

**Correlation to the
Early Childhood Environment
Rating Scale (ECCERS)
for Classrooms Serving
Ages 2-5 and Frog Street Pre-K**



TEXTBOOK COMPANY: FROG STREET PRESS, INC.
CORRELATION TO THE EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS-R)
FOR CLASSROOMS SERVING AGES 2-5

| SPACE AND FURNISHINGS | |
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| Indicators | FSPK Teacher Guide Page References |
| <ol style="list-style-type: none"> 1. Indoor Space 2. Furniture for Routine Care, Play, and Learning 3. Furnishings for Relaxation and Comfort 4. Room Arrangement for Play 5. Space for Privacy 6. Child-Related Display 7. Space for Gross Motor Play 8. Gross Motor Equipment | <p><i>Welcome to Frog Street Pre-K (Getting Started section, p. 48) provides teacher guidelines for designing classroom Centers. Teachers are asked to consider physical layout; provide a safe environment; moderate auditory and visual stimulation; and make appropriate decisions about learning Center themes, content, and set-up.</i></p> <p><i>Activities throughout the nine Teacher Guides provide detailed information about necessary materials, equipment, space requirements, and room arrangement. An example is in Theme 1, <u>My School and Me</u>, p. 171 where set-up of a <u>Safe Place</u> in the room is described. (Children remove themselves from the group in order to become calm, regain composure, and maintain control when they are upset, angry, or frustrated).</i></p> <p><i>Gross motor materials (such as a ball, parachute, and beanbags) are included as part of the program.</i></p> <p>TG1: 13, 22, 45, 74, 76, 171 TG2: 38, 129, 172 TG3: 11, 21 TG4: 21 TG5: 12, 21, 93, 121 TG6: 12, 21 TG7: 21, 92, 93 TG8: 13, 21, 94 TG9: 21, 129</p> <p>Resources: “Welcome to Frog Street Pre-K,” “Kid’s Castle”—Physical Development (“Continuum of Physical Development” Resource Guide and Gross Motor Equipment)</p> |

PERSONAL CARE ROUTINES

| Indicators | FSPK Teacher Guide Page References |
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| 9. Greeting/Departing | <p><i>Conscious Discipline® strategies for greeting, departing, and school-to-home are embedded in every day’s <u>Greeting Circle</u> and <u>Closing Circle</u>. To help children with the transition from home to school, each day begins the <u>Brain Smart</u> way with activities for uniting with the school family, disengaging stress, connecting to others, and making a commitment. If a child has been absent, the Fanny Frog puppet character welcomes them back to class. And the daily <u>Closing Circle</u> celebrates children’s learning and encourages them to practice strategies with family members.</i></p> <p><i>Sample half-day and full-day schedules are provided on p. 31 of <u>Welcome to Frog Street Pre-K</u>. They include suggested sequencing and length of greeting circles, closing circles, and preparing for home.</i></p> <p>TG1: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG2: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG3: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG4: 22, 27, 28, 30, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG5: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG6: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG7: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG8: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154 TG9: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58, 63, 64, 69, 70, 75, 76, 81, 82, 87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154</p> <p>Resources: “Welcome to Frog Street Pre-K”</p> |

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| 10. Meals/Snacks | <p><i>In Theme 4, Week 2, <u>Healthy Choices</u>, children learn about the importance of establishing healthy eating habits. They explore food groups and healthy and unhealthy food choices. Sample half-day and full-day schedules are provided on p. 31 of <u>Welcome to Frog Street Pre-K</u>—which include suggested lunch transitions, sequencing, and length.</i></p> <p>TG1: 6, 82, 93 TG2: 111 TG4: 7, 52, 53, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 94, 95, 96, 97, 99, 102, 105 TG5: 75, 105 TG7: 39, 111, 123 TG9: 135</p> <p>Resources: “Welcome to Frog Street Pre-K,” “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> |
| 11. Nap/Rest | <p><i>Sample half-day and full-day schedules are provided on p. 31 of <u>Welcome to Frog Street Pre-K</u>. They include suggested sequencing and length of rest time.</i></p> <p>TG4: 118, 119, 120, 122, 123 TG7: 113 TG8: 199, 203 TG9: 204, 207</p> <p>Resources: Sequence Cards—Bedtime</p> |
| 12. Toileting/Diapering | <p><i>Sample half-day and full-day schedules are provided on p. 31 of <u>Welcome to Frog Street Pre-K</u>. They include suggested sequencing and length of restroom breaks.</i></p> <p>TG1: 26</p> |
| 13. Health Practices | <p><i>Children begin at a young age to learn routines and develop habits that will help them make thoughtful and healthy choices. During various <u>Frog Street Pre-K</u> activities, they learn that proper nutrition, exercise, and rest are necessary for a healthy body. Health-themed experiences are provided during math and science lessons—as well as during <u>Practice Learning Centers</u> and <u>Content Connections</u>.</i></p> <p>TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 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, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth;” Sequence Cards—Teeth Brushing, Hand Washing, Bedtime, Doctor’s Visit</p> |

