

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





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

**HISTORY-SOCIAL SCIENCE**

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to prior knowledge. A child’s family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

*Frog Street Pre-K* supports children’s evolving understanding of **People, Past, and Present** (characteristic similarities and differences among people, different families, and life organization around events, time, and routines), **Economic Skills** (human needs, the meaning of “consumer,” and roles and responsibilities of community workers), **Geography Skills** (features of the immediate environment), and **Citizenship Skills** (similarities and differences among people like him/herself and classmates—and among him/herself and people from other cultures).

<b>SELF AND SOCIETY</b>	
<b>1.0 Culture and Society</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	<p><i>On p. 13 of each Teacher Guide, guidelines and research <u>From the Experts</u>: (on) <u>Cultural Sensitivity</u> are provided. Theme 2: <u>Family and Friends</u> focuses on culture, family, identity, home/native language, traditions, and practices. A Theme 2 character education trait is <u>Tolerance</u>. And the program’s <u>Literacy Library</u> and <u>Story Folders</u> include diverse collections of multi-cultural titles—with many stories in both English and Spanish.</i></p> <p><b>Teacher Guide – (TG) TG1:</b> 23, 28 35, 38, 39, 42, 43, 44, 45, 47, 48, 49, 51, 58, 61, 64, 68, 82, 101, 107, 108, 109, 110, 114, 115, 121, 143 <b>TG2:</b> 23, 24, 26, 27, 29, 30, 32, 33, 35, 37, 38, 41, 42, 44, 47, 48, 60, 61, 65, 76, 77, 83, 84, 85, 87, 96, 98, 99, 101, 104, 106, 107, 130, 131, 132, 133, 134, 135, 137, 138, 143, 144, 146, 147, 149, 153, 155, 156, 157, 158, 159 <b>TG3:</b> 23, 28, 35, 47, 61, 77, 83, 95, 115, 117, 118, 119, 120 <b>TG4:</b> 23, 24, 27, 30, 35, 40, 41, 59, 71, 75, 77, 78, 80, 101, 102, 103, 104, 108, 109, 113, 114, 115, 116, 123 <b>TG5:</b> 39, 42, 47, 51, 63, 72, 75, 103, 113, 119, 120, 121, 123, 157 <b>TG6:</b> 31, 38, 44, 61, 65, 66, 67, 82, 84, 85, 86, 97, 105, 137, 139 <b>TG7:</b> 27, 45, 67, 71, 73, 79, 95, 107, 121, 131, 133, 137, 149, 150, 152 <b>TG8:</b> 25, 26, 27, 33, 60, 87, 107, 108, 109, 119, 121, 122, 135, 157 <b>TG9:</b> 25, 27, 33, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 102, 107, 108, 139, 147, 151, 156</p>

	<b>Resources:</b> “Cultural Rhymes” Flip Book, Literacy Library, Story Folders
<b>2.0 Relationships</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	<p><b>TG1:</b> 46, 147 <b>TG2:</b> 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123 <b>TG3:</b> 58, 71, 136, 142 <b>TG4:</b> 45, 106, 136 <b>TG5:</b> 76, 80, 83, 101, 142, 148 <b>TG6:</b> 118, 120, 122 <b>TG7:</b> 14, 45, 136 <b>TG8:</b> 64, 100, 136, 148 <b>TG9:</b> 82, 106, 142, 143, 144, 145, 148</p> <p><b>Resources:</b> Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<b>3.0 Social and Emotional Understanding</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Exhibit more sophisticated understanding of a broader variety of roles and occupations, but uncertain how work relates to income.	<p><b>Understand Roles and Occupations:</b>  <b>TG1:</b> 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 <b>TG2:</b> 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 <b>TG3:</b> 117 <b>TG4:</b> 75, 77, 113, 114, 115, 116 <b>TG5:</b> 51, 119, 120, 121, 123 <b>TG6:</b> 65, 67, 137 <b>TG8:</b> 33, 60 <b>TG9:</b> 27, 102, 108, 147</p> <p><b>Use Money in Work-Related Dramatic Play:</b>  <b>TG2:</b> 33, 35 <b>TG3:</b> 131 <b>TG4:</b> 72, 75, 85 <b>TG5:</b> 119, 121 <b>TG8:</b> 35, 56 <b>TG9:</b> 37, 107</p> <p><b>Resources:</b>  Photo Activity Cards with the following themes:  Theme 1: School Workers  Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier  Theme 4: Health Workers  Theme 6: Construction Workers, Architects, Engineers, Writers, Illustrators, Photographers  Theme 7: Transportation Workers  Theme 8: Jobs associated with animals, such as Entomologist, Zoologist, Farmer, Veterinarian  Theme 9: Environmental Workers</p>

