

# Ohio Birth Through Kindergarten Entry – Learning and Development Standards Correlation to Frog Street Pre-K 2020



Birth Through Kindergarten Entry – Learning and Development Standards	Frog Street Pre-K 2020 Teacher Guide Page References
<b>Social and Emotional Development - Pre-Kindergarten (3 – 5 years)</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Recognize and identify own emotions and the emotions of others.	<p><b>TG1:</b> 12, 13, 86, 89, 90, 91, 93, 94, 95, 97 <b>TG2:</b> 13, 16, 39, 65, 68, 71, 90, 91 <b>TG3:</b> 13, 21, 34, 39, 42, 43, 46, 50-51, 65, 91  <b>TG4:</b> 13, 39, 65, 90, 91 <b>TG5:</b> 13, 39, 65, 70, 91, 95 <b>TG6:</b> 13, 39, 65, 90, 91, 96 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 65, 91, 95</p> <p><b>Welcome Guide:</b> 47, 48  <b>Resources:</b> Photo Cards</p>
Communicate a range of emotions in socially accepted ways.	<p><b>TG1:</b> 86, 87, 88, 89, 90, 91, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 65, 91 <b>TG4:</b> 90, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91  <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91, 103 <b>TG9:</b> 13, 39, 65, 91, 95</p> <p><b>Welcome Guide:</b> 46  <b>Resources:</b> Photo Cards</p>
<b>Self</b>	
<b>Self-Concept</b>	
Identify the diversity in human characteristics and how people are similar and different.	<p><b>Cultural Responsiveness</b> <i>reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</i></p> <p><b>TG1:</b> 16, 19, 44, 55, 75, 78, 100 <b>TG2:</b> 17, 42, 96, 97 <b>TG3:</b> 19  <b>TG4:</b> 61 <b>TG6:</b> 71, 97 <b>TG9:</b> 10, 95</p> <p><b>Resources:</b> Photo Cards</p>

Compare own characteristics to those of others.	<b>TG1:</b> 44 <b>TG2:</b> 48, 89, 102-103 <b>TG3:</b> 62 <b>TG4:</b> 35, 61 <b>TG5:</b> 90 <b>TG6:</b> 97 <b>TG8:</b> 70-71 <b>TG9:</b> 10, 89, 90, 93, 100-101
<b>Self</b>	
<b>Self-Regulation</b>	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	<b>TG1:</b> 26, 38, 64, 90, 95 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95  <b>Welcome Guide:</b> 40 <b>Resources:</b> Strategy Card – <b>Conscious Discipline®</b>
Demonstrate the ability to delay gratification for short periods of time.	<b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
With modeling and support, show awareness of the consequences for his/her actions.	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
<b>Self</b>	
<b>Sense of Competence</b>	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	<b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>Relationships</b>	
<b>Attachment</b>	

Express affection for familiar adults.	<p><b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>Greeting Circle</b> focuses on developing positive relationships with adults and peers daily.</p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
Seek security and support from familiar adults in anticipation of challenging situations.	
Separate from familiar adults in a familiar setting with minimal distress.	
<b>Relationships</b>	
<b>Interactions with Adults</b>	
Engage in extended, reciprocal conversations with familiar adults.	<p><b>TG2:</b> 26, 52, 78, 103 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 78, 104</p>
Request and accept guidance from familiar adults.	<p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
<b>Relationships</b>	
<b>Peer Interactions and Relationships</b>	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	<p><b>Conscious Discipline®</b> strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults.</p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37,</p>

	41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Demonstrate socially competent behavior with peers.	<b>Conscious Discipline®</b> <i>specifically guides children in being successful in their social and emotional endeavors during each day.</i>
With modeling and support, negotiate to resolve social conflicts with peers.	
	<b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103
<b>Relationships</b>	
<b>Empathy</b>	
Express concern for the needs of others and people in distress.	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each <b>Teacher's Guide</b>).</i>
Show regard for the feelings of other living things.	
	<b>TG1:</b> 11, 36, 38, 91, 93, 94, 95, 99 <b>TG2:</b> 10, 11, 13, 34, 37, 39, 50-51, 62, 63, 65, 77, 87, 89, 91, 95, 102-103 <b>TG3:</b> 10, 11, 13, 24, 25, 34, 37, 46, 51, 61, 65, 77, 87, 89, 91, 103 <b>TG4:</b> 25, 35, 37, 39, 50-51, 61, 65, 77, 87, 89, 91, 103 <b>TG5:</b> 9, 11, 12, 13, 19, 25, 35, 39, 51, 62, 63, 65, 77, 88, 91 <b>TG6:</b> 9, 11, 13, 35, 37, 39, 61, 63, 65, 77, 87, 89, 91, 102-103 <b>TG7:</b> 8, 9, 11, 13, 39, 61, 65, 91 <b>TG8:</b> 9, 10, 11, 13, 23, 25, 37, 62, 63, 65, 76-77, 89, 103 <b>TG9:</b> 12, 13, 36, 39, 51, 61, 65, 77, 89, 91, 93, 95, 101, 103
<b>Approaches Toward Learning</b>	
<b>Initiative</b>	
<b>Initiative and Curiosity</b>	