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| <p>14. Safety Practices</p> | <p><i>Frog Street Pre-K 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 Conscious Discipline® 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: 28, 40, 45, 63, 81, 99, 102, 110 TG2: 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141 TG5: 28, 51, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63</p> <p>Resources: Rebus Posters—“Stop! Drop! Roll!,” Sequence Cards—Bike Safety</p> |
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LANGUAGE -REASONING

Frog Street Pre-K supports every aspect of children’s development – physical, social, emotional, cognitive, and linguistic. A key focus is the development of language and reasoning skills. The program uses research to support how young children develop early literacy and pre-reading skills. Students learn these skills through both explicit instruction and playful, child-centered activities that ensure they maintain a love of language as they develop the ability to decipher it and use it to question and reason. Each day children engage in language and literacy activities, learning the necessary concepts and skills that provide the foundation for future reading, writing and language success. These activities 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). A strong instructional sequence in **Phonological Awareness** is provided, 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

| Indicators | FSPK Teacher Guide Page References |
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| 15. Books and Pictures | <p><i>Children enjoy two read-aloud selections each day during <u>Read-Aloud Time</u> and they have many opportunities to enjoy looking at books and pictures during group activities and in independent <u>Practice Learning Centers</u>.</i></p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 31, 35, 36, 41, 42, 47, 48, 59, 60, 62, 65, 66, 67, 68, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 111, 113, 114, 119, 120, 131, 132, 133, 137, 138, 143, 144, 17, 149, 150, 155, 156, 159 TG3: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 47, 48, 59, 60, 65, 66, 67, 71, 72, 75, 77, 78, 79, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 121, 131, 132, 137, 138, 143, 144, 147, 149, 150, 151, 155, 156, 159 TG4: 23, 24, 27, 29, 30, 35, 36, 41, 42, 47, 48, 50, 59, 60, 61, 65, 66, 67, 71, 72, 75, 77, 78, 79, 83, 84, 95, 96, 97, 99, 101, 102, 107, 108, 111, 113, 114, 119, 120, 121, 131, 132, 133, 137, 138, 139, 141, 143, 144, 149, 150, 152, 153, 155, 156, 157 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 49, 59, 60, 61, 62, 65, 66, 71, 72, 77, 78, 79, 83, 84, 87, 95, 96, 99, 101, 102, 105, 107, 108, 113, 114, 119, 120, 131, 132, 135, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 26, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 73, 77, 78, 79, 83, 84, 95, 96, 101, 102, 107, 108, 111, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 151, 155, 156 TG7: 23, 24, 26, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 73, 77, 78, 79, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137,</p> |

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| | <p>138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 76, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 139, 143, 144, 146, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 43, 47, 48, 59, 60, 65, 66, 71, 72, 73, 76, 77, 78, 83, 84, 95, 96, 101, 102, 105, 107, 108, 113, 114, 119, 120, 131, 132, 135, 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 box (alphabet books, poetry books, wordless books, developmental storybook, “Spanish Literacy—Strategies for Young Learners” Resource Guide, Magnetic Letters, Literacy CDs, Pocket Charts, Rebus Posters); Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Creative Storytelling” Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog “word space” tool, and <i>Frog Street Pre-K</i> Interactive Software); Frog Town Elementary box (schoolhouse which stores colorful cards, flip charts, and photographs that children use to practice important literacy skills); Rebus Posters—“How to Care for Books,” “How to Read a Book”</p> |
| <p>16. Encouraging children to communicate</p> | <p><i>Throughout the <u>Frog Street Pre-K</u> program, children are encouraged to express themselves using language and by communicating for a variety of purposes. Forms of communication include written, spoken, and sign language.</i></p> <p>Spoken: TG1: 28, 49, 65, 71, 73, 75, 77, 83, 95, 98, 99, 103, 107, 111, 113, 115, 123, 137, 149, 150, 151 TG2: 25, 29, 33, 39, 43, 58, 65, 66, 79, 84, 94, 96, 99, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 39, 48, 63, 68, 71, 73, 94, 95, 101, 106, 111, 113, 114, 115, 121, 131, 132, 137, 138, 139, 145, 149, 150, 151, 155, 157, 159 TG4: 23, 24, 25, 26, 27, 29, 31, 35, 41, 49, 65, 66, 67, 85, 111, 113, 115, 131, 133, 139, 143, 145, 151, 155, 156, 157 TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 67, 73, 78, 79, 81, 83, 85, 99, 101, 102, 104, 109, 111, 113, 114, 115, 121, 141, 144, 145, 150, 151, 152, 156 TG6: 23, 27, 29, 30, 35, 43, 59, 60, 67, 73, 95, 107, 108, 112, 113, 114, 115, 117, 131, 143, 145, 150, 151, 155, 156, 157 TG7: 22, 25, 27, 29, 31, 36, 51, 60, 65, 77, 83, 84, 85, 96, 102, 113, 118, 119, 120, 121, 130, 135, 136, 142, 145, 148, 151, 154, 157 TG8: 23, 24, 25, 31, 35, 37, 47, 49, 60, 65, 71, 72, 77, 95, 101, 103, 113, 115, 121, 123, 135, 143, 145, 151, 154, 156 TG9: 24, 25, 29, 30, 36, 51, 65, 67, 70, 73, 74, 79, 80, 82, 83, 95, 103, 106, 112, 118, 119, 130, 131, 136, 140, 142, 148, 150, 154, 155, 157</p> |

