

**Correlation of
District of Columbia Common Core
Early Learning Standards
for Preschool and
Frog Street Pre-K**



TEXTBOOK COMPANY: Frog Street Press, Inc.
**CORRELATION TO DISTRICT OF COLUMBIA COMMON CORE EARLY LEARNING
STANDARDS FOR CLASSROOMS SERVING PRESCHOOL CHILDREN**

APPROACHES TO LEARNING

Approaches to Learning in *Frog Street Pre-K* are embedded in and across all the domains. Learning centers offer many opportunities for children to use different methods of exploration. Centers provide opportunities for children to make choices engage in problem solving and display initiative, creativity, curiosity and persistence.

Adaptations for Young Learners is an additional guide arranged in the same thematic order as the core program so that lessons may be used to scaffold when necessary. Lessons include read-aloud suggestions and math lessons both sequenced in an order that allows children to build upon existing and developing skills. Use this resource with children who may need additional experiences before engaging in the lessons offered in the core *Frog Street Pre-K* program.

Standard 1: Attends and engages with curiosity	
Indicators	Frog Street Pre-K Teacher Guide Page References
1a. Chooses tasks of interest; responds to adult encouragement	<p><i>Frog Street Pre-K provides children with opportunities to self-select activities. Early in development, they may be distracted and lose interest without adult encouragement. As they develop, children begin to stay engaged while responding to adult encouragement.</i></p> <p>Teacher Guide—(TG) TG1: 20, 21, 25, 33, 42, 45, 51, 61, 69, 73, 75, 79, 80, 92, 93, 99, 103, 105, 111, 115, 117, 121, 128, 129, 141, 147, 151, 153, 157 TG2: 31, 36, 45, 50, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 97, 103, 105, 109, 115, 122, 128, 141, 151 TG3: 20, 25, 31, 37, 42, 43, 63, 67, 81, 87, 92, 98, 103, 105, 108, 115, 117, 128, 134, 141, 145, 151, 159 TG4: 20, 27, 31, 33, 37, 43, 49, 51, 56, 57, 79, 87, 92, 97, 99, 103, 121, 123, 128, 133, 135, 151, 153, 157 TG5: 20, 21, 27, 39, 44, 51, 56, 67, 69, 73, 92, 93, 97, 99, 105, 109, 110, 111, 115, 117, 123, 128, 133, 135, 139, 141, 145, 153, 157 TG6: 21, 25, 27, 37, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 93, 97, 99, 103, 105, 111, 115, 121, 128, 129, 133, 139, 141, 146, 147, 151, 157, 159 TG7: 20, 21, 25, 26, 27, 43, 45, 51, 59, 67, 69, 73, 79, 81, 85, 87, 92, 98, 103, 109, 115, 117, 128, 129, 133, 139, 141, 145, 147, 157 TG8: 20, 21, 33, 37, 38, 39, 43, 45, 49, 56, 61, 63, 67, 75, 85, 92, 93, 99, 103, 105, 109, 123, 129, 135, 139, 145, 153, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 43, 45, 49, 56, 57, 69, 73, 75, 85, 87, 92, 93, 97, 103, 105, 109, 111, 121, 128, 139, 141, 145, 146, 147, 151</p>

Standard 2: Shows persistence	
<p>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity</p>	<p><i>As they progress through the program, children acquire the ability to persist in a task or activity after experiencing disappointment, frustration, or failure.</i> 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: “Adaptations for Young Learners” guide, Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
Standard 3: Approaches tasks flexibly	
<p>3a. Finds solutions without having to try every possibility; may change approach</p>	<p><i>Throughout <u>Frog Street Pre-K</u>, children are encouraged to use flexible problem solving. <u>Practice Activities</u> provide them with opportunities to explore and seek multiple solutions to a question, task, or problem without trying every possibility.</i> TG1: 27, 100, 106, 123, 131, 132, 133, 137, 138, 142, 156, 157 TG2: 26, 27, 31, 38, 62, 94, 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, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 77, 83, 109, 116, 156 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, 134, 144, 145, 147, 151, 159 TG8: 27, 31, 63, 68, 75, 80, 151, 153, 157 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p> <p>Resources: “Adaptations for Young Learners” guide, Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and manipulatives)</p>
Standard 4: Uses symbols and take on pretend roles	
<p>4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based</p>	<p><i><u>Pretend and Learn Centers</u> provide consistent opportunities for children to participate in pretend play roles that involve another child/children in related role, often theme-based. Children also use a variety of props or substitute one object for another.</i> 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,</p>

