

Kansas Early Learning Standards Correlation to Frog Street Pre-K 2020



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Kansas Early Learning Standards for Pre 4	Frog Street Pre-K Teaching Guide Page References
APPROACHES TO LEARNING (ATL)	
Persistence & Engagement In Learning	
Engagement and Attention	
ATL.p4.1: Sustains attention to task despite distractions.	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	TG1: 13, 20, 46, 51, 67, 72, 98, 104 TG2: 20 TG3: 19, 44, 70, 96 TG4: 16, 20, 37, 46, 72, 98 TG5: 42, 63, 88 TG7: 40, 64, 66, 93 TG8: 46, 66, 72, 92, 98 TG9: 20, 46, 66
Persistence	
ATL.p4.3: Stays with a task for at least five minutes.	TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 62, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71, 88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 71, 76, 86, 97, 102 TG8: 18, 19, 42, 44, 45, 46, 66, 70, 72, 76, 92, 96, 98 TG9: 18, 19, 20, 44, 45, 46, 66, 70, 71, 94, 97
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	
INITIATIVE	
Curiosity and Initiative	
ATL.p4.6: Seeks new and varied experiences and challenges through play.	TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24- 25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102- 103
ATL.p4.7: Chooses activities to do alone or with others.	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89

<p>ATL.p4.8: Invites other children to join groups or activities.</p>	<p><i>Children engage in daily activities to learn how to appropriately interact with others during the UNITE and CONNECT portions of the Greeting Circle (pages 12-13, 38-39, 64-65, 90-91 in each Teacher's Guide).</i></p> <p>TG1: 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 89, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p>ATL.p4.9: Makes and follows plans for games or activities with other children.</p>	<p>TG1: 51, 75, 77, 87, 103 TG2: 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 TG3: 9, 35, 37, 51, 75, 77, 89, 103 TG4: 25, 37, 47, 50-51, 62, 63, 77, 89, 103 TG5: 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 TG6: 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 TG7: 25, 51, 63, 77, 86, 89, 101, 103 TG8: 9, 10, 11, 25, 51, 63, 63, 89, 103 TG9: 51, 63, 77, 89, 101, 103</p>
Sense of Competence	
<p>ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.</p>	<p><i>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture within family groups are encouraged in each theme so that children are show pride of their families and develop a sense of competence. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i></p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>
<p>ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).</p>	<p>TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101</p>

<p>ATL.p4.12: Associates emotions with words and facial expressions.</p>	<p>Conscious Discipline® strategies (Unite, Calm, Connect and Commit) taught during the Greeting Circle each day encourage children to recognize and name emotions as well as manage and exhibit behavioral control.</p> <p>TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p>
<p>Problem Solving</p>	
<p>ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.</p>	<p>TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 24-25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 TG7: 25, 35, 50-51, 75, 76-77, 100-101, 103 TG8: 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 TG9: 25, 51, 74-75, 76-77, 100, 103</p>
<p>ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.</p> <p>TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102</p>
<p>ATL.p4.15: Understands what is real and what is ‘make-believe’.</p>	<p>TG1:18, 44 TG2: 8, 44, 45, 70 TG4:18, 61, 94, 96, 104 TG5: 42 TG7: 16, 18, 42, 45, 68, 94 TG8: 16, 45, 70, 71, 96</p>
<p>Creativity and Flexibility</p>	
<p>ATL.p4.16: Invents new activities through play.</p>	<p>TG1: 70 TG2: 10, 36, 37, 50, 62, 89 TG3: 9, 10, 11, 22, 24, 41, 45, 62, 63 TG4: 9, 35, 50, 63 TG5: 63, 75, 97 TG6: 35, 37, 61, 63, 89 TG9: 87, 89</p>

ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	<i>Decision making is addressed daily during the COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide). Children are encouraged to be flexible in activities with others during both whole group and small group activities as well as centers.</i>
ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	TG1: 10, 11, 51, 77, 87, 103 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 89, 103 TG3: 10, 11, 24-25, 35, 36, 37, 51,61, 77, 87, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 9, 25, 51, 61, 77, 102-103 TG6: 11, 25, 35, 37, 51, 61, 63, 77, 87, 89, 102-103 TG7: 25, 35, 50-51, 61, 77, 88, 103 TG8: 9, 25, 51, 63, 76-77, 103 TG9: 25, 36, 51, 61, 77, 89, 103
PHYSICAL HEALTH AND DEVELOPMENT (PHD)	
Large Motor Skills	
PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 38, 89 TG7: 35, 37, 89 TG8: 35, 37 TG9: 61, 62, 89
PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	TG1: 11, 15, 35, 37, 41, 61, 64, 67, 93 TG2: 14, 37, 61, 63, 88, 89 TG3: 9, 11, 87, 88, 89, 93, 99 TG4: 10, 15, 37, 39, 63, 67, 89 TG5: 39, 62, 63, 69, 87, 89, 93 TG6: 9, 11, 15, 21, 23, 37, 61, 63, 65 TG7: 11, 19, 35, 37, 63, 89 TG8: 10, 11, 15, 35, 93 TG9: 11, 41, 61, 62, 63, 88, 89, 93
PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	
Fine Motor Skills	
PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	TG1: 8, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
Physical Fitness	
PHD.p4.5: Participates in active play exhibiting strength and stamina.	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: TG9: 11, 61, 62, 88, 89
Nutrition/Healthy Eating	

PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	TG1: 36 TG5: 46, 68, 72 TG7: 72
Personal Hygiene	
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>
PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	TG1: 11, 15, 16, 18, 44, 69 TG2: 36 TG3: 11, 17, 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 TG6: 18 TG8: 44
Safety	
PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88
PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	
PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
CHARACTER DEVELOPMENT: SED.CD.	
Foundations of Character Development	
Develop, Implement, promote and model core ethical and performance principles	
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline®
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with others during each day.
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	

	TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide).</i> TG1: 11, 36, 38, 91, 93, 94, 95, 99 TG2: 10, 11, 13, 34, 37, 39, 50-51, 62, 63, 65, 77, 87, 89, 91, 95, 102-103 TG3: 10, 11, 13, 24, 25, 34, 37, 46, 51, 61, 65, 77, 87, 89, 91, 103 TG4: 25, 35, 37, 39, 50-51, 61, 65, 77, 87, 89, 91, 103 TG5: 9, 11, 12, 13, 19, 25, 35, 39, 51, 62, 63, 65, 77, 88, 91 TG6: 9, 11, 13, 35, 37, 39, 61, 63, 65, 77, 87, 89, 91, 102-103 TG7: 8, 9, 11, 13, 39, 61, 65, 91 TG8: 9, 10, 11, 13, 23, 25, 37, 62, 63, 65, 76-77, 89, 103 TG9: 12, 13, 36, 39, 51, 61, 65, 77, 89, 91, 93, 95, 101, 103
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
RESPONSIBLE DECISION MAKING & PROBLEM SOLVING: SED.R.	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88
Organize personal time and managing personal responsibilities effectively	

SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
Play a developmentally appropriate role in classroom management and school governance	
SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89
SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104
SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop decision-making strategies, work cooperatively, and develop healthy relationships with peers and adults. TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Develop, implement and model effective problem solving skills	
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	Conscious Discipline® specifically guides children in being successful in managing their social and emotional behaviors during each day. TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103

