

Correlation of Nevada Pre-Kindergarten Standards and Frog Street Pre-K



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO NEVADA PREKINDERGARTEN STANDARDS

MATHEMATICS

Each day in *Frog Street Pre-K*, children participate in a math lesson and are offered two math practice activities to further explore what was learned. Brian Mowry, the author of *Frog Street Pre-K's* math instruction, focuses on the inquiry approach, carefully sequencing instruction of skills throughout the year.

The program provides purposeful, engaging mathematical investigations and activities that build upon children’s informal understanding of **patterns, number, measurement** and **shape**. The following outline summarizes the knowledge and skills that children will learn in relation to critical content domains specified and recommended by the National Council of Teachers of Mathematics (NCTM):

Number and Operations: understanding quantity and numerical relationships

Geometry and Spatial Awareness: understanding shape, location and spatial transformations

Measurement: quantifying and comparing space length, weight, area and volume

Classification and Patterning: sorting, grouping, and repeating a core of objects

Content Standard 1.0: Numbers, Number Sense & Computation

Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.3a Recognize and read numerals 0-5.	<p><i>Frog Street Pre-K provides consistent opportunities for children to recognize and read numerals. An example is in Theme 6, <u>I Build, I Create</u>, p.132 wherein children actively engage in identifying numerals through participation in the <u>Numeral Dance</u>. (Each numeral has its own movement.)</i></p> <p>Teacher Guide – (TG) 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</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	<p>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,</p>

	<p>73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	<p>TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; TG4: 26, 38, 39; TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
1.PK.4a Count to 10.	<p><i>Counting is consistently supported throughout <u>Frog Street Pre-K</u> math, science, and language/literacy activities as a foundational school readiness skill.</i></p> <p>TG1: 63, 98, 104, 105, 117, 153 TG2: 27, 32, 38, 39, 40, 44, 46, 50, 51, 59, 60, 66, 134, 135, 140, 147, 152 TG3: 69, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 129, 158, 159 TG4: 32, 50, 51, 81, 98, 99, 110, 111, 116, 117, 118, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 68, 80, 87, 98, 99, 104, 110, 1211, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153 TG6: 44, 50, 62, 63, 68, 74, 75, 80, 81, 86, 105, 110, 116, 117, 123, 129, 134, 135, 140, 141, 146, 146, 152, 153, 158, 159 TG7: 32, 33, 38, 39, 44, 45, 50, 62, 63, 68, 69, 74, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 26, 27, 32, 33, 38, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG9: 38, 39, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 147, 152, 153, 158, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	<p>TG1: 31, 34, 35, 61, 62, 63, 87, 153 TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135 TG3: 37, 42, 116, 117 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 61, 116, 117, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153 TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153 TG8: 109, 111, 134, 140 TG9: 38, 39, 105, 117, 132, 141, 147</p>

	<p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
1.PK.5 Use concrete objects to combine and separate groups up to 5.	<p>TG4: 50, 51 TG 5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG7: 153 TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 TG9: 104, 105, 116, 129</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Content Standard 2.0: Patterns, Functions & Algebra	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	<p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159 TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159 TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123 TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153 TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159 TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152 TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151 TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153 TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB).	<p><i>Children learn to identify attributes and sort objects before they identify, copy, and extend patterns. These precursor skills are taught, then a deeper exploration of patterns starts in Theme 3, <u>Giants</u> beginning with movement patterns.</i></p> <p><i>Example—Theme 3, p. 50 wherein children copy and extend a pattern with rhythm sticks.</i></p> <p><i>Example—Theme 3, p. 140 wherein children move on to create color patterns with cubes.</i></p> <p>TG1: 122 TG2: 50, 51 TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159 TG5: 86, 87, 122, 123 TG6: 45, 99, 111 TG7: 26, 27, 32, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141</p>

	<p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software, Sequence Cards—Pattern Block</p>
2.PK.3 Compare sets of objects. Determine which set has more or less.	<p><i>Frog Street Pre-K provides consistent opportunity to compare sets of objects to determine which has more or less. An example is in Theme 4, Choices p. 146 wherein children compare quantities of cups and straws, using vocabulary ‘more, less, and as many as.’</i></p> <p>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</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Content Standard 3.0: Measurement	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Compare objects by size to determine smaller and larger.	<p>TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153 TG2: 39, 43, 63, 75, 111 TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 39, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 116, 117, 135, 144, 147 TG4: 33, 73, 86, 87, 104, 115, 138, 144, 145, 159 TG 5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 153, 158, 159 TG6: 38, 62, 63, 68, 69, 80, 81, 86, 87, 110 TG7: 93, 153, 157, 159 TG8: 39, 45, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158 TG9: 44, 49, 87, 98, 117, 133, 134, 135, 140, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software, Sequence Cards—Big, Bigger, Biggest and Small, Medium, and Large</p>
3.PK.4 Sort pennies and nickels.	TG2: 140, 141 TG3: 152, 153
3.PK.6 Identify day and night.	<p>TG3: 83, 84, 85, 86, 87 TG5: 41, 131, 133 TG7: 149, 150, 151, 152, 153 TG9: 62, 63, 64, 65, 66, 67, 68, 69, 85, 86</p> <p>Resources: Sequence Cards—Morning, Noon, and Night</p>

Content Standard 4.0: Spatial Relationships, Geometry and Logic	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.PK.1a Identify circles, triangles, and squares.	<p>TG1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139 TG3: 26, 38, 39, 99, 102 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140 TG5: 65, 69, 105 TG6: 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 TG7: 61, 62, 96, 97, 99, 105, 109, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
4.PK.1b Begin to recognize two and three-dimensional shapes in the environment.	<p><i>Construction Center</i> activities throughout each theme provide hands-on experiences with three-dimensional shapes. Theme 6, <i>I Build, I Create</i> (Week 1) focuses specifically on construction terms. On, p. 104 children identify squares and rectangles on the faces of cubes and rectangular prisms</p> <p>TG1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139 TG3: 26, 38, 39, 99, 102 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140 TG5: 65, 69, 99, 105 TG6: 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; TG7: 61, 62, 96, 97, 99, 105, 109, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	<p>TG1: 34, 45, 58, 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 103, 105, 121, 122, 132, 133, 134, 141, 146, 158 TG2: 21, 31, 62, 63, 74, 75, 86, 87, 110, 111, 116, 122, 151 TG3: 38, 39, 61, 69, 73, 74, 78, 79, 80, 81, 86, 99, 102, 104, 110, 111, 114, 115, 117, 122, 134, 135, 146, 152, 153 TG4: 38, 39, 44, 62, 63, 80, 104, 117, 133, 147 TG5: 27, 45, 62, 67, 68, 69, 74, 75, 80, 105, 116, 117, 123, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 61, 70, 71, 72, 73, 74, 75, 80, 87, 105, 111, 154 TG7: 26, 32, 34, 35, 36, 46, 47, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 103, 104, 105, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 158, 159 TG8: 31, 38, 39, 105, 111, 117, 153 TG9: 26, 39, 44, 50, 69, 73, 87, 122, 123</p>

	Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software
Content Standard 5.0: Data Analysis	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	<i>An example of identifying and sorting information is in Theme 6, <u>I Build, I create</u>, p. 116. Students create a graph focusing on the number of letters in each person’s name. On p. 117 the students continue their investigation in the math center.</i> TG1: 110, 111, 115 TG2: 66, 104, 108, 146, 147 TG3: 26 TG4: 26, 68, 74, 140, 141 TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147 TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159 TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123 TG8: 43,45, 57, 122, 123, 135, 146, 152, 153, 158, 159 TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153.

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, and reviewed all science content for accuracy.

Content Standard: Nature of Science- Scientific Inquiry and Science, Technology, & Society	
Indicators	Frog Street Pre-K Teacher Guide Page References
N.PK1.a Observe their world.	<p><i>An example is in Theme 1, <u>My School and Me</u> on p. 96 wherein children observe using their sense of sight. Week three focuses on learning about the senses and how we use them to gather information about the world around us. Children identify the properties and attributes of things that they observe through their senses</i></p> <p>Teacher Guide – (TG) TG1: 75, 96, 103, 135 TG2: 63, 69, 75, 87, 99, 141 TG3: 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152 TG4: 45, 63, 129, 145, 147, 153 TG5: 27, 63, 67, 69, 116, 123 TG6: 27, 56, 75, 87, 111 TG7: 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151 TG8: 39, 75 TG9: 39, 42, 43, 63, 87, 117, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
N.PK1.b Ask questions about their world.	<p>TG1: 75, 103, 135 TG2: 63, 69, 75, 87, 99, 141 TG3: 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152 TG4: 45, 63, 129, 145, 147, 153 TG5: 27, 63, 67, 69, 116, 123 TG6: 27, 56, 75, 87, 111 TG7: 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151 TG8: 39, 75 TG9: 39, 42, 43, 63, 87, 117, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
N.PK.2 Share ideas with others.	<p><i>An example is in Theme 3, <u>Giants (Weekly Learning Centers)</u> which describes five science centers that provide children with hands-on learning. After children finish interacting with these centers, they communicate their associated findings.</i></p> <p>TG1: 27, 32, 33, 45, 61, 63, 67, 75, 87, 93, 99, 103, 104, 105, 109, 110, 111, 112,</p>

	<p>113, 114, 115, 116, 117, 119, 120, 135, 140, 141, 159 TG2: 63, 69, 75, 87, 99, 141, 151 TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141 TG4: 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153 TG5: 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123 TG6: 27, 56, 62, 75, 85, 87, 111, 123 TG7: 69, 103, 115, 117, 128, 133, 146, 151, 157 TG8: 39, 75, 92, 147, 153 TG9: 39, 42, 43, 63, 99, 117, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>N.PK.3 Use tools safely to observe and explore different objects/environments.</p>	<p><i>An example is in Theme 4, <u>Choices</u> on p. 129 wherein children move water from one container to another using basters, eye droppers, and sponges. They determine which tools are most efficient.</i></p> <p>TG1: 61, 63, 67, 99, 141, 158, 159 TG2: 99, 117, 159 TG3: 20, 32, 44, 51, 57, 74, 82, 141, 147 TG4: 129 TG5: 69 TG6: 68, 80, 123 TG7: 30, 45, 69, 128, 134, 140 TG8: 92, 99, 140 TG9: 37, 133, 140, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>N.PK.4 Use patterns to predict or sort items.</p>	<p>TG1: 29, 75, 93, 101, 103, 104, 135, 146, 152, 158 TG2: 12, 23, 29, 42, 63, 69, 75, 87, 99, 108, 111, 130, 131, 141, 142, 148 TG3: 12, 20, 23, 29, 32, 33, 42, 43, 50, 57, 61, 62, 68, 69, 71, 73, 74, 80, 81, 93, 101, 109, 113, 123, 131, 135, 152 TG4: 12, 29, 41, 45, 59, 60, 62, 63, 65, 86, 110, 129, 141, 145, 147, 153, 158 TG5: 20, 24, 27, 41, 45, 63, 67, 69, 80, 81, 108, 116, 123 TG6: 27, 47, 56, 59, 65, 75, 77, 87, 95, 107, 111, 131 TG7: 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151 TG8: 23, 29, 39, 59, 75, 147 TG9: 23, 32, 39, 41, 42, 43, 63, 71, 87, 117, 134, 137, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>N.PK.5 Students work in small groups and share ideas with others regarding to science related activities.</p>	<p>Share Ideas:</p> <p>TG1: 27, TG2: 63, 69, 75, 87, 99, 141, 151 TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141 TG4: 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153 TG5: 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123 TG6: 27, 56, 62, 75, 85, 87, 111, 123 TG7: 69, 103, 115, 117, 128, 133, 146, 151, 157 TG8: 39, 75, 92, 147, 153 TG9: 39, 42, 43, 63, 99, 117, 141</p>

	<p>Work in Small Groups: TG1: 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> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Content Standard: Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth’s Composition & Structure</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>E.PK.1 Observe and identify weather from day to day.</p>	<p><i>An example is in Theme 7, <u>Things That Move</u>, p. 132 wherein children discover ways they can tell if the wind is blowing. They create wind chimes (page 135). In Theme 9, <u>Changes</u>, children are encouraged to use their senses to observe and identify weather conditions. On p. 72 of this theme, children compare clothing worn in winter and summer. And on p. 82 children sing <u>The Weather Song</u> and describe the day’s weather.</i></p> <p>TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 78, 80, 83, 86, 87 TG4: 150 TG5: 11, 151 TG7: 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 150, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117, 169</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>E.PK.2 Observe and identify water in different states.</p>	<p>TG3: 68, 69, 76, 78, 80, 81, 110, 111, 116, 117, 139 TG5: 69 TG7: 31, 69, 117 TG8: 20, 45, 56 TG9: 42, 73, 81, 83, 93, 115</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