145, 149, 151, 155, 157 **TG5:** 29, 31, 48, 49, 50, 55, 60, 61, 65, 73, 78, 79, 83, 84, 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

Resources: “Adaptations for Young Learners” guide, Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression

COMMUNICATION AND LANGUAGE

Frog Street Pre-K supports every aspect of children’s development—physical, social, emotional, cognitive, and linguistic. A key focus is on communication and language. The FSPK program uses a research-based approach to help young children develop communication and language 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 experiences that evolve into a solid foundation for future language success. These experiences include: **Phonological Awareness** (ability to hear and reproduce sounds), **Vocabulary** (learning words), **Comprehension** (ability to retell stories in the child’s own words), and **Written Expression** (understanding the functions of writing).

Adaptations for Young Learners is an additional guide arranged in the same thematic order as the core program so that lessons may be used to scaffold when necessary. Lessons include read-aloud suggestions and math lessons both sequenced in an order that allows children to build upon existing and developing skills. Use this resource with children who may need additional experiences before engaging in the lessons offered in the core *Frog Street Pre-K* program.

Standard 5: Demonstrates understanding of spoken language	
Indicators	Frog Street Pre-K Teacher Guide Page References
5a. Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas	<p><i>Read-Aloud Time</i> occurs twice daily in <i>Frog Street Pre-K</i>, presenting children with new vocabulary and ideas. Children have opportunities to respond to questions to build content area knowledge and extend vocabulary.</p> <p>Teacher Guide—(TG) TG1: 23, 29, 35, 41, 42, 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, 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, 77, 78, 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, 151, 152, 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</p>

	<p>Resources: “Adaptations for Young Learners” guide, Strategy Cards: H—Introduce and Build Vocabulary, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies</p>
Standard 6: Uses language to express self	
<p>6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships.</p>	<p><i>Each day’s <u>Greeting Circle</u>, <u>Closing Circle</u>, and <u>Practice Activities</u> give children opportunities to use vocabulary in everyday speech to express their own needs and to explain, describe and manage social relationships. 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: 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</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Card P—Activate Prior Knowledge, Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), “Frog Street Pre-K” Interactive Software</p>
Standard 7: Uses conventional grammar and syntax	
<p>7a. Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar</p>	<p><i>Frog Street Pre-K provides children with opportunities to develop sentence and grammatical complexity through plenty of opportunity for rich conversation.</i></p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 58, 60, 65, 66, 73, 79, 94, 96, 99 TG3: 39, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 27, 29, 41, 66, 111, 119, 131, 137, 143, 155 TG5: 59, 60, 61, 67, 73, 81, 83, 85, 98, 113, 115, 137, 151 TG6: 59, 71, 77, 95, 112, 113, 114, 115, 117, 150, 151 TG7: 22, 25, 27, 51, 60, 65, 95, 120, 145, 151 TG8: 24, 35, 37, 59, 60, 77, 95, 101, 113 TG9: 70, 82, 103, 119, 130, 136, 137, 142, 148, 152</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Card: P—Activate Prior Knowledge</p>

Standard 8: Uses conventional conversational and other social communication skills	
8a. Initiates and engages in conversations of as many as three exchanges	<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, 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</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time</p>

LITERACY

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).

Adaptations for Young Learners is an additional guide arranged in the same thematic order as the core program so that lessons may be used to scaffold when necessary. Lessons include read-aloud suggestions and math lessons both sequenced in an order that allows children to build upon existing and developing skills. Use this resource with children who may need additional experiences before engaging in the lessons offered in the core *Frog Street Pre-K* program.

Standard 9: Demonstrates understanding of print concepts	
Indicators	Frog Street Pre-K Teacher Guide Page References
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	Teacher Guide—(TG) TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75, 76, 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, 28, 29, 31, 33, 34, 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, 76, 77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 138, 140, 141, 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, 65, 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, 48, 49, 58, 59, 60, 61, 64, 65, 70, 71, 73, 75, 76, 77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106, 107, 108, 109, 112, 113, 115, 118, 119, 120, 130, 131, 133, 136, 137, 138, 140, 142, 143, 148, 149, 150, 151, 152, 154, 155, 156, 157, 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, 83, 84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130, 131, 132, 133, 136, 137, 138, 142, 143, 144, 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,