Seek new and varied experiences and challenges (take risks).	<b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
Demonstrate self-direction while participating in a range of activities and routines.	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
Ask questions to seek explanations about phenomena of interest.	<b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
<b>Initiative</b>	
<b>Planning, Action and Reflection</b>	
Develop, initiate and carry out simple plans to obtain a goal.	<b>TG1:</b> 11, 95 <b>TG2:</b> 10, 37, 62, 87, 95, 101 <b>TG3:</b> 10, 11 <b>TG4:</b> 37, 41, 61 <b>TG5:</b> 9, 11, 19, 24-25, 38, 63 <b>TG6:</b> 35, 87 <b>TG7:</b> 8, 9, 61, 88 <b>TG8:</b> 9, 10, 87 <b>TG9:</b> 51, 89  <b>Welcome Guide:</b> 83
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	<b>TG1:</b> 51, 75, 77, 87, 103 <b>TG2:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103

<b>Engagement and Persistence</b>	
<b>Attention</b>	
Focus on an activity with deliberate concentration despite distractions.	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
<b>Engagement and Persistence</b>	
<b>Persistence</b>	
Carry out tasks, activities, projects or experiences from beginning to end.	<b>TG1:</b> 51, 75, 77, 87, 103 <b>TG2:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103
Focus on the task at hand even when frustrated or challenged.	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>Strand Creativity</b>	
<b>Topic Innovation and Invention</b>	
Use imagination and creativity to interact with objects and materials.	<b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
Use creative and flexible thinking to solve problems.	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 61, 63, 97

Engage in inventive social play.	<b>TG1:</b> 42, 50, 87, 97, 102 <b>TG2:</b> 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 <b>TG3:</b> 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 <b>TG4:</b> 17, 21, 45, 62, 73, 76, 93, 95, 102 <b>TG5:</b> 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 <b>TG6:</b> 11, 17, 24, 50, 76, 89, 97 <b>TG7:</b> 19, 24, 76, 87, 97 <b>TG8:</b> 11, 24, 50, 63, 87, 102 <b>TG9:</b> 24, 50, 87, 89, 102
Express individuality, life experiences and what they know and are able to do through a variety of media.	<b>TG2:</b> 73 <b>TG3:</b> 46, 60, 72 <b>TG4:</b> 60, 72 <b>TG5:</b> 16-17, 72, 73, 98 <b>TG6:</b> 34, 47, 63, 70-71, 73, 98, 99, 100-101 <b>TG7:</b> 9, 20-21, 46, 72, 89, 99 <b>TG8:</b> 20-21, 72-73 <b>TG9:</b> 46-47, 72
<b>Strand Creativity</b>	
<b>Expression of Ideas and Feelings through the Arts</b>	
Express interest in and show appreciation for the creative work of others.	<b>TG1:</b> 51, 87 <b>TG2:</b> 87, 102, 103 <b>TG3:</b> 34 <b>TG5:</b> 61, 85, 86 <b>TG7:</b> 8, 61 <b>TG8:</b> 63 <b>TG9:</b> 89
<b>Cognition and General Knowledge</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	<b>TG1:</b> 16, 17, 19, 20, 24, 26, 44, 99 <b>TG2:</b> 17, 45, 96, 97 <b>TG3:</b> 11, 17, 21, 38 <b>TG6:</b> 96, 97, 102 <b>TG9:</b> 17, 22, 23, 90, 95
With modeling and support remember and use information for a variety of purposes.	<i>Throughout <b>Frog Street Pre-K</b>, many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including <b>Greeting Circle, Practice Centers</b>, and during the daily <b>Closing Circle</b> for a variety of purposes. In addition, weekly <b>Practice Centers</b> extend learning to allow children to recreate ideas, events, etc., using their own adaptations.</i>
Recreate complex ideas, events/situations with personal adaptations.	
	<b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42-43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97
<b>Cognitive Skills</b>	
<b>Symbolic Thought</b>	



<p>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).</p>	<p><b>Frog Street Pre-K’s Morning Message, ABC Center, Writer’s Corner, and Library &amp; Listening Center</b> <i>give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.</i></p> <p><b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 49, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG7:</b> 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
<p>Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>	<p><b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89</p>
<b>Cognitive Skills</b>	
<b>Reasoning and Problem-Solving</b>	
<p>Demonstrate ability to solve everyday problems based upon past experience.</p>	<p><b>TG1:</b> 27, 38, 39, 44, 49, 82, 100, 106, 108, 109, 110, 114, 115, 121, 123, 131, 132, 133, 137, 142, 156, 157 <b>TG2:</b> 24, 36, 29, 31,</p>
<p>Solve problems by planning and carrying out a sequence of actions.</p>	<p>37, 38, 41, 61, 62, 76, 77, 85, 99, 101, 105, 106, 113, 116, 132, 133, 144, 158, 159 <b>TG3:</b> 23, 35, 44, 47, 71, 77, 83, 106, 107,</p>
<p>Seek more than one solution to a question, problem or task.</p>	<p>111, 115, 117, 118, 119, 120, 153, 155 <b>TG4:</b> 22, 24, 25, 26, 28,</p>
<p>Explain reasoning for the solution selected.</p>	<p>30, 35, 40, 41, 48, 59, 80, 101, 102, 103, 109, 111, 114, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 155, 156, 157, 159 <b>TG5:</b> 51, 60, 61, 63, 65, 72, 73, 74, 75, 101, 103, 109, 113, 116, 143, 148, 157 <b>TG6:</b> 29, 31, 38, 39, 44, 69, 73, 79, 80, 81, 82, 83, 84, 85, 86, 97, 102, 105, 107, 108, 109, 119, 123, 132, 139, 147 <b>TG7:</b> 25, 31, 37, 51, 59, 71, 73, 75, 79, 81, 84, 107, 120, 121, 133, 149, 150, 152, 159 <b>TG8:</b> 25, 26, 27, 63, 75, 80, 87, 107, 108, 119, 121, 135, 136, 149, 153, 157 <b>TG9:</b> 25, 28, 45, 59, 65, 66, 68, 72, 73, 80, 81, 84, 95, 96, 97, 120, 133, 135, 139, 145, 149, 150, 151</p>
<b>Number Sense</b>	