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| | <p>Written: TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100,106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Sign Language: TG1: 14, 49, 155 TG4: 106, 120 TG6: 82, 83, 84, 148 TG8: 13 TG9: 136</p> <p>Resources: Strategy Cards O—Show What You Know, Q—Morning Message, and R—Journal Writing; Sign Language Cards; Wordless Books; Sequence Cards; Photo Activity Cards; Photo Pockets with over 200 Photographs; Daily Literacy and Math Practice Centers; Weekly Centers; The Creativity Station; Pretend and Learn Centers; “Frog Street Pre-K” Interactive Software</p> |
| 17. Using language to develop reasoning skills | <p><i>During <u>Read-Aloud Time</u>, <u>Practice Learning Centers</u>, and <u>Math and Science lessons</u>, children are given opportunities to use language for reasoning, predicting, problem-solving and questioning to seek new information. The Theme 4, <u>Choices</u>, vocabulary focus words are Problem Solving and Trial and Error.</i></p> <p>TG1: 27, 31, 49, 100, 106, 123, 131, 132, 133, 136, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 136, 153, 159 TG4: 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 142, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130 TG6: 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 101, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 133, 135, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 151, 159 TG8: 27, 63, 75, 80, 149, 151, 153, 157 TG9: 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151</p> <p>Resources: Strategy Card T—Questioning Strategies</p> |

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| <p>18. Informal use of language</p> | <p><i>Children are progressively encouraged to speak informally in their home language, English, and/or sign language for a variety of purposes.</i></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, 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> |
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ACTIVITIES

| Indicators | FSPK Teacher Guide Page References |
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| 19. Fine motor | <p><i>Frog Street Pre-K includes <u>Fine Motor Centers</u> wherein children manipulate items that help develop their small muscles and hand-eye coordination.</i></p> <p>TG1: 25, 31, 27, 37, 39, 43, 49, 50, 51, 61, 67, 68, 69, 75, 79, 81, 85, 87, 97, 105, 109, 115, 117, 121,135, 139, 145, 155, 156, 157, 159 TG2: 21, 25, 31, 37, 39, 43, 45, 51, 61, 67, 73, 74, 81, 83, 85, 86, 97, 101, 103, 105, 109, 115, 123, 133, 145, 157 TG3: 25, 27, 43, 61, 73, 79, 85, 87, 103, 105, 121, 133, 139, 145, 157 TG4: 20, 25, 27, 31, 33, 34, 49, 61, 67, 69, 73, 74, 75, 85, 87, 92, 97, 99, 103, 109, 123, 135, 153 TG5: 27, 33, 39, 45, 51, 67, 79, 81, 85, 92, 109, 111, 115, 121, 133, 135, 139, 151, 153, 157 TG6: 20, 25, 27, 31, 37, 38, 39, 45, 50, 51, 61, 62, 67, 73, 75, 79, 82, 99, 103, 105, 108, 109, 111, 115, 121, 133, 135, 139, 141, 143, 144, 145, 153, 157 TG7: 23, 27, 31, 34, 35, 37, 39, 43, 51, 57, 63, 67, 73, 75, 79, 85, 97, 99, 103, 111, 115, 117, 121, 129, 133, 135, 139, 140, 141, 145 TG8: 21, 25, 31, 37, 43, 49, 51, 61, 67, 73, 85, 93, 97, 100, 102, 103, 109, 115, 121, 128, 133, 135, 139, 140, 142, 145, 151, 157 TG9: 21, 25, 31, 33, 37, 40, 43, 45, 49, 61, 67, 73, 79, 81, 85, 96, 97, 103, 104, 105, 111, 115, 117, 118,121, 136, 139, 145</p> <p>Resources: “Kid’s Castle”—Physical Development (“Continuum of Physical Development” Resource Guide, and eyedropper, tweezers, tactile ball, dot cubes, and stencil manipulatives)</p> |
| 20. Art | <p>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>Resources: Rebus Poster—“How to Paint at the Easel”</p> |

21. Music/Movement

Music and Movement activities are included each day in every Teacher Guide. Music is included in many Literacy, Math, and Content Connection lessons. Throughout the program, children are encouraged 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.