	<p>112, 113, 118, 119, 130, 136, 137, 141, 142, 143, 148, 149, 154, 155, 157 TG9: 22, 23, 25, 28, 29, 34, 35, 36, 37, 40, 41, 45, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 81, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 118, 119, 130, 131, 136, 137, 142, 143, 144, 154, 155</p> <p>Resources: “Adaptations for Young Learners” guide, 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>
Standard 10: Demonstrates comprehension of printed materials read aloud	
10a. Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 83, 95, 107, 119, 143, 149, 155 TG3: 23, 29, 35, 41, 59, 65, 71, 59, 95, 101, 107, 143, 149, 155 TG4: 23, 29, 47, 59, 65, 191, 107, 119, 131, 143, 149, 155 TG5: 47, 59, 83, 107, 119, 137, 143, 155 TG6: 29, 41, 47, 65, 95, 107, 137, 149 TG7: 29, 41, 59, 65, 84, 95, 131, 137, 143 TG8: 35, 59, 65, 119, 137, 143, 149 TG9: 29, 36, 41, 71, 77, 83, 107, 131, 143</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Cards: I—Photo Activity Cards, P—Activate Prior Knowledge, S—Read-Aloud Time</p>
Standard 11: Hears and discriminates the sounds of language	
11a. Plays with language, experimenting with beginning and ending sounds	<p>TG1: 35, 85 TG2: 45, 111, 137 TG3: 58, 59, 76, 78, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84, 136, 143 TG5: 24, 35, 36, 43 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 47, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118, 149 TG8: 21, 37, 40, 45, 48, 58, 63, 100, 107, 108, 113, 114, 121, 123, 130, 135 TG9: 21, 66, 67, 139</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Cards: C—Syllables, E—Alliteration, F—Onset and Rime, G—Blend Phonemes, Pocket Photos, “Frog Street Pre-K” Interactive Software</p>

Standard 12: Writes letters and words	
12a. Uses letter-like forms, letter strings, some letter combinations that are words	<p><i>Frog Street Pre-K centers: <u>ABC Center</u>, <u>Creativity Center</u>, and <u>Fine Motor Center</u> provide opportunities for children to write letter-like symbols and some letter combinations—attempting to represent words.</i></p> <p>T1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 T2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 T3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 T4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 T5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 T6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 T7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 T8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 T9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Cards: J—Photo Pockets with Pocket Photos and Pocket Letters, M—Letter Knowledge, N—Multisensory Letter Writing, “Frog Street Pre-K” Interactive Software</p>
Standard 13: Understands the purpose of writing and drawing	
13a. Dictates and draws to share or record information and tell stories	<p>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</p> <p>Resources: “Adaptations for Young Learners” guide, Strategy Card: R— Journal Writing, “Frog Street Pre-K” Interactive Software</p>

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

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Standard 14: Matches, groups and classifies objects	
Indicators	Frog Street Pre-K Teacher Guide Page References
14a. Groups objects on the basis of single characteristic, e.g. color, size, or shape	<p>Teacher Guide—(TG) 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: “Adaptations for Young Learners” guide, “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>

<p>14b. Copies simple patterns</p>	<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, <u>Giants</u>, p. 50 wherein children copy and extend a pattern with rhythm sticks.</i></p> <p><i>Example—Theme 3, <u>Giants</u>, 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 TG8: 32, 33, 39, 42, 43, 44, 50, 68, 153 TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 134, 135, 158</p> <p>Resources: “Adaptations for Young Learners” guide, “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>
<p>Standard 15: Demonstrates knowledge of number and counting</p>	
<p>Indicators</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>15a.Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity</p>	<p>TG1: 63, 98, 104, 105, 117, 153 TG2: 27, 32, 38, 39, 40, 44, 46, 50, 59, 60, 66, 134, 135, 140, 147, 152 TG3: 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 129 TG4: 32, 50, 51, 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, 116, 121, 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, 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: “Adaptations for Young Learners” guide, “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>

Standard 16: Demonstrates knowledge of volume, height, weight, and length	
Indicators	Frog Street Pre-K Teacher Guide Page References
16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	<p><i>Frog Street Pre-K provides children with opportunities to demonstrate emerging knowledge of measurement, using both standard and nonstandard tools.</i></p> <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, 42, 43, 44, 45, 47, 48, 62, 65, 68, 69, 74, 75, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 116, 117, 135, 144, 147 TG4: 33, 73, 86, 87, 104, 115, 144, 145, 159 TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 153, 158, 159 TG6: 38, 62, 63, 68, 69, 74, 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: 37, 44, 49, 87, 98, 117, 133, 134, 135, 140, 141, 147</p> <p>Resources: “Adaptations for Young Learners” guide, “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>
Standard 17: Identifies and labels shapes	
Indicators	Frog Street Pre-K Teacher Guide Page References
17a. Names a few basic two-dimensional shapes	<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, 134</p> <p>Resources: “Adaptations for Young Learners” guide, “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>
Standard 18: Demonstrates understanding of positional words	
Indicators	Frog Street Pre-K Teacher Guide Page References
18a. Follows directions to place objects or body <i>beside, between, or next to</i>	<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,</p>