<b>Number Sense and Counting</b>	
Count to 20 by ones with increasing accuracy.	<b>TG1:</b> 23 <b>TG2:</b> 74, 75, 100, 101 <b>TG6:</b> 22 <b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23
Identify and name numerals 1-9.	<b>TG3:</b> 10, 22, 23, 36, 49, 88 <b>TG5:</b> 88 <b>TG6:</b> 10, 22, 75 <b>TG8:</b> 23, 49, 76 <b>TG9:</b> 23, 87
Identify without counting small quantities of up to 3 items. (Subitize)	<b>TG2:</b> 36, 48, 49, 62 <b>TG3:</b> 48 <b>TG4:</b> 101 <b>TG5:</b> 101 <b>TG6:</b> 49, 74, 75 <b>TG7:</b> 75 <b>TG8:</b> 75 <b>TG9:</b> 75, 88
Demonstrate one-to-one correspondence when counting objects up to 10.	<b>TG1:</b> 18, 19, 22, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 100, 102 <b>TG9:</b> 10, 101
Understand that the last number spoken tells the number of objects counted.	<b>TG1:</b> 22, 23 <b>TG2:</b> 74, 75, 101 <b>TG3:</b> 48, 49, 74 <b>TG5:</b> 48, 49, 88, 100, 101 <b>TG6:</b> 23, 62, 100 <b>TG7:</b> 22, 48, 74 <b>TG8:</b> 48, 49, 74, 75, 88 <b>TG9:</b> 75, 87
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101
<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88
<b>Algebra</b>	
<b>Group and Categorize</b>	
Sort and classify objects by one or more attributes (e.g., size, number).	<b>TG1:</b> 101 <b>TG2:</b> 24-25, 76-77 <b>TG3:</b> 76-77 <b>TG4:</b> 36, 48-49, 52, 62, 102-103 <b>TG5:</b> 9, 25, 62 <b>TG6:</b> 50-51, 76-77  <b>Resources:</b> Strategy Card - <b>Geometry</b>

<b>Algebra</b>	
<b>Patterning</b>	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	<b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62
Create patterns.	<b>TG1:</b> 23, 72 <b>TG2:</b> 87, 103 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62 <b>TG5:</b> 50  <b>Resources:</b> Strategy Card – <b>Patterning</b>
<b>Measurement and Data</b>	
<b>Describe and Compare Measurable Attributes</b>	
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 19, 24, 45, 50, 76, 101 <b>TG7:</b> 24, 37, 76, 87, 101 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102  <b>Resources:</b> Strategy Card – <b>Measurement</b> , Photo Cards
Order objects by measurable attribute (e.g., biggest to smallest, etc.).	<b>TG2:</b> 10, 11, 22, 23, 24, 49, 76, 102 <b>TG5:</b> 24, 48, 49, 76 <b>TG7:</b> 24, 76 <b>TG8:</b> 24, 101
Measure length and volume (capacity) using non-standard or standard measurement tools.	<b>TG4:</b> 63, 87 <b>TG5:</b> 35 <b>TG6:</b> 95 <b>TG7:</b> 76 <b>TG8:</b> 16, 88, 89, 100, 101, 104 <b>TG9:</b> 11, 36  <b>Resources:</b> Photo Cards
<b>Measurement and Data</b>	
<b>Data Analysis</b>	
Collect data by categories to answer simple questions.	<b>TG1:</b> 74 <b>TG2:</b> 43, 69, 75, 88 <b>TG3:</b> 21, 74 <b>TG4:</b> 11, 48, 70, 100, 101 <b>TG5:</b> 36, 49 <b>TG6:</b> 42, 88, 100, 101 <b>TG7:</b> 18, 88 <b>TG8:</b> 73 <b>TG9:</b> 23, 100, 101
<b>Geometry</b>	