<p>SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.</p>	<p>Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children are provided with strategies to solve social problems independently or with adult assistance.</p> <p>TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103</p>
PERSONAL DEVELOPMENT: SED.PD.	
SELF-AWARENESS	
Understand and analyze thoughts and emotions	
<p>SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.</p>	<p>Conscious Discipline® specifically guides children in being successful in managing their social and emotional behaviors during the Greeting Circle (pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>) each day.</p>
<p>SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.</p>	<p>TG1: 90, 93, 94, 95, 99 TG2: 13, 39, 65, 68, 90, 91, 95 TG3: 13, 34, 39, 42, 43, 44, 46, 65, 91 TG4: 13, 39, 65, 90, 91 TG5: 13, 39, 65, 70, 91, 94, 95 TG6: 13, 39, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 16, 39, 65, 91, 95</p>
Identify and assess personal qualities and external supports	
<p>SED.PD.p4.3: Describes characteristics of self and others.</p>	<p>TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101</p>
<p>SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).</p>	<p>Theme 2, My Family and Friends focuses on names of family members and friends.</p> <p>TG1: 19, 44 TG2: 16, 17, 48, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10</p>
SELF-MANAGEMENT	
Understand and practice strategies for managing thoughts and behaviors	
<p>SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.</p>	<p>TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65,</p>

	89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
SED.PD.p4.6: Develops strategies to express strong emotion and calm self, with adult help.	Conscious Discipline® strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64-65, and 90-91) to guide children to express emotion and calm self in socially acceptable ways. The CALM portion of the Greeting Circle focuses on developing positive calming strategies for children. Five core strategies are used throughout the year.
Reflect on perspectives and emotional responses	
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95
Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	TG2: 9, 35 TG3: 102 TG4: 102 TG5: 93 TG7: 91 TG9: 11, 89
SOCIAL DEVELOPMENT: SED.SD.	
SOCIAL AWARENESS	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide).</i>
	TG1: 11, 38, 91, 93, 94, 95, 99 TG2: 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 TG3: 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 TG4: 25, 35, 37, 50-51, 61, 77, 87, 89, 103 TG5: 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 TG6: 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 TG7: 8, 9, 11, 61 TG8: 9, 0, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 TG9: 36, 51, 61, 77, 89, 93, 95, 101, 103
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	<i>The Greeting Circle activities encourage children to start each day by setting the tone for their emotional well-being and challenges them to focus on pro-social skills (pages 12-13, 38-39, 64-65, 90-91 in each Teacher's Guide).</i>

	TG1: 86, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore family cultures, events, celebrations, and holidays of the local community are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95) TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Conscious Discipline® strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64-65, and 90-91) to engage children to problem solve in socially acceptable ways. TG1: 91 TG2: 99 TG3: 43
INTERPERSONAL SKILLS	
Demonstrate communication and social skills to interact effectively	
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	<i>Children engage in daily activities to learn how to appropriately interact with others during the UNITE and CONNECT portions of the Greeting Circle (pages 12-13, 38-39, 64-65, 90-91 in each Teacher's Guide).</i>
SED.SD.p4.8: Invites other children to join groups or activities.	TG1: 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-

	23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 89, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Develop and maintain positive relationships	
SED.SD.p4.9: Develops friendships with one or two preferred peers.	TG1: 11, 12, 36, 38, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved. This begins daily in the Greeting Circle and strategies are used throughout the day, ending with Closing Circle . From this foundation of safety and caring, children begin to learn how to express emotions that are acceptable for a given environment.
SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Children engage in discussions daily during the CALM portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) to understand ways to manage and resolve conflict. TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77,

