

TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO 2014 PENNSYLVANIA LEARNING STANDARDS FOR
EARLY CHILDHOOD PRE-KINDERGARTEN

Pennsylvania Learning Standards for Early Childhood	Frog Street Pre-K Teacher Guide Page References
Approaches To Learning Through Play (14)	
Standard Area AL.1: Constructing and Gathering Knowledge (3)	
<p>Curiosity and Initiative AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p> <ul style="list-style-type: none"> • Utilize senses to explore and learn from the environment • Show interest and interact with peers about their work or actions • Demonstrate interest in new materials and experiences that are introduced into the classroom • Ask questions to understand something (e.g. “How does that work?”) • Watch peers play and ask to join in 	<p><i>Frog Street <u>Weekly Learning Centers and Practice Activities</u> offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn. The <u>Character Education</u> trait in Theme 8, <u>Animals is Curiosity.</u></i></p> <p>Teacher Guide – (TG) TG1: 20, 21, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156</p>
<p>Risk Taking AL.1.PK.B Demonstrate a willingness to participate in new and challenging experiences.</p> <ul style="list-style-type: none"> • Actively explore new materials that are introduced into the classroom • Observe peers engaged in an unfamiliar or new activity before joining in. • Listen attentively to learn proper technique for a new skill, and then follow through using the learned technique • State discomfort at trying something new, but make attempts to try after encouragement • Differentiate between appropriate and inappropriate methods for learning information (e.g. understand that jumping from a high wall is a dangerous way to discover its height) 	<p><i>Throughout <u>Frog Street Pre-K</u>, children are encouraged to take risks by trying out a new idea or approach.</i></p> <p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 138, 142, 156, 157 TG2: 26, 27, 31, 38, 62, 94, 99, 100, 105, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 153 TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 77, 83, 109, 116, 156 TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 120, 134, 144, 145, 147, 151, 159 TG8: 27, 31, 63, 68, 75, 80, 151, 153, 157 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

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<p>Stages of Play AL.1.PK.C Engage in complex play sequences with two or more children.</p> <ul style="list-style-type: none"> • Use materials and objects to represent other objects • Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor’s office scenario, assigning a doctor and patients) • Extend play scenarios over more than one day • Incorporate personal experiences and themes learned into play scenarios • Engage in simple games with rules with adult reminders and support 	<p><i>Frog Street Pre-K provides many opportunities for children to engage in dramatic play—and to assume different roles and characters. <u>Pretend and Learn</u> centers provide children with ability to plan, coordinate roles, and engage in cooperative interaction with peers.</i></p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133,137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>Standard Area AL.2: Organizing and Understanding Information (5)</p>	
<p>Engagement and Attention AL.2.PK.A Work toward completing a task, even if challenging, and despite interruptions.</p> <ul style="list-style-type: none"> • State when they are being distracted • State when they are frustrated by a challenge • Move away from distractions in order to complete a task 	<p><i>As children grow and develop through ongoing participation in the <u>Frog Street Pre-K</u> program and <u>Conscious Discipline</u>® rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to focus on a task despite interruptions or distractions.</i></p> <p>TG1: 27, 31, 49, 132, 133, 136, 157 TG2: 62, 63, 69, 85, 87, 99, 111, 116 TG3: 71, 107, 136, 159 TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145 TG5: 73, 76, 83, 84, 130 TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135 TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159 TG8: 27, 75, 149, 151, 153, 157 TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
<p>Task Analysis AL.2.PK.B Independently break simple tasks into steps and complete them one at a time.</p> <ul style="list-style-type: none"> • Attend and follow through on two step directions • Explain a routine sequence • Relate the steps necessary to complete a task or activity • Relate the desired outcome or end goal of a task or activity 	<p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121,130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130,134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112,117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63,67,72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134,135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97,99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Rebus Posters visually support children’s ability to follow directions.</p>

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<p>Persistence AL.2.PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p> <ul style="list-style-type: none"> Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration Stick to a task after stating frustration Show pride in completion of a challenging task 	<p><i>Frog Street Practice Activities provide opportunities for children to show persistence in completing tasks from beginning to end. These skills are also incorporated into ongoing science experiments and investigations. During daily <u>Greeting Circle</u> and daily <u>Closing Circle</u>, each child has opportunities to demonstrate confidence in his/her ability to successfully make decisions, accomplish tasks, and meet goals.</i></p> <p>TG1: 24, 25, 26, 27, 31, 32, 33, 42, 61, 75, 79, 94, 105, 117, 130, 133, 138, 154 TG2: 22, 28, 34, 35, 37, 40, 46, 47, 49, 58, 61, 62, 63, 64, 67, 79, 118 TG3: 33, 80, 86, 87, 97, 99, 104, 119, 123, 135, 141, 155 TG4: 28, 31, 32, 46, 47, 51, 64, 75, 141, 148, 149, 150, 157 TG5: 28, 61, 85, 100, 111, 121, 144, 145, 156 TG6: 22, 31, 37, 39, 58, 60, 99, 109, 110, 132, 139, 140, 141 TG7: 27, 31, 39, 66, 75, 84, 94, 99, 100, 118, 142 TG8: 22, 64, 94, 100, 112, 118, 133, 142, 145, 151, 157 TG9: 22, 24, 26, 47, 58, 67, 71, 73, 123, 131, 132, 133, 137, 138, 143, 145, 149, 150</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, "It Starts in the Heart" CD, Pocket Cubes), Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Patterning AL.2.PK.D Recognize and extend simple patterns.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. stripes on a flag) Clap out rhythmic patterns Practice extending simple repeating patterns using manipulatives 	<p><i>Children learn to identify attributes and sort objects before they identify, copy, and extend patterns. These precursor skills are taught, then a deeper exploration of patterns starts in Theme 3, <u>Giants</u> beginning with movement patterns.</i></p> <p><i>Example—Theme 3, p. 50 wherein children copy and extend a pattern with rhythm sticks. Example—Theme 3, p. 140 wherein children move on to create color patterns with cubes.</i></p> <p>TG1: 35, 82, 122 TG2: 60, 118 TG3: 21, 22, 28, 40, 50, 51, 63, 64, 70, 82, 100, 130, 134, 140, 141, 146, 147, 152, 158 TG4: 21, 26, 32, 38, 44, 93, 98, 100, 142, 158 TG5: 34, 36, 37, 123, 153 TG6: 45, 99, 111 TG7: 26, 32, 33, 42, 45, 50 TG8: 50, 81, 96, 122, 132 TG9: 66, 68, 74, 80, 82, 85, 86, 134, 141, 144, 158</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), "Frog Street Pre-K" Interactive Software</p>
<p>Memory AL.2.PK.E Retain and recall information presented over a short period of time.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Remember and update simple information (e.g. one's place in a story, song or game if 	<p><i>Throughout <u>Frog Street Pre-K</u> many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including <u>Greeting Circle</u>, <u>Practice Activities</u>, and during the daily <u>Closing Circle</u>.</i></p> <p>TG1: 22, 23, 24, 26, 27, 28, 29, 31, 33, 35, 37, 39, 40, 41, 43, 47, 59, 60, 65, 69, 71, 75, 77, 78, 79, 84, 85, 86, 87, 94, 95, 97, 98, 99, 101, 102, 103, 104, 105, 107, 109, 111, 112, 113, 115, 116, 118, 121, 130, 131, 137, 139, 143, 149, 150, 152, 155, 157, 159 TG2: 22, 23, 27, 28, 29, 31, 33, 35, 40, 41, 46,</p>

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<p>interrupted)</p> <ul style="list-style-type: none"> Engage in memory games Recall details from stories, events, and experiences 	<p>58, 59, 61, 65, 67, 70, 71, 72, 73, 83, 95, 99, 100, 101, 107, 108, 109, 113, 115, 118, 119, 121, 137, 143, 148, 155, 157, 159 TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 22, 23, 25, 26, 29, 30, 31, 35, 36, 37, 39, 41, 42, 43, 46, 47, 49, 50, 59, 63, 65, 66, 67, 69, 75, 79, 82, 83, 85, 94, 98, 99, 101, 111, 119, 121, 123, 130, 131, 133, 134, 139, 141, 142, 143, 144, 149, 154, 155, 157 TG5: 23, 27, 29, 31, 34, 36, 37, 39, 41, 44, 47, 48, 49, 59, 60, 61, 62, 63, 65, 71, 73, 75, 77, 79, 80, 83, 85, 95, 97, 101, 107, 108, 109, 112, 113, 115, 117, 118, 119, 120, 131, 133, 136, 137, 138, 140, 143, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158 TG6: 22, 23, 25, 26, 29, 31, 39, 41, 42, 43, 46, 47, 65, 66, 69, 71, 73, 77, 79, 82, 85, 94, 95, 98, 107, 108, 119, 121, 123, 130, 131, 133, 134, 137, 138, 141, 142, 149, 151, 154, 157 TG7: 23, 29, 33, 35, 41, 43, 47, 50, 59, 60, 62, 63, 65, 67, 69, 72, 73, 74, 75, 81, 82, 83, 84, 85, 86, 87, 94, 95, 97, 98, 106, 107, 109, 112, 113, 117, 118, 119, 121, 123, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 143, 144, 145, 146, 147, 149, 153, 155, 158, 159 TG8: 23, 29, 31, 35, 38, 39, 40, 41, 43, 45, 49, 58, 59, 65, 71, 77, 83, 85, 86, 97, 99, 101, 102, 107, 112, 113, 119, 137, 141, 143, 148, 149, 153, 154, 155, 156, 157 TG9: 22, 23, 25, 26, 29, 32, 33, 34, 35, 36, 37, 40, 41, 44, 45, 47, 59, 63, 65, 69, 70, 71, 75, 77, 81, 83, 84, 87, 95, 98, 101, 107, 115, 119, 131, 135, 137, 143, 144, 147, 151, 155</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, T—Questioning Strategies</p>
Standard Area AL.3: Applying Knowledge (3)	
<p>Creativity AL.3.PK.A Use music, art and/or stories to express ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> Reference 9.1.M.PK.E; 9.1.D.PK.E; 9.1.V.PK.E; 1.4.PK.M; 1.5.PK.E 	<p><i>Frog Street Pre-K provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Creative experiences are sometimes for free expression and representation. Other times the creative experiences are integrated with the other disciplines and domains to enrich the learning experience.</i></p> <p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 TG2: 25, 45, 81, 117, 138 TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 64, 76, 103, 131, 136, 148 TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Resources: Lilypad Theater box (includes "Creative Storytelling" Resource Guide, Story Folders, Music CDs,</p>
<p>Invention AL.3.PK.B Produce and explain the purpose for a new creation.</p>	<p><i>Frog Street Pre-K provides many opportunities for children to demonstrate their ability to plan, produce and explain their creation.</i></p> <p>TG1: 20, 25, 27, 31, 37, 43, 51, 61, 67, 69, 75, 79, 109, 115,</p>