<b>Spatial Relationships</b>	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	<b>TG1:</b> 36, 48, 49 <b>TG2:</b> 23, 37, 61 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
<b>Geometry</b>	
<b>Identify and Describe Shapes</b>	
Understand and use names of shapes when identifying objects.	<b>TG1:</b> 101 <b>TG2:</b> 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 101 <b>TG5:</b> 10, 15, 22, 23, 51, 62, 74, 75 <b>TG7:</b> 61 <b>TG8:</b> 37 <b>TG9:</b> 100  <b>Resources:</b> Strategy Card - <b>Geometry</b>
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	<b>TG1:</b> 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 47, 99 <b>TG4:</b> 22, 23, 36, 48, 49, 101 <b>TG5:</b> 22, 23 <b>TG8:</b> 37 <b>TG9:</b> 100
<b>Geometry</b>	
<b>Analyze, Compare and Create Shapes</b>	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	<b>TG1:</b> 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 47, 99 <b>TG4:</b> 22, 23, 36, 48, 49, 101 <b>TG5:</b> 22, 23 <b>TG8:</b> 37 <b>TG9:</b> 100
Create shapes during play by building, drawing, etc.	<b>TG2:</b> 11, 37, 63 <b>TG3:</b> 87 <b>TG4:</b> 48, 102-103 <b>TG5:</b> 10, 11, 36, 62 <b>TG6:</b> 63, 89 <b>TG7:</b> 35 <b>TG8:</b> 9, 35 <b>TG9:</b> 61, 87
Combine simple shapes to form larger shapes.	<b>TG1:</b> 23, 101 <b>TG3:</b> 75, 76 <b>TG4:</b> 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 15, 22, 23, 62, 74, 75 <b>TG9:</b> 75
<b>History</b>	
<b>Historical Thinking and Skills</b>	
Demonstrate an understanding of time in the context of daily experiences.	<b>TG1:</b> 16, 17, 19, 20, 24, 26, 44, 99 <b>TG2:</b> 17, 45, 96, 97 <b>TG3:</b> 11, 17, 21, 38 <b>TG6:</b> 96, 97, 102 <b>TG9:</b> 17, 22, 23, 90, 95

Develop an awareness of his/her personal history.	<b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
<b>History</b>	
<b>Heritage</b>	
Develop an awareness and appreciation of family cultural stories and traditions.	<b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)  <b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95
<b>Geography</b>	
<b>Spatial Thinking and Skills</b>	
Demonstrate a beginning understanding of maps as actual representations of places.	<b>TG1:</b> 63 <b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69
<b>Geography</b>	
<b>Human Systems</b>	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	<b>TG1:</b> 19, 44 <b>TG2:</b> 16, 17, 48, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71, 97 <b>TG9:</b> 10
<b>Government</b>	
<b>Civic Participation and Skills</b>	
Understand that everyone has rights and responsibilities within a group.	<i>Recognizing responsibilities as a member of a community are addressed daily during the <b>COMMIT</b> portion of the <b>Greeting Circle Routine</b> (pages 13, 39, 65, 91 in each <b>Teacher's</b></i>

	<p><b>Guide).</b> <b>Theme 2, My Family and Friends</b> focuses on responsibilities within the family.</p> <p><b>TG1:</b> 12, 23, 24, 26, 65, 89, 90 <b>TG2:</b> 12, 17, 20, 21, 25, 26, 77  <b>TG3:</b> 12, 20, 21 <b>TG5:</b> 19 <b>TG6:</b> 18 <b>TG7:</b> 13</p>
<p>Demonstrate cooperative behaviors and fairness in social interactions.</p>	<p><b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each <b>Teacher’s Guide</b>) focuses on developing positive social interactions and play daily.</p> <p><b>TG1:</b> 11, 13, 39, 95 <b>TG2:</b> 10, 37, 62, 87, 89, 95, 101 <b>TG3:</b> 10, 11, 35, 38, 43, 44 <b>TG4:</b> 37, 41, 61 <b>TG5:</b> 9, 11, 19, 24-25, 38, 63  <b>TG6:</b> 35, 87 <b>TG7:</b> 8, 9, 12, 61, 88 <b>TG8:</b> 9, 10, 87 <b>TG9:</b> 51, 89</p> <p><b>Welcome Guide:</b> 83</p>
<p>With modeling and support, negotiate to solve social conflicts with peers.</p>	<p><b>Conscious Discipline®</b> strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each <b>Teacher’s Guide</b>) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each <b>Teacher’s Guide</b>) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults to resolve conflicts.</p> <p><b>TG1:</b> 24, 91, 95 <b>TG2:</b> 11, 99 <b>TG3:</b> 43, 75 <b>TG4:</b> 43 <b>TG9:</b> 95, 102-103</p> <p><b>Conscious Discipline® Manual:</b> 113-115  <b>Welcome Guide:</b> 46</p>
<p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p>	<p><b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors throughout the day. The <b>COMMIT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each <b>Teacher’s Guide</b>) focuses on challenging</p>

	<p><i>children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.</i></p> <p><b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102</p>
<b>Government</b>	
<b>Rules and Laws</b>	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	<b>TG1:</b> 19, 44 <b>TG2:</b> 16, 17, 48, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71, 97 <b>TG9:</b> 10
<b>Economics</b>	
<b>Scarcity</b>	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	<b>TG3:</b> 8, 11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103
<b>Economics</b>	
<b>Production and Consumption</b>	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	<p><b>Frog Street Pre-K</b> <i>encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and to demonstrate understanding of where goods and services originate and how they are obtained as in local businesses.</i></p> <p><b>TG3:</b> 8, 11, 16, 20, 21 <b>TG5:</b> 19</p>
With modeling and support, demonstrate responsible consumption and conservation of resources.	<p><i>Children engage in activities to understand what it means to be a responsible consumer.</i></p> <p><b>TG3:</b> 8, 10, 11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103</p> <p><b>Resources:</b> Photo Cards</p>