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:** 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, 140, 142, 148, 150, 152, 154, 158 **TG5:** 28, 34, 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, 130, 136, 140, 142, 146, 148, 150, 154 **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 **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

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”

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).

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| 22. Blocks | TG1: 24, 41, 69, 92, 122, 152, 146 TG2: 49, 92, 111 TG3: 20, 63, 75, 80, 81, 90, 93, 104, 110 TG4: 62, 74, 80, 129, 144, 145 TG5: 20 TG6: 12, 60 |
| 23. Sand/Water | TG1: 123, 146, 147, 153, 157 TG2: 49, 63, 97, 139, 159 TG3: 21, 27, 45, 53, 57, 60, 61, 68, 69, 76, 77, 78, 80, 81, 102, 106, 110, 119, 139 TG4: 33, 56, 82, 83, 84, 85, 86, 87, 93, 128, 129, 133, 140, 145 TG5: 33, 97, 107 TG6: 60, 61, 62, 63, 77, 81, 141 TG7: 45, 67, 69, 87, 115, 117, 128, 129, 136, 138 TG8: 20, 99 TG9: 43, 47, 55, 63, 73, 81, 82, 83, 92, 105, 112, 115, 117, 135 |
| 24. Dramatic Play | <p><i>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.</i></p> <p>TG1: 20, 27, 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 151, 153 TG2: 23, 25, 27, 39, 45, 56, 73, 81, 117, 128, 138 TG3: 21, 25, 41, 56, 62, 111, 112, 115, 121, 122, 123, 128, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 56, 66, 69, 79, 93, 109, 113, 115, 121, 133, 157 TG5: 20, 29, 34, 41, 46, 50, 56, 60, 61, 64, 84, 85, 87, 102, 104, 111, 128, 141 TG6: 27, 43, 56, 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 73, 75, 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, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 145, 151, 156 TG9: 22, 28, 31, 34, 36, 48, 51, 56, 58, 65, 77, 81, 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> |
| 25. Nature/Science | <p><i>Frog Street Pre-K provides consistent 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 <u>Content Connections</u>.</i></p> <p><i>Steve Spangler, well known for his work in helping children become “turned on” to science, wrote <u>Science Content Connections</u> and lessons, and reviewed all science content for accuracy.</i></p> <p><i>Example—Theme 2, <u>My Family and Friends</u>, p. 63 Children predict which piece of fruit will sink and which float in a container of water.</i></p> <p><i>Example—Theme 3, <u>Giants</u>, p. 20 <u>Weekly Learning Centers—Five science centers</u></i></p> |

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| | <p><i>provide children with hands-on learning. Children communicate their findings.</i></p> <p><i>Example—Theme 4, <u>Choices</u>, p. 129 Children move water from one container to another using basters, eye droppers and sponges. They determine which tool is the most efficient.</i></p> <p><i>Example—Theme 4, p. 133 Children brainstorm and then test ways to make a margarine tub lid float from one end of the water table to the other.</i></p> <p><i>Example—Theme 5, <u>Stories and Rhymes</u>, p. 67 Children predict which materials they will be able to move with force of air through a straw. Which item moved the easiest? Which material didn't move at all?</i></p> <p><i>Example—Theme 7, <u>Things that Move</u>, p. 147 Children predict and then determine which items are attracted to a magnet.</i></p> <p><i>Example—Theme 9, <u>Changes</u>, p. 63 Children conduct several sun safety experiments using energy beads.</i></p> <p>TG1: 26, 32, 33, 38, 44, 45, 50, 61, 62, 63, 67, 74, 75, 80, 86, 98, 99, 103, 104, 105, 109, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 158, 159 TG2: 42, 44, 45, 63, 69, 75, 78, 87, 98, 99, 104, 111, 117, 122, 134, 140, 141, 147, 151, 152, 158; TG3: 20, 32, 33, 38, 44, 45, 51, 57, 60, 61, 62, 65, 68, 69, 72, 73, 74, 78, 79, 80, 81, 84, 85, 86, 87, 93, 109, 117, 122, 123, 134, 135, 141, 146, 147, 152 TG4: 39, 44, 45, 50, 60, 61, 75, 86, 87, 98, 104, 105, 129, 133, 138, 140, 141, 145, 146, 147, 153 TG5: 21, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 81, 86, 87, 99, 104, 105, 116, 117, 122, 123, 135, 140, 141, 146, 152, 158, 159 TG6: 27, 33, 56, 62, 69, 71, 75, 80, 81, 85, 86, 87, 104, 110, 111, 116, 122, 123, 147 TG7: 26, 27, 45, 62, 68, 69, 86, 103, 104, 105, 115, 116, 117, 122, 128, 133, 134, 135, 138, 140, 141, 146, 147, 150, 151, 152, 155, 156, 158 TG8: 27, 33, 39, 45, 59, 63, 75, 86, 92, 95, 96, 99, 101, 102, 103, 105, 108, 114, 123, 131, 133, 134, 135, 140, 146, 147, 152, 153, 158 TG9: 39, 43, 49, 62, 63, 68, 69, 74, 75, 81, 86, 87, 97, 99, 103, 105, 108, 111, 114, 117, 120, 122, 123, 140, 141, 153</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—Frog Life Cycle, Metamorphosis, Morning-Noon-and Night, Seasons, Seeds on the Move, and Seed to Fruit</p> |
| 26. Math/Number | <p><i>Each day in <u>Frog Street Pre-K</u> children are engaged in a math lesson and offered two math Practice Learning Centers to further explore what is learned in the math lesson. Brian Mowry, the author of <u>Frog Street Pre-K's</u> math instruction, focuses on the inquiry approach, carefully sequencing instruction of skills throughout the year.</i></p> |