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<ul style="list-style-type: none"> Engage in a variety of creative activities Describe or draw a desired product (e.g. create a blueprint for a block structure) Answer questions to explain the purpose of a creation Show pride in a creation 	<p>133, 139, 143, 145, 147, 151, 153, 157, 159 TG2: 25, 27, 37, 43, 57, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 129, 133, 139, 147, 151, 157, 159 TG3: 20, 27, 33, 37, 39, 45, 49, 61, 63, 67, 77, 79, 81, 85, 92, 97, 103, 105, 111, 145, 151, 153, 157 TG4: 31, 33, 37, 45, 49, 57, 61, 63, 73, 75, 79, 85, 97, 103, 109, 128, 153, 157 TG5: 43, 51, 57, 67, 73, 79, 81, 85, 92, 111, 115, 121, 129, 133, 147, 151, 157 TG6: 21, 25, 27, 39, 43, 49, 51, 57, 67, 92, 93, 95, 97, 99, 103, 109, 115, 121, 129, 133, 135, 138, 139, 141, 143, 145, 147, 157 TG7: 21, 25, 37, 49, 51, 56, 63, 81, 85, 93, 97, 109, 111, 115, 117, 121, 123, 133, 135, 139, 145, 151, 153, 157 TG8: 20, 27, 37, 45, 49, 56, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 20, 27, 37, 39, 41, 61, 67, 68, 69, 73, 79, 81, 85, 93, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 150, 151, 157, 159</p>
<p>Representation AL.3.PK.C Use materials and objects to represent new concepts.</p> <ul style="list-style-type: none"> Use non-conforming objects to create representations of real life objects or activities (e.g. block for a phone, stick for a spoon) Use real life objects to represent make-believe or fantasy objects (e.g. spoon for a magic wand, broom for a flying horse) 	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>Standard Area AL.4: Learning Through Experience (3)</p>	
<p>Making Connections AL.4.PK.A Relate knowledge learned from one experience to a similar experience in a new setting.</p> <ul style="list-style-type: none"> Relate personal (e.g. home, cultural, community) experiences during play, and other school activities Understand that appropriate activities and events may differ from home to school Share new skills or tasks learned or practiced outside of school setting (e.g. “Mommy taught me how to tie my shoe”, demonstrate a forward roll that was learned in a weekend gymnastics class) Practice skills learned in whole group demonstration or role play during center exploration Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside, and in cooking) 	<p><i>The Family Connection component in each day's Closing Circle encourages children to make home, family, and community connections to what they are learning in class. Theme 2: My Family and Friends gives children many opportunities to talk about their family and home.</i></p> <p>TG1: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG2: 20, 21, 23, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 45, 47, 48, 51, 58, 59, 60, 63, 65, 66, 69, 75, 81, 85, 87, 99, 105, 111, 117, 123, 135, 141, 143, 147, 153, 156, 159 TG3: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG4: 27, 33, 39, 45, 51, 63, 65, 69, 75, 81, 87, 99, 105, 111, 117, 119, 120, 123, 135, 141, 147, 153, 159 TG5: 27, 28, 30, 32, 33, 39, 45, 51, 63, 69, 75, 81, 87, 95, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG6: 27, 33, 36, 39, 45, 51, 63, 65, 67, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG7: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG8: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159</p>

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activity)	153, 159 TG9: 25, 27, 33, 39, 45, 49, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159
<p>Resiliency AL.4.PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> Reference 16.1.PK.C 	<p><i>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress Response and Commit provide opportunities for children to learn and practice coping skills.</i></p> <p>TG1: 26, 27, 28, 41, 45, 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151 TG2: 22, 28, 30, 34, 40, 46, 58, 64, 94, 100, 106, 113, 136 TG3: 28, 34, 42, 64, 107, 108, 112, 118, 136, 142 TG4: 22, 28, 29, 76, 101, 112, 118 TG5: 22, 28, 34, 58, 82, 100, 112, 154 TG6: 28, 31, 34, 40, 45, 46, 64, 100, 112, 118, 130, 136, 142, 154 TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154 TG8: 58, 63, 70, 82, 94, 100, 112, 141, 148, 154 TG9: 28, 34, 45, 46, 64, 70, 76, 82, 94, 112, 118, 130, 131, 136, 142, 143, 144, 145, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>
<p>Problem Solving AL.4.PK.C Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> Try new ways to complete a familiar task Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration Ask questions to clarify problems Discuss the different ways used to accomplish a task or to solve a problem Recall and use a previously successful strategy Change plan if a better strategy presents itself Observe mistakes and note the effectiveness of a difference solution (e.g. “That didn’t work because …”) Demonstrate increasing flexibility in a variety of situations, task, and activities 	<p><i>Throughout Frog Street Pre-K, children are encouraged to use flexible problem solving. Practice Activities provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem. Problem Solving and Trial and Error are vocabulary focus words for Theme 4, Choices (Week 4).</i></p> <p>TG1: 20, 21, 33, 56, 57, 69, 75, 92, 93, 103, 105, 111, 122, 132, 133, 135, 141, 146, 147, 159 TG2: 20, 21, 44, 56, 57, 62, 63, 69, 75, 81, 85, 87, 92, 93, 117, 128, 129, 141, 159 TG3: 24, 27, 33, 39, 42, 43, 62, 69, 71, 74, 81, 99, 100, 103, 109, 117, 123, 135 TG4: 31, 32, 37, 142, 143, 144, 147 TG5: 20, 27, 39, 45, 56, 57, 67, 106, 116 TG6: 21, 22, 27, 33, 38, 39, 42, 56, 57, 63, 68, 69, 72, 75, 80, 81, 87, 92, 93, 103, 105, 111, 128, 129, 147 TG7: 69, 84, 87, 92, 93, 103, 110, 111, 115, 117, 128, 129, 141, 144, 145, 146, 147, 150 TG8: 20, 21, 31, 32, 33, 38, 39, 56, 57, 63, 75, 92, 93, 99, 128, 129, 145 TG9: 20, 21, 26, 31, 33, 37, 39, 42, 43, 45, 56, 57, 63, 73, 87, 92, 93, 117, 128, 129, 141</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
Language and Literacy Development (46)	
Standard Area 1.1 Foundational Skills (5)	
<p>Book Handling 1.1 PK.A Practice appropriate book handling skills.</p> <ul style="list-style-type: none"> Orient a book correctly Turn pages in order Use pointers or finger to track print on charts, posters, environmental print or in books Practice tracking from top to bottom and left to right with scaffolding 	<p><i>Morning Message and Read-Aloud Time provide opportunities for children to understand conventions of reading as teachers highlight book features, turn books page-by-page, and invite children to interact with text.</i></p> <p>Teacher Guide – (TG) TG1: 17, 22, 23, 28, 29, 34, 35, 40, 41, 42, 43, 46, 47, 53, 58, 59, 64, 65, 70, 71, 73, 76, 77, 79, 82, 83, 89, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155, 157 TG2: 17, 22, 23, 28, 29, 31, 34, 35, 37, 40, 41, 46, 47, 53, 58, 59, 61, 64, 65, 67, 70, 71, 76, 77, 82, 83, 89,</p>

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	<p>94, 95, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 151, 154, 155 TG3: 17, 22, 23, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 53, 58, 59, 64, 65, 67, 70, 71, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 151, 154, 155 TG4: 17, 22, 23, 25, 28, 29, 34, 35, 37, 40, 41, 43, 46, 47, 53, 58, 59, 64, 65, 70, 71, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 121, 125, 130, 131, 133, 136, 137, 139, 142, 143, 148, 149, 154, 155 TG5: 17, 22, 23, 28, 29, 34, 35, 40, 41, 47, 53, 58, 59, 60, 64, 65, 70, 71, 72, 73, 77, 82, 83, 89, 94, 95, 96, 97, 100, 101, 106, 107, 108, 109, 112, 113, 115, 118, 119, 135, 130, 131, 133, 136, 137, 142, 143, 148, 149, 154, 159 TG6: 17, 22, 23, 25, 28, 29, 34, 35, 40, 41, 46, 47, 53, 58, 59, 60, 64, 65, 70, 71, 73, 76, 77, 79, 82, 83, 89, 94, 95, 97, 100, 101, 106, 107, 112, 113, 118, 119, 125, 130, 131, 133, 136, 137, 142, 143, 148, 149, 154, 151, 155, 157 TG7: 17, 22, 23, 25, 28, 29, 34, 35, 40, 41, 43, 46, 47, 53, 58, 59, 61, 64, 65, 67, 70, 71, 73, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 109, 112, 113, 118, 119, 125, 130, 131, 133, 136, 137, 139, 142, 143, 148, 149, 154, 155 TG8: 17, 22, 23, 28, 29, 34, 35, 37, 40, 41, 43, 46, 47, 53, 58, 59, 61, 64, 65, 70, 71, 73, 76, 77, 82, 83, 85, 89, 94, 95, 97, 100, 101, 103, 106, 107, 112, 113, 118, 119, 125, 130, 131, 136, 137, 139, 142, 143, 145, 148, 149, 154, 155, 157 TG9: 17, 22, 23, 25, 28, 29, 31, 34, 35, 37, 40, 41, 43, 46, 47, 49, 53, 58, 59, 64, 65, 70, 71, 73, 76, 77, 82, 83, 89, 94, 95, 100, 101, 103, 106, 107, 112, 113, 118, 119, 121, 125, 130, 131, 136, 137, 139, 142, 143, 148, 149, 151, 154, 155</p> <p>Resources: Rebus Posters—"How to Care for Books" and "How to Read a Book," Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy); Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, "Nursery Rhymes" (flip chart), "Cultural Rhymes" (flip book)</p>
<p>Print Concepts 1.1 PK.B Identify basic features of print.</p> <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet 	<p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155 TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156 TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154</p>

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	<p>TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155 TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155 TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, "Songs for Learning Fun" CD—"The Alphabet Song," Literacy Library ("Abeceloco and Going Down Frog Street A to Z"), Frog Street Café ("Manos Amables A to Z," "Helping Hands A to Z")</p>
<p>Phonological Awareness 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize rhyming words • Recognize when two or more words begin with the same sound (alliteration) • Count syllables in spoken words • Isolate and pronounce initial sounds • Segment single-syllable spoken words into phonemes 	<p><i>Frog Street Pre-K offers a strong instructional sequence in phonological awareness, which is as follows:</i></p> <p>Phonological Awareness:</p> <p>Themes 1-2: sentence segmenting, rhyme awareness, blend and delete parts of compound words, clap syllables in names</p> <p>Theme 3: blend syllables into words, delete a syllable from a word, recognize alliteration</p> <p>Theme 4: begin to produce alliteration, review of previous skills</p> <p>Theme 5: recognize rhyming words, produce rhyming words, review of previous skills</p> <p>Theme 6: produce alliteration, review of previous skills</p> <p>Theme 7: combine onset and rime, review of previous skills</p> <p>Themes 8-9: blend phonemes, review of previous skills</p> <p>TG1: 34, 35, 39, 40, 70, 72, 73, 76, 84, 85, 87, 100, 102, 130, 148, 154, 155 TG2: 22, 28, 34, 40, 51, 58, 60, 64, 70, 76, 82, 94, 100, 106, 112, 114, 118, 130, 132, 136, 138, 142, 148, 150, 154 TG3: 21, 22, 28, 34, 40, 41, 42, 46, 47, 48, 58, 64, 66, 70, 76, 82, 94, 96, 100, 105, 106, 108, 109, 112, 130, 132, 142, 148, 150, 154 TG4: 22, 24, 28, 34, 40, 42, 58, 64, 71, 73, 83, 84, 85, 113, 143 TG5: 22, 23, 24, 25, 30, 31, 34, 35, 36, 40, 47, 60, 96, 132 TG6: 34, 46, 58, 60, 64, 66, 67, 70, 76, 77, 83, 83, 96, 108, 113, 138, 148, 149, 150, 151 TG7: 21, 22, 28, 29, 34, 36, 40, 46, 47, 48, 57, 58, 64, 70, 76, 78, 82, 83, 94, 96, 100, 102, 106, 108, 112, 113, 118, 130, 142, 149, 159 TG8: 21, 30, 40, 51, 58, 66, 80, 81, 83, 96, 100, 120, 121, 123, 130, 132, 144, 159 TG9: 21, 51, 59, 60, 66, 67, 73, 83, 84, 138, 139, 153</p> <p>Resources: Strategy Cards: A—Segment Sentences, B—Compound Words, C—Syllables, D—Rhyming, E—Alliteration, F—Onset and Rime, G— Blend Phonemes Compound Word, Cards, Pocket Photos (alliteration), <i>Frog Street Pre-K Interactive Software</i>, Rhyming Cards on Patterns CD-ROM</p>

