

North Carolina Foundations for Early Learning and Development Correlation to Frog Street Pre-K



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North Carolina Foundations for Early Learning and Development – Developmental Indicators	Frog Street Pre-K Teacher Guide Page References
Approaches to Learning	
Curiosity, Information – Seeking, and Eagerness	
Goal APL – 1: Children show curiosity and express interest in the world around them.	
APL-1m Discover things that interest and amaze them and seek to share them with others.	TG1: 11, 23, 24-25, 36, 50-51, 76-77, 87, 102-103 TG2: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG3: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG4: 24-25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 TG5: 9, 11, 24-25, 35, 49, 50-51, 62, 63, 76-77, 87, 89, 102-103 TG6: 24-25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24- 25, 50-51, 76-77, 89, 91, 102-103 TG8: 9, 24-25, 50-51, 63, , 76-77, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102- 103
APL-1n Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	
APL-1o Show interest in a growing range of topics, ideas, and tasks.	
APL-1p Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	
Goal APL-2: Children actively seek to understand the world around them.	
APL-2l Ask questions to find out more about the things that interest them, including questions about future events.	TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77, 102-103 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 50-51, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 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 TG8: 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 TG9: 9, 11, 24- 25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
APL-2m Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).	
APL-2n Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).	

Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	
APL-3r Develop and sustain more complex pretend play themes in cooperation with peers.	<p>Conscious Discipline[®] specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>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>
APL-3s Use more complex and varied language to share ideas and influence others during play.	
APL-3t Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	
APL-3u Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do.").	
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
APL-4l Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	<p>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn and Gross Motors Practice Centers invite children to use their own creativity and imagination to recreate experiences/ideas.</p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>
APL-4m Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	
APL-4n Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	
APL-4o Make up stories, songs, or dances for fun during play.	

Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
APL-5o Express a belief that they can do things that are hard.	<p><i>The daily Music and Movement activities invite children to seek new challenges and experiences. The Fine Motor Center encourages children to try new experiences independently.</i></p> <p>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</p>
APL-5p Approach new experiences independently.	
APL-5q Ask to participate in new experiences that they have.	
APL-5r Independently seek new challenges.	
Goal APL-6: Children use a variety of strategies to solve problems.	
APL-6n Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	<p>TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102</p>
APL-6o Describe the steps they will use to solve a problem.	
APL-6p Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	
APL-6q Explain how they solved a problem to another person.	
Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative.	
APL-7j Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	<p>Conscious Discipline[®] <i>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.</i></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>

APL-7k Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	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
APL-7l Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).	TG1: 70, 91 TG2: 10, 11, 25, 36, 37, 50-51, 63, 69, 77 TG3: 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 TG4: 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 TG5: 9, 11, 38, 62, 63, 67, 69, 88, 97 TG6: 11, 35, 37, 61, 63, 87, 89 TG7: 9, 22, 74, 88, 89, 97 TG8: 9, 10, 11, 93 TG9: 15, 36, 61, 89
Goal APL-8: Children maintain attentiveness and focus.	
APL-8k Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	TG1: 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 TG4: 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 TG6: 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
APL-8l Consistently remain engaged in self-directed activities	
Goal APL-9: Children persist at challenging activities.	
APL-9h Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	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
APL-9i When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again)	
APL-9j Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	
APL-9k Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	
Emotional and Social Development (ESD)	
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
ESD-1o Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	TG1: 12, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71

ESD-1p Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The UNITE portion of the Greeting Circle focuses on bringing children together as a group and developing a sense of belonging.</p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
ESD-1q Choose to spend more time on preferred activities, and express awareness of skills they are developing.	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
ESD-2n Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	<p><i>The Closing Circle</i> engages children in discussions to reflect on their day – activities and accomplishments that they enjoyed about the day.</p> <p>TG1: 12, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71</p>
ESD-2o Express the belief that they can do many things.	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89
ESD-2p Stick with tasks even when they are challenging.	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
ESD-2q Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”).	TG1: 78 TG3: 39 TG4: 78, 104 TG5: 26 TG8: 71 TG9: 90
Developing a Sense of Self with Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
ESD-3q Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42 Welcome Guide: 35
ESD-3r Form positive relationships with new teachers or caregivers over time.	
ESD-3s Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).	