<p>E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.</p>	<p><i>Theme 9, Week 2 focuses on <u>Earth Changes</u> (objects in the sky).</i> TG3: 77, 83, 84, 85, 87 TG5: 38, 41, 131, 133 TG6: 45 TG7: 149, 150, 151, 152, 153 TG9: 62, 63, 65, 68, 69, 80, 85, 86</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).</p>	<p>TG1: 33, 99, 105 TG2: 141, 158, 159 TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118 TG4: 86, 87, 147 TG6: 42, 45, 71, 77, 80 TG7: 137, 139, 141 TG9: 73, 96, 97, 99, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Content Standard: Physical Science- Matter and Forces & Motion and Energy</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>P.PK.1 Sort objects according to observable properties (e.g., by shape and color).</p>	<p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159 TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159 TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123 TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153 TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159 TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152 TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151 TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153 TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>P.PK.2 Explore and demonstrate how objects move.</p>	<p><i>Theme 7 focuses specifically on <u>Things that Move</u>.</i> TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158 TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151 TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153 TG4: 63, 133, 147 TG5: 27, 45, 67, 68, 69, 123 TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111 TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159 TG8: 31, 38, 39, 153 TG9: 69, 73, 87</p>

	<p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).</p>	<p><i>Theme 7 focuses specifically on <u>Things that Move</u>.</i> 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, 157, 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> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>P.PK.4 Investigate how objects react when placed in water.</p>	<p><i>An example is in Theme 7, <u>Things that Move</u> on p. 117 wherein children conduct a science experiment to determine how many pennies it takes to sink boats of various sizes. They answer the question ‘Did the size of your boat impact the number of pennies it held?’</i> TG1: 92, 121, 153 TG2: 92 TG3: 20, 21, 45, 56, 57, 60, 61, 66, 68, 69, 76, 77, 78, 80, 81, 110, 111, 116, 117, 139 TG4: 56, 63, 87, 92, 111, 129, 132, 133, 147 TG5: 44, 45, 69, 81, 105 TG6: 128, 141 TG7: 31, 69, 117 TG8: 20, 45, 56 TG9: 21, 42, 43, 73, 81, 83, 93, 115, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>P.PK.5 Identify hot and cold.</p>	<p>TG1: 92, 120 TG2: 29, 85 TG3: 84 TG4: 26 TG5: 20, 48, 49, 51, 63, 115 TG8: 39, 45 TG9: 21, 71, 72, 73, 75, 81, 84</p>

Content Standard: Life Science-Heredit; Structure of Life; Organisms and their Environment; Diversity of Life	
Indicators	Frog Street Pre-K Teacher Guide Page References
L.PK.1 Investigate animals and their offspring.	<p><i>Theme 2, <u>My Family and Friends</u> explores both human and animal families. Theme 8 concentrates specifically on <u>Animals</u>. A story that children read and re-enact during this theme is <u>Animal Habitats and Homes/Los hábitats y las casas de los animales</u>.</i></p> <p>TG2: 40, 41, 42, 43, 45 TG8: 30, 33, 46, 47, 48, 81, 84</p>
L.PK.2 Explore and identify a variety of animals and plants.	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards—Forest Friends, Frog Life Cycle, Metamorphosis, Seed to Fruit, Seeds on the Move</p>
L.PK.3 Identify humans, animals, and plants.	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p>

	<p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards—Forest Friends, Frog Life Cycle, Metamorphosis, Seed to Fruit, Seeds on the Move</p>
L.PK.4 Use the five senses to explore and investigate the natural world.	<p>TG1: 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123 Taste: TG1: 87, 93, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120 TG4: 60, 66, 73 Smell: TG1: 46, 93, 106, 108, 109, 110, 111, 113, 115, 117, 119, 120, 132, 151, 167 TG4: 45, 66, 101, 129, 139, 167, 207 Sight: TG1: 92, 94, 96, 98, 110, 122, 123 Sound: TG1: 92, 94, 102, 103, 104, 105, 112, 132, 143 TG3: 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143 TG7: 108, 132, 138, 148 TG8: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154 Touch: TG1: 92, 93, 116, 117 TG2: 123, 198 TG3: 60, 152 TG5: 81, 159 TG6: 11, 75, 132, 145</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
L.PK.5 Identify the basic need for air, water and food.	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
L.PK.6 Identify animals and their homes.	<p><i>Theme 8 concentrates specifically on <u>Animals</u>. Their homes (habitats) are explored in Themes 2 and 8.</i></p> <p>TG2: 76, 77, 78, 79, 81 TG8: 56, 63, 71, 118, 119, 141, 147, 150</p>

	<p>Resources: Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Patterns CD</p>
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	<p>TG1: 58, 61, 63, 64, 66, 67, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards—Forest Friends, Frog Life Cycle, Metamorphosis, Seed to Fruit, Seeds on the Move</p>
L.PK.8 Observe living and non-living things on Earth.	<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: 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 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 TG4: 59, 60, 82, 87, 105 TG5: 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81, 155 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 TG8: 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 TG9: 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

LANGUAGE & EARLY LITERACY (ELA) ENGLISH LANGUAGE ARTS

Frog Street Pre-K supports every aspect of children’s development—physical, social, emotional, cognitive, and linguistic. A key focus is on language and literacy. The FSPK program uses a research-based approach to help young children develop early literacy and pre-reading skills. Children learn through both explicit instruction and child-centered activities (which help establish a love of language and the simultaneous ability to decipher it). Each day, children engage in rich language and literacy experiences that evolve into a solid foundation for future reading, writing and language success. These experiences are based on: **Phonological Awareness** (ability to hear and reproduce sounds), **Alphabet Knowledge** (recognition of letters and their functions), **Vocabulary** (learning words), **Comprehension** (ability to retell stories in the child’s own words), and **Written Expression** (understanding the functions of writing).

Frog Street Pre-K provides a strong, research-based instructional sequence in phonological awareness, 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

Content Standard 1.0: Word Analysis	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.1 Identify words that rhyme.	Teacher Guide – (TG) TG1: 72, 73, 102, 155 TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151 TG3: 41, 47, 70, 94, 108, 109 TG4: 24, 36, 71, 83, 84, 137 TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154; TG6: 108, 113, 149, 150, 151 TG7: 29, 36, 83, 96 TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144 TG9: 21, 48, 51, 59, 60, 138, 139, 153 Resources: Strategy Card D—Rhyming Words
1.PK.2 Identify the beginning sound of own name.	<i>Welcome to Frog Street Pre-K</i> (p. 54) describes a <i>Signing in Continuum</i> wherein teachers provide children with opportunities to identify the beginning sound of their names through a consistent, daily procedure. TG1: 31, 36, 37, 133 TG2: 42, 49, 56, 115, 121, 145 TG3: 42, 43 TG4: 146 TG5: 59, 81, 135 TG6: 79, 109, 117, 128, 157 TG7: 30, 51, 57, 80 TG9: 25, 37, 74
1.PK.3 Identify letters in own name.	<i>The Signing in Continuum</i> provides children with opportunities to recognize the letters in their names through a consistent, daily procedure. In <i>Theme 1, My School and Me</i> , they identify letters in their names and the names of friends. Lessons and practice centers are designed to meet this goal early in the year. Resources: Strategy Card: M—Letter Knowledge

<p>1.PK.4 Recognize environmental print and symbols</p>	<p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31,37, 43, 49, 61,67,73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151,157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy)</p>
<p>1.PK.5 Demonstrate awareness that print carries a message.</p>	<p>TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75-77, 79, 82, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 130, 131, 136, 137, 139, 142, 143, 148, 149, 150, 154, 155, 157 TG2: 22, 23, 27-29, 31, 33-35, 40, 41, 46, 58, 59, 61, 64, 65, 67, 70, 71, 76, 82, 83, 94, 95, 99, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 121, 130, 136, 142, 143, 148, 154, 155, 157 TG3: 22, 23, 28, 34, 35,40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 71, 73, 75-77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136-138, 140-145, 148, 149, 154, 155 TG4: 22, 23, 25, 28, 29, 30, 34, 35, 36, 37, 40, 41, 43, 46, 47, 49, 50, 58, 59, 64-67, 70, 76, 79, 82, 83, 94, 99, 100, 101, 106, 111, 112, 118, 119, 121, 130, 131, 133, 136, 139, 142, 143, 144, 148, 149, 154, 155, 157 TG5: 22, 23, 28, 29, 31, 34, 40, 41, 47-49, 58-61, 64, 65, 70, 71, 73, 75-77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106-109, 112, 113, 115, 118-120, 130, 131, 133, 136-138, 140, 142, 143, 148-152, 154-158 TG6: 22, 23, 28, 29, 34, 41, 43, 46, 47, 58, 64, 65, 66, 70, 71, 73, 76, 77, 79, 82, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 22, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 76, 82-84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130-133, 136-138, 142-145, 148, 149, 154, 155 TG8: 22, 23, 28, 29, 34, 35, 38, 40, 41, 43, 46, 49, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 85, 94, 100, 101, 106, 107, 112, 113, 118, 119, 130, 136, 137, 141-143, 148, 149, 154, 155, 157 TG9: 22, 23, 25, 28, 29, 34- 37, 40, 41, 45-47, 58, 59, 64, 65, 70, 71, 76, 77, 81-83, 87, 94, 95, 100, 101, 106, 107, 112, 118, 119, 130, 131, 136, 137, 142-144, 154, 155</p> <p>Resources: Rebus Poster—“How to Read a Book,” Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English/Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy); Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre (34 story folders in English/Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>

Content Standard 2.0: Reading Strategies	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading.	<p>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, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 159 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 153, 156 TG4: 23, 29, 35, 41, 47, 58, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 159 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 108, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 96, 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</p> <p>Resources: Rebus Poster—“How to Read a Book”</p>
2.PK.2 Ask questions or make comments pertinent to the story being read.	<p>TG1: 23, 29, 35, 41-43, 47, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 105, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131-133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35-37, 41, 43, 47, 59, 65-67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143-145, 147, 149, 151, 155 TG4: 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 TG5: 23, 29, 31, 35, 41, 47-49, 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 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 15 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83-85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35-37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Card T—Questioning Strategies</p>
2.PK.3 Identify pictures to aid in comprehension.	<p>TG1: 29, 35, 65, 83, 95, 101, 113, 119, 131, 137, 143, 155 TG2: 23, 29, 65, 71, 77, 107, 119, 131, 137, 143, 149 TG3: 23, 41, 47, 77, 83, 101, 131 TG4: 23, 41, 47, 59, 65, 71, 83, 95, 101, 107, 113, 131 TG5: 23, 29, 41, 49, 71, 77, 83, 101 TG6: 23, 29, 41, 47, 71, 77, 83, 95, 101, 119, 155 TG7: 23, 59, 71, 95, 107, 119, 131, 137 TG8: 23, 25, 35, 41, 47, 65, 83, 95, 107, 119, 131, 137, 155 TG9: 23, 35, 65, 95, 107, 113, 119</p>

	Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Sequence Cards, Photo Activity Cards
Content Standard 3.0: Literary Text	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Retell a story with the aid of pictures, props, or a book.	TG1: 49, 85, 107, 115, 139 TG2: 41, 43, 77, 79, 121 TG3: 73, 121, 133, 139, 157 TG4: 25, 49, 67, 78, 85, 145, 149, 157 TG5: 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133 TG6: 73, 79, 115, 157 TG7: 25, 31, 121, 145, 151, 157 TG8: 25, 29, 47, 71, 101, 141, 151, 157 TG9: 25, 31, 77, 150 Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Sequence Cards
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	TG1: 35, 72, 142 TG2: 45, 77, 96, 123, 155, 192, 193, 194, 195, 196, 197, 198, 199, 206 TG3: 44, 48, 63, 66 TG4: 41, 196 TG5: 22, 36, 41, 47, 123, 138 TG6: 35, 65, 105, 108, 149, 150, 153 TG7: 24, 113, 123, 131, 132, 138, 144, 155 TG8: 87, 141 TG9: 24, 59, 65, 72, 78, 81, 84, 87, 96, 102, 132, 141, 153, 155 Resources: Strategy Card D—Rhyming Words, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Sequence Cards
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	TG2: 45, 101 TG3: 29, 35, 65, 71, 113, 132, 137, 141 TG4: 30, 31, 65, 83, 113 TG5: 23, 29, 35, 47, 77, 143, 150 TG6: 48 TG7: 23, 29, 61, 77, 83, 113 TG8: 47, 65, 102, 119, 155 Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41,

	<p>42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy); Literacy Library (alphabet books, poetry books, wordless books, developmental storybook), Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
3.PK.8 Predict what will happen next in a story.	<p>TG1: 29, 93, 101, 103 TG2: 23, 29, 42, 108, 111, 131 TG3: 23, 33, 42, 43, 62, 68, 80, 101 TG4: 29, 41, 59, 62, 65, 86, 141, 147, 153 TG5: 24, 27, 41, 45, 63, 67, 69, 80, 81, 108 TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131 TG7: 115, 117, 131, 135, 146, 147 TG8: 23, 29, 39, 59, 147 TG9: 23, 39, 41, 42, 63, 71, 87, 117, 137</p>
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	<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: 65, 67, 71, 83, 95, 107, 143, 149 TG3: 35, 41, 59, 115 TG4: 23, 25, 29, 41, 65, 77, 107, 113, 131 TG5: 77, 95, 113 TG6: 101, 107 TG7: 41, 65, 67, 77, 95, 101 TG8: 83, 95, 113, 155 TG9: 41, 59, 65, 71, 137, 143</p>