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<p>Phonics and Word Recognition 1.1.PK.D Develop beginning phonics and word skills.</p> <ul style="list-style-type: none"> • Associate some letters with their names and sounds • Identify familiar words and environmental print 	<p><i>Frog Street Pre-K's Morning Message, ABC Center, Writing's Corner, and Library & Listening Center give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.</i></p> <p>TG1: 31, 36, 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 42, 43, 49, 56, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 42, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 146, 151, 159 TG5: 21, 31, 37, 43, 49, 59, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 117, 121, 128, 133, 139, 145, 151, 153, 157 TG7: 25, 30, 31, 37, 49, 51, 57, 73, 75, 79, 80, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 74, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Strategy Card M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco and Going Down Frog Street A to Z”), Frog Street Café (“Manos Amables A to Z,” “Helping Hands A to Z”)</p>
<p>Fluency 1.1.PK.E Emerging to: Read emergent reader text with purpose and understanding.</p> <ul style="list-style-type: none"> • Recite rhymes, songs, and familiar text while tracking with a finger or pointer • Apply knowledge of letters, word and sounds to read simple sentences • Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back 	<p><i>Children enjoy two read-aloud (shared reading) selections each day during Read-Aloud Time and they have many opportunities to practice and demonstrate fluency when looking at books in independent Practice Activities (Library and Listening Center).</i></p> <p>Use strategies to prepare for reading (before reading):</p> <p>TG1: 23, 59, 71, 77, 95, 113, 137, 143 TG2: 23, 29, 47, 59, 65, 77, 83, 95, 101, 131, 143 TG3: 23, 35, 47, 65, 71, 95, 149 TG4: 29, 41, 59, 107, 143 TG5: 29, 35, 41, 47, 59, 65, 95, 113, 119, 131, 143 TG6: 35, 47, 65, 71, 77, 73, 95, 107, 119, 131 TG7: 47, 59, 65, 71, 77, 83, 95, 101, 131 TG8: 23, 29, 41, 59, 71, 77, 95, 101, 107, 113, 119, 131, 143, 149 TG9: 23, 29, 35, 41, 47, 59, 71, 77, 83, 95, 101, 107, 113, 119, 149</p> <p>Listen to models of fluent reading:</p> <p>TG1: 26, 29, 35, 41, 43, 47, 59, 65, 71, 77, 79, 83, 93, 95, 101, 107, 111, 113, 119, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 29, 31, 35, 37, 41, 47, 59, 61, 65, 67, 71, 77, 83, 87, 93, 95, 101, 107, 109, 113, 115, 119, 131, 143, 149, 151 TG3: 23, 31, 41, 43, 47, 57, 59, 65, 67, 71, 77, 79, 83, 95, 101, 107, 113, 115, 117, 119, 131, 137, 143, 149, 151, 155 TG4: 23, 25, 29, 35, 36, 37, 41, 43, 47, 50, 59, 65, 66, 79, 83, 95, 99, 101, 107, 111, 113, 119, 121, 129, 131, 133, 137, 139, 143, 149, 155, 157 TG5: 23, 29, 35, 37, 39, 41, 47, 48, 49, 57, 58, 65, 71, 73, 83, 93, 95, 96, 97, 101, 107, 108, 109, 113, 115, 119, 133, 137, 143, 145, 149, 150, 152, 155 TG6: 21, 23, 25, 29, 35, 41, 43, 47, 65, 71, 77, 79, 83, 93, 95, 97, 101, 108, 111, 113, 119, 131, 133, 137, 143, 149, 151, 157 TG7: 23, 25, 29, 35, 39, 41, 43, 47, 57, 59, 65, 67, 73, 77, 79, 83, 87, 95, 101, 107, 109, 113, 119, 131, 132, 133, 137, 139, 143, 144, 149, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 61, 65, 71, 73, 77,</p>

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Standard Area 1.2 Reading Informational Text (10)	
<p>Key Ideas and Details- Main Idea 1.2.PK.A With prompting and support, retell key details of text that support a provided main idea.</p> <ul style="list-style-type: none"> • Know that the details of a text can be used to support a main topic or idea • Provide relevant details from a text which support a provided main idea 	<p>TG1: 23, 29, 35, 41, 42, 43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137 TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149 TG3: 59, 66, 67, 77, 79, 83, 95, 101, 119, 123 TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121 TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157 TG7: 23, 35, 39, 47, 65, 99, 119 TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83, 84, 85, 95, 97, 107, 131, 137 TG9: 47, 49, 95, 99, 103, 113, 135, 137</p>
<p>Key Ideas and Details- Text Analysis 1.2.PK.B Answer questions about a text.</p> <ul style="list-style-type: none"> • Use specific details from the text to answer questions • Answer “who” or “what” the text is about • Answer “how” and/or “why” questions using specifics from the text 	<p>TG1: 23, 29, 35, 41, 42, 43, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131-133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35-37, 41, 43, 47, 59, 65-67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60-62, 65, 71-73, 77-79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
Key Ideas and Details 1.2. PK.C	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65,</p>

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<p>With prompting and support, make connections between information in a text and personal experience.</p> <ul style="list-style-type: none"> Share personal experience and prior knowledge that is relevant to the text Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart Choose text based on personal interests and experiences 	<p>71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 36, 39, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 102, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>Craft and Structure- Text Structure 1.1 PK.E Identify the front cover, back cover and title page of a book.</p> <ul style="list-style-type: none"> Relate that texts are organized in a predictable format Identify the title page of a book Identify the front cover of a book Identify the back cover of a book 	<p>TG1: 23, 35, 95, 101, 113 TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159 TG3: 23, 41, 47, 59, 65, 77, 95, 101, 113, 119, 149, 155, 156 TG4: 23, 29, 41, 47, 59, 65, 101, 107, 159 TG5: 41, 77, 95, 101, 108, 113, 131 TG6: 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149 TG7: 23, 35, 41, 47, 131, 137 TG8: 23, 41, 59, 64, 71, 95, 101, 107, 131, 149, 155 TG9: 23, 41, 59, 71, 77, 83, 95, 101, 107, 113, 119, 143, 149</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text), Rebus Poster—“How to Read a Book”</p>
<p>Craft and Structure-Vocabulary 1.2. PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p> <ul style="list-style-type: none"> Participate in discussions about unfamiliar words Connect prior understandings to unfamiliar words 	<p>TG1: 23, 29, 31, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 29, 65, 67, 71, 72, 73, 83, 95, 107, 143, 149 TG3: 35, 41, 59, 65, 107, 115 TG4: 23, 25, 29, 41, 65, 77, 107, 113, 119, 131 TG5: 41, 71, 77, 95, 108, 113, 114, 137 TG6: 25, 77, 83, 95, 101, 107, 117, 131, 157, 159 TG7: 23, 41, 65, 67, 72, 73, 77, 79, 95, 101 TG8: 23, 27, 59, 73, 83, 93, 95, 101, 113, 119, 132, 155 TG9: 41, 48, 59, 65, 71, 77, 137, 143, 149</p> <p>Resources: Strategy Cards: H—Introduce and Build Vocabulary, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies, Vocabulary Cards, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>Integration of Knowledge and Ideas 1.2. PK.G With prompting and support, answer questions to connect illustrations to the written word.</p> <ul style="list-style-type: none"> Retell a simple sequence in a text using picture 	<p>TG1: 25, 26, 29, 35, 41, 45, 65, 83, 95, 113, 119, 137, 143, 154 TG2: 29, 43, 49, 61, 65, 71, 77, 119, 131, 137, 143, 149 TG3: 77, 83, 101, 106, 118 TG4: 23, 30, 34, 41, 42, 48, 51, 59, 83, 95, 101, 107, 113 TG5: 14, 23, 29, 49, 58 TG6: 23, 28, 29, 34, 41, 47, 48, 71, 77, 83, 95, 101, 119, 149, 155 TG7: 23, 28, 35, 47, 59, 94, 95, 100, 118, 119, 131, 137, 142, 155 TG8:</p>

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<p>support</p> <ul style="list-style-type: none"> Match pictures to ideas, objects, or steps in a sequence Describe pictures in a text in detail to answer specific questions about the text 	<p>23, 25, 35, 40, 41, 47, 64, 65, 83, 95, 100, 106, 107, 112, 119, 131, 137, 155 TG9: 23, 35, 46, 65, 95, 107, 113, 119, 137, 144, 145</p> <p>Resources: Rebus Posters visually support children's ability to follow multi-step directions, Sequence Cards, Strategy Cards: K—Wordless Books, S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, nonfiction, informational text)</p>
<p>Integration of Knowledge and Ideas –Analysis Across Texts 1.2.PK.I</p> <p>With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p> <ul style="list-style-type: none"> Recognize that texts have similar components that can be compared and contrasted (e.g. main ideas, details) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e.g. Venn diagrams, T-charts) 	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 60, 65, 71, 77, 83, 84, 95, 96, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 123, 131, 137, 138, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 60, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p>Resources: (35 big and small literature titles in English and in Spanish, nonfiction, informational text), Rebus Poster—"How to Read a Book"</p>
<p>Vocabulary Acquisition and Use 1.2.PK.J</p> <p>Use new vocabulary and phrases acquired in conversations and being read to.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects 	<p><i>Read-Aloud Time</i> and each day's <i>Literacy</i> lesson introduce new vocabulary to children in the context of conversations, activities, stories, and books. <i>Practice Activities</i> provide opportunities for children to use vocabulary during play. <i>Photo Activity Cards</i> used throughout each theme support children in determining meaning of words and concepts (through conversations using vocabulary lists and discussion prompts).</p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101,</p>

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	<p>102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Photo Activity Cards, Strategy Card H—Introduce and Build Vocabulary, S—Read-Aloud Time, T—Questioning Strategies, Vocabulary Cards</p>
<p>Vocabulary/Acquisition and Use 1.2.PK.K With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> Recognize words or phrases that are unfamiliar to them Ask, “What does that mean?” Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	<p>TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 84 TG6: 22, 23, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG7: 22, 42, 71, 82, 94, 96, 100, 102, 104, 108, 119, 131, 149, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60</p> <p>Resources: Strategy Card H—Introduce and Build Vocabulary, Vocabulary Cards</p>
<p>Range of Reading 1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> Ask and answer questions about text being read aloud Share relevant prior knowledge about text being read aloud Respond to and build on comments from other children Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	<p><i>Read-Aloud Time occurs twice daily in Frog Street Pre-K. During this period, children have opportunities to ask and answer questions to engage with purpose to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.</i></p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 121, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy)</p>