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| | <p><i>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):</i></p> <p><i><u>Number and Operations:</u> Understanding quantity and numerical relationships</i> <i><u>Geometry and Spatial Awareness:</u> Understanding shape, location and spatial transformations</i> <i><u>Measurement:</u> Quantifying and comparing space length, weight, area and volume</i> <i><u>Classification and Patterning:</u> Sorting, grouping, and repeating a core of objects</i></p> <p>TG 1- 9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG2: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG3: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG4: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG6: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 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), Sequence Cards—Big, Bigger, Biggest; Small, Medium, and Large</p> |
| 27. Use of TV, Video, and/or Computers | <p>TG4: 51 TG5: 21, 143 TG6: 81, 93 TG7: 57, 69, 72 TG8: 98, 129, 159 TG9: 21</p> <p>Resources: “Frog Street Pre-K” Interactive Software is included in the curriculum. Activities support the nine Frog Street thematic units.</p> |

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| <p>28. Promoting Acceptance of Diversity</p> | <p><i>On p. 13 of each Teacher Guide, information, tips, and research <u>From the Experts:</u> (on) Cultural Sensitivity are provided. Theme 2: <u>Family and Friends</u> focuses on culture, family, identity, home/native language, traditions, and practices. A Theme 2 character education trait is Tolerance. And the program’s vast collection of books and stories includes a diverse, multi-cultural selection of titles—in both English and Spanish.</i></p> <p>TG1: 23, 28 35, 38, 39, 42, 43, 44, 45, 47, 48, 49, 51, 58, 61, 64, 68, 82, 101, 107, 108, 109, 110, 114, 115, 121, 143 TG2: 23, 24, 26, 27, 29, 30, 32, 33, 35, 37, 38, 41, 42, 44, 47, 48, 60, 61, 65, 76, 77, 83, 84, 85, 87, 96, 98, 99, 101, 104, 106, 107, 130, 131, 132, 133, 134, 135, 137, 138, 143, 144, 146, 147, 149, 153, 155, 156, 157, 158, 159 TG3: 23, 28, 35, 47, 61, 77, 83, 95, 115, 117, 118, 119, 120 TG4: 23, 24, 27, 30, 35, 40, 41, 59, 71, 75, 77, 78, 80, 101, 102, 103, 104, 108, 109, 113, 114, 115, 116, 123 TG5: 39, 42, 47, 51, 63, 72, 75, 103, 113, 119, 120, 121, 123, 157 TG6: 31, 38, 44, 61, 65, 66, 67, 82, 84, 85, 86, 97, 105, 137, 139 TG7: 27, 45, 67, 71, 73, 79, 95, 107, 121, 131, 133, 137, 149, 150, 152 TG8: 25, 26, 27, 33, 60, 87, 107, 108, 109, 119, 121, 122, 135, 157 TG9: 25, 27, 33, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 102, 107, 108, 139, 147, 151, 156</p> <p>Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Creative Storytelling” Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog “word space” tool, and <i>Frog Street Pre-K</i> Interactive Software); 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 box (alphabet books, poetry books, wordless books, developmental storybook, “Spanish Literacy—Strategies for Young Learners” Resource Guide, Magnetic Letters, Literacy CDs, Pocket Charts, Rebus Posters)</p> |
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INTERACTION