Content Standard 4.0: Expository Text	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	TG1: 23, 29, 35, 41-43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137 TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149 TG3: 59, 66, 67, 77, 79, 83, 95, 101, 119, 123 TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121 TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157 TG7: 23, 35, 39, 47, 65, 99, 119 TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83-85, 95, 97, 107, 131, 137 TG9: 47, 49, 95, 99, 103, 113, 135, 137
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	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, 41, 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, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 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, 137, 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, 143, 149, 155
	Resources: Strategy Card P—Activate Prior Knowledge, Photo Activity Cards
4.PK.5b Respond to or ask a question about an event, text, or picture.	TG1: 23, 29, 35, 41-43, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131-133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35-37, 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, 147, 149, 151, 155 TG4: 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 TG5: 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 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145
	Resources: Strategy Card T—Questioning Techniques, Photo Activity Cards

<p>4.PK.7 With teacher assistance, follow, a simple pictorial direction.</p>	<p>TG1: 25, 26, 41, 45, 154 TG2: 43, 49, 61 TG3: 106, 118 TG4: 30, 34, 42, 48, 51 TG5: 14, 58 TG6: 28, 34, 48 TG7: 28, 94, 100, 118, 142 TG8: 40, 64, 100, 106, 112 TG9: 46, 137, 144, 145</p> <p>Resources: Rebus Posters visually support children’s ability to follow multi-step directions.</p>
<p>Content Standard 5.0: Effective Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>5.PK.1 Experiment with writing tools and materials in response to information.</p>	<p><i>The <u>Writer’s Corner</u> is specifically designed to give children opportunities to develop and practice writing skills. Guidelines for stocking this area and providing assistance to emerging writers is provided on p. 62 of <u>Welcome to Frog Street Pre-K</u>.</i></p> <p>TG1: 25, 27, 31, 37, 43, 45, 49, 51, 61, 67, 81, 85, 97, 103, 109, 115, 123, 133, 139, 145, 151, 159 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 45, 49, 57, 61, 67, 73, 79, 85, 87, 97, 103, 109, 115, 139, 151, 157, 159 TG5: 21, 31, 37, 43, 49, 51, 67, 73, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 39, 49, 51, 67, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151, 153 TG8: 25, 31, 37, 43, 45, 57, 61, 67, 73, 85, 93, 97, 99, 103, 105, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 33, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 117, 133, 139, 145, 157</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>5.PK.2a Experiment with beginning techniques for using various writing materials.</p>	<p><i>Guidelines for developmentally appropriate writing readiness skills and letter formation (English and Spanish) are provided on p. 63-65 of <u>Welcome to Frog Street Pre-K</u>.</i></p> <p>TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 69, 79, 109, 115, 121, 133, 135, 138, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 115, 117, 121, 129, 133 TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 128, 133, 145, 151, 157 TG9: 21, 25, 31, 33, 36, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p>

<p>5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).</p>	<p>Resources: Strategy Card R—Journal Writing</p> <p><i>Welcome to Frog Street Pre-K</i> supports teachers modeling the correct formation of letters for handwriting instruction. Detailed description for how to model letters for children in English and in Spanish is provided in <i>Welcome to Frog Street Pre-K</i>, p. 64-65.</p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>
<p>5.PK.4a Use letter-like approximation to write name and/or other words or ideas.</p>	<p>Resources: Strategy Cards: M—Letter Knowledge, R—Journal Writing</p> <p><i>The Signing in Continuum</i> provides children with opportunities to practice using letter-like approximation to write their name.</p> <p>TG1: 159 TG2: 49, 97, 115, 121, 145 TG3: 31, 67, 97 TG4: 117 TG5: 81, 135 TG6: 37, 117, 157 TG7: 30, 31, 37, 51, 80 TG8: 31 TG9: 25, 31, 37, 43</p>
<p>5.PK.4b Attempt, with a model, to spell own first name.</p>	<p>Resources: Strategy Cards: M—Letter Knowledge, R—Journal Writing</p> <p><i>In Level 3 of the Signing In Continuum</i>, a piece of paper and writing instruments are placed in the sign-in area. When children are ready, the teacher models the correct way to write individual names as students ‘sign-in’ in each morning.</p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>
<p>5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.</p>	<p>Resources: Strategy Cards: M—Letter Knowledge, R—Journal Writing</p> <p>TG1: 159 TG2: 49, 97, 115, 121, 145 TG3: 31, 67, 97 TG4: 117 TG5: 81, 135 TG6: 37, 117, 157 TG7: 30, 31, 37, 51, 80 TG8: 31 TG9: 25, 31, 37, 43</p> <p>Resources: Strategy Cards: M—Letter Knowledge, R—Journal Writing</p>

Content Standard 6.0: Types of Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>6.PK.1 Experiment with writing tools and materials to communicate.</p>	<p><i>The <u>Writer's Corner</u> is specifically designed to give children opportunities to experiment with writing tools and materials to communicate. Guidelines for stocking this area and providing assistance to emerging writers is provided on p. 62 of <u>Welcome to Frog Street Pre-K</u>.</i></p> <p>TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 69, 79, 109, 115, 121, 133, 135, 138, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 115, 117, 121, 129, 133 TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 128, 133, 145, 151, 157 TG9: 21, 25, 31, 33, 36, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>6.PK.2 Experiment with writing tools and materials in response to a familiar experience.</p>	<p>TG1: 31, 43, 49, 51, 61, 68, 85, 97, 145, 147, 150, 151 TG2: 21, 25, 37, 43, 56, 61, 67, 72, 80, 85, 93, 103, 109, 128, 143, 147, 151, 157 TG3: 11, 37, 47, 49, 59, 61, 79, 85, 93, 94 TG4: 31, 49, 57, 61, 73, 85, 92, 97, 103, 109, 153 TG5: 81, 161 TG6: 11, 57, 67, 107, 115, 121, 128, 132, 133, 139, 140, 156, 157 TG7: 11, 25, 27, 37, 45, 38, 46, 51, 56, 57, 63, 66, 67, 73, 85, 95, 97, 109, 117, 121, 129, 145 TG8: 21, 25, 37, 73, 93, 97, 99, 103, 109, 110, 115, 121, 128, 133, 135, 151, 157 TG9: 20, 25, 27, 33, 37, 39, 41, 43, 49, 57, 61, 66, 67, 68, 71, 73, 79, 85, 93, 103, 109, 115, 129, 133, 137, 139, 141, 144, 151, 159</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>6.PK.4 Experiment with writing tools and materials in response to literature</p>	<p>TG1: 138, 139, 145, 157 TG2: 43, 63, 85, 95, 115, 121, 138, 139, 142, 151 TG3: 35, 37, 47, 49, 79, 82, 157 TG4: 61, 153 TG5: 67, 73, 79, 81, 83, 85, 95, 115, 121, 133, 135, 139, 151, 157 TG6: 57, 106, 107, 114, 128, 129, 137, 141, 155 TG7: 25, 37, 73, 75, 95, 109, 121, 129, 131, 133, 139 TG8: 25, 37, 43, 49, 57, 61, 67, 73, 85, 93, 97, 103, 109, 110, 115, 121, 133, 135, 151, 157 TG9: 25, 31, 35, 37, 41, 47, 61, 103, 105, 137, 139, 145, 151</p> <p>Resources: Strategy Card R—Journal Writing</p>

6.PK.5 Share drawings with others as a response to an expository text.	TG2: 151 TG3: 59 TG4: 83 TG6: 107, 155 TG9: 25, 41, 71, 73
6.PK.6 Share ideas and opinions for class writing.	<i>During each day's <u>Morning Message</u>, children contribute and share their ideas and opinions for various class writing projects.</i> TG1: 49, 82, 94, 100, 106, 112, 118, 130, 136, 142, 147, 148, 153, 154 TG2: 21, 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 107, 112, 114, 118, 130, 136, 148, 154 TG3: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 156 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 159 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 27, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 114, 118, 130, 136, 142, 148, 154 TG7: 11, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 24, 28, 40, 46, 48, 58, 64, 70, 76, 82, 94, 99, 100, 106, 112, 115, 118, 120, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 65, 70, 76, 77, 82, 94, 100, 106, 112, 118, 130, 131, 136, 142, 148, 154
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	TG1: 11, 35, 40, 119, 120, 143, 147, 150, 153, 155, 156 TG2: 30, 31, 42, 43, 61, 67, 72, 79, 83, 102, 103, 109, 151, 154 TG3: 30, 42, 49, 66, 75, 76, 96, 101, 107, 143, 156, 157 TG4: 31, 34, 49, 70, 72, 73, 85, 107, 103, 109, 153, 159 TG5: 67, 101, 131, 132, 144, 156, 157 TG6: 35, 112, 113, 114, 115, 117, 119, 120, 121, 132, 145, 155, 159 TG7: 25, 37, 40, 121, 135, 141, 145, 147, 153, 159 TG8: 25, 30, 36, 42, 48, 60, 66, 78, 80, 99, 103, 109, 115, 120, 135, 145 TG9: 29, 30, 39, 63, 65, 69, 75, 80, 81, 83, 87, 99, 105, 109, 111, 117, 119, 130, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	TG1: 14, 20, 22, 29, 35, 44, 60, 62, 66, 78, 99, 102, 107, 108, 110, 114, 121, 129, 130, 137, 143, 144, 145 TG2: 24, 42, 44, 59, 66, 76, 78, 86, 102, 108, 111, 113, 120, 131, 132, 134, 137, 138, 140, 143, 144, 146, 150, 155, 156, 157 TG3: 23, 29, 32, 33, 35, 36, 38, 42, 48, 59, 60, 62, 66, 67, 68, 69, 71, 72, 74, 77, 80, 86, 95, 96, 98, 99, 100, 101, 104, 116, 117, 119, 120, 121, 122, 123, 136, 142, 148, 151 TG4: 21, 33, 39, 58, 59, 60, 61, 63, 65, 66, 69, 71, 72, 74, 75, 77, 96, 97, 113, 114, 117, 120, 156 TG5: 66, 71, 75, 99, 105, 132, 135, 141, 143, 149, 150, 151 TG6: 24, 26, 27, 30, 33, 36, 41, 51, 59, 65, 66, 67, 69, 77, 78, 80, 81, 83, 86, 95, 96, 98, 101, 107, 117, 119, 120, 121, 144, 149, 155 TG7: 27, 36, 39, 41, 42, 47, 48, 50, 51, 60, 62, 63, 71, 77, 78, 79, 83, 95, 98, 101, 102, 104, 105, 107, 108, 111, 113, 114, 116, 120, 121, 123, 128, 138, 149, 156, 158 TG8: 22, 26, 27, 29, 30, 33, 34, 36, 37, 40, 41, 42, 44, 45, 47, 48, 50, 51, 59, 63, 64, 65, 66, 70, 72, 74, 76, 77, 78, 81, 82, 83, 85, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 118, 119, 120, 129, 130, 132, 134, 136, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 158 TG9: 41, 48, 65, 71, 73, 76, 78, 83, 95, 96, 98, 103, 105, 135