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	Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, "Nursery Rhymes" (flip chart), "Cultural Rhymes" (flip book)
Standard 1.3: Reading Literature (11)	
<p>Key Ideas and Details-Theme 1.3.PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p> <ul style="list-style-type: none"> Retell a story in sequential order using various materials 	<p><i>Read-Aloud Time and Literacy lessons provide rich opportunities for children to respond by retelling a familiar story or poem in sequential order through conversation, dramatic expression, drawing, and/or writing.</i></p> <p>TG1: 47, 49, 59, 65, 71, 73, 75, 77, 83, 85, 107, 111, 113, 115, 137, 139, 145, 150, 151, 157 TG2: 33, 39, 41, 43, 47, 79, 85, 95, 101, 107, 115, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 35, 47, 59, 73, 111, 121, 133, 137, 139, 141, 145, 146, 157, 159 TG4: 25, 26, 31, 37, 49, 61, 66, 67, 78, 83, 85, 101, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 41, 48, 49, 50, 55, 59, 60, 61, 65, 73, 77, 78, 79, 83, 84, 85, 95, 101, 102, 103, 104, 109, 111, 113, 115, 121, 131, 133, 141, 143, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 79, 107, 131, 143, 155, 157 TG7: 23, 24, 25, 29, 31, 35, 43, 59, 75, 77, 109, 113, 119, 121, 135, 139, 145, 151, 157 TG8: 23, 25, 29, 31, 37, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151, 157 TG9: 25, 31, 35, 41, 47, 67, 71, 73, 77, 79, 80, 131, 139, 150, 151, 155, 157</p> <p>Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, "Storytellers" DVD, "Creative Storytelling" Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog "word space" tool, "Frog Street Pre-K" Interactive Software), Strategy Cards: P--Activate Prior Knowledge, Sequence Cards,</p>
<p>Key Ideas and Details-Text Analysis 1.2 PK.B Answer questions about a particular story (who, what, how, when, and where).</p> <ul style="list-style-type: none"> Use specific details from the story to answer questions 	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155</p>
<p>Key Ideas and Details-Literacy Elements 1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a</p>	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107,</p>

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<p>story.</p> <ul style="list-style-type: none"> • Demonstrate understanding that “setting” is where a story takes place • Demonstrate understanding that “characters” are people or animals who have a role in the story • Respond to questions and prompts about characters, settings and events during a read aloud 	<p>113,119, 131, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 23, 25, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p>
<p>Craft and Structure Point of View 1.3.PK.D With prompting and support, name the author and illustrator of a story.</p> <ul style="list-style-type: none"> • Understand that an author writes the story • Understand that the illustrator draws the pictures 	<p>TG1: 29, 35, 77, 83 TG2: 59, 119 TG3: 41, 65, 77, 95, 101, 107, 119, 149, 155 TG4: 23, 29, 35, 41, 137, 155 TG5: 41, 71, 99, 131 TG6: 47, 95, 137, 138, 139, 141 TG7: 35, 41, 131 TG8: 59, 71, 95, 155 TG9: 23, 29, 47, 137, 149</p> <p>Resources: (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy nonfiction, informational text), Rebus Poster—“How to Read a Book”, Strategy Cards: K—Wordless Books, S—Read-Aloud Time</p>
<p>Craft and Structure- Text Structure 1.3. PK.E With prompting and support, recognize common types of text.</p> <ul style="list-style-type: none"> • Understand that different types of texts are used for different purposes • Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations • Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) • Tell if a text is storybook or poem • Differentiate between real and make-believe 	<p><i>Frog Street Pre-K provides children with consistent opportunities to explore and demonstrate understanding of differences between fantasy and reality in <u>Pretend and Learn</u> centers. In Theme 5, <u>Stories and Rhymes</u>, the concept of ‘real vs. pretend’ is introduced and studied as inherent aspects of stories, nursery rhymes, and fairy tales.</i></p> <p><i>Theme 5 Examples—Week 1: <u>Nursery Rhymes</u>, p. 35 wherein it is explained that animals in a rhyme are doing things that animals in ‘real life’ cannot do. Pretending is described as part of the fun of nursery rhymes. Week 2: <u>Traditional Tales</u>, p. 71 wherein it is explained that children often have misconceptions about wolves due to primarily having seen them depicted in menacing ways in fairy tales. Week 3: <u>Fairy Tales</u> p.107 wherein children discuss how the world of make-believe is different from the real world. Week 4: <u>Ballads, Folktales, and Fables</u>, p.131 wherein children are asked to identify parts of a story that might actually happen, and parts that are fiction.</i></p> <p>TG1: 35, 43, 46, 49, 56, 69, 72, 73, 75, 77, 83, 106, 111, 112, 130, 142, 143 TG2: 25, 45, 77, 81, 96, 117, 123, 138, 145, 155 TG3: 41, 44, 48, 62, 63, 66, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159 TG4: 25, 30, 31, 37, 41, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 22, 29, 34, 36, 41, 46, 47, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 123, 138, 141 TG6: 35, 59, 60, 64, 65, 76, 103, 105, 108, 131, 136, 148, 149, 150, 153 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 123, 130, 131, 132, 138, 144, 153, 155, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 87, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 141, 151, 156 TG9: 22, 24, 28, 31, 34, 48, 51, 58, 59, 65, 72, 77, 78, 81, 83, 84, 85, 87, 95, 96, 102, 104, 121, 132, 141, 153, 155, 157</p>

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	<p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
<p>Craft and Structure-Vocabulary 1.3. PK.F Answer questions about unfamiliar words read aloud from a story.</p> <ul style="list-style-type: none"> • Participate in discussions about unfamiliar words • Connect prior understandings to unfamiliar words 	<p><i>Read-Aloud Time</i> and each day's <i>Literacy</i> lesson introduce new vocabulary to children in the context of conversations, activities, stories, and books. <i>Photo Activity Cards</i> used throughout each theme support children in determining meaning of words and concepts (through conversations using vocabulary lists and discussion prompts).</p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Photo Activity Cards, Strategy Card H—Introduce and Build Vocabulary</p>
<p>Integration of Knowledge and Ideas Sources 1.3.PK.G Describe pictures in books using detail.</p> <ul style="list-style-type: none"> • Attach action and descriptive words to illustrations (e.g. “That man in the yellow hat is running fast”) 	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 65, 71, 77, 83, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143, 155 TG2: 23, 29, 47, 59, 65, 71, 77, 95, 107, 111, 131, 132, 133, 137, 143, 147, 149, 159 TG3: 23, 30, 31, 35, 36, 37, 41, 43, 47, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 131, 138, 147, 151 TG4: 23, 27, 35, 41, 47, 50, 59, 65, 66, 67, 71, 79, 83, 95, 99, 101, 111, 113, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 41, 47, 49, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113,</p>

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<p>Integration of Knowledge and Ideas Text Analysis 1.3.PK.H</p> <p>Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> • Understand that characters within the same story or characters from different stories can be compared and contrasted • Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) 	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 120, 107, 113, 119, 131, 137, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p>
<p>Vocabulary Acquisition & Use Strategies 1.3.PK.I</p> <p>With prompting and support, clarify unknown words or phrases read aloud.</p> <ul style="list-style-type: none"> • Recognize words or phrases that are unfamiliar to them • Ask, “What does that mean?” • Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g. grass, lawn) 	<p>TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 84 TG6: 22, 23, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG7: 22, 42, 71, 82, 94, 96, 100, 102, 104, 108, 119, 131, 149, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60</p> <p>Resources: Strategy Card H—Introduce and Build Vocabulary, Vocabulary Cards</p>
<p>Vocabulary Acquisition and Use 1.3.PK.J</p> <p>Use new vocabulary and phrases acquired in conversations and being read to.</p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects 	<p><i>Read-Aloud Time and each day's Literacy lesson introduce new vocabulary to children in the context of conversations, activities, stories, and books. Practice Activities provide opportunities for children to use vocabulary during play. Photo Activity Cards used throughout each theme support children in determining meaning of words and concepts (through conversations using vocabulary lists and discussion prompts).</i></p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137,</p>

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	<p>138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Photo Activity Cards, Strategy Card H—Introduce and Build Vocabulary, S—Read-Aloud Time, T—Questioning Strategies, Vocabulary Cards</p>
<p>Range of Reading 1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> • Ask and answer questions about story or poem being read aloud • Share relevant prior knowledge about text being read aloud • Respond to and build on comments from other children • Use ideas gained in group reading activities in other daily routines, learning centers, and activities 	<p><i>Read-Aloud Time</i> occurs twice daily in <i>Frog Street Pre-K</i>. During this period, children have opportunities to ask and answer questions to engage with purpose to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.</p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 121, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 143, 144, 155</p> <p>Resources: Strategy Cards: S—Read-Aloud Time, T—Questioning Strategies, Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy) Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
<p>Standard Area 1.4 Writing (14)</p>	
<p>Informative/Explanatory 1.4.PK.A</p>	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 133, 136, 137,</p>

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<p>Draw/dictate to compose informative /explanatory texts examining a topic.</p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about a particular topic • Create a picture about a nonfiction topic and talk about it with the teacher 	<p>139, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 40, 42, 43, 44, 46, 57, 59, 60, 65, 67, 71, 72, 79, 81, 83, 84, 85, 93, 96, 97, 100, 102, 103, 107, 109, 112, 114, 119, 130, 139, 142, 145, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 59, 61, 73, 75, 85, 86, 96, 97, 100, 105, 114, 121, 123, 138, 139, 143, 145, 152, 156, 157 TG4: 25, 49, 57, 58, 61, 67, 69, 70, 73, 79, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 43, 46, 58, 59, 64, 67, 70, 75, 79, 82, 94, 100, 101, 106, 109, 115, 116, 118, 130, 131, 132, 134, 135, 136, 139, 142, 144, 146, 148, 151, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 37, 40, 45, 46, 57, 61, 67, 74, 97, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 141, 145, 155, 156, 157 TG7: 24, 25, 31, 36, 37, 49, 50, 77, 78, 97, 103, 109, 115, 121, 129, 130, 132, 145, 148, 151, 154, 155 TG8: 24, 25, 26, 29, 30, 31, 33, 35, 36, 37, 41, 42, 43, 48, 49, 57, 60, 66, 72, 78, 84, 85, 93, 97, 99, 103, 109, 113, 115, 120, 121, 133, 135, 139, 145, 147, 151, 157 TG9: 23, 25, 29, 30, 33, 39, 42, 48, 57, 58, 60, 61, 64, 66, 67, 73, 76, 77, 79, 85, 94, 98, 100, 102, 103, 106, 109, 112, 115, 118, 123, 130, 131, 136, 137, 142, 145, 148, 154, 155</p>
<p>Informative / Explanatory Focus 1.4.PK.B With prompting and support, draw/dictate about one specific topic.</p> <ul style="list-style-type: none"> • Create a picture about a nonfiction topic and talk about it with the teacher 	<p><i>The <u>Writer's Corner</u> is specifically designed to give children opportunities to develop and practice writing skills. Children are encouraged to draw/dictate about fiction or non-fiction topics. <u>Writer's Corner</u> (included in <u>Frog Street Pre-K Interactive Software</u>) provides children opportunities to write or give dictation using photographs or illustrations. They can write a story, record it, and/or print it as a 4-page book.</i></p> <p>TG1: 25, 27, 31, 37, 43, 45, 49, 51, 61, 67, 81, 85, 97, 103, 109, 115, 123, 133, 139, 145, 151, 159 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 45, 49, 57, 61, 67, 73, 79, 85, 87, 97, 103, 109, 115, 139, 151, 157, 159 TG5: 21, 31, 37, 43, 49, 51, 67, 73, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 39, 49, 51, 67, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151, 153 TG8: 25, 31, 37, 43, 45, 57, 61, 67, 73, 85, 93, 97, 99, 103, 105, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 33, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 117, 133, 139, 145, 157</p> <p>Resources: Strategy Card R—Journal Writing; Welcome to Frog Street Pre-K (page 62)</p>
<p>Informative / Explanatory Organization 1.4.PK.C With prompting and support, generate ideas to convey information.</p> <ul style="list-style-type: none"> • Brainstorm ideas for pictures and stories • Tell teacher what she/he will draw 	<p><i>During each day's <u>Morning Message</u>, children contribute and share their ideas and opinions for various class writing projects.</i></p> <p>TG1: 49, 82, 94, 100, 106, 112, 118, 130, 136, 142, 147, 148, 153, 154 TG2: 21, 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 107, 112, 114, 118, 130, 136, 148, 154 TG3: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 156 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148,</p>