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

Resources: “Adaptations for Young Learners” guide, “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

SCIENTIFIC INQUIRY	
Standard 19: Observes and describes the characteristics of living things	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 20: Observes and describes the properties of physical objects	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 21: Observes and describes characteristics of Earth and space	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	
Standard 22: Demonstrates scientific thinking	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – Scientific Inquiry standards are included for only the Pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year.	

SOCIAL STUDIES	
Standard 23: Demonstrates understanding of people and how they live	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – Social Studies standards are included for only the Pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year.	

THE ARTS	
Standard 24: Engages in music, movement, and drama activities	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – The Arts standards are included for only the Pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	
Standard 25: Explores the visual arts	
Indicators	Frog Street Pre-K Teacher Guide Page References
No indicators – The Arts standards are included for only the Pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year.	

SOCIAL EMOTIONAL DEVELOPMENT

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.

Adaptations for Young Learners is an additional guide arranged in the same thematic order as the core program so that lessons may be used to scaffold when necessary. Lessons include read-aloud suggestions and math lessons both sequenced in an order that allows children to build upon existing and developing skills. Use this resource with children who may need additional experiences before engaging in the lessons offered in the core *Frog Street Pre-K* program.

Standard 26: Expresses a variety of feelings and learns to manage them	
Indicators	Frog Street Pre-K Teacher Guide Page References
26a. Uses strategies learned from adults to manage feelings; begins to label feeling	<p><i>Each day's Greeting Circle and Closing Circle include strategies to manage feelings (modeled by adults). Activities and prompts 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 her/his 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>Teacher Guide—(TG) 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</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

Standard 27: Recognizes the feelings and rights of others, and responds appropriately	
Indicators	Frog Street Pre-K Teacher Guide Page References
27a. Responds positively to others' demonstrations of feelings	<p><i>Frog Street Pre-K incorporates <u>Conscious Discipline</u>®, a comprehensive social emotional program, that teaches children to respond positively to the feelings of others. <u>The Kindness Tree</u> is introduced in Theme 1, <u>My School and Me</u>, 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>Character Education Traits taught in Frog Street Pre-K: Theme 1: responsibility, respect Theme 2: tolerance, helpfulness Theme 3: courage, humor Theme 4: fairness, confidence Theme 5: commitment, loyalty Theme 6: cooperation, intentionality Theme 7: self-reliance, independence Theme 8: compassion, curiosity Theme 9: patience, pride</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes</p>
Standard 28: Manages own behavior	
Indicators	Frog Street Pre-K Teacher Guide Page References
28a. Follows classroom rules and routines (including new ones) with occasional reminders	<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,</p>

	<p>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: “Adaptations for Young Learners” guide</p>
Standard 29: Develops positive relationships with adults	
Indicators	Frog Street Pre-K Teacher Guide Page References
29a. Engages with trusted adults for information and socializing; manages separations	<p><i>Throughout <u>Frog Street Pre-K</u>, children have many opportunities to engage with adults. Purposes of these conversations include to express emotions, relay ideas, and share/request information. <u>Conscious Discipline</u>® strategies are introduced in daily <u>Greeting Circles (Unite, Disengage the Stress Response, Connect, and Commit)</u> to help children transition from home to school, including managing separations.</i></p> <p>Engages/Socializes: 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, 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, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p> <p>Manages Separations: 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,</p>

	<p>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: “Adaptations for Young Learners” guide, Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes</p>
Standard 30: Engages and plays with peers	
Indicators	Frog Street Pre-K Teacher Guide Page References
30a. Uses successful strategies to initiate or join an activity with several children	<p>TG1: 46, 147 TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123 TG3: 58, 71, 136, 142 TG4: 45, 106, 136 TG5: 76, 80, 83, 101, 142, 148 TG6: 118, 120, 122 TG7: 14, 45, 136 TG8: 64, 100, 136, 148 TG9: 82, 106, 142, 143, 144, 145, 148</p> <p>Resources: “Adaptations for Young Learners” guide, Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes</p>
Standard 31: Resolves conflicts with others	
Indicators	Frog Street Pre-K Teacher Guide Page References
31a. Asks adults for help and sometimes suggests ways to solve social problems	<p><i>Each morning in <u>Greeting Circle</u>, children learn and practice social emotional skills. From the <u>Experts Becky Bailey, Conscious Discipline®</u> (p. 12 of each Teacher Guide) provides guidelines for helping children be successful in solving their social and emotional problems and conflicts. More often children ask adults for help to solve social problems. As children become more proficient in their problem-solving skills, they will begin to suggest ways to resolve conflicts.</i></p> <p>TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157 TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154 TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153 TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159 TG5: 22, 28, 34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154 TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154 TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159 TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100,</p>

