142 <b>TG5:</b> 20, 33, 51, 120 <b>TG7:</b> 33, 51, 96, 99 <b>TG8:</b> 99, 105, 111, 159  <b>Resources:</b> Rebus Poster—"Stop! Drop! Roll!"
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	<b>TG1:</b> 99 <b>TG2:</b> 130, 133, 149 <b>TG4:</b> 34, 46, 48, 49, 51 <b>TG7:</b> 33, 51, 97, 99  <b>Resources:</b> Photo Activity Card Theme 7—Transportation workers
<b>NUTRITION</b>	
<b>1.0 Nutrition Knowledge</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Identify a larger variety of foods and may know some of the related food groups.	<i>In Theme 4 Week 2: <u>Healthy Choices</u> children learn about food groups.</i> <b>TG4:</b> 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87  <b>Resources:</b> Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week.

<b>2.0 Nutrition Choices</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.</p> <p>2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.</p>	<p><i>In Theme 4, Week 2: <u>Healthy Choices</u> children learn about the importance of maintaining healthy eating habits.</i></p> <p><b>TG4:</b> 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87</p> <p><b>Resources:</b> Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week.</p>
<b>3.0 Self-Regulation of Eating</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>3.1 Indicate greater awareness of own hunger and fullness.</p>	<p><b>TG4:</b> 35, 131</p> <p><b>Resources:</b> Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week.</p>