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	154, 159 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 27, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 114, 118, 130, 136, 142, 148, 154 TG7: 11, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 24, 28, 40, 46, 48, 58, 64, 70, 76, 82, 94, 99, 100, 106, 112, 115, 118, 120, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 65, 70, 76, 77, 82, 94, 100, 106, 112, 118, 130, 131, 136, 142, 148, 154
<p>Informative/ Explanatory Organization 1.4.PK.D</p> <p>With prompting and support, make logical connections between drawing and dictation.</p> <ul style="list-style-type: none"> • Understand that words are connected to print • Work with teacher to create words or sentences that relate to drawings 	<p>TG1: 11, 35, 40, 119, 120, 143, 147, 150, 153, 155, 156 TG2: 30, 31, 42, 43, 61, 67, 72, 79, 83, 102, 103, 109, 151, 154 TG3: 30, 42, 49, 66, 75, 76, 96, 101, 107, 143, 156, 157 TG4: 31, 34, 49, 70, 72, 73, 85, 107, 103, 109, 153, 159 TG5: 67, 101, 131, 132, 144, 156, 157 TG6: 35, 112, 113, 114, 115, 117, 119, 120, 121, 132, 145, 155, 159 TG7: 25, 37, 40, 121, 135, 141, 145, 147, 153, 159 TG8: 25, 30, 36, 42, 48, 60, 66, 78, 80, 99, 103, 109, 115, 120, 135, 145 TG9: 29, 30, 39, 63, 65, 69, 75, 80, 81, 83, 87, 99, 105, 109, 111, 117, 119, 130, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159</p>
<p>Informative / Explanatory Conventions 1.4.PK.F</p> <p>Emerging to...Spell simple words phonetically.</p> <ul style="list-style-type: none"> • Write symbols, letters, or letter-like shapes • Attempt to reproduce own name and/or simple words, with most letters correct 	<p>TG1: 115, 133, 139, 145, 151, 159 TG2: 25, 31, 37, 43, 49, 57, 67, 81, 83, 85, 93, 97, 103, 115, 121, 139, 145 TG3: 31, 43, 59, 61, 67, 73, 85, 97, 105, 121, 139, 145 TG4: 25, 57, 61, 67, 73, 79, 117 TG5: 31, 43, 49, 75, 79, 81, 85, 109, 134, 135, 139, 151 TG6: 37, 45, 57, 61, 97, 117, 121, 139, 141, 156, 157 TG7: 30, 31, 37, 49, 51, 80, 103, 115, 151 TG8: 31, 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157 TG9: 25, 31, 33, 37, 43, 61, 73, 79, 85, 115, 145</p>
<p>Narrative 1.4.PK.M</p> <p>Dictate narratives to describe real or imagined experiences or events.</p> <ul style="list-style-type: none"> • Use illustration/dictation to convey meaning about an experience or event • Create a picture about an experience or event and talk about it with the teacher 	<p>TG1: 26, 27, 29, 31, 33, 49, 73, 85, 86, 87, 111, 115, 139 TG2: 33, 109, 121, 139, 141, 157 TG3: 73, 99, 121, 133, 135, 139, 145, 146, 156, 157 TG4: 25, 26, 49, 61, 66, 67, 69, 114, 115, 121, 139, 145, 151, 157 TG5: 23, 80, 87, 103, 109, 133, 140, 141, 145, 146, 147, 152 TG6: 37, 43, 67, 73, 79, 139, 155 TG7: 43, 132, 133, 135, 157 TG8: 25, 29, 31, 49, 67, 115, 117, 130, 131, 135, 151 TG9: 35, 42, 48, 49, 51, 61, 67, 72, 78, 79, 115, 133, 153</p>
<p>Narrative Focus 1.4.PK.N</p> <p>Establish “who” and “what” the narrative will be about.</p> <ul style="list-style-type: none"> • Generate ideas for writing • Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about • Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who” • Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story 	<p><i>Writer’s Corner</i> is specifically designed to give children opportunities to develop and practice writing skills. In addition, the <i>ABC Center</i>, <i>Creativity Center</i>, and <i>Fine Motor Center</i> also provide opportunities for children to draw pictures, add adult-written dictation, and write to tell a story, express an opinion or idea.</p> <p>TGTG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TGTG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TGTG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TGTG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TGTG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TGTG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TGTG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TGTG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TGTG9:</p>

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	<p>25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Strategy Cards: R—Journal Writing, Frog Street Pre-K Interactive Software “Writer’s Corner”</p>
<p>Narrative Content 1.4.PK.O With prompting and support, describe experiences and events.</p> <ul style="list-style-type: none"> When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story Tell teacher what she/he has drawn/written about 	<p><i>The <u>Writer’s Corner</u> is specifically designed to give children opportunities to experiment with writing tools and materials to communicate. Guidelines for stocking this area and providing assistance to emerging writers is provided on p. 62 of <u>Welcome to Frog Street Pre-K</u>.</i></p> <p>TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 69, 79, 109, 115, 121, 133, 135, 138, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 115, 117, 121, 129, 133 TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 128, 133, 145, 151, 157 TG9: 21, 25, 31, 33, 36, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing. Frog Street Pre-K Interactive Software “Writer’s Corner”</p>
<p>Narrative Organization 1.4.PK.P Recount a single event and tell about the events in the order in which they occurred.</p> <ul style="list-style-type: none"> Understand that stories can be told about a single event Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end) Respond with a logical sequence of events when asked “what” their story is about 	<p>TG1: 26, 27, 29, 31, 33, 49, 73, 85, 86, 87, 111, 115, 139 TG2: 33, 109, 121, 139, 141, 157 TG3: 73, 99, 121, 133, 135, 139, 145, 146, 156, 157 TG4: 25, 26, 49, 61, 66, 67, 69, 114, 115, 121, 139, 145, 151, 157 TG5: 23, 80, 87, 103, 109, 133, 140, 141, 145, 146, 147, 152 TG6: 37, 43, 67, 73, 79, 139, 155 TG7: 43, 132, 133, 135, 157 TG8: 25, 29, 31, 49, 67, 115, 117, 130, 131, 135, 151 TG9: 35, 42, 48, 49, 51, 61, 67, 72, 78, 79, 115, 133, 153</p>
<p>Narrative Conventions of Language 1.4.PK.R Emerging to: Spell simple words phonetically.</p> <ul style="list-style-type: none"> Write symbols, letters, or letter like shapes Attempt to reproduce own name and/or simple words, with most letters correct 	<p><i><u>Welcome to Frog Street Pre-K</u> (p. 54) describes a <u>Signing in Continuum</u>—wherein teachers provide children with opportunities to recognize the letters in their names through a consistent, daily procedure. It is critical to first teach these skills in an appropriate sequence—then scaffold them along a progressive continuum.</i></p> <p><i>In Levels 1 and 2, children focus on recognizing their name on a name card—with and without a photo. In Level 3, a piece of paper and writing instruments are placed in the sign-in area. When children are ready, the teacher models the way they should write their names as they ‘sign-in’ each morning. In Level 4, children write their names every day—under ‘models’ of their names that have been provided.</i></p> <p>TG1: 115, 133, 139, 145, 151, 159 TG2: 25, 31, 37, 43, 49, 57, 67, 81, 83, 85, 93, 97, 103, 115, 121, 139, 145 TG3: 31, 43, 59, 61, 67, 73, 85, 97, 105, 121, 139, 145 TG4: 25, 57, 61, 67, 73, 79, 117 TG5: 31, 43, 49, 75, 79, 81, 85, 109, 134, 135, 139, 151 TG6: 37, 45, 57, 61, 97, 117, 121, 139, 141, 156,</p>

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<p>Production and Distribution of Writing Process 1.4.PK.T</p> <p>With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p> <ul style="list-style-type: none"> • Understand that drawings and dictations can convey meaning to an audience • Understand that stories may have to be changed to make meaning more clear • Share work with others • Participate in discussions about their work • When prompted, make changes to work based on feedback 	<p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>
<p>Conducting Research 1.4.PK.V</p> <p>Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p> <ul style="list-style-type: none"> • Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like pizza?”) • Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information 	<p><i>During each day’s Morning Message, children contribute and share their ideas and opinions for various class research and writing projects.</i></p> <p>TG1: 14, 20, 22, 29, 35, 44, 60, 62, 66, 78, 99, 102, 107, 108, 110, 114, 121, 129, 130, 137, 143, 144, 145 TG2: 24, 42, 44, 59, 66, 76, 78, 86, 102, 108, 111, 113, 120, 131, 132, 134, 137, 138, 140, 143, 144, 146, 150, 155, 156, 157 TG3: 23, 29, 32, 33, 35, 36, 38, 42, 48, 59, 60, 62, 66, 67, 68, 69, 71, 72, 74, 77, 80, 86, 95, 96, 98, 99, 100, 101, 104, 116, 117, 119, 120, 121, 122, 136, 142, 148, 151 TG4: 21, 33, 39, 58, 59, 60, 61, 63, 65, 66, 69, 71, 72, 74, 75, 77, 96, 97, 113, 114, 117, 120, 156 TG5: 66, 71, 75, 99, 105, 132, 135, 141, 143, 149, 150, 151 TG6: 24, 26, 27, 30, 33, 36, 41, 51, 59, 65, 66, 67, 69, 77, 78, 80, 81, 83, 86, 95, 96, 98, 101, 107, 117, 119, 120, 121, 144, 149, 155 TG7: 27, 36, 39, 41, 42, 47, 48, 50, 51, 60, 62, 63, 71, 77, 78, 79, 83, 95, 98, 101, 102, 104, 105, 107, 108, 111, 113, 114, 116, 120, 121, 123, 128, 138, 149, 156, 158 TG8: 22, 26, 27, 29, 30, 33, 34, 36, 37, 40, 41, 42, 44, 45, 47, 48, 50, 51, 59, 63, 64, 65, 66, 70, 72, 74, 76, 77, 78, 81, 82, 83, 85, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 118, 119, 120, 129, 130, 132, 134, 136, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 158 TG9: 41, 48, 65, 71, 73, 76, 78, 83, 95, 96, 98, 103, 105, 135</p>
<p>Credibility, Reliability, and Validity of Sources 1.4.PK.W</p> <p>With guidance and support, recall information from experiences or books.</p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences • Relate prior experiences and learning to a current topic 	<p>TG1: 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123 TG2: 60, 123, 152, 198 TG3: 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152 TG4: 45, 60, 66, 73, 101, 129, 139, 167, 207 TG5: 81, 159 TG6: 11, 75, 132, 145 TG7: 108, 132, 138, 148 TG8: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154</p> <p>Resources: Strategy Card P—Activate Prior Knowledge, T—Questioning Strategies, Photo Activity Cards</p>
<p>Range of Writing 1.4.PK.X</p>	<p><i>The <u>Writer’s Corner</u> is specifically designed to give children opportunities to develop and practice writing skills.</i></p>