Goal ESD-4: Children form relationships and interact positively with other children	
ESD-4p Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing).	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive social interactions and play daily. STEAM lessons (Teaching Guides pages. 24-24, 50-51, 76-77, 102-103) and Practice Centers (Teaching Guides pages. 8-11, 34-37, 60-63, 86-89) also encourage children to interact positively with others.</p> <p>TG1: 11, 13, 39, 95 TG2: 10, 37, 62, 87, 89, 95, 101 TG3: 10, 11, 35, 38, 43, 44 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 12, 61, 88 TG8: 9, 10, 87 TG9: 51 89</p> <p>Welcome Guide: 83</p>
ESD-4q Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	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
ESD-4r Seek and give support with children they identify as friends.	
ESD-4s Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together).	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89
ESD-4t Play and interact cooperatively with other children (work on project together, exchange ideas).	
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
ESD-5q Follow social rules, transitions, and routines that have been explained to them.	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

ESD-5r Make requests clearly and effectively most of the time.	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle, COMMIT focuses on engaging children in activities that help them be effective communicators, manage their own behaviors and problem-solve in socially acceptable ways daily. During Closing Circle children reflect on their commitments made to be successful in the day.</p> <p>TG1: 38, 64, 90 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</p> <p>Resources: Conscious Discipline Manual</p>
ESD-5s Balance their own needs with those of others in the group.	
ESD-5t Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	
ESD-5u Use a variety of strategies to solve problems and conflicts with increasing independence	
ESD-5v Express respect and caring for all people, including people with disabilities and those from different cultures.	<p>Cultural Responsiveness 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)</p> <p>TG1: 65, 91, 94 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95</p>
Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings.	
ESD-6o Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	<p>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</p> <p>Welcome Guide: 46</p> <p>Resources: Conscious Discipline Manual</p>

ESD-6p Independently manage and express feelings effectively most 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
ESD-6q Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).	
ESD-6r Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).	Welcome Guide: 46 Resources: Conscious Discipline Manual
ESD-6s Use problem-solving strategies when feeling angry or frustrated	Conscious Discipline ® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle focuses on using problem-solving strategies in socially acceptable ways daily.</i> TG1: 86, 87, 88, 89, 90, 91, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 90, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91, 103 TG9: 13, 39, 65, 91, 95 Welcome Guide: 46 Resources: Conscious Discipline Manual
Goal ESD-7: Children recognize and respond to the needs and feelings of others.	
ESD-7n Communicate understanding and empathy for others’ feelings.	TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91
ESD-7o Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).	TG1: 65, 91, 94 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95
ESD-7p Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).	

Health and Physical Development (HPD)	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits.	
HPD-1s Try new foods.	Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating, including trying new foods. TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
HPD-1t Feed themselves with utensils independently.	TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19
HPD-1u Given a selection of familiar foods, identify which foods are nutritious and which are not.	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
HPD-1v Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating and healthy bodies.
HPD-1w Name foods and beverages that help to build healthy bodies.	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
Goal HPD-2: Children engage in active physical play indoors and outdoors.	
HPD-2o Develop strength and stamina by spending extended periods of time playing vigorously.	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: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
HPD-2p Develop strength and stamina by spending extended periods of time playing vigorously.	
HPD-2q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	
HPD-2r Transition independently from active to quiet activities most of the time.	TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG5: 72, 75, 97
Goal HPD-3: Children develop healthy sleeping habits.	
HPD-3k Communicate ways sleep keeps us healthy and makes us feel good.	Theme 3 Healthy, Helpful Me focuses on healthy habits including sleep.
HPD-3l Independently start and participate in sleep routines most of the time.	TG3: 93