<b>BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)</b>	
<b>1.0 Skills for Democratic Participation</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	<p><i>Frog Street Pre-K</i> incorporates <i>Conscious Discipline®</i>, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging.</p> <p><b>T1:</b> 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T2:</b> 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T3:</b> 22, 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T4:</b> 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T5:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T6:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T7:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T8:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 <b>T9:</b> 22, 28, 34, 40, 46, 58, 64, 66, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 141, 142, 148, 154</p> <p><b>Resources:</b> Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<b>2.0 Responsible Conduct</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.	<p><i>Frog Street Pre-K</i> incorporates <i>Conscious Discipline®</i>, a comprehensive social emotional program that supports self-esteem and teaches children to take responsibility for their actions. <i>Welcome to Frog Street Pre-K</i> (pg. 44) provides information on guiding children to be responsible throughout the day. A character education trait in <i>Theme 1</i> is <i>Responsibility</i>.</p> <p><b>TG1:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG2:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG3:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG4:</b> 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG5:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG6:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG7:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 <b>TG8:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142,</p>

	<p>148, 154 <b>TG9:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p> <p><b>Resources:</b> Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<b>3.0 Fairness and Respect for Other People</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others</p>	<p><i>Theme 4 character education traits are Respect and Fairness.</i></p> <p><b>TG1:</b> 24, 26, 28, 37, 38, 49, 50, 57, 62, 65, 66, 67, 68, 69, 74, 76, 77, 78, 79, 82, 83, 94, 97, 100, 102, 106, 123, 130, 131, 132, 133, 137, 142, 148, 154, 156, 157</p> <p><b>TG2:</b> 24, 25, 26, 28, 29, 30, 31, 32, 34, 36, 37, 38, 41, 42, 43, 44, 46, 48, 49, 50, 60, 61, 62, 66, 67, 70, 76, 94, 95, 96, 99, 100, 101, 105, 106, 108, 110, 112, 113, 114, 116, 118, 119, 120, 123, 132, 142, 144, 156, 158</p> <p><b>TG3:</b> 26, 28, 29, 30, 31, 32, 34, 36, 37, 38, 41, 42, 43, 44, 49, 50, 58, 60, 61, 64, 66, 68, 70, 71, 72, 73, 74, 76, 82, 94, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 130, 134, 137, 139, 142, 145, 153, 158</p> <p><b>TG4:</b> 22, 23, 24-26, 28, 29, 30, 31, 37, 40, 41, 43, 44, 45, 46-48, 49, 50, 58, 61, 64, 66, 68, 70, 72, 74, 76, 79, 80, 82, 86, 96, 97, 102, 103, 106, 109, 110, 111, 114, 115, 116, 120, 132, 133, 136-139, 140, 144, 145, 146, 148, 152, 154, 156, 157, 158, 159</p> <p><b>TG5:</b> 22, 24, 28, 30, 31, 32, 34, 36, 38, 40, 41, 43, 44, 46, 48, 49, 50, 51, 58, 60, 61, 62, 64, 65, 66, 67, 68, 70, 72, 73, 74, 78, 79, 80, 82, 106, 109, 112, 116, 118, 121, 122, 130, 134, 140, 148, 158</p> <p><b>TG6:</b> 22, 25, 28, 29, 30, 37, 38, 39, 40, 42, 43, 44, 49, 50, 58, 61, 62, 63, 64, 66, 67, 68, 69, 70, 72, 73, 76, 79, 80-82, 83, 84, 85, 86, 87, 94, 99, 102, 105-109, 110, 118, 119, 121, 123, 130, 132, 133, 134, 136, 138, 139, 140, 142, 144, 145, 146, 147, 148, 150, 151, 152, 154, 156, 158</p> <p><b>TG7:</b> 22, 24, 25, 26, 28, 31, 32, 34, 37, 39, 40, 44, 46, 62, 63, 64, 68, 70, 71, 72, 74, 75, 76, 79, 81, 82, 84, 96, 98, 100, 103, 106, 109, 112, 115, 118, 120, 122, 130, 132, 133, 138, 142, 147, 148, 151, 154, 159</p> <p><b>TG8:</b> 22, 27, 28, 32, 34, 40, 44, 45, 46, 58, 63, 64, 66, 67, 69, 70, 72, 75, 80, 82, 85, 94, 96, 97, 100, 106, 109, 115, 116, 118, 122, 130, 132, 133, 136, 137, 139, 145, 148, 151, 153, 154, 159</p> <p><b>TG9:</b> 22, 24, 25, 28, 33, 34, 37, 40, 41, 43, 45, 46, 64, 68, 73, 76, 81, 82, 85, 94, 100, 103, 104, 108, 109, 110, 112, 114, 115, 117, 120, 121, 130, 136, 142, 144, 147, 148, 150, 151, 153, 156, 157, 159</p> <p><b>Resources:</b> Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