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<p>Emerging to: Write routinely over short time frames.</p> <ul style="list-style-type: none"> Engage in writing opportunities including journaling Ask teacher to “write down the words” of his/her story or to his/her drawing Ask to revisit previous work 	<p>TG1: 25, 27, 31, 37, 43, 45, 49, 51, 61, 67, 81, 85, 97, 103, 109, 115, 123, 133, 139, 145, 151, 159 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 45, 49, 57, 61, 67, 73, 79, 85, 87, 97, 103, 109, 115, 139, 151, 157, 159 TG5: 21, 31, 37, 43, 49, 51, 67, 73, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 39, 49, 51, 67, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151, 153 TG8: 25, 31, 37, 43, 45, 57, 61, 67, 73, 85, 93, 97, 99, 103, 105, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 33, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 117, 133, 139, 145, 157</p> <p>Resources: “Frog Street Pre-K” Interactive Software, Strategy Cards: K—Wordless Books, Strategy Card P—Activate Prior Knowledge, R—Journal Writing</p>
<p>Standard Area 1.5 Speaking and Listening (6)</p>	
<p>Comprehension and Collaboration- Collaborative Discussion 1.5.PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Communicate using detail related to topic being discussed Pose questions related to topic being discussed Allow wait time before responding Engage in turn taking 	<p><i>Throughout <u>Frog Street Pre-K</u>, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, <u>I Build! I Create!</u> p. 27 wherein teachers ask questions to stimulate conversation. Children’s ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150 TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>
<p>Comprehension and Collaboration Critical Listening 1.5.PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> Respond to a question with an answer or details related to the topic being discussed 	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144,</p>

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	149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8:
<p>Comprehension and Collaboration Evaluating 1.5.PK.C</p> <p>Respond to what a speaker says in order to follow directions, seek help, or gather information.</p> <ul style="list-style-type: none"> Follow two-step directions Act upon or respond to simple statements and questions showing understanding of intent 	<p><i>Practice Activities provide consistent opportunities for children to follow and/or give directions.</i></p> <p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121,130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130,134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112,117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63,67,72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134,135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97,99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Rebus Posters visually support children's ability to follow multi-step directions, Strategy Card T—Questioning Strategies</p>
<p>Presentation of Knowledge and Ideas Purpose, Audience, and 1.5.PK.D</p> <p>Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> Talk about stories, experiences, and interests using some detail Use appropriate volume to be heard by group, paying attention to inside and outside voices Use appropriate pacing when speaking 	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>
<p>Presentation of Knowledge and Ideas Context 1.5.PH.E</p> <p>Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p> <ul style="list-style-type: none"> Talk about personal thoughts, feelings, and ideas Use appropriate volume to be heard by group, paying attention to inside and outside voices Use appropriate pacing when speaking 	<p><i>Throughout Frog Street Pre-K children have many opportunities to speak clearly enough to be understood by familiar and unfamiliar adults and children.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72,</p>

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	75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157
<p>Conventions of Standard English 1.5.PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p> <ul style="list-style-type: none"> • Speak in complete sentences that contain more than three words • Use past tense • Use plurals including those which do not end in “s” • Use pronouns • Use a variety of prepositions 	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to use age-appropriate grammar, including accepted word forms.</i></p> <p>TG1: 28, 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 95, 98, 99, 106, 113, 122, 123, 134, 141, 146, 149 TG2: 21, 25, 29, 58, 60, 63, 65, 66, 69, 74, 75, 79, 81, 84, 86, 87, 94, 96, 99, 104, 105, 110, 111, 116, 122, 123 TG3: 38, 39, 48, 68, 71, 86, 80, 81, 95, 99, 101, 102, 104, 110, 111, 131, 134, 138, 140, 145, 146, 155, 157 TG4: 23, 24, 25, 27, 29, 38, 39, 41, 44, 62, 66, 80, 104, 111, 115, 117, 119, 131, 137, 143, 155, 156 TG5: 59, 60, 61, 62, 67, 68, 73, 74, 75, 78, 80, 81, 83, 85, 98, 99, 105, 113, 114, 115, 116, 117, 134, 135, 137, 140, 141, 146, 147, 150, 151, 152, 153, 156 TG6: 23, 32, 39, 42, 44, 46, 47, 48, 49, 50, 51, 59, 60, 65, 71, 77, 95, 105, 107, 108, 110, 111, 112, 113, 114, 115, 117, 120, 145, 150, 151, 154, 155, 156 TG7: 22, 25, 26, 27, 32, 34, 35, 36, 51, 58, 60, 61, 62, 63, 65, 68, 69, 74, 75, 80, 81, 84, 85, 86, 87, 95, 98, 102, 105, 118, 121, 130, 134, 135, 136, 140, 141, 142, 146, 147, 148, 152, 154, 158, 159 TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 105, 111, 113, 117, 135, 138, 156 TG9: 26, 27, 29, 32, 33, 38, 39, 44, 50, 51, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 122, 123, 130, 134, 136, 137, 140, 142, 148, 152, 154</p>
Mathematical Thinking and Expression (12)	
Standard Area 2.1: Numbers and Operation (4)	
<p>Counting and Cardinality 2.1 PK.A.1 Know number names and the count sequence.</p> <ul style="list-style-type: none"> • Name numerals up to 10 • Rote count up to 20 • Match a numeral to a set of 0-10 objects • Represent a number of objects with a written numeral 0-10 • Differentiate numerals from letters • Counts on when a specific number is provided 	<p>Teacher Guide – (TG) TG1: 63, 98, 104, 105, 117, 153 TG2: 27, 32, 38, 39, 40, 44, 46, 50, 51, 59, 60, 66, 134, 135, 140, 147, 152 TG3: 69, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 129, 158, 159 TG4: 32, 50, 51, 81, 98, 99, 110, 111, 116, 117, 118, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 68, 80, 87, 98, 99, 104, 110, 121, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153 TG6: 44, 50, 62, 63, 68, 74, 75, 80, 81, 86, 105, 110, 116, 117, 123, 129, 134, 135, 140, 141, 146, 146, 152, 153, 158, 159 TG7: 32, 33, 38, 39, 44, 45, 50, 62, 63, 68, 69, 74, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 26, 27, 32, 33, 38, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG9: 38, 39, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 147, 152, 153, 158, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive</p>

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<p>Counting and Cardinality 2.1 PK.A.2</p> <p>Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subtilize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to 6 • Use one-to-one correspondence when counting to 10 • State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted • Use counting and numbers as part of play and as a means for determining quantity 	<p>Software</p> <p>TG1: 31, 34, 35, 61, 62, 63, 87, 98, 153 TG2: 22, 24, 26, 27, 28, 29, 32, 33, 34, 38, 39, 40, 44, 45, 46, 60, 68, 70, 81, 85, 99, 104, 105, 108, 109, 109, 112, 118, 135, 140, 141 TG3: 32, 37, 42, 44, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 140 TG4: 81, 97, 98, 104, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 38, 39, 44, 50, 61, 81, 87, 97, 98, 99, 104, 105, 110, 111, 116, 117, 122, 133 TG6: 30, 37, 42, 62, 68, 69, 74, 80, 81, 86, 102, 104, 105, 110, 116, 117, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 44, 45, 50, 51, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 26, 27, 29, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 109, 111, 116, 117, 119, 122, 123, 133, 134, 140, 141, 147, 159 TG9: 27, 38, 39, 98, 99, 104, 105, 110, 111, 117, 124, 132, 135, 138, 140, 141, 146, 147, 153</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>Counting and Cardinality: Comparing 2.1 .PK.A.3</p> <p>Compare numbers.</p> <ul style="list-style-type: none"> • Create sets of objects with same and different amounts • Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 • Compare two numbers between 1 and 5 when presented as written numerals • Practice use of mathematical vocabulary to compare numbers of objects 	<p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159 TG2: 108, 111 TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122 TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192 TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117 TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>Mathematical Processes 2.1.PK.MP</p> <p>Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p> <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play (Reference AL.2.PK.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots) Use simples forms of numerical representations (e.g. pictures, objects, fingers) 	<p><i>Frog Street Pre-K provides consistent opportunities for children to recognize and name numerals. Example—Theme 6 I Build! I Create! p.132 wherein children actively engage in identifying numerals through participation in the <u>Numeral Dance</u>. (Each numeral has its own movement.)</i></p> <p>TG1: 116, 117 TG2: 46, 47, 50, 51 TG3: 116, 158, 159 TG4: 32, 110, 111, 116, 117, 122, 152, 153 TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159 TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81 TG8: 32, 104, 117, 134, 135, 141 TG9: 98, 99, 104, 109, 116, 153</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), "Frog Street Pre-K" Interactive Software</p>
<p>Standard Area 2.2: Algebraic Concepts (2)</p>	
<p>Operations and Algebraic Thinking 2.2 .PK.A.1</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to solve simple addition and subtraction problems using</i></p>

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<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations • Explain adding and subtracting sets of objects up to and including six, using basic math vocabulary (e.g. putting together, adding to, taking away, taking apart, taking from) • Join sets of objects • Separate sets of objects • Add objects to a set and tell a number story about it 	<p><i>concrete objects.</i> TG4: 50, 51 TG 5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG7: 153 TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 TG9: 104, 105, 116, 129</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), "Frog Street Pre-K" Interactive Software</p>
<p>Operations and Algebraic Thinking 2.2.PK.MP Use mathematical processes when representing relationships.</p> <ul style="list-style-type: none"> • Engage in mathematical play • Persist in mathematical play (Reference AL.2.PK.C) • Problem solve during mathematical play (Reference AL.4.PK.C) • When prompted, communicate thinking while engaged in mathematical play • Talk and listen to peers during mathematical play • Use common forms of numerical representation (e.g. fingers, tally marks, dots) 	<p>TG1: 63, 153 TG2: 26, 27, 38, 39, 68, 104, 105, 108, 135 TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123 TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 44, 81, 87, 97, 110, 111 TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 32, 38, 44, 45, 51, 116, 153 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159 TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p>
<p>Standard Area 2.3: Geometry (3)</p>	
<p>Geometric Identification 2.3.PK.A.1 Identify and describe shapes.</p> <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes • Recognize and describe the attributes of geometric figures • Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to • Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid) 	<p><i>Frog Street Pre-K provides ongoing opportunities for children to recognize, identify, and describe a variety of different shapes. Children also describe attributes and positions of objects and shapes.</i> TG1: 34, 38, 39, 45, 58, 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 98, 103, 105, 116, 121, 122, 132, 133, 134, 141, 146, 158 TG2: 21, 31, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 129, 137, 139, 151 TG3: 26, 38, 39, 61, 69, 73, 74, 78, 79, 80, 81, 86, 99, 102, 104, 110, 111, 114, 115, 117, 122, 134, 135, 146, 152, 153 TG4: 38, 39, 44, 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 104, 117, 133, 140, 147 TG5: 27, 45, 62, 65, 67, 68, 69, 74, 75, 80, 105, 116, 117, 123, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 61, 70, 71, 72, 73, 74, 75, 80, 87, 98, 99, 103, 104, 105, 111, 145, 146, 147, 152, 154 TG7: 26, 32, 34, 35, 36, 46, 47, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 96, 97, 98, 99, 103, 104, 105, 109, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 158, 159 TG8: 31, 38, 39, 71, 105, 110, 111, 117, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 69, 73, 87, 122, 123</p>