	89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG5: 72, 75, 97
COMMUNICATIONS AND LITERACY STANDARDS (CL)	
LITERATURE: CLL.L.	
Key Ideas and Details	
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	TG1: 18, 42, 44, 45, 68, 71, 96 TG2: 16, 17, 18, 42, 44, 45, 68, 69, 70, 71, 94, 96 TG3: 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 17, 18, 42, 43, 44, 45, 68, 69, 70, 94, 95, 96 TG8: 16, 17, 18, 19, 21, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	TG1: 18, 71 TG2: 19, 42, 43, 70 TG3: 18, 19, 95, 97 TG4: 19, 21, 43, 45, 69 TG5: 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 17, 45 TG9: 16, 96
Craft and Structure	
CL.L.p4.4: Asks and answers questions about unknown words in a text.	TG1: 17, 69, 94, 95 TG2: 19, 42, 72 TG3: 94 TG4: 42, 95 TG5: 71 TG6: 18 TG8: 42 TG9: 19, 45, 70, 71, 98
CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<i>Children actively engage in a variety of reading experiences daily during the Read-Alouds #1 & 2 routine (pages 16-19, 42-45, 68-71 94-97 of each Teacher Guide).</i> TG2: 46, 89 TG3: 46, 89 TG4: 11, 14, 35, 61 TG6: 99 TG7: 73, 99 TG9: 21, 99
CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	TG1: 16, 18, 43 TG2: 18, 71 TG3: 96 TG5: 69, 71 TG6: 19
Integration of Knowledge and Ideas	
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72

CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	TG1: 17, 71 TG2: 19, 43, 44-45, 94-95, 96-97 TG3: 19, 42-43, 44-45, 70-71, 95 TG4: 16-17, 42-43, 44-45, 68-69, 70-71, 95, 97 TG5: 15, 68-69, 70-71 TG6: 19, 68, 96 TG7: 19, 45, 97 TG8: 43, 70-71, 96-97 TG9: 16-17, 18-19, 45, 94-95, 96-97
Range of Reading and Level of Text Complexity	
CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	TG1: 16, 18, 43, 68, 70 TG2: 18, 42, 68, 69, 70, 71, 94, 96 TG3: 16, 18, 44, 68, 70, 94, 96 TG4: 16, 18, 44, 68, 94, 95, 96 TG5: 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 TG6: 16, 18, 42, 44, 68, 70, 94, 96 TG7: 16, 18, 42, 44, 68, 70, 96 TG8: 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 TG9: 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
INFORMATIONAL TEXT (NON-FICTION): CL.IT.	
Key Ideas and Details	
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68
CL.IT.p4.2: With prompting and support, retells key details of a text.	TG1: 44, 45, 71, 97 TG2: 16, 17, 21, 68, 69, 94, 95 TG3: 16, 17, 43, 69 TG4: 17, 42, 69, 95 TG5: 19, 43 TG6: 19, 43, 70 TG7: 17, 42, 43, 69, 95 TG8: 16, 17, 21
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	TG2: 68 TG4: 17 TG5: 18, 45 TG7: 19
Craft and Structure	
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	TG1: 17, 69, 94, 95 TG2: 19, 42, 72 TG3: 94 TG4: 42, 95 TG5: 71 TG6: 18 TG8: 42 TG9: 19, 45, 70, 71, 98
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	TG1: 16, 17 TG2: 43, 68, 71, 72 TG3: 16, 69, 71 TG4: 11, 16, 17, 42, 43, 69, 95 TG5: 19, 43, 69, 95, 96, 97 TG6: 43, 47, 69, 95 TG7: 17 TG8: 24, 50, 71 TG9: 46, 72, 97, 98
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	TG1: 16, 18, 43 TG2: 18, 71 TG3: 96 TG5: 69, 71 TG6:
Integration of Knowledge and Ideas	
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	TG2: 20, 24-25, 47, 98 TG3: 8, 10, 20, 46, 47, 60, 98 TG4: 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 22-23, 46, 63, 72, 73, 74-75, 98 TG6: 11, 20, 46, 63, 72, 74-75, 89, 100-101