106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154 **TG9:** 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159

Resources: “Adaptations for Young Children” guide, Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes

PHYSICAL DEVELOPMENT/HEALTH AND SAFETY

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.

Standard 32: Demonstrates strength and coordination of large muscles	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>32a. Engages in complex large-muscle activities that involve flexibility, control, and a full range of motion.</p>	<p><i>Moving and Learning</i>, the transition activity that follows <i>Greeting Circle</i> each morning invites children to create dance steps or follow movement prompts. <i>Gross Motor Center</i> activities give children many opportunities to develop flexibility, range of motion, body coordination and strength.</p> <p>Teacher Guide—(TG) TG1: 22, 28, 40, 56, 57, 58, 64, 76, 79, 82, 92, 100, 103, 106, 128, 136, 148, 159 TG2: 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 136, 142, 148, 151, 154 TG3: 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 129, 130, 133, 135, 136, 141, 142, 147, 148, 152, 153, 154 TG4: 20, 22, 33, 46, 51, 58, 75, 82, 92, 93, 94, 96, 97, 103, 105, 112, 123, 129, 136, 142, 148 TG5: 28, 39, 40, 64, 76, 82, 99, 100, 105, 130, 138, 142, 148, 150, 154, 157, 159 TG6: 20, 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154 TG7: 20, 22, 23, 25, 27, 28, 33, 34, 39, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 93, 100, 106, 112, 130, 136, 142, 148, 154 TG8: 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 93, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 138, 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)</p>
Standard 33: Demonstrates strength and coordination of small muscles	
Indicators	Frog Street Pre-K Teacher Guide Page References
<p>33a. Uses finger and hand movements to work with small objects and accomplish tasks</p>	<p>TG1: 25, 31, 37, 43, 45, 49, 51, 61, 67, 81, 97, 109, 115, 121, 133, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 51, 61, 67, 73, 85, 87, 92, 97, 103, 105, 109, 115, 121, 133, 139, 145, 157 TG3: 25, 37, 39, 43, 45, 49, 61, 67, 69, 73, 79, 85, 87, 97, 103,</p>

	<p>105, 115, 117, 121, 123, 129, 133, 139, 145, 157, 159 TG4: 20, 25, 27, 31, 43, 49, 56, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 97, 99, 103, 109, 111, 115, 123, 128, 135, 151, 153 TG5: 20, 25, 27, 31, 33, 37, 43, 49, 51, 56, 61, 67, 69, 79, 81, 85, 92, 103, 109, 111, 115, 121, 123, 128, 133, 135, 139, 147, 151, 153, 157 TG6: 20, 25, 31, 37, 43, 45, 49, 51, 57, 61, 67, 69, 73, 79, 92, 93, 97, 103, 105, 109, 115, 121, 128, 133, 135, 139, 145, 153, 157 TG7: 20, 27, 31, 61, 79, 81, 99, 103, 105, 109, 115, 129, 133, 139, 145, 151, 153, 157 TG8: 21, 25, 31, 37, 43, 49, 61, 67, 69, 73, 79, 85, 92, 93, 97, 103, 109, 115, 121, 128, 129, 133, 135, 139, 140, 145, 151, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 43, 45, 49, 57, 61, 67, 69, 73, 75, 79, 85, 92, 97, 99, 103, 109, 115, 121, 128, 133, 139, 145, 147</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>
Standard 34: Demonstrates behaviors that promote health and safety	
Indicators	Frog Street Pre-K Teacher Guide Page References
34a. Follows familiar health and safety rules with occasional reminders	<p>TG1: 26, 27, 28, 40, 45, 63, 81, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 100, 101, 102, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters—“How to Wash Your Hands” and “How to Brush Your Teeth,” Sequence Cards—Bedtime, Doctor’s Visit, Hand Washing, Teeth Brushing</p>
34b. Performs basic self-help tasks with assistance	<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,” Sequence Cards—Bedtime, Hand Washing, Teeth Brushing</p>