<p>6.PK.9b Identify and explore an area of interest.</p>	<p><i>Children have daily opportunities to identify and explore areas of interest in various Practice Learning Centers.</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156</p>
<p>6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.</p>	<p><i>Children are introduced to a variety of information sources throughout the Frog Street program, including charts, diagrams, maps, signs, photographs, and books.</i></p> <p>TG1: 26, 27, 28, 30, 31, 32, 33, 34, 35, 40, 41, 44, 45, 48, 60, 62, 66, 78, 86, 87, 94, 96, 97, 98, 99, 104, 107, 108, 109, 110, 114, 115, 116, 119, 120, 121, 123, 129, 132, 134, 135, 137, 141, 143, 144, 152, 153, 155, 156 TG2: 10, 23, 24, 29, 30, 33, 35, 36, 37, 40, 42, 43, 44, 50, 59, 60, 66, 69, 71, 72, 73, 75, 76, 78, 81, 82, 83, 84, 86, 87, 94, 96, 99, 100, 102, 107, 108, 111, 113, 114, 117, 120, 123, 131, 132, 133, 134, 135, 138, 140, 141, 143, 144, 146, 147, 148, 150, 153, 155, 156, 157, 158 TG3: 22, 23, 24, 28, 29, 33, 34, 35, 36, 39, 40, 41, 48, 51, 58, 59, 63, 64, 65, 69, 70, 71, 72, 75, 76, 77, 82, 83, 86, 94, 95, 96, 98, 101, 106, 107, 112, 118, 119, 120, 121, 123, 135, 138, 143, 147, 151, 152 TG4: 32, 38, 39, 60, 61, 64, 65, 66, 69, 72, 75, 77, 78, 81, 83, 85, 95, 96, 97, 99, 104, 106, 111, 114, 117, 131, 132, 139, 147, 153, 155, 156, 159 TG5: 23, 29, 35, 36, 38, 47, 50, 59, 63, 66, 71, 72, 77, 78, 80, 83, 87, 95, 98, 99, 101, 105, 113, 114, 131, 132, 135, 138, 140, 141, 143, 144, 146, 149, 150, 153, 156, 159 TG6: 23, 24, 26, 27, 29, 30, 32, 33, 35, 36, 37, 41, 45, 51, 59, 61, 62, 65, 66, 67, 69, 71, 72, 73, 74, 75, 77, 78, 83, 84, 85, 86, 96, 98, 99, 101, 104, 107, 108, 111, 113, 117, 119, 120, 121, 122, 128, 131, 132, 134, 135, 137, 138, 140, 144, 146, 147, 158, 159 TG7: 22, 28, 35, 36, 41, 42, 44, 45, 47, 50, 51, 60, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 77, 78, 79, 83, 86, 95, 98, 101, 102, 103, 104, 105,107, 108, 110, 111, 113, 114, 116, 119, 120, 121, 123, 135, 145, 152, 155, 156, 157, 158 TG8: 22, 23, 24, 26, 27, 29, 30, 31, 33, 35, 36, 37, 39, 41, 42, 44, 45, 47, 48, 50, 51, 60, 63, 64, 65, 66, 70, 71, 72, 73, 74, 76, 77, 78, 83, 84, 96, 98, 99, 102, 104, 105, 107, 108, 111, 112, 113, 114, 115, 118, 119, 120, 121, 130, 132, 133, 134, 135, 136, 137, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 159 TG9: 23, 26,</p>

	29, 30, 39, 41, 43, 48, 58, 60, 61, 62, 65, 66, 72, 74, 76, 78, 79, 94, 98, 99, 102, 103, 105, 119, 122, 123, 131, 132, 135, 140, 145, 146, 149, 158 Resources: Sequence Cards—Daily Schedule
Content Standard 7.0: Listening	
Indicators	Frog Street Pre-K Teacher Guide Page References
7.PK.1a Listen for a variety of purposes with increasing attention span.	TG1: 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159 TG2: 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155 TG3: 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149 TG4: 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157 TG5: 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155 TG6: 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154 TG7: 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156 TG8: 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158 TG9: 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151 Resources: Rebus Posters visually support children’s ability to follow multi-step directions.

<p>7.PK.2 Listen and respond appropriately to stories and group discussions.</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>
<p>7.PK.3 Listen with increasing attention span to gain new vocabulary.</p>	<p>TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158</p> <p>Resources: Strategy Card H—Introduce and Build Vocabulary, Vocabulary Cards</p>

<p>7.PK.5 Engage in conversation and sometimes follow conversational rules.</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, <u>I Build, I Create</u> p. 27 wherein teachers ask questions to stimulate conversation. Children’s ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 38, 39, 40, 42, 43, 46, 47, 48, 49, 51, 62, 63, 66, 69, 75, 83, 94, 95, 96, 97, 99, 102, 106, 107, 108, 109, 113, 116, 117, 119, 120, 123, 132, 137, 143, 144, 145, 147, 151, 152, 156, 157, 159 TG2: 22, 23, 24, 25, 27, 29, 31, 32, 59, 60, 65, 66, 71, 72, 83, 94, 95, 96, 99, 102, 109, 111, 113, 117, 120, 131, 132, 133, 134, 136, 137, 138, 141, 143, 144, 149, 150, 155 TG3: 33, 48, 63, 74, 87, 94, 95, 100, 107, 117, 118, 120, 122, 123, 138, 148, 152, 156, 159 TG4: 23, 24, 27, 41, 46, 47, 49, 65, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 27, 33, 42, 49, 58, 59, 61, 67, 69, 72, 102, 105, 114, 115, 120, 141, 143, 149, 156 TG6: 23, 27, 29, 30, 33, 35, 36, 58, 60, 61, 63, 64, 68, 69, 71, 72, 79, 80, 81, 83, 85, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 133, 139, 145, 153, 156, 159 TG7: 25, 34, 35, 36, 37, 41, 43, 46, 49, 51, 59, 60, 61, 63, 65, 67, 70, 71, 73, 75, 77, 81, 84, 85, 95, 96, 99, 101, 102, 108, 110, 112, 118, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 142, 144, 145, 147, 150, 151, 153, 156 TG8: 24, 30, 36, 37, 41, 43, 48, 60, 61, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 107, 108, 111, 113, 115, 117, 119, 120, 121, 131, 132, 133, 135, 137, 138, 143, 144, 147, 150, 154, 155, 157, 158, 159 TG9: 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 41, 42, 45, 47, 48, 49, 50, 58, 59, 60, 63, 64, 65, 66, 67, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 83, 85, 86, 87, 94, 97, 98, 99, 100, 101, 102, 106, 108, 109, 112, 114, 115, 117, 121, 122, 123, 130, 133, 135, 136, 141, 142, 143, 145, 146, 147, 148, 151, 153, 154, 155, 156, 157</p>
<p>Content Standard 8.0: Speaking</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.</p>	<p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 96, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 63, 94, 106, 113, 114, 115, 132, 150 TG4: 29, 35, 41, 47, 65, 143 TG5: 27, 29, 114 TG6: 23, 35 TG7: 29, 36, 60, 83, 96 TG8: 115, 121, 123, 154 TG9: 25, 51, 73</p>
<p>8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.</p>	<p><i>Each day’s <u>Greeting Circle</u>, <u>Closing Circle</u>, and <u>Practice Activity Learning Centers</u> include activities that give children opportunities to describe feelings, experiences, observations, and ideas. An example is in Theme 1, <u>My School and Me</u> p. 147 wherein children describe something that happened that they felt happy about.</i></p> <p>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,</p>

	<p>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</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card H—Introduce and Build Vocabulary</p>
<p>8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.</p>	<p><i>Children engage in dramatic play to convey experiences, feelings, ideas, and stories throughout the program, and specifically in ongoing <u>Pretend and Learn Centers</u>.</i></p> <p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157, TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 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 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>8.PK.3b Speak in complete sentences using at least three words.</p>	<p>TG2: 29, 79, 84 TG3: 48, 68, 71 TG4: 23, 25, 115, 143, 155, 156 TG5: 61, 78, 85, 99, 114, 115, 150, 156 TG6: 23, 60, 95, 107, 108, 112, 113, 114, 117, 145, 151, 155, 156 TG7: 51, 65, 84, 85, 102, 118, 121, 130, 136, 142, 148, 154 TG8: 65, 72, 77, 95, 113, 135, 138, 156 TG9: 29, 65, 74, 83, 95, 106, 112, 118, 119, 130, 136, 140, 142, 148, 154</p> <p>Resources: Strategy Card: A—Segment Sentences</p>
<p>8.PK.4a Initiate conversation and respond to others.</p>	<p>TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 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,</p>

	35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156 TG8: 61, 108, 113, 115, 120, 138, 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, 133, 135, 151, 153, 157
8.PK.4b Share ideas and information from personal and shared group experiences.	TG1: 28, 95, 98, 99, 103, 113, 123, 149 TG2: 25, 29, 58, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 41, 111, 115, 131, 143, 155, 156 TG5: 61, 67, 73,78, 81, 85, 99, 114, 115, 150, 151, 156 TG6: 23, 27, 59, 60, 95, 107, 108, 112, 113, 114, 115, 117, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 65, 84, 85, 102, 118, 120, 121, 130, 136, 142, 145, 148, 151, 154 TG8: 24, 35, 37, 60, 65, 72, 77, 95, 101, 113, 135, 156 TG9: 24, 29,30, 36, 65, 70, 74, 82,83, 95, 103, 106, 112, 118, 119, 130, 136, 140, 142, 148, 154
8.PK.4c Ask and answer simple questions.	TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 108, 113, 114, 115, 119, 120, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 113, 115, 119, 121, 131, 132, 133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35, 36, 37, 41, 43, 47, 59, 65, 66, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 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 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60, 61, 62, 65, 71, 72, 73, 75, 77, 78, 79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 115, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150, 151, 152, 153,155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101,107, 108, 111, 113, 119, 131, 132, 133, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 71, 73, 77, 83, 84, 95, 101, 107, 109, 113, 114, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 49, 59, 65, 71, 77, 83, 84, 85, 101, 107, 108, 113, 114, 119, 120, 132, 137, 139, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 144, 155
	Resources: Strategy Card T—Questioning Strategies
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences	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, 155 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
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SOCIAL STUDIES

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).

Content Standard H1: People, Cultures, and Civilizations	
History	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>H1.PK.1 Children begin to complete simple tasks together.</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children learn to work together to complete simple tasks. Each new theme begins with a collaborative <u>Theme Project</u>. An example in Theme 4 involves the class collectively deciding upon a project that will involve ongoing <u>Choices</u>. Children then plan the project, track it, then report on associated outcomes.</i></p> <p>Teacher Guide – (TG) 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>
<p>H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.</p>	<p><i>Theme 2, <u>My Family and Friends</u> and daily <u>Family Connections</u> ideas provide children with many opportunities to discuss their exposure to stories about family and community members.</i></p> <p>TG1: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG2: 20, 21, 23, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 45, 47, 48, 51, 58, 59, 60, 63, 65, 66, 69, 75, 81, 85, 87, 99, 105, 111, 117, 123, 135, 141, 143, 147, 153, 156, 159 TG3: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG4: 27, 33, 39, 45, 51, 63, 65, 69, 75, 81, 87, 99, 105, 111, 117, 119, 120, 123, 135, 141, 147, 153, 159 TG5: 27, 28, 30, 32, 33, 39, 45, 51,</p>

	63, 69, 75, 81, 87, 95, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG6: 27, 33, 36, 39, 45, 51, 63, 65, 67, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG7: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG8: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG9: 25, 27, 33, 39, 45, 49, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 Resources: “Family Connections” Resource Guide and CD-Rom
H1.PK.3 Share information about their family practices, customs, and culture.	<i>Theme 2, <u>My Family and Friends</u> and daily <u>Family Connections</u> ideas provide opportunities for children to share information about family practices, customs, and culture.</i> TG1: 101 TG2: 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 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 Resources: “Family Connections” Resource Guide and CD-Rom
Content Standard H2: Nation Building & Development	
Indicators	Frog Street Pre-K Teacher Guide Page References
H2.PK.1 Begin to recognize that problems can occur in groups.	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
Content Standard H3: Social Responsibility & Change	
Indicators	Frog Street Pre-K Teacher Guide Page References
H3.PK.1 Begin to understand that differences exist between home and school.	<i>Children explore their new school and classroom throughout Theme 1, <u>My School and Me</u>. They investigate different areas and aspects of the classroom through activities such as reading <u>This Way to Pre-K!</u> In Theme 1, pg. 33 they compare home routines and schedules vs. class routines and schedules. And in Theme 2, <u>My Family and Friends</u>, children learn about different types of homes.</i> TG1: 22, 23, 24, 27, 32, 33, 37, 45, 131, 135, 136, 141 TG2: 35 61, 73, 68, 82, 83, 84, 85, 87, 94, 106, 107, 108, 110, 123, 130, 143, 155 Resources: Sequence Card—Off to School

Content Standard G5: The World in Spatial Terms	
Geography	
Indicators	Frog Street Pre-K Teacher Guide Page References
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	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
Content Standard G6: Places & Regions	
Indicators	Frog Street Pre-K Teacher Guide Page References
G6.PK.1 Identify different areas of the classroom and home.	<i>Children explore their new school and classroom throughout Theme 1, <u>My School and Me</u>. They investigate different areas and aspects of the classroom through activities such as reading <u>This Way to Pre-K!</u> In Theme 2, <u>My Family and Friends</u> children learn about different types of/areas in homes.</i> TG1: 22, 23, 24, 27, 32, 33, 37, 45, 131, 135, 136, 141 TG2: 35 61, 73, 68, 82, 83, 84, 85, 87, 94, 106, 107, 108, 110, 123, 130, 143, 155 Resources: Sequence Cards—Bedtime, Daily Schedule, Off to School
G6.PK.2 Begin to recognize characteristics that make them unique.	<i>In Theme 1, <u>My School and Me</u> children recognize and articulate characteristics that make them unique. The ideas of empowerment, unique skills and abilities, and each child as ‘special’ are carried through the entire program.</i> TG1: 38, 44, 61, 82, 134 TG2: 41, 48, 99, 106, 132, 133 TG3: 35, 155 TG4: 27, 35 TG5: 103 TG6: 82, 83, 84, 85 TG8: 136, 149 TG9: 133, 135, 145, 149, 150, 151
G6.PK.3 Identify numbers and letters related to his/her address.	<i>In Theme 2, <u>My Family and Friends</u> children explore the meaning of family, home, and community. They practice identifying numbers and letters related to their home addresses.</i> TG2: 72, 85, 135, 142, 144, 145, 146, 147
Content Standard G7: Human Systems	
Indicators	Frog Street Pre-K Teacher Guide Page References
G7.PK.1 Begin to understand that people move to other places.	<i>The concepts of moving, moving in different directions, and moving to different locations are supported throughout <u>Frog Street Pre-K</u>. In Theme 2, <u>My Family and Friends</u> children explore the meaning of families, home, and community. Example—On p. 70 of Theme 2, <u>My Family and Friends</u>, the concept of moving away is discussed in association with the supportive <u>Greeting Circle</u> ritual of the <u>Wish You Well</u> song.</i>