<b>Science Inquiry and Application</b>	
<b>Inquiry</b>	
Explore objects, materials and events in the environment.	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 <b>TG8:</b> 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 <b>TG9:</b> 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Make careful observations.	
Pose questions about the physical and natural environment.	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Engage in simple investigations.	<i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science.</i>  <b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
Describe, compare, sort, classify, and order.	<b>TG1:</b> 74, 101 <b>TG2:</b> 11, 24-25, 43, 69, 75, 76-77, 88 <b>TG3:</b> 21, 63, 74, 76-77 <b>TG4:</b> 11, 36, 43, 48-49, 52, 62, 70, 100, 101, 102-103 <b>TG5:</b> 9, 11, 25, 36, 37, 49, 62 <b>TG6:</b> 50-51, 76-77, 88, 100, 101 <b>TG7:</b> 18, 37, 88 <b>TG8:</b> 37, 61 <b>TG9:</b> 23, 37, 43, 69, 100, 101
Record observations using words, pictures, charts, graphs, etc.	<b>TG1:</b> 103 <b>TG3:</b> 102 <b>TG4:</b> 37, 87 <b>TG5:</b> 35 <b>TG6:</b> 47 <b>TG9:</b> 11, 37, 63
Use simple tools to extend investigation.	<i>Children use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships.</i>
Identify patterns and relationships.	



	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 <b>TG8:</b> 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 <b>TG9:</b> 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Make predictions.	<b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
Make inferences, generalizations and explanations based on evidence.	<b>TG1:</b> 16, 21, 43, 44, 70, 96, 97 <b>TG2:</b> 18, 42, 44, 46, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 42, 70, 71, 94, 96 <b>TG4:</b> 16, 17, 42, 44, 68, 72 <b>TG5:</b> 17, 18, 42, 68, 70, 94 <b>TG6:</b> 18, 68, 69, 94 <b>TG7:</b> 17, 42, 96 <b>TG8:</b> 71 <b>TG9:</b> 18
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
<b>Earth and Space Science</b>	
<b>Explorations of the Natural World</b>	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	<b>TG2:</b> 11 <b>TG3:</b> 63 <b>TG4:</b> 43 <b>TG5:</b> 11, 37 <b>TG7:</b> 37 <b>TG8:</b> 37, 61 <b>TG9:</b> 37, 43, 69
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	<b>TG1:</b> 3, 11, 19, 37, 51, 63, 77, 89 <b>TG3:</b> 65 <b>TG4:</b> 38 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 13, 69, 87 <b>TG9:</b> 63
<b>Physical Science</b>	

<b>Explorations of Energy</b>	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	<b>TG5:</b> 89
With modeling and support, explore the position and motion of objects.	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97, 104 <b>TG5:</b> 36, 49, 62, 102 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11 <b>TG8:</b> 88 <b>TG9:</b> 76
With modeling and support, explore the properties and characteristics of sound and light.	<b>TG1:</b> 37, 52 <b>TG5:</b> 16 <b>TG8:</b> 11 <b>TG9:</b> 37
<b>Life Science</b>	
<b>Explorations of Living Things</b>	
With modeling and support, identify physical characteristics and simple behaviors of living things.	<b>TG1:</b> 35 <b>TG2:</b> 72 <b>TG4:</b> 9, 15, 18, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.)	
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
With modeling and support, recognize similarities and differences between people and other living things.	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
<b>Language and Literacy</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	

Demonstrate understanding of increasingly complex concepts and longer sentences.	<b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68, 88 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 21, 42, 43, 45, 69, 71, 94 <b>TG7:</b> 99 <b>TG9:</b> 21, 86, 98
Ask meaning of words.	<i>Children will grow their vocabularies as they engage in conversations with peers and adults. Frog Street Pre-K encourages children to ask for clarification/meaning of words when needed.</i>  <b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95 <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96
Follow two-step directions or requests.	<b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72
<b>Listening and Speaking</b>	
<b>Expressive Language</b>	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	<b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	<i>Use of language to express complete thoughts are addressed Days 1 and 5 of the STEAM routine (pages 24-25; 50-51; 76-77; and 102-103 of each Teacher Guide) and daily during the</i>

	<p><b>Closing Circle routine</b> (pages 26, 52, 78; and 104 of each <b>Teacher Guide</b>).</p> <p><b>TG1:</b> 40, 61 <b>TG4:</b> 73 <b>TG5:</b> 88 <b>TG6:</b> 9, 11, 14, 63, 72 <b>TG8:</b> 47, 99</p>
Describe familiar people, places, things and experiences.	<p><i>A <b>Word of the Week</b> is introduced in the <b>Greeting Circle</b>. Theme and concept vocabulary are introduced in <b>Read-Alouds</b> and <b>Literacy Small Groups</b>. Math and content vocabulary are taught in the context of the appropriate lessons.</i></p> <p><b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 <b>TG2:</b> 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 <b>TG4:</b> 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 <b>TG6:</b> 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 <b>TG7:</b> 18, 20, 34, 38, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99</p> <p><b>Resources:</b> Vocabulary Cards, Photo Cards</p>
Use drawings and other visuals to add details to verbal descriptions.	<p><b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 49, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG7:</b> 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p> <p><b>Resources:</b> Strategy Card – <b>Expressive Writing</b></p>
With modeling and support, use the conventions of standard English (Grammar): Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	<p><b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 <b>TG2:</b> 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 <b>TG4:</b> 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 <b>TG6:</b> 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95,</p>