Motor Development	
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
HPD-4p Coordinate movement of upper and lower body.	TG1: 35, 61, 93 TG2: 27, 63, 88, 89 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 89, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 37, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
HPD-4q Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	
HPD-4r Move quickly through the environment and be able to stop (run fast, pedal fast).	
HPD-4s Show awareness of own body in relation to other people and objects while moving through space.	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
HPD-5m Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	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
HPD-5n Engage in complex handeye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).	
HPD-5o Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).	
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
HPD-6i Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	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>HPD-6j Consistently use strategies to calm themselves when needed.</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to calm themselves when needed in socially acceptable ways.</i></p> <p>TG1: 38, 64, 90 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</p> <p>Resources: Strategy Card - Calming Strategies</p>
<p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p>	
<p>HPD-7p Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p>Frog Street Pre-K Welcome Guide: Foundations for Implementation: 99- 102, 104</p>
<p>HPD-7q Dress and undress themselves independently.</p>	<p><i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.) throughout all of the Frog Street Pre-K themes.</i></p> <p>TG1: 44, 69 TG3: 11, 12, 17</p>
<p>HPD-7r Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).</p>	<p>Theme 3, Safe, Healthy, Helpful Me <i>focuses on healthy habits and hygiene.</i></p> <p>TG1: 44, 69 TG3: 11, 17</p>
<p>HPD-7s Eat with a fork.</p>	<p>TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19</p>
<p>HPD-7t Perform tasks to maintain the indoor and outdoor learning environment independently.</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>HPD-7u Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).</p>	<p>Theme 3, Safe, Healthy, Helpful Me <i>focuses on healthy habits and hygiene.</i></p> <p>TG1: 44, 69 TG3: 11, 17</p>

Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
HPD-8m Avoid potentially dangerous behaviors.	TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG7: 95 TG9: 36, 41, 42, 88
HPD-8n Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	
HPD-8o Independently follow basic safety rules.	
HPD-8p Identify people who can help them in the community (police, firefighter, nurse).	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me focus on those who can help keep children well and safe. TG3: 10, 11, 15, 17, 19, 22
Language Development and Communication (LDC)	
Learning to Communicate	
Goal LDC-1: Children understand communications from others.	
LDC-1n Show understanding of increasingly complex sentences.	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
LDC-1o Respond to requests for information or action.	TG1: 18, 52, 62, 64, 103 TG2: 16, 18, 26, 42, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78, 104 TG8: 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
LDC-1p Follow more detailed multistep directions.	TG1: 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 40, 66, 67, 99 TG3: 15, 19, 47, 47, 94 TG4: 16, 37, 46, 67, 76 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 46, 72, 98 TG9: 72

Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
LDC-2l Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	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
LDC-2m Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	
LDC-2n Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	
LDC-2o Participate in a group discussion, making comments and asking questions related to the topic.	
LDC-2p Appreciate and use humor.	
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
LDC-3f Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”).	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
LDC-3g Ask specific questions to learn more about their world, understand tasks, and solve problems.	
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
LDC-4j Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to communicate using verbal and nonverbal cues. 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
LDC-4k Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	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
LDC-4l Speak clearly enough to be understood by most people.	TG1: 40, 52 TG6: 72

Goal LDC-5: Children describe familiar people, places, things, and events.	
LDC-5f Describe experiences and create and/or retell longer narratives.	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
Goal LDC-6: Children use most grammatical constructions of their home language well.	
LDC-6i Speak in full sentences that are grammatically correct most of the time.	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
Goal LDC-7: Children respond to and use a growing vocabulary.	
LDC-7o Repeat familiar songs, chants, or rhymes.	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 Resources: Strategy Card - Vocabulary
LDC-7p Use a growing vocabulary that includes many different kinds of words to express ideas clearly.	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 Resources: Strategy Card - Vocabulary
LDC-7q Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).	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, 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 Resources: Strategy Card - Vocabulary
Foundations for Reading	
Goal LDC-8: Children develop interest in books and motivation to read.	
LDC-8m Engage in reading behaviors independently with increased focus for longer periods of time.	TG1: 11, 42, 71, 73, 96, 99 TG2: 18, 42, 44, 45, 73 TG3: 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 TG4: 14, 16, 19, 42, 44, 68, 71, 97 TG5: 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 71, 94 TG7: 16, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99
LDC-8n Use and share books and print in their play.	
LDC-8o Listen to and discuss increasingly complex storybooks, information books, and poetry.	