Content Standard G8: Environment & Society	
Indicators	Frog Street Pre-K Teacher Guide Page References
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	<p><i>Children have many opportunities to identify weather conditions while participating in <u>Frog Street Pre-K</u>.</i></p> <p><i>Example—Theme 7, <u>Things that Move</u>, p. 132 in which children discover ways they can tell if the wind is blowing. They create wind chimes (page 135).</i></p> <p><i>Example—Theme 9, <u>Changes</u>, p. 72 in which children compare clothing worn in winter and summer. They discuss weather changes with seasons. On p. 82 they sing <u>The Weather Song</u> and describe the day’s weather.</i></p> <p>TG1: 141 TG3: 60, 61, 78, 80, 86, 87 TG7: 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156 TG9: 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117</p>
Content Standard Ec9: The Market Economy	
Indicators	Frog Street Pre-K Teacher Guide Page References
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	<p>TG1: 131 TG2: 30, 33, 35, 84, 85 TG3: 131 TG4: 72, 75, 83 TG5: 119, 121, 123 TG6: 22, 65 TG7: 71 TG8: 33, 35 TG9: 107</p>
Ec9.PK.2 Demonstrate the role of different jobs in the community.	<p><i>Children are encouraged to meet different school and community workers in <u>Frog Street Pre-K</u>. They use pretend play to demonstrate their various roles and services.</i></p> <p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117; TG4: 75, 77, 113, 114, 115, 116 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147</p> <p>Resources: 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>

Content Standard Ec10: The US Economy as a Whole	
Indicators	Frog Street Pre-K Teacher Guide Page References
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	TG2: 33, 35 TG3: 131 TG4: 72, 75, 85 TG5: 119, 121, 123 TG6: 65 TG7: 71 TG8: 35 TG9: 107
Content Standard Ec11: The Dynamic Economy	
Economics	
Indicators	Frog Street Pre-K Teacher Guide Page References
Ec11.PK.1 Decide between two choices involving classroom resources.	<i>Frog Street Pre-K Theme 4 specifically focuses on <u>Choices</u>. Children make choices about classroom resources—in areas such as <u>Practice Activity Learning Centers</u>.</i> TG1: 61, 75, 76, 79, 87, 94, 130, 133, 138, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 63, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154 TG3: 33, 34, 58, 64, 70, 71, 76, 123, 135, 141 TG4: 23, 29, 30, 31, 40, 41, 45, 46, 48, 51, 70, 76, 111, 148, 156 TG5: 22, 34, 40, 46, 58, 61, 70, 94, 100, 112, 148 TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 109, 110, 112, 118, 130, 132, 139, 154 TG7: 22, 35, 39, 40, 46, 58, 64, 70, 75, 76, 99, 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, 157 TG9: 22, 24, 28, 34, 40, 46, 47, 64, 70, 76, 82, 94, 100, 106, 112, 118, 123, 130, 131, 133, 136, 137, 138, 142, 143, 144, 145, 147, 148, 149, 150, 154, 159
Content Standard C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)	
Indicators	Frog Street Pre-K Teacher Guide Page References
C13.PK.1 Follow classroom and school rules.	TG1: 25, 26, 41, 45, 154 TG2: 43, 49, 61 TG3: 106, 118 TG4: 30, 34, 42, 48, 51 TG5: 14, 58 TG6: 28, 34, 48 TG7: 28, 94, 100, 118, 142 TG8: 40, 64, 100, 106, 112 TG9: 46, 137, 144, 145
C13.PK.2 Participate in group decision-making.	<i>Frog Street Pre-K's <u>Greeting</u> builds a sense of classroom community as children unite, develop a sense of belonging, and participate in group decision-making.</i> TG1: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64,

	70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154, TG9: 22, 28, 34, 40, 46, 58, 64, 66, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 141, 142, 148, 154
Content Standard C16: Global Relations	
Civics	
Indicators	Frog Street Pre-K Teacher Guide Page References
C16.PK.1 Identify their teacher and peers by name.	<i>Activities throughout the Frog Street program_(often in the <u>Greeting Circle</u>), support children learning each other's names.</i> TG1: 22, 28, 30, 32, 34, 36, 42, 48, 49, 68, 77, 79, 82, 86, 94, 104, 120, 147 TG2: 28, 96, 97, 101, 103, 114, 121, 122, 144, 153 TG3: 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

SOCIAL EMOTIONAL

One of the unique cornerstones of *Frog Street Pre-K* is *Conscious Discipline*®—a comprehensive classroom management and social-emotional program that creates learning environments where children feel safe and loved. The daily *Conscious Discipline*® routine consists of four parts: **Unite, Disengage the Stress Response, Connect and Commit**. The brain functions best in a safe environment. *Frog Street Pre-K Greeting Circle* starts each day the **brain smart** way. Children **unite** as one group, **connect** with each other through various greeting activities, **disengage the stress response** as children and teachers transition from home to school, and **commit** to a wonderful day of learning and caring for each other. From this foundation of safety and caring, children begin to learn how to solve conflicts, manage their emotions, take responsibility for their actions, and focus on positive social skills. *Welcome to Frog Street Pre-K* provides guidelines on pages 32 and 43-45.

Content Standard 1.0: Self-Confidence	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.1a Make independent choices from diverse interest centers or activities.	<i>Theme 4, Choices focuses entirely on making thoughtful decisions. Children make ongoing, independent choices from diverse Practice Learning Centers.</i> Teacher Guide – (TG) TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
1.PK.1b Select materials to use for individual expression.	TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 76, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 142, 148, 152, 154, 159 TG2: 22, 28, 29, 31, 34, 40, 46, 47, 58, 64, 70, 73, 76, 80, 94, 95, 101, 106, 107, 108, 112, 113, 118, 120, 130, 135, 141, 142, 148, 150, 154 TG3: 22, 28, 29, 34, 37, 49, 58, 64, 65, 70, 71, 72, 73, 76, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 23, 25, 26, 29, 30, 31, 34, 39, 40, 41, 42, 45, 46, 48, 50, 69, 70, 76, 82, 85, 94, 98, 111, 121, 123, 130, 134, 135, 141, 142, 148, 154, 156 TG5: 22, 27, 34, 36, 37, 39, 40, 44, 45, 46, 58, 63, 70, 75, 80, 94, 112, 117, 118, 136, 148, 153, 154 TG6: 22, 25, 26, 28, 31, 39, 42, 46, 48, 50, 58, 64, 69, 70, 82, 83, 84, 85, 94, 98, 100, 106, 112, 118, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 22, 23, 33, 35, 40, 50, 58, 59, 60, 62, 63, 64, 67, 70, 72, 73, 74, 75, 76, 81, 86, 87, 97, 100, 106, 107, 109, 111, 112, 117, 118, 123, 130, 133, 134, 135, 136, 139, 140, 141, 142, 146, 147, 148, 153, 158, 159 TG8: 28, 31, 34, 39, 40, 45, 46, 58, 63, 70, 82, 86, 94, 95, 97, 99, 100, 102, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154, 156 TG9: 22, 26, 28, 32, 34, 37, 40, 44, 46, 63, 64, 65, 69, 70, 75, 76, 82, 84, 94, 98, 100, 106, 112, 115, 118, 130, 135, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159

	<p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	<p>TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 47, 63, 118; TG3: 33, 123, 135, 141; TG4: 31, 46, 51; TG5: 61, 100; TG6: 109, 110, 132, 139; TG7: 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	<p><i>Daily <u>Conscious Discipline</u>® practices support the development of child resiliency. As they progress through the program, children acquire the ability to persist in a task or activity after experiencing disappointment, frustration, or failure.</i></p> <p>TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
Content Standard 2.0: Self-Direction	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.PK.1a Separate easily from parents(s) /caregivers(s)/significant adult(s).	<p><i><u>Conscious Discipline</u>® strategies are introduced in daily <u>Greeting Circles</u> to help children transition from home to school. <u>From the Experts: Becky Bailey, Conscious Discipline</u>® (p. 12) provides guidelines for helping children to be successful in their social and emotional endeavors—including separation from parents or home caregivers.</i></p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 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</p>

	<p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>
<p>2.PK.1b Move through routines and activities with minimal adult/teacher direction.</p>	<p><i>Practice Activity Learning Centers provide children with opportunities to play and perform tasks independently. Character education traits for Theme 7, <u>Things that Move are Self-Reliance and Independence.</u></i></p> <p>TG1: 20, 21, 22, 25, 28, 32, 33, 39, 40, 42, 45, 47, 48, 51, 56, 57, 58, 64, 70, 76, 78, 82, 92, 93, 106, 118, 132, 136, 143 TG2: 20, 21, 32, 39, 47, 51, 56, 57, 58, 68, 73, 82, 85, 92, 93, 94, 97, 99, 100, 105, 128, 129, 149, 150 TG3: 22, 34, 40, 58, 64, 81, 82, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 118, 119, 148 TG4: 25, 31, 37, 49, 102, 107 TG5: 22, 76, 135, TG6: 20, 21, 24, 45, 51, 63, 65, 75, 80, 83, 95, 97, 99, 101, 120, 121, 122, 157, 158, 159 TG7: 39, 56, 57, 66, 67, 73, 81, 92, 93, 94, 99, 100, 135, 142, 154 TG8: 20, 21, 58, 64, 67, 69, 73, 81, 92, 93, 97, 106, 112, 114, 120, 128, 129, 130, 141 TG9: 20, 21, 25, 56, 57, 85, 92, 93, 128, 129, 141, 143, 147, 148, 150, 153, 156, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).</p> <p>2.PK.3a Use toys and materials with care.</p> <p>2.PK.3b Clean up or put away toys and materials when finished.</p>	<p>TG1: 22, 24, 25, 26, 27, 28, 31, 33, 34, 37, 40, 41, 45, 49, 51, 58, 64, 69, 70, 79, 94, 99, 100, 112, 118, 136 TG2: 22, 25, 28, 34, 37, 40, 43, 46, 58, 70, 82, 100, 105, 148, 153 TG3: 40, 103, 105, 106, 111, 141 TG4: 22, 24, 29, 30, 34, 42, 43, 46, 48, 107, 108, 155, 156, 157 TG5: 34, 40, 46, 85, 100, 118, 121 TG6: 31, 37, 60, 70, 99, 112, 118, 159 TG7: 35, 40, 46, 58, 61, 73, 79, 82, 85, 105, 111 TG8: 28, 58, 118, 145, 151, 154, 157 TG9: 94, 100, 106, 112, 118, 123, 141, 152, 154, 159</p> <p>Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth,” “How to Use Glue”</p>
Content Standard 3.0: Identification and Expression of Feelings	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).</p>	<p><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 a range of feelings. Examples include Theme 6, <u>I Build, I create</u>, p. 70 wherein it’s described that when one feels cranky or upset, (s)he can change his/her mood by thinking positive thoughts. In Theme 1, <u>My School and Me</u>, p. 147 children are asked to describe something that happened today that they felt happy about.</i></p> <p>TG1: 136, 137, 138, 141, 143, 144, 145, 147, 148, 149, 150, 151, 153 TG2: 33, 47, 65, 101, 113, 119 TG3: 58, 71, 95, 119, 120, 121, 123, 137, 142, 147 TG4: 28, 29, 30, 45, 47, 101, 105, 115, 150, 156, 157, 159 TG5: 28, 30, 33, 40, 63, 65, 71, 76, 87,</p>

	<p>99, 105, 118, 123, 135, 141, 147, 153, 159 TG6: 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159 TG7: 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 TG8: 63, 100, 101, 107, 113, 131, 137, 141, 149, 159 TG9: 24, 40, 45, 59, 131, 137, 143, 155</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>3.PK.2a Express feelings, needs or wants in appropriate ways.</p>	<p><i>The School Family Chant, part of <u>Conscious Discipline®</u>, encourages children to use ‘big voices’ to make their needs known and to respect other peoples’ big voices. Children pledge to commit to using kind words, offering helping hands, using their big voices, and listening to other peoples’ feelings/needs/wants.</i></p> <p><i>An example is in Theme 1, <u>My School and Me</u>, p. 100 wherein children are asked how they will use their big voice if someone forgets to use their words and grabs a crayon from them. Response: ‘I don’t like it when you grab from me. Please ask me for a turn.’</i></p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>
<p>3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).</p>	<p><i>Frog Street Pre-K incorporates <u>Conscious Discipline®</u>, a comprehensive social emotional program, that teaches children to manage their emotions, resolve conflicts, and take responsibility for their actions. <u>The Kindness Tree</u> is introduced in Theme 1(p. 40). When children hear someone using kind words, they add a heart to the Kindness Tree. The hearts are counted during each day’s <u>Closing Circle</u>. A Character Education trait in Theme 8 is Compassion.</i></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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