	TG7: 34, 50-52, 72-73, 74-75, 87, 98, 100-101 TG8: 46, 72, 98 TG9: 20, 22-23, 36, 60, 98
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	TG2: 68 TG4: 17 TG5: 18, 45 TG7: 19
Range of Reading and Level of Text Complexity	
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	TG1: 16, 18, 43, 68, 70 TG2: 18, 42, 68, 69, 70, 71, 94, 96 TG3: 16, 18, 44, 68, 70, 94, 96 TG4: 16, 18, 44, 68, 94, 95, 96 TG5: 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 TG6: 16, 18, 42, 44, 68, 70, 94, 96 TG7: 16, 18, 42, 44, 68, 70, 96 TG8: 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 TG9: 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
FOUNDATIONAL SKILLS: CL.F.	
Print Concepts (CL.F-PC)	
CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	<i>In Frog Street Pre-K children engage in activities that are age-appropriate for print concepts and build a foundation for future reading success.</i> TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	TG1: 9, 40, 66, 92 TG2: 14, 66, 92 TG5: 14, 92 TG6: 14, 40 TG7: 14 TG8: 14, 47, 73, 92 TG9: 8, 14, 40, 66, 92
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	<i>Daily Morning Message guides children to understand words are formed with letters in Step 2 - Concepts of Print. This modeling begins in Theme 1, Week 3 and continues throughout the curriculum.</i>
CL.F.p4.1c: Recognizes that letters are grouped to form words.	TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 14, 40, 66, 92 TG9: 14, 40, 66, 92
CL.F.p4.1d: Recognizes and names some upper and lowercase letters in addition to those in first name.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47,

	66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
Phonological Awareness	
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes).	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG7: 40, 46, 66, 72, 92, 98 TG8: 40, 46, 66, 72 TG9: 66, 72
CL.F.p4.2a: Recognizes and produces rhyming words.	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97
CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72
CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	
Phonics and Word Recognition	
CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	<i>In Frog Street Pre-K, children begin to explore and produce sounds associated with letters and the beginning of words which sets the foundation for further age-appropriate phonics and word analysis skill activities.</i>
CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	TG4: 40 TG5: 73, 92, 99 TG7: 21 TG8: 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 47, 73, 86
CL.F.p4.3b: Identifies own name in print.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	TG1: 47 TG2: 15, 67 TG3: 15 TG5: 47, 73, 99 TG7: 99 TG8: 47, 99 TG9: 21, 47, 99
Fluency	
N/A	
WRITING: CL.W.	
Text Types and Purposes	

CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Production and Distribution of Writing	
CL.W.p4.2: Recognizably writes a majority of the letters in their name.	TG1: 21, 34, 60 TG2: 8, 21, 34, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86 TG7: 34 TG9: 21, 73
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	TG1: 47 TG3: 8, 60 TG5: 34 TG6: 8, 21, 34, 47, 86, 99 TG7: 21 TG8: 21, 47, 86
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	TG2: 60, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86
Research to Build and Present Knowledge	
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	TG1: 21, 47, 73, 99 TG2: 21, 43, 46, 47, 73, 99 TG3: 21, 47, 49, 73, 99 TG4: 21, 47, 73, 99 TG5: 21, 34, 73, 97, 99 TG6: 21, 47, 73, 99 TG7: 21, 47, 73, 99 TG8: 21, 47, 73, 99 TG9: 21, 47, 73, 86, 94, 99
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42-43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97
SPEAKING & LISTENING: CL.SL.	
Comprehension and Collaboration	
CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104

CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic.	
CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	TG1: 18, 42, 44, 68, 71, 96 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Presentation of Knowledge and Ideas	
CL.SI.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
CL.SL.p4.4: Able to tell another person about what they have drawn.	TG1: 47 TG3: 8, 60 TG5: 34 TG6: 8, 21, 34, 47, 86, 99 TG7: 21 TG8: 21, 47, 86
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	TG1: 40, 52 TG6: 72
LANGUAGE STANDARDS: CL.LS.	
Conventions of Standard English	
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	TG1: 21, 34, 47, 60, 99 TG2: 8, 21, 34, 47, 99 TG3: 21, 34, 47 TG4: 21, 47, 73, 99 TG5: 47, 60, 86, 95, 99 TG6: 47, 60, 86, 99 TG7: 21, 34, 47, 73 TG8: 21, 35, 47, 73, 99 TG9: 21, 47, 73
CL.LS.p4.1a: Prints some upper- and lower-case letters (e.g., letters in their name).	TG2: 21, 34, 47, 60, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34, 47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99
CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	TG1: 24, 46 TG2: 20, 47, 73, 98, 99 TG3: 20, 21, 46, 47, 60, 72, 98 TG4: 20, 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 20, 22-23, 46, 47, 72, 73, 98-99 TG6: 8, 11, 20, 46, 60, 63, 72, 89, 98, 99 TG7: 8, 15, 20, 22-23, 34, 46, 48-49, 72-73, 98, 100-101 TG8: 9, 11, 2-, 35, 36, 46, 72, 99 TG9: 20, 46-47, 60, 98-99
CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	

CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	TG2: 20, 24-25, 47, 98 TG3: 8, 10, 20, 46, 47, 60, 98 TG4: 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 22-23, 46, 63, 72, 73, 74-75, 98 TG6: 11, 20, 46, 63, 72, 74-75, 89, 100-101 TG7: 34, 50-52, 72-73, 74-75, 87, 98, 100-101 TG8: 46, 72, 98 TG9: 20, 22-23, 36, 60, 98
CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TG1: 36, 48 TG2: 23, 37, 50-51, 96-97 TG3: 10, 22-23, 47 TG4: 22-23, 48-49, 72, 74-75 TG5: 16-17, 18-19, 22-23, 42-43, 44-45, 72, 74-75, 96-97 TG6: 11, 16-17, 18-19, 20, 42-43, 44-45, 46, 48-49, 62, 68-69, 70-71, 74-75 TG7: 15, 50-51, 70-71 TG8: 68-69 TG9: 42-43, 44-45, 60, 70-71, 94-95
CL.LS.p4.1f: Produces complete sentences in shared language activities.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	TG6: 47 TG8: 60 TG9: 60
Vocabulary Acquisition and Use	
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 17, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 20, 21, 26, 42, 44, 46, 52, 68, 70, 72, 78, 94, 96, 97, 98, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.	
CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	TG4: 86, 87, 88, 89, 90-91, 94-95, 96-97, 98, 100-101, 102
CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104

	<p>TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p>
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	<p>TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64</p>
MATHEMATICS (M)	
COUNTING & CARDINALITY: M.CC.	
Know number names and the count sequence	
M.CC.p4.1: Counts in sequence to 30.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	<p><i>Children engage in age appropriate learning activities and practice center activities to know number names and the count sequence.</i></p> <p>TG1: 22 TG2: 75, 100, 101 TG6: 22, 23, 36, 49 TG8: 75, 76 TG9: 87</p>
Count to tell the number of objects	
M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	<p>TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100</p>
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	<p>TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101</p>
M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	<p>TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87</p>
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	TG2: 75, 101 TG5: 101 TG8: 74, 75 TG9: 48, 74, 75

M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
Compare Numbers	
M.CC.p4.6: Identifies 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 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less).	TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).	TG2: 36, 48, 49, 62 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	<i>Children will begin to compare numbers and quantities in daily Math Literacy Center and STEAM lessons.</i> TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
OPERATIONS & ALGEBRAIC THINKING: M.OA.	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 23, 36, 48, 64 TG9: 62, 74, 75, 88
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	
M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).	TG3: 88, 100, 101 TG5: 50 TG6: 36, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 Resources: Strategy Card – Patterning
MEASUREMENT & DATA: M.MD.	