	<p>98 <b>TG7:</b> 18, 20, 34, 38, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99</p> <p><b>Resources:</b> Vocabulary Cards, Photo Cards</p>
<p>With modeling and support, use the conventions of standard English (Grammar): Form regular plural nouns orally by adding /s/ or /es/.</p> <p>With modeling and support, use the conventions of standard English (Grammar): Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).</p> <p>Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p><b>Morning Message</b> <i>provides a daily lesson that develops the ability to detect, manipulate, and analyze the auditory parts of spoken language. Day 2 in the Literacy Small Group</i></p> <p><b>Separates sentences into words.</b> <b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20</p> <p><b>Combines/deletes words to make compound word.</b> <b>TG2:</b> 35, 66, 72, 92, 98 <b>TG3:</b> 20, 46, 72, 98 <b>TG7:</b> 21</p> <p><b>Segments, blends, and deletes syllables.</b> <b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72</p> <p><b>Recognizes and produces rhyming words.</b> <b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97</p> <p><b>Recognizes and produces alliterative words.</b> <b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98</p> <p><b>Blends onset and rime.</b> <b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46</p> <p><b>Blends spoken phonemes (one syllable words with picture support).</b> <b>TG7:</b> 40, 46, 66, 72, 92, 98 <b>TG9:</b> 66, 72</p>
<p>With modeling and support, use the conventions of standard English (Grammar): Produce and expand complete sentences in shared language activities.</p>	<p><i>The two daily <b>Read-Aloud</b> lessons provide questioning strategies to encourage children to expand their understandings with higher level descriptions by producing and expanding complete sentences with more detail.</i></p>

	<p><b>TG1:</b> 40, 45, 52, 71 <b>TG4:</b> 88 <b>TG5:</b> 73 <b>TG6:</b> 21, 43, 71 <b>TG7:</b> 21, 47, 99 <b>TG8:</b> 47, 51, 73, 86 <b>TG9:</b> 94, 99</p> <p><b>Resources:</b> Photo Cards</p>
<p>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p>	<p><i>Daily activities provide opportunities for children to use new vocabulary acquired throughout the day through conversations, activities, or listening to texts read aloud. The <b>Greeting Circle</b>, two <b>Read-Aloud lessons</b>, <b>Literacy Small Group</b>, and <b>Closing Circle</b> encourage children to interact with words to build understanding.</i></p> <p><b>Additional Citations:</b> <b>TG3:</b> 72 <b>TG6:</b> 47, 73 <b>TG7:</b> 21, 26, 73 <b>TG8:</b> 21, 34, 45 <b>TG9:</b> 47, 99</p> <p><b>Resources:</b> Photo Cards, Strategy Card – <b>Vocabulary</b></p>
<p>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p>	<p><i>Children will grow their vocabularies as they engage in conversations with peers and adults and use pictures to accompany texts/concrete objects. <b>Frog Street Pre-K</b> encourages children to ask for clarification when needed to determine the meanings of unknown words or concepts.</i></p> <p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95  <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<p>Identify real-life connections between words and their use. (Vocabulary)</p>	<p><b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 <b>TG2:</b> 16-17, 21, 60, 68-69, 72 <b>TG3:</b> 16-17, 18-19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 <b>TG5:</b> 16-17, 42-43, 44-45, 46, 47, 95, 96-97 <b>TG6:</b> 17,</p>

	18-19, 42-43, 45, 68-69, 94-95, 96-97 <b>TG7:</b> 19, 42, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16-17, 43, 44, 68, 71, 94, 97 <b>TG9:</b> 16-17, 18-19, 20, 42-43, 68-69, 70-71, 72-73, 94-95, 98
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - <i>walk, march, prance</i> , etc.). (Vocabulary)	<i>Day 1 of each Read Aloud lesson and Literacy Small Group lesson focuses on the vocabulary used throughout the week with activities to understand meaning, classify and compare, and use word-meaning relationships.</i>  <b>Additional citations:</b>  <b>TG1:</b> 12, 18, 19, 20, 43, 44 <b>TG2:</b> 19 <b>TG3:</b> 17 <b>TG4:</b> 81, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 104 <b>TG 6:</b> 42 <b>TG7:</b> 98
<b>Listening and Speaking</b>	
<b>Social Communication</b>	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	<b>TG2:</b> 26, 52, 78, 103 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 78, 104
With modeling and support, continue a conversation through multiple exchanges.	<b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 20, 21, 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
<b>Reading</b>	
<b>Reading Comprehension</b>	
Ask and answer questions, and comment about characters and major events in familiar stories.	<i>The two daily Read-Aloud lessons provide questioning strategies to encourage children to expand their understanding with higher level descriptions.</i>

	<p><b>TG1:</b> 18, 42, 44, 68, 71, 96, 103 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 89, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97</p> <p><b>Resources:</b> Literature Library</p>
Retell or re-enact familiar stories.	<p><b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 41, 43, 44, 61, 69, 97 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95</p>
Identify characters and major events in a story.	<p><b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-45, 48-49, 73,74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97</p>
Demonstrate an understanding of the differences between fantasy and reality.	<p><b>TG1:</b>18, 44 <b>TG2:</b> 8, 44, 45, 70 <b>TG4:</b>18, 61, 94, 96, 104 <b>TG5:</b> 42 <b>TG7:</b> 16, 18, 42, 45, 68, 94 <b>TG8:</b> 16, 45, 70, 71, 96</p>
With modeling and support, describe what part of the story the illustration depicts.	<p><b>TG1:</b> 43 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21 <b>TG7:</b> 45 <b>TG9:</b> 19, 46, 72</p>
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	<p><b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69 ,70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92</p> <p><b>Resources:</b> Strategy Card - Read Aloud</p>
With modeling and support, identify the topic of an informational text that has been read aloud.	<p><b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-</p>