Goal LDC-9: Children comprehend and use information presented in books and other print media.	
LDC-9o Imitate the special language in storybooks and story dialogue with accuracy and detail.	TG1: 18, 71, 97 TG2: 18, 19, 42, 43, 70, 71 TG3: 18, 19, 45, 71, 95, 97, 99 TG4: 17, 19, 21, 41, 43, 44, 45, 61, 69 TG5: 11, 68, 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 9, 17, 21, 45 TG8: 36, 62 TG9: 16, 95, 96
LDC-9p Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	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
LDC-9q Use knowledge of the world to make sense of more challenging texts.	TG1: 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94, 95, 98 TG2: 16, 17, 19, 21, 42, 44, 45, 60, 68, 69, 70, 71, 72, 94, 95, 96, 97 TG3: 16, 17, 18, 19, 42, 43, 44, 45, 63, 68, 69, 71, 94, 95, 96, 97 TG4: 16, 17, 18, 19, 42, 43, 44, 45, 68, 69, 71, 94, 95, 96, 97 TG5: 17, 18, 19, 42, 43, 44, 45, 46, 68, 69, 70, 95, 96, 97 TG6: 17, 18, 19, 42, 43, 45, 68, 69, 94, 95, 97 TG7: 19, 42, 45, 68, 94 TG8: 16, 17, 44, 68, 71, 72, 94 TG9: 42, 68, 71, 73
LDC-9r Relate personal experiences to an increasing variety of events described in familiar and new books.	TG1: 42, 43, 44, 68, 69, 72, 94, 95, 98 TG2: 16, 17, 19, 44, 45, 60, 68, 69, 71, 72, 94, 95, 97 TG3: 16, 17, 18, 42, 43, 45, 68, 69, 71 TG4: 16, 18, 19, 45, 71, 94, 95, 96, 97 TG5: 17, 42, 43, 44, 45, 46, 96, 97 TG6: 42, 43, 45 TG7: 19, 42, 94 TG8: 17, 68, 72 TG9: 42, 68, 71, 73
LDC-9s Ask more focused and detailed questions about a story or the information in a book.	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
LDC-9t Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	
Goal LDC-10: Children develop book knowledge and print awareness.	
LDC-10k Hold a book upright while turning pages one by one from front to back.	TG1: 47, 86, 95 TG2: 8, 34, 89 TG3: 34 TG4: 35, 61 TG5: 43 TG6: 21, 99 TG7: 8, 16, 60 TG8: 8, 60 TG9: 8
LDC-10l Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story.").	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
LDC-10m Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).	

LDC-10n With prompting and support, run their finger under or over print as they pretend to read text.	TG1: 9, 40, 47, 66, 73, 86, 92, 94, 99 TG2: 8, 14, 16, 34, 66, 92 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 14, 16, 21, 44, 70, 92, 95, 96 TG6: 14, 16, 40, 44, 70, 96 TG7: 8, 14, 16, 18, 44, 60, 70, 96 TG8: 8, 14, 18, 44, 47, 60, 70, 73, 92, 96 TG9: 8, 14, 40, 44, 66, 70, 92, 96
LDC-10o Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	
LDC-10p Identify their name and the names of some friends when they see them 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
Goal LDC-11: Children develop phonological awareness.	
LDC-11i Enjoy rhymes and wordplay, and sometimes add their own variations.	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
LDC-11j Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	Syllables: TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72
LDC-11k Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	Onset-Rime TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
LDC-11l Associate sounds with specific words, such as awareness that different words begin with the same sound.	Resources: Strategy Cards – Rhyming Words, Syllables, Onset-Rime
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
LDC-12e Demonstrate an interest in learning the alphabet.	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
	Resources: Strategy Card – Letter Wall, Letter Builder Set, Letter Cards

LDC-12f Show they know that letters function to represent sounds in spoken words.	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
LDC-12g Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.	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
LDC-12h Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”).	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
LDC-12i Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98
Foundations for Writing	
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
LDC-13f Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	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
LDC-13g Communicate their thoughts for an adult to write.	
LDC-13h Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols)	Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own in the Writer’s Corner Practice Center. 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
	Resources: Strategy Card – Morning Message

Goal LDC-14: Children use knowledge of letters in their attempts to write.	
LC-14c Use known letters and approximations of letters to write their own name and some familiar words.	TG1: 21, 34, 60 TG2: 8, 21, 34, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86 TG7: 34 TG9: 21, 73
LC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	TG6: 47 TG8: 60 TG9: 60
Goal LDC-15: Children use writing skills and conventions.	
LC-15i Use a variety of writing tools and materials with increasing precision.	<i>The Writer’s Corner Practice Center provides opportunities for children to increase their control of writing tools.</i> TG1: 8, 34, 60, 86 TG2: 8, 34, 60, 86 TG3: 8, 34, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86 TG6: 8, 34, 60, 86 TG7: 8, 34, 60, 86 TG8: 8, 34, 60, 86 TG9: 6, 34, 60, 86
LC-15j Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).	Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own.
LC-15k Use some conventional letters in their writing.	TG2: 47, 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 Resources: Strategy Card – Morning Message
Cognitive Development (CD)	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
CD-1k Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	TG2: 50 TG3: 24, 37 TG4: 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
CD-1l Express knowledge gathered through their senses using play, art, language, and other forms of representation.	
CD-1m Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	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
CD-1n Organize and use information through matching, grouping, and sequencing.	TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97