Content Standard 4.0: Interactions with other children and adults	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.PK.1a Demonstrate appropriate affection for teachers and friends.	<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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
4.PK.1b Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
4.PK.1c Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have The bike when I am finished”).	<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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to	<p><i>Theme 4, <u>Choices</u> focuses on making thoughtful decisions. Problem-solving opportunities occur throughout the year. Children continuously experience the joy of successfully making choices and solving problems.</i></p>

problems, and negotiate solutions).	<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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes</p>
<p>4.PK.1e Be able to say and respond to first and last name.</p> <p>4.PK.1f Be able to say parent’s or caregiver’s name.</p>	<p><i>Throughout Theme 1, <u>My School and Me</u> children’s ability to say and respond to their name and their ability to say their parents’ and/or caregivers’ names (names of others) is supported. An example is on p. 36 wherein teachers dismiss children to centers by calling their names. Children respond by recognizing their name and moving appropriately to the next activity.</i></p>
Content Standard 5.0: Pro-Social Behaviors	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.PK.1a Play independently.	<p><i><u>Practice Activity Learning Centers</u> provide children with opportunities to play and perform tasks independently. The character education traits for Theme 7, <u>Things that Move are Self-Reliance and Independence.</u></i></p> <p>TG1: 20, 27, 43, 49, 56, 106, 130, 148, 151, 153, 157 TG2: 20, 25, 27, 39, 56, 57, 58, 73, 76, 81, 85, 128, 129, 140, 145, 147 TG3: 20, 22, 25, 33, 40, 56, 58, 63, 76, 92, 103, 105, 111, 115, 121, 128, 130, 142, 148, 154 TG4: 37, 43, 49, 56, 57, 79, 82, 93, 109, 115, 118, 121, 128, 148, 154 TG5: 20, 40, 56, 57, 61, 76, 92, 100, 111, 121, 128, 129, 130, 141, 148, 157 TG6: 43, 56, 59, 64, 67, 76, 92, 97, 99, 103, 105, 129 TG7: 37, 43, 49, 56, 73, 75, 76, 79, 92, 100, 103, 106, 130, 143, 153, 154, 157 TG8: 22, 28, 34, 42, 56, 58, 64, 66, 84, 94, 100, 130, 136, 142, 143, 145, 148, 151, 154, 156, 157 TG9: 20, 22, 46, 51, 56, 58, 81, 93, 121, 129, 157</p>
5.PK.1b Play in pairs and small groups.	<p>TG1: 46, 147 TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123 TG3: 58, 71, 136, 142 TG4: 45, 106, 136 TG5: 76, 80, 83, 101, 142, 148 TG6: 118, 120, 122 TG7: 14, 45, 136 TG8: 64, 100, 136, 148 TG9: 82, 106, 142, 143, 144, 145, 148</p>
5.PK.1c Engage in dramatic play.	<p><i><u>Frog Street Pre-K</u> provides many opportunities for children to engage in dramatic play—and to assume different roles and characters. <u>Pretend and Learn Centers</u> provide experiences that contribute to children’s ability to self-regulate, communicate effectively, engage in cooperative interaction with peers, and understand the responses/reactions/feelings of others.</i></p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159</p>

	<p>TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 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 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
5.PK.1d Initiate play, or enter into play with a group of children already playing.	<p>TG1: 46, 147 TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123 TG3: 58, 71, 136, 142 TG4: 45, 106, 136 TG5: 76, 80, 83, 101, 142, 148 TG6: 118, 120, 122 TG7: 14, 45, 136 TG8: 64, 100, 136, 148 TG9: 82, 106, 142, 143, 144, 145, 148</p>
5.PK.2a Participate in cooperative groups to complete a task.	<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>
5.PK.2b Take turns with teacher support.	<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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
5.PK.2c Share some of the time.	<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> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

Content Standard 6.0: Attending and Focusing Skills	
Indicators	Frog Street Pre-K Teacher Guide Page References
6.PK.1a Attend to a task for at least 10 minutes.	<p><i>As children grow and develop through ongoing participation in the <u>Frog Street Pre-K</u> program and <u>Conscious Discipline</u>® rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to a task for at least 10 minutes.</i></p> <p>TG1: 27, 31, 49, 132, 133, 136, 157 TG2: 62, 63, 69, 85, 87, 99, 111, 116 TG3: 71, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145 TG5: 73, 76, 83, 84, 130 TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135 TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159 TG8: 27, 75, 149, 151, 153, 157 TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
6.PK.1b Move on to next activity without exhibiting signs of stress.	<p><i>Throughout <u>Frog Street Pre-K</u>, <u>Transition Tips</u> are provided at the beginning of each Teacher Guide on p. 14. They are built into each literacy and math lesson. In each <u>Greeting Circle</u>, the teacher leads the children in a <u>Disengage the Stress Response</u> activity. As a result, children learn to calm themselves in various situations through appropriate breathing.</i></p> <p>TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158</p>

	<p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>
<p>6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).</p>	<p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146 TG3: 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158 TG4: 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156 TG5: 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158 TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158 TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158</p>
<p>6.PK.1d Demonstrate ability to delay gratification to complete a larger task.</p>	<p><i><u>Conscious Discipline</u>® strategies for self-regulation are introduced in <u>Greeting Circles</u>. Specifically, <u>Disengage the Stress Response</u> and <u>Commit</u> provide opportunities for children to develop these skills. Children are encouraged to practice delayed gratification (in different scenarios) here, and throughout the Frog Street program.</i></p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 148, 150, 151, 154 TG2: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 113, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 29, 34, 40, 58, 64, 70, 76, 76, 82, 94, 100, 101, 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, 140, 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, 45, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

CREATIVE EXPRESSION

Frog Street Pre-K encourages children to express themselves through creative arts. **Moving and Learning** offers joyful activities including games, music, and/or creative drama to support themes. There are opportunities to sing, move, dance and play simple instruments.

Creativity Station provides frequent opportunities for children to explore creativity through visual arts using a variety of materials.

Pretend and Learn centers provide opportunities to develop imagination and creativity—and encourage children to practice social skills through storytelling, puppetry, dance, and dramatic play.

Content Standard 1.0: Creative Thinking- Approaches to Learning through Creativity	
Creative Thinking	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.1 Use a variety of approaches to solving problems.	<p><i>Problem Solving and Trial and Error</i> are vocabulary focus words for <i>Theme 4, Choices (Week 4)</i>.</p> <p>Teacher Guide – (TG) TG1: 20, 21, 33, 56, 57, 69, 75, 92, 93, 103, 105, 111, 122, 132, 133, 135, 141, 146, 147, 159 TG2: 20, 21, 44, 56, 57, 62, 63, 69, 75, 81, 85, 87, 92, 93, 117, 128, 129, 141, 159 TG3: 24, 27, 33, 39, 42, 43, 62, 69, 71, 74, 81, 99, 100, 103, 109, 117, 123, 135 TG4: 31, 32, 37, 142, 143, 144, 147 TG5: 20, 27, 39, 45, 56, 57, 67, 106, 116 TG6: 21, 22, 27, 33, 38, 39, 42, 56, 57, 63, 68, 69, 72, 75, 80, 81, 87, 92, 93, 103, 105, 111, 128, 129, 147 TG7: 69, 84, 87, 92, 93, 103, 110, 111, 115, 117, 128, 129, 141, 144, 145, 146, 147, 150 TG8: 20, 21, 31, 32, 33, 38, 39, 56, 57, 63, 75, 92, 93, 99, 128, 129, 145 TG9: 20, 21, 26, 31, 33, 37, 39, 42, 43, 45, 56, 57, 63, 73, 87, 92, 93, 117, 128, 129, 141</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	<p><i>Daily Conscious Discipline® rituals include a variety of approaches that children can practice and use to solve interpersonal problems in the classroom.</i></p> <p>TG1: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 37, 39, 53, 43, 45, 49, 51,</p>

	<p>56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 145, 147, 151, 153, 157, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.</p>	<p><i>The <u>Moving and Learning</u> activity that follows <u>Greeting Circle</u> each morning and the activities presented in the <u>Gross Motor Center</u> give children many opportunities to reach motor challenges.</i></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> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment), Teacher Guides—Games and Dances pages found in Appendix</p>

Content Standard 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.PK.1 Select progressively more challenging tasks.	<p><i>Practice Activity Centers</i> and <i>Weekly Learning Centers</i> provide opportunities for children to select progressively more challenging tasks. Teachers guide the processing of new information as children develop skills and reinforce new concepts. The character traits of Curiosity and Self-Reliance are supported in Themes 7 and 8.</p> <p>TG1: 23, 27, 29, 31, 35, 41, 43, 47, 49, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 132, 133, 136, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 62, 63, 65, 67, 69, 71, 83, 85, 87, 95, 99, 101, 107, 109, 111, 113, 115, 116, 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, 136, 137, 138, 140, 141, 143, 144, 145, 149, 155, 159 TG4: 22-27, 29, 30, 31, 35, 36, 37, 41, 43, 46, 47, 49, 50, 59, 65, 66, 67, 69, 79, 83, 99, 101, 110, 111, 119, 121, 131, 132, 133, 139, 141, 143-145, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 76, 77, 79, 83-85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 130, 131, 133, 137, 138, 140, 143, 149-152, 155- 158 TG6: 23, 29, 39, 41, 43, 47, 65, 66, 69, 71, 73, 77, 79, 80, 81, 85, 95, 101-105, 107, 108, 119, 123, 131-133, 135, 137, 138, 149, 151, 157 TG7: 25, 29, 31, 35, 41, 43, 47, 59, 65, 67, 71, 75, 83, 84, 95, 107, 109, 111, 113, 119, 131, 132, 133, 137, 138, 143-147, 149, 155, 159 TG8: 23, 27, 29, 35, 38, 41, 43, 49, 59, 65, 71, 75, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 151, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 103, 107, 108, 110, 114, 115, 119-121, 123, 131, 137, 143, 144, 151, 155</p>
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	<p><i>Conscious Discipline</i>® strategies for self-regulation are introduced in <i>Greeting Circles</i>. Specifically, <i>Disengage the Stress Response</i> and <i>Commit</i> provide opportunities for children to develop these skills. They are encouraged to practice delayed gratification (in different scenarios) here, and throughout the program.</p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 148, 150, 151, 154 TG2: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 113, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 29, 34, 40, 58, 64, 70, 76, 76, 82, 94, 100, 101, 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, 140, 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, 45, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142,</p>

	143, 144, 145, 148, 154 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)
Content Standard 3.0: Creative Thinking-Making Connections	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Combine objects in a variety of ways.	Combine Shapes TG1: 69, 80, 81 TG2: 62, 68, 69, 74, 75, 80, 86, 87, 98, 104,105, 111, 116, 122, 123, 137, 139 TG3: 26, 38, 39, 99 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 140 TG6: 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, 100, 104, 105, 110, 146 TG7: 86, 87, 99, 109 TG8: 32, 38, 105 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 134 Combine Materials (Build) Example—Theme 6 I Build! I Create! focuses heavily on making things with simple tools and a variety of materials. Example—The Construction Center and Creativity Station ideas in each theme provide opportunities for children to make things with simple tools. Example—Theme 6: Page 21 Children build garages and places cars in the garage. Example—Theme 6: Page 39 Children reference a blueprint to build with blocks. Example—Theme 7: Page 103 Children will follow a pattern to cut and fold a helicopter. They will test different ways to make it fly. On the same page they will fold paper airplanes to fly and discuss <i>Which parts of the plane we folded will make it more aerodynamic?</i> Example—Theme 7: Page 115 Children build sailboats from a variety of provided