4.0 Conflict Resolution	
Standards	FSPK Teacher Guide Page References
<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<p><i>Frog Street Pre-K Conscious Discipline® Rituals presented in each day's Greeting Circle (Commit) and reviewed in each Closing Circle help children appropriately deal with conflicts. Centers provide opportunities for children to wait for their turn, use appropriate procedures for sharing materials— and negotiate, and compromise with each other.</i></p> <p><b>TG1:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG2:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG3:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG4:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG5:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG6:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG7:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG8:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 <b>TG9:</b> 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103,</p>

	105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159  <b>Resources:</b> Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)
<b>SENSE OF TIME</b>	
<b>1.0 Understanding Past Events</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	<i>Theme 9, Week 4: <u>Before and Now</u> focuses on past and current events related to the school year. A precursor skill is describing concepts associated with the passage of time.</i> <b>TG1:</b> 30, 31, 33, 86, 87, 141, 158, 159 <b>TG2:</b> 23 <b>TG3:</b> 50, 51, 86, 87, 158 <b>TG4:</b> 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157 <b>TG5:</b> 158 <b>TG6:</b> 61, 123 <b>TG7:</b> 115, 146, 147, 157 <b>TG8:</b> 104, 131, 132, 133, 158 <b>TG9:</b> 24, 33, 42,48, 49, 50, 51, 60, 61, 62, 64, 66, 67, 72, 74, 75, 78, 79, 80, 111,115, 130, 132, 133, 136, 137, 139, 142, 144, 146, 148, 149, 151, 152, 153, 154, 158, 159
<b>2.0 Anticipating and Planning Future Events</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	<i>Theme 9, Week 4: <u>Before and Now</u> focuses on future events related to the next school year. Through prediction, children explore future events, plan for them, and make associated changes and choices.</i> <b>TG1:</b> 30, 33, 93, 103, 135, 146, 152, 158 <b>TG2:</b> 23, 111 <b>TG3:</b> 23, 33, 68, 69, 74, 135 <b>TG4:</b> 39, 104, 116, 117, 122, 153 <b>TG5:</b> 20, 27, 41, 45, 63, 67, 80, 81, 116 <b>TG6:</b> 27, 75 <b>TG7:</b> 115, 117, 131, 135, 147 <b>TG8:</b> 23, 39, 141 <b>TG9:</b> 33, 39, 63, 64, 87, 115, 117, 132, 134, 147, 159
<b>3.0 Personal History</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	<i>Theme 9, Week 4: <u>Before and Now</u> focuses on the past school year—and encourages children to reflect on what they’ve learned and ways in which they’ve matured. A precursor skill is connecting topics to personal experiences and stories.</i> <b>TG1:</b> 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 141 <b>TG2:</b> 60, 123, 152 <b>TG3:</b> 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152 <b>TG4:</b> 45, 60, 66, 73, 101, 129, 139, 167, 207 <b>TG5:</b> 81, 159 <b>TG6:</b> 11, 75, 132, 145 <b>TG7:</b> 108, 132, 138, 148 <b>TG8:</b> 22, 24, 41, 58, 60, 94, 112, 136, 137,