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	<p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>2.3.PK.A.2 Analyze, compare, create, and compose shapes.</p> <ul style="list-style-type: none"> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes Model shapes in the world by building shapes from components and drawing shapes Use geoboards to create shapes with rubber bands Use simple shapes to compose larger shapes 	<p><i>Frog Street Pre-K</i> provides children with hands-on experiences with two- and three-dimensional shapes during <i>Construction Center</i> activities throughout each Theme. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on "I Can Build."</p> <p>TG1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139 TG3: 26, 38, 39, 99, 102 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140 TG5: 65, 69, 105 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 99, 103, 104, 105, 145, 146, 147, 152 TG7: 61, 62, 96, 97, 99, 105, 109, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), "Frog Street Pre-K" Interactive Software</p>
<p>2.3.PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p> <ul style="list-style-type: none"> Engage in geometric play Persist in geometric play (Reference AL.2.PK.C) Problem solve during geometric play (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in geometric play Talk and listen to peers during geometric play Problem solve during geometric play (Reference AL.4.PK.C) 	<p>TG1: 69, 80, 81 TG2: 62, 68, 69, 74, 75, 80, 86, 87, 98, 104, 105, 111, 116, 122, 123, 137, 139 TG3: 26, 38, 39, 99 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 140 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 100, 104, 105, 110, 146 TG7: 86, 87, 99, 109 TG8: 32, 38, 105 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 134</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>Standard Area 2.4: Measurement, Data and Probability (3)</p>	
<p>Measurement and Data 2.4.PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.</p> <ul style="list-style-type: none"> Recognize attributes of objects that can be measured Measure objects using non-standard items (e.g. hands, shoes, yarn, blocks) Practice use of standard measurement tools Practice using measurement vocabulary Sort and order by one attribute Use ordinal number words to describe the position of objects (first, second, last) Compare two objects with a measurable attribute in common to see which object has "more of"/ "less of" the attribute and describe the difference 	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to compare measurable attributes.</p> <p>Length, height, capacity: TG1: 134, 135, 140, 141, 146, 147 TG2: 75, 111 TG3: 26, 27, 32, 33, 44, 45, 80, 81, 82, 116 TG4: 141 TG5: 32, 62, 63, 74, 75, 81, 86, 129, 145, 158, 159 TG6: 62, 63, 68, 69, 75, 80, 81, 85, 86, 87 TG8: 79, 85, 105, 140 TG9: 44, 62, 74, 80, 133, 134, 140, 141, 147</p> <p>Weight: <u>Compare Weight of Two Objects</u> TG1: 152 TG3: 62, 68 TG5: 69 TG9: 133, 140 <u>Balancing Two Sides of a Scale</u> TG3: 62, 74, 75 TG6: 74 TG9: 37 Order Objects by Size: TG1: 87, 134, 135, 140, 141, 146, 147, 152, 158 TG2: 43, 75 TG3: 24, 25, 26, 27, 28, 30, 32, 33, 38, 44, 45, 47, 50, 51, 62, 65, 68, 74, 75, 80, 81, 82, 86, 99, 110, 116 TG4: 26, 27, 86,</p>

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	<p>98, 99, 104, 105, 110, 111, 116, 117, 122, 141, 145 TG5: 32, 33, 62, 63, 74, 75 80, 81, 86, 87, 129, 145, 158, 159 TG6: 62, 63, 68, 69, 75, 80, 81, 85, 86, 87, 103 TG7: 93, 134, 140, 157 TG8: 57, 79, 85, 105, 116, 140, 153 TG9: 37, 44, 62, 74, 80, 133, 134, 140, 141, 147</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>2.4 PK.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> Classify up to 10 objects using one attribute into categories Display the number of objects in each category Count and compare the quantities of each category to describe which category has "more of"/ "less of" the attribute 	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to demonstrate knowledge of grouping. Children sort, classify and compare quantities of objects by one or more attributes, into two or more groups.</p> <p>TG1: 38, 39, 44, 50, 51, 67, 68, 98, 99, 105, 110, 111, 114, 115, 116, 117, 121, 123, 132, 134, 147, 158, 159 TG2: 60, 70, 96, 98, 99, 104, 108, 110, 111, 116, 122, 129, 134, 135, 140, 146, 147, 151, 152, 153, 158, 159 TG3: 24, 25, 26, 27, 33, 65, 68, 69, 74, 75, 78, 80, 86, 87, 109, 110, 116, 122, 141 TG4: 27, 32, 50, 61, 62, 74, 84, 105, 111, 116, 117, 153 TG5: 32, 36, 37, 45, 49, 51, 62, 74, 86, 87, 92, 98, 104, 110, 111, 116, 117, 147, 158 TG6: 27, 60, 62, 63, 68, 73, 74, 81, 98, 99, 104, 110, 111, 116, 117, 122, 123, 134, 135, 153 TG7: 51, 66, 98, 104, 105, 110, 116, 117, 122, 123 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 139, 146, 147, 158, 159 TG9: 38, 74, 75, 98, 104, 109, 110, 122, 123, 134, 146, 152, 158, 159</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), "Frog Street Pre-K" Interactive Software</p>
<p>2.1.PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.</p> <ul style="list-style-type: none"> Engage in activities that include measuring, representing, organizing, and understanding data Persist in activities that include measuring, representing, organizing, and understanding data (Reference AL.2.PK.C) Problem solve in activities that include measuring, representing, organizing, and understanding data (Reference AL.4.PK.C) When prompted, communicate thinking while engaged in activities that include measuring, representing, organizing, and understanding data Talk and listen to peers during activities that include measuring, representing, organizing, and understanding data 	<p><i>Frog Street Pre-K</i> provides children with opportunities to collect data by categories to answer questions. Example—<i>Theme 6: I Build! I Create!</i> (p. 116). Students create a graph focusing on the number of letters in each person's name. Children continue their investigation in the <i>Math Center</i>.</p> <p>TG1: 110, 111, 115 TG2: 66, 104, 108, 146, 147 TG3: 26 TG4: 26, 68, 74, 140, 141 TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147 TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159 TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123 TG8: 43,45, 57, 122, 123, 135, 146, 152, 153, 158, 159 TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153</p> <p>Resources: "Building Math Skills and Concepts" Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish)</p>
<p>Scientific Thinking and Expression: Exploring, Inquiry and Discovery</p>	
<p>Standard Area 3.1.A Biological Sciences: Living and Non-</p>	

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living Organisms (5)	
<p>Common Characteristics of Life 3.1 PK.A.1 Recognize the difference between living and non-living things.</p> <ul style="list-style-type: none"> Sort objects by living and non-living Categorize common living things into plants and animals 	<p><i>Children demonstrate recognition of the difference between living and non-living things by sorting objects and categorizing living things. Theme 8 focuses on Animals.</i></p> <p>Teacher Guide – (TG) TG1: 58, 61, 63, 64, 66, 67, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Energy Flow 3.1. PK.A.2 Identify basic needs of plants (water and light) and animals (food, water and light).</p> <ul style="list-style-type: none"> Categorize common living things into plants and animals State that living things need air, food and water to survive Observe the effect of darkness and light on growing plants 	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Life Cycles 3.1.PK.A.3 Recognize that plants and animals grow and change.</p> <ul style="list-style-type: none"> Observe and document the growth of a living thing through drawings, writing, and/or photos Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) Care for plants and animals in the classroom 	<p><i>Children sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. And children sing songs, such as Life Cycle Chant, reinforcing vocabulary such as 'egg, larva, pupa, and adult.'</i></p> <p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 47, 48, 49, 51,</p>

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	<p>57, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 117, 118, 119, 120, 123, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 30, 40, 42, 46, 47, 48, 49, 50, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139, 153</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Form and Function 3.1.PK.A.5 Name basic parts of living things.</p> <ul style="list-style-type: none"> Tell the parts of a person, an animal or a plant Draw a picture of a person, an animal or plant including most of the major observable features 	<p><i>In Theme 1, Week 2 children identify Body Parts and their functions. In Theme 1, Week 3 children learn how Body Parts help them gather information as they learn about senses. And in Theme 8, children learn about Animals.</i></p> <p>TG1: 60, 61, 63, 65, 66, 68, 72, 74, 78, 79, 84, 94, 95, 96, 110, 116, 119 TG2: 110 TG3: 130 TG4: 94, 103 TG5: 66 TG6: 81, 110 TG7: 22, 32, 37, 39, 43 TG8: 29, 66, 92, 96, 101, 102, 103, 108, 131, 137, 159 TG9: 145</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Science and Inquiry 3.1.PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> Ask questions about objects, organisms, and events Use the five senses and simple equipment to gather data Collect objects during a nature walk Describe observations accurately Compare observations with others Make a prediction about the result of the experiment 	<p>TG1: 11, 12, 29, 46, 66, 75, 87, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 132, 135, 143, 151 TG2: 23, 29, 42, 63, 69, 75, 87, 99, 108, 111, 123, 131, 141 TG3: 20, 23, 33, 42, 43, 57, 60, 61, 62, 68, 69, 73, 74, 80, 81, 93, 108, 109, 123, 135, 152 TG4: 29, 41, 45, 59, 62, 63, 65, 66, 101, 129, 139, 141, 145, 147, 153 TG5: 24, 27, 41, 45, 63, 67, 69, 80, 81, 108, 116, 123, 159 TG6: 11, 27, 47, 56, 59, 65, 75, 77, 87, 95, 107, 111, 131, 132, 145 TG7: 69, 103, 108, 115, 117, 128, 131, 132, 133, 135, 138, 141, 146, 147, 148, 151 TG8: 23, 29, 39, 59, 75, 147 TG9: 23, 39, 41, 42, 43, 63, 71, 87, 117, 137, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Standard Area 3.1.B Biological Sciences: Genetics (2)	
<p>Heredity 3.1.PK.B.1 Recognize and compare physical characteristics of living things from same species.</p> <ul style="list-style-type: none"> Note things that are similar among family members when looking at photographs Identify characteristics of own family (e.g. hair color, eye color and height) Match parent animal with offspring 	<p><i>Theme 2: <u>My Family and Friends</u>, Week 1 (Families) focuses on families. Children recognize, identify and compare families, including parents and their offspring. . Theme 8 focuses on <u>Animals</u>.</i></p> <p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 33, 40, 41, 42, 43, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 59, 62, 66, 77, 99, 105, 135, 141, 143,</p>

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	<p>149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 28, 29, 30, 32, 33, 35, 36, 37, 41, 42, 46, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 84, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards—Forest Friends, Frog Life Cycle, Metamorphosis, Seed to Fruit, Seeds on the Move, Mother and baby match cards (Patterns CD)</p>
<p>Science as Inquiry 3.1.PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment to gather data • Describe observations accurately • Compare observations with others • Describe observable patterns in objects • Make a prediction about the results of the experiment • Ask questions about objects, organisms, and events 	<p>TG1: 58, 61, 63, 64, 66, 67, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Standard Area 3.1.C Biological Sciences: Evolution (2)</p>	
<p>Unifying Themes (Constancy and Change) 3.1.PK.C.3 Describe changes that occur in animals.</p> <ul style="list-style-type: none"> • Identify changes that occur in animals during the seasons • Describe that some animals, such as bear, hibernate when it gets cold 	<p>TG1: 63, 118, 173 TG2: 28, 173 TG3: 60, 83, 87 TG4: 150 TG5: 11, 151 TG7: 72, 73, 134, 135, 140 TG8: 31 TG9: 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 3, 84, 85, 87</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Science as Inquiry 3.1.PK.C.4 Participate in simple investigations of changes in animals to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment to gather data • Describe observations accurately 	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81,</p>