	<p>materials. Children are asked to predict if their sailboats will float. Example—Theme 7: Page 145 Children build a marble run with paper-towel tubes. Example—Theme 6 Page: 119 Children read <i>The Do-Nothing Machine</i>. They identify materials John used in building his machine. Example—Theme 6: Page 108 Children construct paper fans. Example—Theme 3: Page 109 Children build bridges with blocks and facial tissues. They see how many pennies the bridge will hold. They experiment by making the bridge taut and less taut. TG3: 109, 111 TG4: 37, 49, 79, 133 TG5: 45 TG6: 21, 39, 87, 108, 109, 111, 119 TG7: 20, 21, 103, 115, 145</p> <p>Combine Art Materials TG1: 25, 27, 31, 37, 43, 45, 51, 61, 67, 69, 79, 85, 87, 103, 105, 109, 115, 117, 121, 133, 139, 143, 145, 147, 151, 153, 159 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 71, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 83, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 74, 75, 85, 87, 97, 103, 109, 153, 157 TG5: 39, 43, 51, 63, 67, 69, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 137, 138, 139, 141, 143, 144, 145, 147, 157, 159 TG7: 25, 31, 37, 39, 49, 51, 63, 81, 85, 97, 99, 109, 111, 115, 117, 121, 123, 133, 135, 139, 151, 153 TG8: 27, 37, 45, 49, 59, 61, 68, 71, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 95, 97, 103, 109, 110, 115, 117, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p>
<p>3.PK.2 Categorize experiences, people and ideas in a variety of ways.</p>	<p>TG1: 56 TG2: 151, 152, 153 TG3: 44, 74, 75 TG4: 21, 111 TG5: 37, 80, 120 TG6: 98, 99, 110 TG7: 104, 105, 123 TG8: 73, 96 TG9: 31, 56, 123</p>
<p>3.PK.3 Create stories and scenarios by combining experiences and ideas.</p>	<p><i>Children tell their own stories using the <u>Writer’s Corner</u> (interactive software program). Prompted by a picture, they can write a story, record it, and/or print it as a 4-page book.</i> TG2: 93 TG3: 93 TG4: 57 TG5: 21 TG6: 57 TG7: 129 TG8: 57, 93 TG9: 67</p> <p>Resources: “Frog Street Pre-K” Interactive Software, Strategy Card K—Wordless Books, Strategy Card P—Activate Prior Knowledge, Wordless Books, Sequence Cards, Story Props</p>

<p>Content Standard 1.0: Music and Movement - Singing</p>	<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>Music and Movement</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>1.PK.1 Make a variety of sounds with their voices.</p> <p>1.PK.2 Create and sing chants.</p> <p>1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.</p>	<p><i>Frog Street Pre-K</i> provides consistent opportunities for children to create sounds with their voices, create and sing chants, and recognize and select a variety of simple songs, finger plays, musical games, and musical activities. <u>Moving and Learning</u> (accompanied by music) follows <u>Greeting Circle</u> each day.</p> <p>TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 94, 97, 98, 100, 103, 106, 112, 118, 130, 134, 136, 138, 142, 146, 148, 150, 151, 152, 154, 158, finger plays: 189-193 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154, finger plays: 192-199 TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154, finger plays: 185-187 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158, finger plays: 196-198 TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152, finger plays: 185-192 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154, finger plays: 194-196 TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158 TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156, finger plays: 198-205 TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156, finger plays: 198-205</p> <p>Resources: Music and Listening Library CDs “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 diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’</p>

	Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”
1.PK.3b Select and recognize a variety of songs from diverse cultures.	<p><i>Throughout <u>Frog Street Pre-K</u>, children recognize and select from a rich collection of culturally diverse songs. 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).</i></p> <p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs “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 diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’ Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”</p>
Content Standard 2.0: Music and Movement - Playing Instruments	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>2.PK.1 Play and identify a variety of musical instruments.</p> <p>2.PK.2 Participate in a rhythm instrument band.</p> <p>2.PK.4 Accompany simple music with rhythm instruments or clapping.</p>	<p>TG1: 22, 26,28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118,130, 135, 136, 142, 148, 154 TG3: 13, 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 138, 140, 142, 148, 150, 152, 154, 158 TG5: 28, 34, 36, 39, 40, 46, 64, 70, 76, 82, 94, 100,110, 112, 118, 130, 136, 138,142, 144, 146, 148, 152 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82 94, 98, 100, 106, 112, 118, 122, 129, 130, 136, 140, 142, 146, 148, 150, 154</p> <p>Musical Instrument Resource: <i>Three Bears’ Rap</i> big book</p>

Content Standard 3.0: Music and Movement - Improvisation	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.</p> <p>3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.</p>	<p><i>Children improvise simple songs and rhythmic patterns using voice, body, or instrument throughout <u>Frog Street Pre-K</u>. A key foundation of songs included on program CDs is taking familiar songs and melodies and changing the words, meaning, voices, and dynamics. Children participate in these songs on a regular basis (in support of all Pre-K domains and subject areas). 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).</i></p> <p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p> <p>Resources: Music and Listening Library CDs “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 diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’ Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”</p> <p>The song lyrics taught in each theme are written in both English and Spanish in the Appendix (at the back of each Teacher Guide for easy point-of-use reference)</p>
Content Standard 6.0: Music and Movement - Listening	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>

Content Standard 7.0: Music and Movement - Evaluation	
Indicators	Frog Street Pre-K Teacher Guide Page References
7.PK.2 Demonstrate a preference in music.	TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
Content Standard 8.0: Music and Movement - Application to Life	
Indicators	Frog Street Pre-K Teacher Guide Page References
8.PK.2 Demonstrate math and language skills while participating in music.	<i>Throughout <u>Frog Street Pre-K</u>, children consistently demonstrate math and language skills while participating in music. An example is in Theme 6, <u>I Build, I Create</u>, p. 132 wherein children are actively engaged in recognizing numerals by participating in the <u>Numeral Dance</u>. (Each numeral has its own movement.)</i> TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 132, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
Content Standard 9.0: Music and Movement - Cultural and Historical Connections	
Indicators	Frog Street Pre-K Teacher Guide Page References
9.PK.1 Experience music from different cultures.	<i>A diverse collection of <u>Music and Movement</u> activities are included each day in every <u>Frog Street Pre-K Teacher Guide</u>. Culturally diverse music is also included in many literacy, math, and <u>Content Connection</u> lessons.</i> TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
	Resources: Music and Listening Library CDs

	<p>“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 diversión” • “Songs of Learning Fun” (Bilingual), “Canciones de nuestra tierra” • “Songs of Our Earth” (Bilingual), “Frog Street Friends,” “Feelin’ Froggy,” “Cantarín,” “Spanish Listening,” “English Listening,” “Nursery Rhyme,” “It Starts in the Heart”</p>
Content Standard 10.0: Music and Movement - Cross-curricular	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).</p> <p>10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.</p> <p>10.PK.1c Respond to changes in tempo.</p>	<p>TG1: 28, 39, 40, 47, 58, 61, 62, 64, 75, 94, 103, 106, 118, 135, 136, 142, 148, 194-197 TG2: 47, 51, 82, 105, 112, 117, 118, 142, 148, 150, 151, 200-202 TG3: 21, 34, 40, 48, 49, 51, 57, 58, 63, 64, 76, 82, 93, 94, 100, 106, 108, 111, 118, 128, 129, 130, 133, 142, 148, 153, 154, 188-192 TG4: 20, 22, 64, 82, 97, 123, 129, 130, 135, 136, 142, 199-201 TG5: 21, 22, 34, 37, 46, 56, 82, 92, 130, 136, 139, 142, 147, 148, 156 TG6: 21, 22, 34, 40, 46, 47, 50, 51, 57, 64, 94, 100, 106, 123, 130, 133, 135, 136, 142, 197-200 TG7: 40, 42, 46, 48, 49, 51, 60, 61, 70, 76, 81, 82, 92, 93, 94, 100, 118, 136, 142, 145, 148, 154, 202-204 TG8: 28, 40, 46, 64, 69, 70, 93, 94, 100, 112, 136, 148, 206-209 TG9: 21, 34, 70, 76, 82, 92, 94, 112, 118, 128, 142, 148, 154, 206-207</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment), Music and Listening Library CDs</p>

Content Standard 1.0: Dramatic Play	Frog Street Pre-K provides many opportunities for children to engage in dramatic play—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	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.	<p><i>Pretend and Learn Centers provide consistent opportunities for children to engage in dramatic play and act out roles observed from personal experiences.</i></p> <p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
1.PK.2a Make up new roles from experiences and familiar stories.	<p><i>Pretend and Learn Centers provide consistent opportunities for children to make up new roles from experiences and familiar stories.</i></p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 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 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	<p><i>Pretend and Learn Centers provide consistent opportunities for children to direct peers and/or follow directions from peers in creating dramatic play scenarios.</i></p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130,</p>

	<p>132, 153, 156, 157, 158, 159 TG8: 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 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.</p>	<p><i>Pretend and Learn Centers provide consistent opportunities for children to act out roles that involve another child/children in related role.</i></p> <p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play.</p>	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.</p>	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23,</p>

	25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157 Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
Content Standard 2.0: Dramatic Play	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).</p> <p>2.PK.2 Imitate roles observed in child’s life experiences.</p> <p>2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.</p>	<p><i>Children consistently are encouraged to role-play in ongoing <u>Pretend and Learn Centers</u>. These experiences provide opportunities to distinguish between persons, animals, and objects; imitate roles observed in life experiences; and assume the role and tone/language of familiar people or things.</i></p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 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 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
Content Standard 3.0: Dramatic Play	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.3 Differentiate between pretend and real.	<p><i>Children consistently explore different pretend scenarios in weekly <u>Pretend and Learn centers</u>. In Theme 5, <u>Stories and Rhymes</u>, the concept of ‘real vs. pretend’ is introduced and studied as inherent aspects of stories, nursery rhymes, and fairy tales.</i></p> <p><i>Example—p. 35 wherein it is explained that animals in a rhyme are doing things that animals in ‘real life’ cannot do. Pretending is described as part of the fun of nursery rhymes.</i></p> <p><i>Example—p. 71 wherein it is explained that children often have misconceptions about wolves due to primarily having seen them depicted in menacing ways in fairy tales.</i></p> <p><i>Example—p.107 wherein children discuss how the world of make-believe is different from the real world.</i></p>

	<p><i>Example—p.131 wherein children are asked to identify parts of a story that might actually happen, and parts that are fiction.</i></p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
Content Standard 4.0: Dramatic Play	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.</p>	<p><i>In Theme 5, <u>Stories and Rhymes</u> children explore and identify the similarities and differences between dramatic characters and real people. Two stories read in one day might compare fictional characters in fairy tales or fables—with real people or animals. Throughout this theme, children distinguish between illustrations and ‘real’ images.</i></p> <p><i>Example—p. 95 wherein children compare the princess’ gown in <u>The Frog Prince to the bride’s gown in the photograph in Reagan’s Journal.</u></i></p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
Content Standard 5.0: Dramatic Play	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>5.PK.1 Use music, movement, and visual arts in dramatic play.</p> <p>5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).</p>	<p><i>Frog Street Pre-K offers opportunities (throughout Teacher Guides) for children to participate in cross-curricular dramatic play.</i></p> <p>TG1: 20, 27, 28, 31, 43, 49, 56, 57, 61, 67, 73, 79, 85, 93, 100, 103, 109, 121, 129, 133, 139, 145, 148, 151, 153, 159 TG2: 20, 25, 27, 33, 37, 39, 43, 49, 56, 61, 69, 73, 81, 92, 97, 109, 112, 117, 121, 128, 133, 141, 157, 159 TG3: 33, 37, 39, 45, 49, 56, 59, 61, 73, 76, 79, 81, 92, 97, 99, 103, 105, 121, 128, 133, 139, 141, 142, 145, 148, 151, 154, 157 TG4: 22, 31, 37, 43, 45, 49, 51, 56, 61, 63, 69, 73, 79, 82, 87, 93, 103, 109, 115, 117, 118, 121, 123, 139, 145, 151, 157 TG5: 20, 27, 31, 40, 45, 49, 51, 56, 61, 67, 69, 73, 79, 82, 85, 100, 103, 106, 111, 115, 121, 128, 130, 133, 139, 141, 142, 145, 147, 151, 157 TG6: 25, 27, 37, 43, 49, 51, 56, 64, 67, 69, 79, 92, 99, 103, 105, 109, 121, 128, 133, 135, 139, 145, 153, 159 TG7: 22, 31, 37, 39, 49, 51, 56, 63, 67, 73, 75, 77, 81, 85, 92, 97, 99, 109, 115, 117, 121, 129, 135, 139, 141, 151, 153, 159 TG8: 21, 25, 27, 37, 45, 49, 56, 57, 64, 69, 81, 93, 94, 99, 100, 105, 115, 121, 123, 128, 145, 151, 157, 159 TG9: 21, 25, 27, 37, 51, 56, 67, 69, 81, 85, 97, 109, 111, 115, 117, 121, 133, 135, 145, 151, 154, 157, 159</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card</p>

	U—Dramatic Expression
Content Standard 1.0: Visual Arts: Knowledge	<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.
Visual Arts	
Indicators	Frog Street Pre-K Teacher Guide Page References
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child’s creation without a model.	<p>Exploration/Sensory: TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159 TG2: 69, 75, 121 TG3: 97 TG4: 74, 87 TG5: 39, 63, 69, 147 TG6: 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151 TG7: 31, 39, 85, 99, 135, 151 TG8: 37 TG9: 61, 109, 115, 117, 135</p> <p>Representation, Self-Expression: TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p> <p>Resource: Rebus Poster—“How to Paint at the Easel”</p>
Content Standard 2.0: Visual Arts - Content	
Indicators	Frog Street Pre-K Teacher Guide Page References
2.PK.4 Identify color, shape, and texture through art experiences	TG1: 143 TG2: 158 TG3: 27, 83, 95 TG6: 137, 138, 139, 141 TG7: 85, 131, 137, 139 TG8: 59 TG9: 95, 150, 151
Content Standard 3.0: Visual Arts - Content	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings). 3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using	TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27,

various media.	43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159 Resource: Rebus Poster—“How to Paint at the Easel”
Content Standard 4.0: Visual Arts - Context	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	TG1: 31, 43, 147, 151 TG3: 37, 56, 79, 85, 97, 103, 105, 145, 157 TG4: 49, 73, 85, 103, 109, 153, 157 TG5: 20, 81, 85, 115, 121, 139, 147, 151, 157 TG6: 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 144, 145 TG7: 25, 37, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 TG8: 25, 27, 37, 49, 61, 81, 145, 151, 157 TG9: 45, 49, 68, 71, 85, 109, 121, 129, 133, 139, 145, 150, 151 157 Resource: Rebus Poster—“How to Paint at the Easel”
Content Standard 5.0: Visual Arts - Interpretation	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.PK.1 Recognize their own and others’ artwork. 5.PK.2 Demonstrate respect for the artwork of others. 5.PK.3 Describe or respond to their own creative work or the creative work of others.	TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159 TG2: 69, 75, 121 TG3: 97 TG4: 74, 87 TG5: 39, 63, 69, 147 TG6: 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151 TG7: 31, 39, 85, 99, 135, 151 TG8: 37 TG9: 61, 109, 115, 117, 135
Content Standard 6.0: Visual Arts - Cross-Curricular	
Indicators	Frog Street Pre-K Teacher Guide Page References
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math. 6.PK.2 Use visual arts in dramatic play, music,	TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157

and movement activities.	TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159
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PHYSICAL DEVELOPMENT AND HEALTH EDUCATION

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.