	154 <b>TG9:</b> 24, 25, 27, 30, 31, 33, 47, 48, 130, 131, 132, 133, 135, 137, 138, 139, 141, 142, 143, 144, 147, 148, 149, 150, 151, 153, 154, 155, 156
<b>4.0 Historical Changes in People and the World</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	<p><i>Theme 2: <u>My Family and Friends</u> gives children many opportunities to explore and discuss family history.</i></p> <p><b>TG1:</b> 101 <b>TG2:</b> 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159 <b>TG3:</b> 61, 117 <b>TG4:</b> 23, 27, 59, 71, 123 <b>TG5:</b> 47, 51 <b>TG6:</b> 61, 66, 67 <b>TG7:</b> 27, 45, 67, 71, 95 <b>TG8:</b> 119 <b>TG9:</b> 107</p> <p><b>Resources:</b> “Family Connections—Building a Sense of Community” Resource Guide</p>
<b>SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)</b>	
<b>1.0 Navigating Familiar Places</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Comprehend larger familiar locations, such as the characteristics of their community and region including hills and streams, weather, common activities), and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	<p><i>Theme 2: Weeks 2 and 4 focus on Homes and Communities.</i></p> <p><b>Homes and Communities:</b>  <b>TG1:</b> 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 <b>TG2:</b> 33, 58, 59, 60, 61, 63, 65, 67, 82, 83, 84, 85, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 <b>TG3:</b> 117 <b>TG4:</b> 75, 77, 113, 114, 115, 116, 117 <b>TG5:</b> 51, 119, 120, 121, 123 <b>TG6:</b> 65, 67, 96, 137 <b>TG8:</b> 33, 60 <b>TG9:</b> 27, 102, 108, 147</p> <p><b>Environment:</b>  <b>TG1:</b> 32, 33, 45 <b>TG2:</b> 32, 68 <b>TG3:</b> 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119 <b>TG4:</b> 49 <b>TG5:</b> 135 <b>TG6:</b> 45, 65, 75, 83, 95, 97, 101, 122 <b>TG7:</b> 66, 67 <b>TG9:</b> 141, 156</p> <p><b>Weather:</b>  <b>TG1:</b> 141 <b>TG3:</b> 60, 61, 78, 80, 86, 87 <b>TG7:</b> 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156 <b>TG9:</b> 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117</p>