| Indicators | FSPK Teacher Guide Page References |
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| <p>29. Supervision of Gross Motor Activities</p> | <p><i>Frog Street Pre-K Outdoor Learning (at the beginning of each week’s unit plan) provides opportunities for children to practice basic and complex movements as they explore outdoors and participate in group games. <u>Moving and Learning</u>, the transition activity that follows <u>Greeting Circle</u>, often invites children to create their own dance steps and follow movement prompts in a song. <u>Gross Motor Centers</u> provide allow children to participate in extended or integrated physical activities.</i></p> <p><i>The <u>Continuum of Physical Development Resource Guide</u> 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 that skill in a meaningful, yet playful setting.</i></p> <p><i>Gross motor activities include teacher instructions and any necessary supervision guidelines.</i></p> <p>TG1: 34, 38, 45, 46, 64, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 22, 44, 48, 50, 51, 63, 69, 79, 100, 101, 111, 112, 117, 135, 141, 150, 151, 152, 153 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 58, 94, 95, 96, 97, 102, 103, 105, 123, 131, 136, 150, 151, 152, 154 TG5: 22, 39, 45, 94, 100, 148, 157, 159 TG6: 28, 33, 40, 49, 51, 63, 64, 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, 59, 61, 62, 63, 69, 70, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 105, 106, 108, 112, 117, 118, 130, 134, 135, 140, 141, 142, 151, 154, 157, 159 TG8: 31, 38, 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 96, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152, 154 TG9: 22, 40, 44, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 123, 135, 140, 142, 143, 155</p> <p>Resources: “Kid’s Castle”—Physical Development (“Continuum of Physical Development” Resource Guide and Gross Motor manipulatives)</p> |
| <p>30. General Supervision of Children (other than gross motor)</p> | <p><i>All <u>Frog Street Pre-K Teacher Guides and Resource Guides</u> provide ongoing and consistent directions for observing, supervising, monitoring, assessing, and interacting with children—across the domains.</i></p> <p><i>Example—In TG1, p. 39, <u>Content Connection</u>, teachers are advised to watch children to determine how easily they are able to find a letter.</i></p> |

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| | <p><i>Example—In TG1, p. 67, <u>Creativity Station</u>, teachers are advised to watch children and ask them questions to determine their understanding of position words.</i></p> <p><i>Example—In TG2, p. 69, <u>Content Connection</u>, teachers are advised to observe children as they search for shapes. Do they work from their own intuition or are they watching their friends?</i></p> <p><i>Example—In TG4, p. 79, <u>Special Needs Adaptations</u>, teachers are advised to monitor groups and encourage active participants by all group members.</i></p> <p><i>Example—In TG7, p. 79, <u>Special Needs Adaptations</u>, teachers are advised to (during the math center activity) watch for children who do not appear to understand the concept of higher or lower in relation to the number line.</i></p> <p><i>Example—In TG9, p. 61, <u>Sensory Table</u>, teachers are advised to supervise closely and check for allergy prior to implementing the activity.</i></p> <p><i>Teachers observe children and gather work samples, anecdotal records, videos, voice-recorded interviews, photographs, and checklists to document learning. <u>Frog Street Pre-K</u> provides a skill-by-skill assessment summary in the resource guide, <u>Assessment—A Portfolio Approach</u> (to be used by teachers to review children’s portfolios to show what they’ve learned and to scaffold instruction).</i></p> <p>Resources: “Assessment—A Portfolio Approach” Resource Guide, Assessment CD-Rom</p> |
| 31. Discipline | <p><i><u>Conscious Discipline</u>® is a comprehensive classroom management and social emotional program that creates learning environments where children feel safe and loved. During each day’s <u>Morning Message-Disengage the Stress</u> activity, children learn strategies that help them manage stress. From this foundation, they begin to learn how to solve conflicts, manage their emotions, and take responsibility for their actions.</i></p> <p><i>Each Teacher Guide incorporates suggestions from early childhood development experts for turning different behavior issues into teachable moments for children. An example is in TG 1, <u>My School and Me</u>, p. 144, <u>Special Needs Adaptations</u>—which describes that for a child with behavior challenges, learning about anger is very important. The teacher should try to help the child identify how he’s feeling when he’s angry. (S)he can model and describe things he can do to help himself when he becomes angry (stress release strategies such as Balloon, DRAIN, and S.T.A.R.).</i></p> <p><i>Through the <u>Conscious Discipline</u>® <u>Commitment Ritual</u>, children are taught to use their Big Voice. Learning to use an assertive voice teaches them to stand up for</i></p> |

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| | <p><i>themselves. <u>Shubert’s Big Voice</u> by Dr. Becky Bailey helps introduce and teach this concept. <u>Using your Big Voice</u> is introduced in Theme 1, Week. 3, <u>I Build, I Create.</u></i></p> <p><i><u>Welcome to Frog Street Pre-K</u>, p. 51 provides guidelines for managing behavior, including:</i></p> <ul style="list-style-type: none"> • setting clear expectations • providing open-ended activities • keeping children engaged • multi-level activities • adequate materials and space for all children • strong instruction for independent practice <p>TG1: 22, 28, 34, 36, 40, 46, 58, 64, 70, 71, 76, 82, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 144, 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, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 29, 34, 40, 46, 58, 64, 70, 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, 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, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154</p> <p>Resources: “Frog Street Café” (social and emotional development resources), Strategy Card—Calming Strategies</p> |
| 32. Staff-Child Interactions | <p><i>Throughout <u>Frog Street Pre-K</u>, there is consistent opportunity for children to interact with staff. Rich adult-child interplay takes place during <u>Greeting Circle</u>, <u>Read-Aloud</u>, literacy lessons, math lessons, science lessons, and <u>Closing Circle</u>. At Centers, children are able to explore, problem-solve, and discuss findings.</i></p> <p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 7, 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, 30, 31, 34, 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</p> |