Describe and compare measurable attributes	
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 101 TG7: 24, 37, 76, 87, 101 TG8: 24, 101 TG9: 19, 22, 50, 102
M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	Resources: Strategy Card – Measurement , Photo Cards
Classify objects and count the number of objects in each category	
M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.	TG1: 101 TG2: 24-25, 76-77 TG3: 76-77 TG4: 36, 48-49, 52, 62, 102-103 TG5: 9, 25, 62 TG6: 50-51, 76-77
M.MD.p4.4: Collects data by categories to answer simple questions.	Resources: Strategy Card - Geometry
	TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101
GEOMETRY: M.G.	
Identify and Describe Shapes	
(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	
M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
	Resources: Strategy Card - Geometry
Analyze, compare, create and compose shapes	
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
M.G.p4.4: Creates shapes during play by building, drawing, etc.	TG2: 11, 37, 63 TG3: 87 TG4: 48, 102-103 TG5: 10, 11, 36, 62 TG6: 63, 89 TG7: 35 TG8: 9, 35 TG9: 61, 87

M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	TG1: 23, 101 TG3: 75, 76 TG4: 22, 23, 36, 48, 49, 62, 88, 101 TG5: 15, 22, 23, 62, 74, 75 TG9: 75
SCIENCE STANDARDS (S)	
MOTION & STABILITY: FORCES & INTERACTIONS	
S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	TG2: 50 TG3: 24, 37 TG4: 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	
ENERGY	
S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	<i>In Frog Street Pre-K, children begin to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.</i> TG1: 44, 45, 62, 71, 88 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45
FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES	
S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	TG1: 35 TG2: 72 TG4: 9, 15, 18, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	
EARTH'S SYSTEMS	
S.p4.6: Observes and discusses changes in weather and seasons using common weather-related vocabulary (e.g., rainy, sunny, cold, windy).	TG1: 71 TG3: 47 TG8: 97 TG9: 38, 40, 41, 42, 43, 44, 45
S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	TG7: 19, 63, 70, 97 TG9: 10, 18
S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	TG1: 3, 11, 19, 37, 51, 63, 77, 89 TG3: 65 TG4: 38 TG6: 44, 70 TG7: 11 TG8: 13, 69, 87 TG9: 63
EARTH & HUMAN ACTIVITY	
S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	TG1: 35 TG2: 72 TG4: 9, 15, 18, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44,

	45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	Frog Street Pre-K engages children in activities that show how people use objects and natural resources in their environment. TG1: 45 TG2: 63 TG6: 45, 95 TG7: 9, 42, 43, 62, 63, 68, 69, 70, 71, 94, 95, 96, 97 TG8: 9, 10, 16, 17, 18, 19, 36, 42, 43, 45, 62, 63, 68, 69, 70, 71, 87, 89, 94, 95, 96, 97 TG9: 69
S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	TG1: 44, 45, 71 TG8: 97 TG9: 34, 37, 38, 41, 42, 43, 44, 45
S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	TG1: 3, 11, 19, 37, 51, 63, 77, 89 TG3: 65 TG4: 38 TG6: 44, 70 TG7: 11 TG8: 13, 69, 87 TG9: 63
SOCIAL STUDIES (SS)	
GOVERNMENT	
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	TG7: 19, 63, 70, 97 TG9: 10, 18
ECONOMICS	
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).	TG2: 68, 76 TG3: 8,11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24-25, 102-103
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	
GEOGRAPHY	
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/ down, here/there).	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
SS.p4.5: Creates simple “maps” or drawings of familiar places.	TG2: 44, 96 TG3: 69 TG4: 45 TG6: 44, 63, 69, 70, 71, 102 TG8: 69
SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	TG1: 63 TG2: 43, 44, 96 TG3: 69 TG4: 45 TG5: 11 TG6: 44, 63, 69, 70, 71, 102 TG8: 69

SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	TG1: 71 TG3: 47 TG8: 97 TG9: 38, 40, 41, 42, 43, 44, 45
SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	TG1: 3, 11, 19, 37, 51, 63, 77, 89 TG3: 65 TG4: 38 TG6: 44, 70 TG7: 11 TG8: 13, 69, 87 TG9: 63
KANSAS, UNITED STATES & WORLD HISTORY	
SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	<i>Cultural Responsiveness 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. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i> TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95
SS.p4.10: Names city and state where he/she lives.	<i>In Frog Street Threes, children engage in activities to help them to be aware of the world around them such as their school, home, and community.</i> TG1: 12, 38, 64, 69 TG2: 12, 38, 90 TG4: 18, 20 TG5: 14, 71 TG6: 97 TG8: 12, 38, 90
SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	TG1: 16, 19, 24, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 102 TG9: 22, 23, 90
CREATIVE ARTS (CA)	
DANCE	
CA.p4.1: Physical: CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	<i>Daily Music and Movement Activities engage children in theme-based movement activities for creative expression through drama and movement.</i> TG1: 15, 38, 41, 48, 64, 93 TG2: 15, 41, 67, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 15, 41, 67, 93 TG5: 15, 38, 41, 64, 67, 89, 93 TG6: 12, 15, 37, 41, 64, 67, 90, 93 TG7: 41, 67, 93, 95 TG8: 15, 67, 93 TG9: 15, 41, 67, 93
CA.p4.1b: Skips, slides, leaps.	
CA.p4.2: Responding: CA.p4.2a: Dances to music with varying tempos.	
CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	

CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	
CA.p4.3: Creating: CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	
CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	
CA.p4.4: Understanding CA.p4.4a: Able to listen and carry out instruction.	
CA.p4.4b: Able to create movement and discovery.	
MUSIC	
CA.p4.5: Physical: CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93
CA.p4.6: Responding: CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	
CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	
CA.p4.7: Creating: CA.p4.7a: Creates own songs and movements, includes musical instruments.	
CA.p4.7b: Vocalizes and uses instruments in more complex music/songs.	
CA.p4.8: Understanding: CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	
ACTING/THEATER	
CA.P4:9: Physical: CA.p4.9a: Takes a role in acting out a story.	TG1: 89, 91, 97 TG2: 10, 36, 37, 41, 62, 63, 69, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 11, 17, 19, 35, 43, 61, 69, 97 TG5: 41, 67, 69, 87, 88 TG6: 11, 16, 17, 63, 89 TG7: 22, 67, 71, 89, 97 TG8: 93 TG9: 15, 36
CA.p4.9b: Creates dialogue specific to a type of character.	
CA.p4.10: Responding:	

CA.p4.10a: Anticipates story plot and structure of story.	
CA.p4.10b: Assumes roles in dramatic play situations.	
CA.p4.10c: Interacts with others in listening and responding in dramatic role.	
CA.p4.10d: Demonstrates feelings with body and voice.	
CA.p4.11: Creating: CA.p4.11a: Dictates a story.	
CA.p4.11b: Repeats dialogue and movement to tell a story.	
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	
A.p4.11d: Uses costumes to create character with dialogue.	
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	
CA.p4.11f: Uses props/objects in creative ways to promote and create story.	
CA.p4.12: Understanding: CA.p4.12a: Retells stories.	
CA.p4.12b: Uses imagination to create dramatic roles.	
CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	
CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	
VISUAL ARTS	
CA.p4.13: Physical: CA.p4.13a: Uses a variety of materials to create art.	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
CA.p4.13b: Shows skill with scissors.	<i>In Frog Street Pre-K, children practice fine motor skills such as cutting with scissors in Weekly Practice Centers: ABC, Fine Motor, Writing, Creativity, and Sensory.</i> TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87 TG9: 9, 10, 11, 35, 61, 63, 87

CA.p4.14: Responding: CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
CA.p4.14b: Drawings suggest real life.	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4:
CA.p4.14c: Drawings becoming better defined, more detail.	35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88
CA.p4.15: Creating: CA.p4.15a: Tells stories/works out problems with drawings.	TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	
CA.p4.16: Understanding: CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
CA.p4.16b: Discusses own artistic creations and those of others.	