<b>2.0 Caring for the Natural World</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	<p><b>TG1:</b> 75, 103, 135 <b>TG2:</b> 63, 69, 75, 87, 99, 141, 147 <b>TG3:</b> 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152 <b>TG4:</b> 45, 63, 129, 145, 147, 153 <b>TG5:</b> 27, 63, 67, 69, 116, 123 <b>TG6:</b> 27, 56, 75, 87, 111 <b>TG7:</b> 69, 103, 115, 117, 128, 131, 133, 135, 137, 138, 141, 146, 147, 151 <b>TG8:</b> 39, 75 <b>TG9:</b> 39, 42, 43, 63, 87, 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123, 141</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>3.0 Understanding the Physical World Through Drawings and Maps</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance	<p><b>TG1:</b> 23, 29, 32, 33, 35, 41-43, 45, 49, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 150, 155, 157 <b>TG2:</b> 23, 27, 29, 31, 32, 33, 37, 35, 41, 44, 45, 47, 59, 61, 65, 67, 68, 71, 77, 81, 83, 85, 95, 99, 101, 107, 109, 110, 111, 115, 119, 121, 131-133, 135, 139, 143, 147, 155, 157, 159 <b>TG3:</b> 23, 30, 31, 35-37, 41, 43, 47, 58, 59, 60, 62, 64-67, 69, 70, 71, 73, 74, 75, 77, 79, 80, 81, 83, 84, 86, 87, 94, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 114, 116, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 <b>TG4:</b> 23, 25, 27, 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 <b>TG5:</b> 23, 29, 31, 35, 41, 47, 48, 49, 59, 60-62, 65, 71-73, 77-79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 <b>TG6:</b> 23, 29, 41, 43, 45, 47, 59, 65, 66, 71, 73, 75, 77, 79, 83, 87, 95, 96, 97, 101, 105, 107, 108, 111, 113, 119, 122, 131, 132, 137, 138, 143, 149, 151, 157 <b>TG7:</b> 29, 31, 35, 43, 47, 58, 60, 63, 65, 66, 67, 69, 71, 73, 77, 79, 83, 84, 85, 94, 95, 99, 101, 102, 104, 106, 107, 108, 109, 110, 112, 113, 114, 119, 131, 137, 138, 143, 144, 145, 150, 152, 155 <b>TG8:</b> 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 117, 119, 120, 131, 132, 137, 139, 143, 149, 151, 155, 157 <b>TG9:</b> 19, 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 62, 65, 71, 72, 73, 77, 81, 83, 87, 101, 103, 107, 113, 119, 131, 137, 141, 143, 144, 145, 156</p>

<b>MARKETPLACE (ECONOMICS)</b>	
<b>1.0 Exchange</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	<b>TG2:</b> 33, 35 <b>TG3:</b> 131 <b>TG4:</b> 72, 75 <b>TG5:</b> 119, 121 <b>TG8:</b> 35 <b>TG9:</b> 107

# SCIENCE

*Frog Street Pre-K* provides opportunities to explore science concepts through a variety of venues. Included in the curriculum is a diverse collection of science books, tools, and manipulatives. All nine themes address key science process skills, such as asking questions, observing, describing, predicting, comparing, classifying, and evaluating. Science is also included within math lessons when appropriate—and is often the focus of **Content Connections**.

Steve Spangler, well known for his work in helping children become “turned on” to science, wrote **Science Content Connections** and lessons, as well as reviewed science content for accuracy.

SCIENTIFIC INQUIRY	
1.0 Observation and Investigation	
Standards	FSPK Teacher Guide Page References
1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<p><i>Theme 3, Week 2 focuses on <u>Nature’s Giants</u>. Theme 9, weeks 2 and 3 focus on <u>Environmentalism</u> and <u>Earth Changes</u>. A Theme 8 character education trait is <u>Curiosity</u>.</i></p> <p><b>Life Science:</b>  <b>Teacher Guide – (TG)</b> <b>TG1:</b> 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; <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141,143; <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; <b>TG4:</b> 59, 60, 82, 87, 105; <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150, 159; <b>TG6:</b> 81;<b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; <b>TG8:</b> 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; <b>TG9:</b> 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><b>Earth Science:</b>  <b>TG1:</b> 33, 99, 105; <b>TG2:</b> 141, 158, 159; <b>TG3:</b> 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; <b>TG4:</b> 86, 87, 147; <b>TG6:</b> 42, 45, 71, 77, 80; <b>TG7:</b> 137, 139,141; <b>TG9:</b> 73, 96, 97, 99, 117</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