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| | <p>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</p> <p>Resources: “Frog Street Café” (social and emotional development resources)</p> |
| <p>33. Interactions Among Children</p> | <p><i>Frog Street Pre-K offers many opportunities for children to play and interact with each other. Examples include working as a team (Theme 7, <u>Things That Move</u>, p. 39 <u>Math Center</u>), working with a partner (Theme 6, <u>I Build, I Create</u>, p. 31 <u>Language and Literacy Center</u>), and working in a group (Theme 7, p. 94 <u>Moving and Learning</u>).</i></p> <p>TG1: 20, 21, 25, 27, 31, 33, 34, 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, 28, 31, 33, 34, 37, 39, 53, 43, 45, 49, 51, 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, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 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, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p>Resources: “Frog Street Café” (social and emotional development resources)</p> |

PROGRAM STRUCTURE

| Indicators | FSPK Teacher Guide Page References |
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| 34. Schedule | <p><i>Sample half-day and full-day schedules are outlined on p. 31 of <u>Welcome to Frog Street Pre-K</u>. Prior to each week of instruction, a 5-day <u>Lesson Planner</u> is provided. Each daily plan includes whole group, small group, and relevant Center opportunities linked to the theme.</i></p> <p>TG1: 18, 54, 90, 126 TG2: 18, 54, 90, 126 TG3: 18, 54, 90, 126 TG4: 18, 54, 90, 126 TG5: 18, 54, 90, 126 TG6: 18, 54, 90, 126 TG7: 18, 54, 90, 126 TG8: 18, 54, 90, 126 TG9: 18, 54, 90, 126</p> <p>Resources: “Welcome to Frog Street Pre-K,” Sequence Cards—Daily Schedule</p> |
| 35. Free Play | <p><i>Children engage in different forms of play throughout the Frog Street 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> |
| 36. Group Time | <p><i>The <u>Greeting Circle</u>, featuring <u>The Brain Smart</u>® way to start each day, builds a sense of classroom community as children unite as a group and develop a sense of belonging.</i></p> <p>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</p> |

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| | <p>154 TG9: 22, 28, 34, 40, 46, 58, 64, 66, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 141, 142, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p> |
| <p>37. Provisions for Children with Disabilities</p> | <p><i>Frog Street Pre-K offers <u>Special Needs Adaptations</u> throughout the program located in page margins—next to associated lessons. Besides being helpful for adapting an activity for a child with special needs, they also serve as reminders to teach children the importance of inclusion and fairness. Theme 6: Week 2, <u>Tools and Machines</u> includes discussions/lessons about tools used by people with special needs. Theme 1: Week 2, <u>Physical Me</u> and Theme 7: Week 1 <u>I Move</u> focus on physical characteristics including body parts and facial features</i></p> <p>TG1: 38, 44, 45, 54, 60, 61, 66, 69, 107 TG2: 29, 59, 60, 65, 66, 84, 98, 99, 104, 158 TG3: 155 TG4: 30, 34, 59, 69, 75 TG5: 30, 42, 43, 47 TG6: 82, 83, 84, 85, 86, 87, 101 TG7: 40, 131, 137 TG8: 149 TG9: 29, 33, 59, 77</p> <p>Resources: “Kid’s Castle”—Special Needs (includes “Guidelines and Strategies for Children with Special Needs” Resource Guide and “Tools that Help Me” book)</p> |