Content Standard 1.0: Development of Motor Skills	
Physical Development	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).</p>	<p>Teacher Guide – (TG) TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 44, 69, 117, 135, 150, 151 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 TG5: 94, 100, 148, 157, 159 TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152 TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
Content Standard 2.0: Movement Forms	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs</p>	<p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 44, 69, 117, 135, 150, 151 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 TG5: 94, 100, 148, 157, 159 TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152 TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p>

	<p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	<p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 44, 69, 117, 135, 150, 151 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 TG5: 94, 100, 148, 157, 159 TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152 TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
2.PK.3 Balance on one foot for at least five seconds.	<p><i>Theme 1, Week 2: <u>Physical Me</u> introduces children to the concept of balance on p. 56. They continue to practice and develop this skill in advance of the ability to balance on one foot for five seconds.</i></p> <p>TG1: 56 TG2: 69, 112 TG3: 48, 51, 63 TG4: 154 TG5: 45 TG7: 33, 61, 105 TG8: 69 TG9: 135</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
Content Standard 3.0: Dance	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	<p><i>Beginning in Theme 1, Week 2: <u>Physical Me</u>, children discuss directional vocabulary as they discover the different ways their bodies can move. They demonstrate locomotor movements throughout the year during daily <u>Moving and Learning</u> lessons (and in <u>Outdoor Learning</u> activities).</i></p> <p>TG1: 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 104, 112 TG2: 117 TG3: 130, 133, 134, 135, 136, 142, 148 TG4: 94, 152 TG6: 28, 51, 64, 76, 130, 133, 135 TG7: 22, 28, 33, 40, 43, 48, 58, 76, 82, 86, 100, 130, 142, 154, TG8: 46, 85, 94, 100, 137, 142, 148, 152 TG9: 84, 94, 112</p> <p>Resources: Teacher Guides—Games and Dances pages found in Appendix</p>
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	<p>TG1: 28, 39, 47, 58, 64, 70, 76, 77, 78, 82, 83, 87, 103, 118, 130, 136, 142, 148, 194-197 TG2: 46, 47, 50, 51, 64, 112, 117, 118, 142, 148, 200-202 TG3: 40, 46, 49, 51, 58, 64, 76, 82, 94, 106, 118, 130, 133, 134, 135, 142, 148, 154, 188-192 TG4: 22, 82, 106, 112, 123, 130, 135, 142, 151, 199-201 TG5: 22, 34, 37, 46, 64, 76, 82, 130, 132, 136, 139, 142, 147, 148, 150 TG6: 22, 30, 34, 40, 46, 51, 64, 94, 100, 106,</p>

	130, 133, 135, 136, 142, 197-200 TG7: 20, 22, 34, 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 120, 130, 136, 142, 148, 154, 202-204 TG8: 23, 28, 40, 46, 60, 94, 100, 112, 148, 154, 206-209 TG9: 28, 34, 40, 70, 76, 82, 94, 100, 112, 118, 142, 148, 154, 206-207 Resources: Teacher Guides—Games and Dances pages found in Appendix
Content Standard 4.0: Health Enhancing Lifestyle	
Indicators	Frog Street Pre-K Teacher Guide Page References
4.PK.1 Engage in daily moderate to vigorous physical activity.	TG1: 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 TG2: 21, 22, 40, 46, 50, 51, 57, 58, 69, 79, 82, 93, 94, 100, 105, 112, 129, 133, 135, 142, 148, 151 TG3: 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 TG4: 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 TG5: 28, 34, 39, 40, 57, 64, 76, 82, 93, 94, 99, 100, 105, 129, 149, 154, 157, 159 TG6: 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 TG7: 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 TG8: 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 TG9: 21, 28, 34, 45, 46, 57, 58, 64, 70, 85, 92, 93, 94, 100, 106, 112, 128, 129, 136, 140, 142, 154 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)
Content Standard 5.0: Personal Responsibility	
Indicators	Frog Street Pre-K Teacher Guide Page References
5.PK.1 Participate appropriately during physical activities.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151

	Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives)
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99 TG2: 25, 37, 43, 153 TG3: 103, 105, 141 TG4: 34, 43, 156 TG5: 85, 121 TG6: 31, 37, 60 TG7: 61, 73, 79, 85, 111 TG8: 145, 151, 157 TG9: 141, 159 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives)
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	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 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives)
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	TG1: 25, 196 TG5: 194, 195 TG7: 77 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and fine motor/gross motor manipulatives), Teacher Guides— Games and Dances pages found in Appendix
Content Standard 6.0: Fine Motor Skills	
Indicators	Frog Street Pre-K Teacher Guide Page References
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	<i>Frog Street Pre-K includes a wealth of <u>Fine Motor Centers</u> wherein children manipulate items that help develop their small muscles and hand-eye coordination.</i> TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159 TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 TG3: 25, 27, 87, 103, 139 TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 TG5: 27, 33, 39, 45, 111, 139, 153, 157 TG6: 27, 31, 38, 39, 105, 108, 50, 51, 61, 62, 73, 75, 82, 99, 103, 109, 111, 141, 143, 144, 145, 153 TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)

<p>6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).</p>	<p><i>Frog Street Pre-K provides teachers with the developmental sequence of gross and fine motor skills for young children. Skills and associated muscle strength, dexterity, and control are supported with a variety of activities.</i></p> <p>TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159 TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 TG3: 25, 27, 87, 103, 139 TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 TG5: 27, 33, 39, 45, 111, 139, 153, 157 TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p> <p>Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)</p>
<p>6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.</p>	<p><i>Frog Street Pre-K provides children with opportunities to develop skill with writing and drawing tools. They learn to hold writing tools in fingered or tripod grasp to draw, scribble, write, and make letter-like shapes and/or letters with control and intention. Specific guidelines for developing tripod pencil grasp are provided in <u>Welcome to Frog Street Pre-K</u> on p. 63.</i></p> <p>TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 79, 109, 115, 121, 133, 135, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133 TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157 TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p> <p>Resources: “Welcome to Frog Street Pre-K,” Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)</p>
Content Standard 1.0: Core Concepts-Health Promotion/Disease Prevention Skills	
Health	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).</p>	<p>TG1: 26, 27, 81, 86, 87, 111; TG2: 136, 137, 141; TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; TG5: 28, 30, 32, 33, 120</p>

	<p>Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth;” Sequence Cards—Teeth Brushing, Hand Washing</p>
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	<p><i>In Theme 1, <u>My School and Me</u> (Week 2) children identify body parts and their functions.</i></p> <p>TG1: 34, 38, 45, 64, 78, 79, 82, 121, 135, 158 TG2: 50, 51, 69, 79, 100, 101,111, 112, 117, 135, 150, 151 TG3: 22, 48, 51, 63, 141, 152, 153 TG4: 33, 34, 58, 95, 97, 102, 103,105, 131, 136, 154 TG5: 22, 39, 45, 157, 159 TG6: 40,49, 51, 63, 64, 67, 70, 132, 133, 148 TG7: 22, 26, 28, 29, 33, 34, 35, 59, 70,100, 105, 112, 117, 118, 130, 140, 141 TG8: 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154 TG9: 44, 123, 135, 140</p>
1.PK.3 Identify healthy foods.	<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> <p>Resources: Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week. Rebus Posters—“How to Make a Cheese Sandwich” and “How to Make Applesauce”</p>
1.PK.5 Identify some safety rules (e.g., fire safety, traffic and pedestrian safety, dangerous objects/ substances/activities, etc.).	<p><i><u>Frog Street Pre-K</u> is built upon the idea that children have a very important job to do. They must help keep their classroom safe. This principal is reinforced by <u>Conscious Discipline</u>® routines taught in the morning’s <u>Greeting Circle</u> and reviewed at the end-of-day’s <u>Closing Circle</u>. Children learn to follow safety rules in the classroom—and at home and in their community.</i></p> <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: Rebus Poster– “Stop! Drop! Roll!;” Sequence Card–Bike Safety</p>
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	<p>TG1: 26, 27, 28, 40, 45, 63, 81, 86, 99, 110, 111 TG2: 33, 82, 130, 131, 132, 133, 135, 135, 136, 137, 148, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 46, 51, 92, 100, 101, 102, 112, 113, 114, 117, 118, 119, 120, 123, 137, 141, 146, 147</p> <p>Resources: Rebus Poster—“How to Wash Your Hands”</p>
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	<p>TG2: 128, 129, 136, 137, 138, 139, 140, 141 TG4: 77, 93, 112, 113, 114, 115, 116, 117</p> <p>Resources: Photo Activity Cards with the following themes:</p>

	Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier Theme 4: Health Workers
1.PK.8 Identify the basic need for air, water, and food.	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 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Content Standard 3.0: Self-management	
Indicators	Frog Street Pre-K Teacher Guide Page References
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	<i>Each day's <u>Greeting Circle</u> and <u>Closing Circle</u> include activities and prompts that give children opportunities identify and express basic feelings. An example is in Theme 1, <u>My School and Me</u> p. 147 wherein children are asked to describe something that happened today that they felt happy about.</i> TG1: 136, 137, 138, 141, 143, 144, 145, 147, 148, 149, 150, 151, 153 TG2: 33, 47, 65, 101, 113, 119 TG3: 58, 71, 95, 119, 120, 121, 123, 137, 142, 147 TG4: 28, 29, 30, 45, 47, 101, 105, 115, 150, 156, 157, 159 TG5: 28, 30, 33, 40, 63, 65, 71, 76, 87, 99, 105, 118, 123, 135, 141, 147, 153, 159 TG6: 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159 TG7: 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 TG8: 63, 100, 101, 107, 113, 131, 137, 141, 149, 159 TG9: 24, 40, 45, 59, 131, 137, 143, 155 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies
3.PK.3 Identify potential hazards (at home, school, and community, etc.).	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, 49, 51, 100, 113, 117, 137, 141 Resources: Rebus Poster—“Stop! Drop! Roll!”

Content Standard 5.0: Interpersonal Communication	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>5.PK.1 Seek adult assistance when injured and/or ill.</p>	<p><i>The Frog Street Pre-K program supports children’s ability to identify trusted adults (teacher, home care provider, etc.)—and seek their assistance, when needed. Each day’s Greeting Circle and Closing Circle include activities and prompts that provide children with opportunities to recognize, name, and express their feelings. Theme 1, I Think, I Feel (Week 4) introduces appropriate ways to express feelings.</i></p> <p>Seeks Adult Assistance: 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,</p> <p>Communicate When Not Feeling Well: TG2: 138; TG4: 114, 117</p> <p>Express Feelings: TG1: 130, 131, 136, 137, 138, 141, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154, 155 TG2: 33, 47, 65, 101, 113, 119, 138 TG3: 58, 71, 95, 119, 120, 121, 123, 137, 142, 147 TG4: 28, 29, 30, 45, 47, 101, 105, 114, 115, 117, 150, 156, 157, 159 TG5: 28, 30, 33, 40, 63, 65, 71, 76, 87, 99, 105, 118, 123, 135, 141, 147, 153, 159 TG6: 58, 64, 70, 76, 82, 100, 118, 130, 135, 147, 154, 156, 157, 159 TG7: 41, 63, 69, 75, 81, 119, 121, 141, 147, 153, 159 TG8: 63, 100, 101, 107, 113, 131, 137, 141, 149, 159 TG9: 24, 40, 45, 59, 131, 137, 143, 155</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>