<p>1.2 Observe objects and events in the environment and describe them in greater detail.</p>	<p><i>Theme 3, Week 2 focuses on <u>Nature’s Giants</u>. Theme 9, Weeks 2 and 3 focus on <u>Environmentalism and Earth Changes</u>.</i></p> <p><b>TG1:</b> 20, 21, 32, 33, 42, 45, 57, 93, 99, 105, 109, 114, 141, 147 <b>TG2:</b> 21, 57, 63,68, 93, 129, 141, 158, 159 <b>TG3:</b> 20, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 <b>TG4:</b> 22, 24, 25, 26, 28, 31, 34, 37, 40,41, 43, 47, 48, 49, 66, 70, 86, 87, 109, 111, 115, 129, 132, 133, 136, 137, 138, 139, 144, 145, 147, 154, 156,157, 159 <b>TG5:</b> 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 67, 73, 74, 106, 109, 116, 118 <b>TG6:</b> 22, 28, 29, 39, 42, 45, 63, 64, 69, 70, 71, 73, 76, 77, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 <b>TG7:</b> 31, 63, 69, 99, 101, 103, 137, 139, 141, 144, 147, 150, 155, 157 <b>TG8:</b> 33, 35, 39, 41, 79, 83, 97, 99, 111, 113, 114, 147 <b>TG9:</b> 21, 39, 56, 57, 63, 65, 69, 73, 83, 93, 96, 97, 99, 105, 117, 123</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult</p>	<p><b>TG1:</b> 61, 63, 67, 99, 141, 158, 159 <b>TG2:</b> 99, 117, 159 <b>TG3:</b> 20, 32, 44, 51, 57, 74, 82, 141, 147 <b>TG4:</b> 129 <b>TG5:</b> 69 <b>TG6:</b> 68, 80, 123 <b>TG7:</b> 30, 45, 69, 128, 134, 140 <b>TG8:</b> 92, 99, 140 <b>TG9:</b> 37, 133, 140, 141</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</p>	<p><b>TG1:</b> 11, 12, 46, 66, 87, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 132, 140, 143, 151, 167 <b>TG2:</b> 98, 99, 104, 108, 110, 116, 122, 123, 134, 140, 146, 152, 158, 198 <b>TG3:</b> 60, 152 <b>TG4:</b> 45, 60, 66, 73, 101, 110, 129, 139, 167, 207 <b>TG5:</b> 74, 81, 159 <b>TG6:</b> 11, 74, 75, 98, 104, 110, 116, 132, 145 <b>TG7:</b> 104, 108, 114, 132, 138, 148</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or</p>	<p><b>TG1:</b> 29, 93, 101, 103 <b>TG2:</b> 23, 29, 42, 108, 111, 131 <b>TG3:</b> 23, 33, 42, 43, 62, 68, 80, 101 <b>TG4:</b> 29, 41, 59, 62, 65, 86, 141, 147, 153 <b>TG5:</b> 24, 27, 41, 45, 63, 67, 69, 80, 81, 108 <b>TG6:</b> 27, 47, 59, 65, 75, 77, 95, 107, 131 <b>TG7:</b> 115, 117, 131, 135, 146, 147 <b>TG8:</b> 23, 29, 39, 59, 147 <b>TG9:</b> 23, 39, 41, 42, 63, 71, 87, 117, 137</p>