	45, 48-49, 73,74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97
With modeling and support, describe, categorize and compare and contrast information in informational text.	<b>TG1:</b> 9, 11, 42, 71, 73, 94, 96, 99 <b>TG2:</b> 18, 21, 42, 44, 45, 60, 73 <b>TG3:</b> 15, 16, 17, 42, 44, 45, 48, 68, 71, 89, 94, 97 <b>TG4:</b> 11, 14, 16, 19, 42, 43, 44, 61, 68, 71, 97 <b>TG5:</b> 11, 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 70, 71, 94 <b>TG7:</b> 14, 16, 21, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	
Actively engage in group reading with purpose and understanding.	<b>Welcome Guide:</b> 58
<b>Reading</b>	
<b>Fluency</b>	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	<i>Children gain an understanding of sounds and intonation of language daily in the <b>Morning Message</b> (pages 14, 40, 66, 92 in each <b>Teacher Guide</b>).</i>  <b>TG1:</b> 38 <b>TG4:</b> 12, 15, 43, 46 <b>TG5:</b> 14, 20 <b>TG6:</b> 36, 43, 72 <b>TG7:</b> 15, 96 <b>TG8:</b> 17, 95 <b>TG9:</b> 94
<b>Reading</b>	
<b>Print Concepts</b>	
Demonstrate an understanding of basic conventions of print in English and other languages.	<b>Frog Street Pre-K</b> provides opportunities to demonstrate understanding of the organization and features of print during <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each <b>Teacher Guide</b> , beginning with <b>Theme 1, Week 2.</b> )  <b>TG1:</b> 9, 47, 73 <b>TG2:</b> 60, 89 <b>TG4:</b> 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 14, 21, 40, 47, 60, 66, 73, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 92, 99

Orient books correctly for reading and turn pages one at a time.	<b>TG1:</b> 47, 60, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG4:</b> 8, 35, 61 <b>TG5:</b> 43, 86 <b>TG6:</b> 21, 34, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8
Demonstrate an understanding that print carries meaning.	<i>The two daily <b>Read-Aloud</b> lessons engage children in activities to gain appreciation of print as well as charts, graphs, story folders, and informational texts used in <b>Math</b> and <b>STEAM</b> lessons.</i>  <b>TG1:</b> 16, 18, 42, 44, 68, 70, 71, 94, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 72 <b>TG5:</b> 16, 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 47, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 21, 26, 42, 44, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16, 18, 19, 21, 34, 42, 43, 44, 45, 68 <b>TG9:</b> 47, 99
<b>Reading</b>	
<b>Phonological Awareness</b>	
With modeling and support, recognize and produce rhyming words.	<b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97  <b>Resources:</b> Strategy Card – <b>Rhyming Words</b>
With modeling and support recognize words in spoken sentences.	<b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20  <b>Welcome Guide:</b> 50  <b>Resources:</b> Strategy Card – <b>Sentence Segmentation</b>
With modeling and support identify, blend and segment syllables in spoken words.	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72  <b>Resources:</b> Strategy Card – Syllables
With modeling and support, orally blend and segment familiar compound words.	<b>TG2:</b> 35, 66, 72, 92, 98 <b>TG3:</b> 20, 46, 72, 98 <b>TG7:</b> 2, 14  <b>Welcome Guide:</b> 50

	<b>Resources:</b> Strategy Card – <b>Compound Words, Compound Word Cards</b>
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40 <b>TG9:</b> 40, 46  <b>Resources:</b> Onset and Rime Card Set, Phonemes Card Set, Strategy Card - <b>Onset and Rime</b>
With modeling and support identify initial and final sounds in spoken words.	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98
<b>Reading</b>	
<b>Letter and Word Recognition</b>	
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	<b>TG1:</b> 9, 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 68, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	<b>Welcome Guide:</b> 52 <b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b>
With modeling and support, recognize the sounds associated with letters.	<b>TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20 <b>TG8:</b> 21, 47, 73 <b>TG9:</b> 21, 40, 46, 47, 66, 86, 92  <b>Welcome Guide:</b> 53 <b>Resources:</b> Letter Wall Card Set, Sound Card Set
<b>Writing</b>	
<b>Writing Process</b>	

Use a 3-finger grasp of dominant hand to hold a writing tool.	<b>TG1:</b> 8, 34, 60, 86 <b>TG2:</b> 8, 34, 60, 86 <b>TG3:</b> 8, 34, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 6, 34, 60, 86
Demonstrate an understanding of the structure and function of print.	<b>Frog Street Pre-K</b> provides opportunities to demonstrate understanding of the structure and function of print during <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each <b>Teacher Guide</b> , beginning in <i>Theme 1, Week 2.</i> )  <b>TG1:</b> 9, 47, 73 <b>TG2:</b> 60, 89 <b>TG4:</b> 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 14, 21, 40, 47, 60, 66, 73, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 92, 99
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	<i>Children are encouraged to write their names and other words using multisensory materials in <b>Writer’s Corner, Shared Writing, journals, and Creativity Station.</b></i>  <b>TG1:</b> 21, 34, 60, 73 <b>TG2:</b> 8, 21, 34, 46, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86, 99 <b>TG7:</b> 34, 47 <b>TG8:</b> 99 <b>TG9:</b> 21, 73  <b>Welcome Guide:</b> 55 <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
With modeling and support, demonstrate letter formation in “writing.”	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 73, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 49, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99  <b>Welcome Guide:</b> 53
With modeling and support show awareness that one letter or cluster of letters represents one word.	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99