Goal CD-2: Children recall information and use it for new situations and problems.	
CD-2u Demonstrate their ability to apply what they know about everyday experiences to new situations.	TG1: 18, 52, 76, 92 TG2: 14, 26, 52, 69, 78, 104 TG3: 26, 52, 68, 70, 78, 95, 104 TG4: 17, 18, 26, 44, 52, 71, 78, 97, 104
CD-2v Describe past events in an organized way, including details or personal reactions.	TG5: 17, 26, 44, 52, 75, 78, 104 TG6: 14, 17, 26, 44, 45, 52, 66, 71, 78, 96, 97, 104 TG7: 19, 26, 45, 50, 52, 71, 78, 97, 104
CD-2w Improve their ability to make predictions and explain why things happen using what they know.	TG8: 19, 26, 45, 52, 63, 78, 89, 104 TG9: 26, 52, 78, 104
CD-2x Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	
CD-2y Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	TG1: 88, 103 TG2: 50, 95 TG3: 24, 37, 102 TG4: 37, 50, 62, 87 TG5: 35, 68, 69, 102 TG6: 47, 63, 68 TG9: 11, 37, 63
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
CD-3i Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.>").	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89
CD-3j Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't.>").	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
CD-3k Use language to describe their thinking processes with adult support.	TG1: 50, 61 TG2: 26, 52, 78, 104 TG3: 26, 43, 45, 50, 52, 78, 95, 104 TG4: 26, 52, 78, 104 TG5: 11, 26, 52, 63, 78, 87, 88, 95, 104 TG6: 26, 52, 78, 104 TG7: 26, 52, 78, 104 TG8: 26, 52, 78, 104 TG9: 17, 18, 26, 52, 78, 97, 104
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
CD-4i Express pleasure in different forms of art (call something "pretty," express preferences, choose to look at book of photographs or listen to music again).	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
CD-4j Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	
CD-4k Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show.>").	

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
CD-5r Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	<p><i>The Music and Movement portion of the day invites children to express themselves through a variety of creative experiences. Read-Aloud activities and the Pretend and Learn and Creativity Practice Centers also offer opportunities for self-expression and creativity.</i></p> <p>TG1: 15, 38, 41, 48, 64, 93, 97 TG2: 15, 41, 67, 69, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 11, 15, 17, 19, 41, 43, 67, 69, 93, 97 TG5: 15, 38, 41, 64, 67, 69, 89, 93 TG6: 12, 15, 16, 17, 37, 41, 64, 67, 90, 93 TG7: 22, 41, 67, 93, 95, 97 TG8: 15, 67, 93 TG9: 15, 41, 67, 93</p>
CD-5s Plan and act out scenes based on books, stories, everyday life, and imagination.	<p><i>Two daily Read-Aloud lessons and the Pretend and Learn and Creativity Practice Centers engage children in ways to use their imagination based on experiences from books, stories, and everyday life.</i></p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>
CD-5t Plan and complete artistic creations such as drawings, paintings, collages, and sculptures	<p>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</p>
CD-5u Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).	<p><i>The Music and Movement portion of the day engages children in activities to listen and respond to music as well as providing opportunities for them to participate with instruments and singing to express their own individual creativity.</i></p>
CD-5v Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.	<p>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</p>

Social Connections	
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
<p>CD-6k Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. <i>The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive relationships with adults and peers daily. Frog Street At Home engages children in their families to share experiences and build strong relationships.</i></p> <p>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</p>
<p>CD-6l Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.</p>	<p>Music and Movement activities, Read-Aloud lessons, and the Pretend and Learn Practice Center offer engaging opportunities for children to role play family and community members with props, language, and actions.</p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>
<p>CD-6m Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).</p>	<p>TG3: 8, 11, 16, 20, 21 TG5: 19</p>