incorrect).	<b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	<p><i>A precursor skill is using evidence from investigations to describe outcomes.</i></p> <p><b>TG1:</b> 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, 156,157, 158, 159 <b>TG2:</b> 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159 <b>TG3:</b> 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141 <b>TG4:</b> 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153 <b>TG5:</b> 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159 <b>TG6:</b> 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 <b>TG7:</b> 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157 <b>TG8:</b> 32, 32, 38, 45, 59, 73, 75, 147, 153 <b>TG9:</b> 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>2.0 Documentation and Communication</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<p><b>TG1:</b> 135 <b>TG3:</b> 74, 135 <b>TG4:</b> 60, 147, 153, 167 <b>TG5:</b> 123 <b>TG7:</b> 147 <b>TG8:</b> 75, 147 <b>TG9:</b> 104, 140, 141</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	<p><b>TG1:</b> 20, 33, 63, 75, 92, 103, 104, 135, 141, 157, 158 <b>TG2:</b> 45, 63, 75, 79, 81, 85,87, 92, 128, 141 <b>TG3:</b> 20, 33, 37, 51, 57, 60, 61, 62, 63, 69, 73, 74, 75, 80, 81, 85, 92, 93, 103, 105, 108, 111, 117, 122, 152 <b>TG4:</b> 37, 45, 49, 57, 63, 79, 85, 87, 111, 129, 138, 141, 144, 145, 147, 159 <b>TG5:</b> 20, 21, 27, 33, 45, 56, 57, 63, 67, 68, 69, 75, 80, 81, 86, 92, 105, 111, 116, 117, 122, 123, 128, 146 <b>TG6:</b> 20, 21, 26, 27, 33, 39, 49, 51, 56, 61, 67, 69, 75, 81, 85, 87, 92, 97, 99, 103, 105, 111, 123, 129, 153 <b>TG7:</b> 201, 21, 31, 45, 49, 68, 69, 87, 92, 93, 99, 103, 111, 115, 117, 128, 129, 133, 135, 145, 146, 147 <b>TG8:</b> 20, 21, 31, 39, 45, 51, 56, 75, 85, 92, 128, 145, 151 <b>TG9:</b> 20, 37, 39, 43, 44, 56, 61, 63, 73, 86, 87, 92, 93, 97, 115, 121, 140, 141</p>

	<b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
<b>PHYSICAL SCIENCES</b>	
<b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	<p><b>TG1:</b> 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 <b>TG2:</b> 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 <b>TG3:</b> 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151 <b>TG4:</b> 59, 60, 82, 87, 105 <b>TG5:</b> 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 <b>TG6:</b> 81, 155 <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 <b>TG8:</b> 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47, 48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156 <b>TG9:</b> 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>2.0 Changes in Nonliving Objects and Materials</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	<p><i>Theme 9 focuses on the <u>Earth and Environmental Changes</u>.</i></p> <p><b>TG1:</b> 141 <b>TG3:</b> 57, 60, 61, 69, 78, 80, 81, 86, 87 <b>TG6:</b> 20, 23, 60, 128 <b>TG7:</b> 59, 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156 <b>TG8:</b> 45, 167, 168 <b>TG9:</b> 21, 43, 56, 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 115, 117, 141, 159</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	<p><b>TG1:</b> 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158 <b>TG2:</b> 31, 62, 63, 75, 110, 111, 116, 122, 151 <b>TG3:</b> 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153 <b>TG4:</b> 63, 133, 147 <b>TG5:</b> 27, 45, 67, 68, 69, 123 <b>TG6:</b> 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111 <b>TG7:</b> 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159 <b>TG8:</b> 31, 38, 39, 153 <b>TG9:</b> 69, 73, 87</p>

	<b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
<b>LIFE SCIENCES</b>	
<b>1.0 Properties and Characteristics</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	<p><i>Theme 8 focuses on <u>Animals</u>.</i></p> <p><b>TG1:</b> 58, 61, 63, 64, 66, 67, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 120, 121, 135, 137, 140, 141, 159 <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 <b>TG4:</b> 59, 60, 82, 87, 105 <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150, 159 <b>TG6:</b> 81 <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 <b>TG8:</b> 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 <b>TG9:</b> 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<p><i>In Theme 1, Week 2 children identify <u>Body Parts</u> and their functions. In Theme 1, Week 3 children learn how <u>Body Parts</u> help them gather information as they learn about senses. And in Theme 8, children learn about <u>Animals</u>.</i></p> <p><b>TG1:</b> 60, 61, 63, 65, 66, 68, 72, 74, 78, 79, 84, 94, 95, 96, 110, 116, 119 <b>TG2:</b> 110 <b>TG3:</b> 130 <b>TG4:</b> 94, 103 <b>TG5:</b> 66 <b>TG6:</b> 81, 110 <b>TG7:</b> 22, 32, 37, 39, 43 <b>TG8:</b> 29, 66, 92, 96, 101, 102, 103, 108, 131, 137, 159 <b>TG9:</b> 145</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
1.3 Recognize that living things have habitats in different environments suited to their unique needs.	<p><b>TG2:</b> 52, 55, 77, 78, 79, 81, 107 <b>TG3:</b> 35 <b>TG8:</b> 71, 119, 125, 147, <b>TG9:</b> 102, 105</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>