PARENTS AND STAFF

| Indicators | FSPK Teacher Guide Page References |
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| 38. Provisions for Parents | <p><i>The <u>Frog Street Pre-K</u> program positions parents as key and ongoing partners in supporting children’s knowledge, growth, and development. During each day’s <u>Closing Circle—Family Connections</u>, ideas are provided to connect parents/home to the classroom (and to the themes currently being explored). <u>Family Connections</u> include information and handouts for parents and caregivers—along with a wealth of family engagement ideas. Online eBooks are available for families to read together at home. And children’s weekly progress assessments may be given to parents on an ongoing basis (in English and in Spanish).</i></p> <p>TG1: 15, 27, 45, 51, 87, 141 TG2: 15, 33, 45, 51, 117, 123, 135 TG3: 15, 51, 63, 87, 123, TG4: 15, 39, 51, 63, 123, 159 TG5: 15, 39, 51, 53, 63, 81, 99, 123 TG6: 15, 33, 5, 51, 63, 87, 99, 105, 111, 117, 123 TG7: 15, 17, 33, 39, 45, 51, 53, 63, 69, 75, 81, 87, 88, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG8: 15, 27, 45, 51, 81, 87, 135 TG9: 15, 27, 45, 51, 63, 87, 123</p> <p>Resources: “Family Connections” Resource Guide, CD, and Online Material; Online e-Books</p> |
| 39. Provisions for Personal Needs of Staff | <p><i><u>Conscious Discipline®</u> uses findings from brain research to create a daily routine that helps turn off the stress response, create a favorable emotional climate, and help children transition from home to school. The routine optimizes the school experience for both children and their teachers—and it is part of each day’s <u>Greeting Circle</u>.</i></p> |
| 40. Provisions for Professional Needs of Staff | <p><i>Many <u>Frog Street Pre-K</u> professional growth and development options are available for staff members (including teachers, trainers, coaches, education managers, curriculum coordinators, center supervisors, directors, and administrators). These include full-day, half-day, and/or follow-up training sessions on pedagogy, domains, intentional instruction, differentiated instruction, brain development/ ‘Windows of Opportunity,’ curriculum/content, emotional intelligence, meeting state and national standards, and assessment. In-class, side-by-side coaching is available. And all PD services are customizable per specific district, program, or school needs.</i></p> <p><i>All program Teacher Guides and Resource Guides provide ongoing, embedded in-service. As educators read and use the guides, they continuously expand knowledge about early childhood education teaching strategies, best practices, child</i></p> |

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| | <p><i>development, pedagogy, and research. An example is <u>From the Experts</u> (p. 12 of each guide) written by field leaders such as Dr. Pam Schiller, Dr. Becky Bailey, Dr. Alma Flor Ada, and Steve Spangler. Topics include Character Education, Conscious Discipline Tips, Cultural Sensitivity, Brain Booster (Research), and Spangler Science.</i></p> <p><i>Starting on p. 42, <u>Welcome to Frog Street Pre-K</u> provides mini-professional development content for staff with topics including:</i></p> <p>Conscious Discipline®</p> <p>Getting Started:</p> <ul style="list-style-type: none"> • Setting Up the Learning Environment • Guidelines for Designing Classroom Centers • Managing Center Time • Introducing Centers One Stage at a Time <p>Pre-K Literacy:</p> <ul style="list-style-type: none"> • Phonological Awareness • Alphabet Knowledge • Vocabulary • Comprehension • Written Expression <p><i>Monthly <u>Frog Street Pre-K</u> webinars provide continuous training from field experts (such as Dr. Pam Schiller, Dr. Becky Bailey, and ‘Dr. Jean’) in different areas of early childhood education.</i></p> |
| 41. Staff Interaction and Cooperation | <p><i>Starting on p. 42, <u>Welcome to Frog Street Pre-K</u> provides mini-professional development sessions for staff. This information encourages staff members to interact with/collaborate on Frog Street pedagogy and teaching strategies. Topics include:</i></p> <p>Conscious Discipline®</p> <p>Getting Started:</p> <ul style="list-style-type: none"> • Setting Up the Learning Environment • Guidelines for Designing Classroom Centers • Managing Center Time • Introducing Centers One Stage at a Time |

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| | <p>Pre-K Literacy:</p> <ul style="list-style-type: none"> • Phonological Awareness • Alphabet Knowledge • Vocabulary • Comprehension • Written Expression |
| <p>42. Supervision and Evaluation of Staff</p> | <p><i>Frog Street Pre-K provides a classroom-teacher-instruction observation evaluation form that can be used by program administrators, education managers, and classroom coaches. It covers the following areas:</i></p> <ul style="list-style-type: none"> • Teacher’s Sensitivity to Social and Emotional Needs of Children • Instructional Strategies Implemented in Small and Large Group • Classroom Environment • Lesson Plans • Learning Centers |
| <p>43. Opportunities for Professional Growth</p> | <p><i>Many Frog Street Pre-K professional growth and development options are available for staff members (including teachers, trainers, coaches, education managers, curriculum coordinators, center supervisors, directors, and administrators). These include full-day, half-day, and/or follow-up training sessions on pedagogy, domains, intentional instruction, differentiated instruction, brain development/ ‘Windows of Opportunity,’ curriculum/content, emotional intelligence, meeting state and national standards, and assessment. In-class, side-by-side coaching is available. And all PD services are customizable per specific district, program, or school needs.</i></p> <p><i>All program Teacher Guides and Resource Guides provide ongoing, embedded in-service. As educators read and use the guides, they continuously expand knowledge about early childhood education teaching strategies, best practices, child development, pedagogy, and research. An example is <u>From the Experts</u> (p. 12 of each guide) written by field leaders such as Dr. Pam Schiller, Dr. Becky Bailey, Dr. Alma Flor Ada, and Steve Spangler. Topics include Character Education, Conscious Discipline Tips, Cultural Sensitivity, Brain Booster (Research), and Spangler Science.</i></p> <p><i>Starting on p. 42, <u>Welcome to Frog Street Pre-K</u> provides mini-professional development content for staff with topics including:</i></p> |

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