<b>Writing</b>	
<b>Writing Application and Composition</b>	
"Read" what they have written.	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8  <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card - <b>Expressive Writing</b></p>
With modeling and support, notice and sporadically use punctuation in writing.	<p><i>Punctuation is modeled in the <b>Morning Message</b> each day and children have opportunities to use punctuation in the <b>Writer's Corner</b> and during <b>Shared and Guided Writing</b> activities in <b>Literacy Small Groups</b>.</i></p> <p><b>TG5:</b> 21, 73 <b>TG7:</b> 14, 66 <b>TG8:</b> 66, 92 <b>TG9:</b> 92</p>
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	<p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 38, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8  <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card - <b>Expressive Writing</b></p>
With modeling and support, discuss and respond to questions from others about writing/drawing.	<p><b>TG1:</b> 8, 21, 34, 47, 60, 73, 86, 99 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86  <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 97, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p> <p><b>Resources:</b> Strategy Cards – <b>Expressive Writing</b> and <b>Completing the Writing Process</b></p>

With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<b>TG4:</b> 21, 47, 73, 99 <b>TG5:</b> 21, 99 <b>TG6:</b> 47, 73, 99 <b>TG7:</b> 21, 34, 47 <b>TG8:</b> 34, 73, 86, 92 <b>TG9:</b> 40, 92, 99  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b> and <b>Completing the Writing Process</b>
With modeling and support, explore a variety of digital tools to express ideas.	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>Physical Development</b>	
<b>Motor Development</b>	
<b>Large Muscle, Balance and Coordination</b>	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88, 89 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 89, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 37, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	
Demonstrate spatial awareness in physical activity or movement.	<b>TG1:</b> 35, 49, 65, 72 <b>TG2:</b> 50, 61, 63, 88 <b>TG3:</b> 24, 35, 37, 49, 87 <b>TG4:</b> 12, 50 <b>TG5:</b> 102 <b>TG6:</b> 9, 12, 16, 37, 89 <b>TG7:</b> 35, 37, 62, 89 <b>TG8:</b> 10, 36, 37, 41, 62, 88 <b>TG9:</b> 37, 89
<b>Motor Development</b>	
<b>Small Muscle: Touch Grasp, Reach, Manipulate</b>	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	<b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87

Use classroom and household tools independently with eye-hand coordination to carry out activities.	<b>TG1:</b> 8, 37, 60, 63, 92, 101 <b>TG2:</b> 10, 37, 63, 87 <b>TG3:</b> 9, 35, 37, 49, 61, 62, 89 <b>TG4:</b> 8, 35, 36, 62, 73, 87, 88,89, 99 <b>TG5:</b> 9, 10, 35, 36, 37, 61, 62, 89 <b>TG6:</b> 10, 35, 36, 61, 62, 73, 87, 88, 89 <b>TG7:</b> 10, 11, 35, 61, 62, 87, 88 <b>TG8:</b> 9, 10, 35, 36, 61, 62, 87, 88 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
<b>Motor Development</b>	
<b>Oral-Motor</b>	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	<b>TG1:</b> 36 <b>TG5:</b> 46, 68, 72 <b>TG7:</b> 72
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	<p><i>As children grow and develop through ongoing participation in the <b>Frog Street Pre-K</b> program and <b>Conscious Discipline®</b> rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to focus on a task despite interruptions or distractions.</i></p> <p><b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103</p>
<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Identify and describe the function of body parts.	<b>TG1:</b> 35, 37, 38, 42, 45, 47, 62, 63, 64, 74, 77 <b>TG3:</b> 63 <b>TG6:</b> 93 <b>TG7:</b> 9, 63 <b>TG8:</b> 38, 41, 63
<b>Physical Well-Being</b>	
<b>Physical Activity</b>	

Participate in structured and unstructured active physical play exhibiting strength and stamina.	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	<i>In Frog Street Pre-K, children develop an awareness of physical activities that promote health in Theme 3, Week 4: Active Me.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44
<b>Physical Well-Being</b>	
<b>Nutrition</b>	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	<b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44
Distinguish nutritious from non-nutritious foods.	
<b>Physical Well-Being</b>	
<b>Self-Help</b>	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	<b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17
Follow basic health practices.	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44
<b>Physical Well-Being</b>	
<b>Safety Practices</b>	
With modeling and support, identify and follow basic safety rules.	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
Identify ways adults help to keep us safe.	
With modeling and support, identify the consequences of unsafe behavior.	



<p>With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</p>	<p><i>Children practice personal safety skills throughout the year including appropriate actions in emergency situations, transportation and pedestrian safety.</i></p>
<p>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p>	<p><b>TG1:</b> 39, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 17, 19, 23 <b>TG7:</b> 95 <b>TG9:</b> 36, 41, 42, 88</p>