<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p>	<p><b>TG1:</b> 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 <b>TG2:</b> 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 <b>TG3:</b> 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151 <b>TG4:</b> 59, 60, 82, 87, 105 <b>TG5:</b> 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 <b>TG6:</b> 81, 155 <b>T7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 <b>TG8:</b> 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47,48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156 <b>TG9:</b> 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>2.0 Changes in Living Things</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to a butterfly).</p>	<p><i>Children sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. And children sing songs, such as <u>Life Cycle Chant</u>, reinforcing vocabulary such as ‘egg, larva, pupa, and adult.’</i></p> <p><b>TG1:</b> 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 <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 <b>TG4:</b> 59, 60, 82, 87, 105 <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150, 159 <b>TG6:</b> 81 <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 <b>TG8:</b> 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 47, 48, 49, 51, 57, 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, 117, 118, 119, 120, 123, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 <b>TG9:</b> 30, 40, 42, 46, 47, 48, 49, 50, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139, 153</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants, e.g., food, water, sunshine, shelter).</p>	<p><b>TG1:</b> 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 <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 <b>TG4:</b> 59, 60, 82, 87, 105 <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150, 159 <b>TG6:</b> 81 <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 <b>TG8:</b> 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 <b>TG9:</b> 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>EARTH SCIENCES</b>	
<b>1.0 Properties and Characteristics of Earth Materials and Objects</b>	
<b>Standards</b>	<b>FSPK Teacher Guide Page References</b>
<p>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p><b>TG1:</b> 33, 99, 105 <b>TG2:</b> 141, 158, 159 <b>TG3:</b> 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118 <b>TG4:</b> 86, 87, 147 <b>TG6:</b> 42, 45, 71, 77, 80 <b>TG7:</b> 137, 139, 141 <b>TG9:</b> 73, 96, 97, 99, 117</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<b>2.0 Changes in the Earth</b>	
<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<p><i>Theme 9, Week 2 focuses on <u>Earth Changes</u> (objects in the sky).</i>  <b>TG3:</b> 77, 83, 84, 85, 87 <b>TG5:</b> 38, 41, 131, 133 <b>TG6:</b> 45 <b>TG7:</b> 149, 150, 151, 152, 153 <b>TG9:</b> 62, 63, 65, 68, 69, 80, 85, 86</p> <p><b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>	<p><i>Theme 9, Week 2 focuses on <u>Earth Changes</u>. Children are encouraged to use their senses to study seasons and weather.</i>  <b>T3:</b> 83, 87 <b>T7:</b> 132 <b>T9:</b> 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 87</p>

	<b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	<b>TG1:</b> 63, 118, 173 <b>TG2:</b> 28, 173 <b>TG3:</b> 60, 83, 87 <b>TG4:</b> 150 <b>TG5:</b> 11, 151 <b>TG7:</b> 72, 73, 134, 135, 140 <b>TG8:</b> 31 <b>TG9:</b> 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 3, 84, 85, 87  <b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	<b>TG2:</b> 147 <b>TG3:</b> 20 <b>TG7:</b> 137, 138, 13 <b>TG9:</b> 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123  <b>Resources:</b> Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)