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
CD-7e Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	<p>Conscious Discipline strategies introduced each day in the Greeting Circle engage children in activities to develop a sense of belonging to the preschool classroom. Theme 1, My School and Me, Week 1: My School and Theme 2: My Family, Week 1: My Family and Week 2: My Relatives address groups with which children can identify.</p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
CD-8f Show acceptance of people who are different from themselves as well as people who are similar.	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Theme 2, My Family focuses on family groups. 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)</p> <p>TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95</p>
CD-8g Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”).	<p>Theme 2, My Family, Week 1: My Family and Week 2: My Relatives focuses on family members and structures.</p> <p>TG2: 16, 17, 48, 97 TG6: 97</p>
CD-8h Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and various cultures 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)</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>

Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
CD-9f Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	Theme 2, My Family and Friends focuses on families and their homes and communities. TG2: 19, 24, 37, 44
CD-9g Observe and talk about changes in themselves and their families over time.	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore ways children and their families change over time are encouraged in Theme 9 Changes, Week 4: Then and Now. 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) TG9: 86, 87, 88, 89, 90, 94, 96, 97, 98, 99, 104
CD-9h Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).	Theme 9 Changes: Week 2: Earth Changes engages children to observe and talk about seasonal changes and weather conditions. TG1: 44, 45, 71 TG8: 97 TG9: 34, 37, 38, 41, 42, 43, 44, 45
CD-9i Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).	TG3: 68, 69
CD-9j Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).	TG1: 13, 24, 26, 39, 65, 78, 90, 91, 104 TG2: 12, 13, 39, 65, 91 TG3: 12, 13, 21, 39, 44, 65, 91, 99 TG4: 13, 39, 52, 64, 65, 73, 91 TG5: 12, 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 73, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
CD-10n Rote count in order to 20 with increasing accuracy.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23 Resources: Strategy Card - Counting
CD-10o Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	TG2: 36, 48, 49, 62 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88 Resources: Strategy Card - Counting

CD-10p Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 49, 74 TG4: 50 TG5: 48, 49, 88, 100, 101, 102 TG6: 23, 62, 100 TG7: 22, 48, 74, 102 TG8: 48, 49, 62, 74, 75, 88, 100, 102 TG9: 10, 75, 87, 101 Resources: Strategy Card - Counting
CD-10q Given a number 0-5, count out that many objects.	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 Resources: Strategy Card - Counting
CD-10r Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.	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 Resources: Strategy Card - Counting
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
CD-10s Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 64 TG9: 88 Resources: Strategy Card – Number Operations
CD-10t Write numerals or number-like forms during play and daily activities.	TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
CD-10u Match numerals 1-5 to sets of objects, with guidance and support	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
CD-10v Recognize some numerals and attempt to write them during play and daily activities.	TG3: 10, 22, 23, 36, 49, 88 TG6: 8, 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87, 101
CD-10w Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).	TG3: 10, 22, 23 TG6: 48, 49

Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
CD-11l Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 11, 19, 22, 50, 102
CD-11m Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 19, 22, 50, 102 Resources: Strategy Card - Measurement
CD-11n Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 11, 19, 22, 50, 102
CD-11o Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).	Resources: Strategy Card - Measurement
CD-11p Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color).	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49 Resources: Strategy Card - Classification
CD-11q Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	TG1: 72 TG3: 88, 100, 101 TG5: 50 TG6: 36, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 Resources: Strategy Card - Patterning
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.	
CD-12k Consistently use a variety of words for positions in space, and follow directions using these words.	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
CD-12l Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG8: 74 TG9: 88, 100 Resources: Strategy Card - Geometry
CD-12m Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).	TG1: 37, 88, 100, 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 62, 88, 101 TG5: 10, 15, 22, 23, 62, 74, 75, 101 TG7: 61 TG8: 37 TG9: 88, 100 Resources: Strategy Card - Geometry
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
CD-13e Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	TG1: 23, 101 TG2: 10, 22, 23, 48, 49, 74, 75, 100, 101 TG3: 36, 75 TG4: 75 TG5: 49, 88, 100, 101 TG7: 22, 23, 48, 75, 101 TG8: 48, 49, 74, 76 TG9: 74, 75, 100

<p>CD-13f Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p>	<p><i>Children use observation and counting to connect math to their every day world during Math Small Group lessons and Math Practice Centers.</i></p> <p>TG1: 17, 48, 49 TG2: 22, 74, 100 TG3: 10, 22, 23, 48, 62, 100, 101 TG4: 74, 100 TG5: 48, 49 TG6: 48, 49, 100 TG7: 48, 49, 100 TG8: 22, 100 TG9: 49</p> <p>Resources: Strategy Card – Math Routines</p>
<p>CD-13g Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question).</p>	<p><i>Children use various materials to collect and organized data in Math Small Group lessons and STEAM activities.</i></p> <p>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</p>
<p>CD-13h Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”).</p>	<p>TG1: 23, 36, 48, 49, 62, 74, 75, 77, 100 TG2: 22, 48, 49, 74, 75 TG3: 10, 74, 75, 101 TG4: 23, 49, 75, 100, 101 TG5: 22, 23, 74 TG6: 74, 75, 101 TG7: 23, 49, 75, 87 TG9: 101</p> <p>Resources: Strategy Cards – Number Operations, Patterning</p>
<p>Scientific Exploration and Knowledge</p>	
<p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p>	
<p>CD-14k Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>	<p>TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37 TG7: 37 TG8: 37, 61 TG9: 37, 43, 69</p>
<p>CD-14l Notice and react to the natural world and the outdoor environment.</p>	<p><i>Children participate in activities throughout the year that focus on the natural world and outdoor environment through STEAM activities, Outdoor Activities, and Science and Sensory Practice Centers – identifying and observing changes in the earth and sky, weather/seasonal changes, temperature changes, earth materials, etc. Theme 9, Changes, Week 2: Earth Changes and Week 3: Nurturing Earth engage children in activities about the natural world around them.</i></p> <p>TG1: 44, 45, 71 TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37, 63 TG7: 37 TG8: 37, 61, 97 TG9: 34, 35, 37, 38, 40, 41, 42, 43, 44, 45, 68, 69</p>

CD-14m Describe some things plants and animals need to live and grow (sunlight, water, food).	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
CD-14n Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	Theme 2 My Family and Friends, Week 3: My Pets and Theme 8 Animals encourages children to take responsibility for the care of living things. Theme 9 Changes, Week 3: Nurturing Earth provides opportunities for children to learn how to take care of plants. TG2: 62, 64, 68, 69, 71, 76, 77, 78 TG9: 20, 37, 38, 67, 70, 78
CD-14o Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	TG1: 44, 45, 71, 88 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45
CD-14p Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).	
CD-14q Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).	TG1: 11, 63, 89 TG2: 11 TG3: 47, 61 TG4: 11 TG6: 44, 70 TG7: 11 TG8: 69 TG9: 63, 68, 69, 70, 71
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
CD-15n Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	<i>Children use various materials to represent their scientific exploration through Math Small Group lessons, STEAM activities, and Science Practice Centers.</i> 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
CD-15o Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	STEAM lessons and Practice Centers provide opportunities for children to explore the world around them using engineering and process skills. TG1: 103 TG2: 24, 76 TG3: 50, 102 TG4: 24, 76 TG5: 11, 24, 50, 76 TG6: 24, 50, 61, 76, 87 TG7: 24, 76, 102 TG8: 24, 50, 102 TG9: 24, 50, 102

<p>CD-15p Compare objects, materials, and phenomena by observing and describing their physical characteristics.</p>	<p>TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97</p>
<p>CD-15q Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).</p>	<p><i>Children have numerous opportunities to use a variety of tools to investigate the world around them as they develop skills in Math Small Group lessons, STEAM activities, and Practice Centers (Math, Science, and Construction).</i></p> <p>TG1: 10, 24, 36, 77 TG2: 43 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 44, 70, 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97</p>
<p>CD-15r Make and check predictions through observations and experimentation, with adult support and guidance.</p>	<p>TG4: 37, 87 TG5: 35, 49 TG8: 89 TG9: 18</p> <p>TG1: 25, 36, 44, 69, 77, 103 TG3: 36, 71, 89 TG4: 37, 63, 87 TG5: 35, 37, 49 TG6: 19, 37, 95 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 63</p>
<p>CD-15s Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights).</p>	<p>TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 61, 63, 97</p>