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<ul style="list-style-type: none"> Compare observations with others Describe observable patterns in objects Make a prediction about the results of the experiment 	82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139
Standard Area 3.2.A Physical Sciences: Chemistry (4)	
<p>Properties of Matter 3.2.PK.A.1</p> <p>Sort and describe objects according to size, shape, color and texture.</p> <ul style="list-style-type: none"> Recognize the different types of matter (e.g. solid, liquid, gas) Describe objects according to size, shape, color or properties of matter Collect items and sort them according to shape, color or other attributes 	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81, 155 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 TG8: 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47, 48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156 TG9: 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Matter and Energy 3.2.PK.A.3</p> <p>Notice change in matter.</p> <ul style="list-style-type: none"> Point out when a change in matter occurs Observe differences in water (e.g. ice cube or snow melting and freezing) Notice changes in food substances during cooking 	<p>TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158 TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151 TG3: 57, 60, 61, 69, 73, 74, 78, 79, 80, 81, 86, 87, 114, 115, 117, 122, 134, 135, 152, 153 TG4: 63, 133, 147 TG5: 27, 45, 67, 68, 69, 123 TG6: 20, 23, 27, 50, 60, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111, 128 TG7: 26, 46, 47, 59, 62, 68, 69, 86, 87, 103, 104, 115, 117, 130, 131, 132, 133, 134, 135, 136, 137, 140, 141, 142, 143, 144, 145, 146, 147, 148, 150, 152, 153, 156, 159 TG8: 31, 38, 39, 45, 153 TG9: 21, 43, 56, 62, 63, 69, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 87, 115, 117, 141, 159</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Unifying Themes 3.2.PK.A.5</p> <p>Recognize that everything is made of matter.</p> <ul style="list-style-type: none"> Recognize that matter takes on different shapes depending upon its type (e.g. solids have a definite shape; liquids take the shape of their container; gas lacks shape and is present everywhere) 	<p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159 TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159 TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123 TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153 TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159 TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152 TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151 TG8: 27, 33, 44, 63,</p>

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	71, 96, 102, 103, 111, 134, 139, 147, 153 TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Science as Inquiry 3.2.PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction. <ul style="list-style-type: none"> • Ask questions about objects • Use the five senses and simple equipment to gather data • Experiment with changes in matter • Experiment with changes in substances when combined • Make a prediction about the results of the experiment 	TG1: 141 TG3: 57, 60, 61, 69, 78, 80, 81, 86, 87 TG3: 66 TG4: 86, 87, 144 TG6: 20, 23, 60, 72, 87, 128 TG7: 59, 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156 TG8: 35, 45, 167, 168 TG9: 21, 43, 56, 57, 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 115, 117, 141, 159 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Standard Area 3.2.B Physical Sciences: Physics (4)	
Force & Motion of Practices & Rigid Bodies 3.2.PK.B.1 Explore and describe the motion of toys and objects. <ul style="list-style-type: none"> • Comment about the motion of a variety of objects during play • Demonstrate an understanding of fast, slow, back and forth 	<i>Theme 7 focuses specifically on <u>Things that Move</u>.</i> TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158 TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151 TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153 TG4: 63, 133, 147 TG5: 27, 45, 67, 68, 69, 123 TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111 TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159 TG8: 31, 38, 39, 153 TG9: 69, 73, 87
Nature of Waves (Sound and Light Energy) 3.2.PK.B.5 Create and describe variations of sound <ul style="list-style-type: none"> • Categorize and create sounds based on different attributes • Listen to sounds from outside or inside and identify if it is loud, soft, high, low • Listen to sounds and identify the source • Make sounds with instruments 	TG1: 32, 33, 89, 97, 103, 104, 105, 118 TG2: 50, 51, 64, 94, 99 TG3: 67, 69, 72, 73, 76, 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139 TG4: 39, 51, 135, 138 TG5: 25, 36, 38, 39, 60, 61, 62, 63, 74, 75, 81, 84, 1066 TG6: 63, 85, 87, 99, 100, 128, 129, 133, 147 TG7: 42, 43, 138, 105, 119, 123, 151 TG8: 39, 98, 113, 129, 145, 153, 154, 157, 159 TG9: 21, 63, 68, 83, 84, 86, 87, 97, 104, 113, 114, 118 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Unifying Themes (Energy) 3.2.PK.B.6 Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow. <ul style="list-style-type: none"> • Recognize basic energy types and sources (e.g. light from the sun, wind, water) • Describe observations of and comment on basic 	TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87 TG4: 150 TG5: 11, 38, 41, 131, 133, 151 TG6: 23, 45 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117 Resources: Science Museum box (including an English/Spanish science library and tools for science

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energy types and sources <ul style="list-style-type: none"> Identify what plants and animals need to grow 	exploration—featuring Spangler Science Activities and Manipulatives)
Science as Inquiry 3.2.PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction. <ul style="list-style-type: none"> Ask questions about objects Use the five senses and simple equipment to gather data Experiment with objects or ideas to obtain a result Make predictions about an outcome (e.g. “What might happen to a kite when the wind blows or slows down?”) Describe observations accurately Compare observations with others 	<p><i>An example is in Theme 7, <u>Things that Move</u> on p. 117 wherein children conduct a science experiment to determine how many pennies it takes to sink boats of various sizes. They answer the question ‘Did the size of your boat impact the number of pennies it held?’</i></p> <p>TG1: 92, 121, 153 TG2: 92 TG3: 20, 21, 45, 56, 57, 60, 61, 66, 68, 69, 76, 77, 78, 80, 81, 110, 111, 116, 117, 139 TG4: 56, 63, 87, 92, 111, 129, 132, 133, 147 TG5: 44, 45, 69, 81, 105 TG6: 128, 141 TG7: 31, 69, 117 TG8: 20, 45, 56 TG9: 21, 42, 43, 73, 81, 83, 93, 115, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Standard Area 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles (4)	
Earth Features and the Processes that Change it 3.3.PK.A.1 Sort different types of earth materials. <ul style="list-style-type: none"> Explore rocks, soil and sand using a hand magnifier Answer questions about observations of earth matter Use senses and simple tools to explore earth materials 	<p>TG1: 33, 99, 105 TG2: 141, 158, 159 TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118 TG4: 86, 87, 147 TG6: 42, 45, 71, 77, 80 TG7: 137, 139, 141 TG9: 73, 96, 97, 99, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Water 3.3.PK.A.4 Identify a variety of uses for water. <ul style="list-style-type: none"> Identify ways water can be used (e.g. drinking, washing, watering plants, putting out fires, boating and fishing) Explore water during play 	<p>TG3: 68, 69, 76, 78, 80, 81, 110, 111, 116, 117, 139 TG5: 69 TG7: 31, 69, 117 TG8: 20, 45, 56 TG9: 42, 73, 81, 83, 93, 115</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Weather and Climate 3.3.PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life. <ul style="list-style-type: none"> Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it’s cold outside) Use a thermometer as a tool for measuring temperature Talk about current weather events that affect the community 	<p><i><u>Frog Street Pre-K</u> provides children with many opportunities to identify seasons and weather conditions.</i></p> <p><i>Example—Theme 7, <u>Things that Move</u>, p. 132 in which children discover ways they can tell if the wind is blowing. They create wind chimes (p. 135).</i></p> <p><i>Example—Theme 9, <u>Changes</u>, p. 72 in which children compare clothing worn in winter and summer. They discuss weather changes with seasons. On p. 82 they sing <u>The Weather Song</u> and describe the day’s weather.</i></p> <p>TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 78, 80, 83, 86, 87 TG4: 150 TG5: 11, 151 TG7: 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 150, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117, 169</p>

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	Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
<p>Science as Inquiry 3.3.PK.A.7</p> <p>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment to gather data • Experiment with different types of earth materials • Make predictions about an outcome (e.g. “What might happen if we go out in the snow without our boots?”) • Describe observations accurately • Compare observations with others 	<p>TG1: 33, 63, 99, 105, 118, 141 TG2: 28, 141, 158, 159 TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 83, 84, 85, 86, 87, 118 TG4: 86, 87, 147, 150 TG6: 23, 42, 45, 71, 77, 80 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 96, 97, 99, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Standard Area 3.3.B Origin and Evolution of the Universe (2)</p>	
<p>Comparisons and Structure 3.3.PK.B.1</p> <p>Identify objects that can be found in the day or night sky.</p> <ul style="list-style-type: none"> • Talk about things that can be found in the day or night sky (e.g. moon, sun, stars, clouds) • Distinguish between objects found in the day sky and in the night sky • Observe and describe different types of clouds 	<p><i>Theme 9, Week 2 focuses on <u>Earth Changes</u> (objects in the sky).</i></p> <p>TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87 TG4: 150 TG5: 11, 38, 41, 131, 133, 151 TG6: 23, 45 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Science as Inquiry 3.3.PK.B.3</p> <p>Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events • Use the five senses and simple equipment (e.g. prisms, binoculars) to gather data • Describe observations accurately • Compare observations with others • Explore shadows made from the sun • Use digital media to explore night sky, constellations, and other solar phenomena 	<p><i>Theme 9, Week 2 focuses on <u>Earth Changes</u>.</i></p> <p>TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87 TG4: 150 TG5: 11, 38, 41, 131, 133, 151 TG6: 23, 45 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Standard Area 4.1 Environment: Ecology (4)</p>	
<p>The Environment 4.1.PK.A</p>	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141,</p>

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<p>Identify living and non-living things in the immediate and surrounding environment.</p> <ul style="list-style-type: none"> Sort objects from the immediate environment by living and non-living 	<p>143 TG3: 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 71, 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81, 155 T7: 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157 TG8: 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47,48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156 TG9: 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Energy Flow 4.1.PK.C</p> <p>Identify that plants need the sun to grow.</p> <ul style="list-style-type: none"> Participate in experiments that show the effects on plant growth when the sun is removed as a source of energy 	<p>TG1: 63, 118, 141, 173 TG2: 28, 173 TG3: 60, 61, 77, 78, 80, 81, 83, 84, 85, 86, 87 TG4: 150 TG5: 11, 38, 41, 131, 133, 151 TG6: 23, 45 TG7: 59, 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 149, 150, 151, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 63, 64, 65, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Biodiversity 4.1.PK.D</p> <p>Identify basic needs of living things.</p> <ul style="list-style-type: none"> Reference 3.1.PK.A.2 	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Succession 4.1.PK.E</p> <p>Identify the change of seasons in the environment.</p> <ul style="list-style-type: none"> Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) Match types of clothing or activities to seasonal weather conditions 	<p><i>Frog Street Pre-K provides children with many opportunities to identify seasons and weather conditions.</i></p> <p><i>Example—Theme 7, <u>Things that Move</u>, p. 132 in which children discover ways they can tell if the wind is blowing. They create wind chimes (p. 135).</i></p> <p><i>Example—Theme 9, <u>Changes</u>, p. 72 in which children compare clothing worn in winter and summer. They discuss</i></p>

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<ul style="list-style-type: none"> Use a thermometer as a tool for measuring temperature 	<p><i>weather changes with seasons. On p. 82 they sing <u>The Weather Song</u> and describe the day's weather.</i></p> <p>TG1: 63, 118, 141 TG2: 28 TG3: 28, 60, 61, 78, 80, 83, 86, 87 TG4: 150 TG5: 11, 15 TG7: 72, 73, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 142, 148, 150, 152, 153, 156 TG8: 31 TG9: 57, 61, 62, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 117</p>
Standard Area 4.2 Watersheds and Wetlands (3)	
<p>Watersheds 4.2.PK.A</p> <p>Identify various types of moving water in Pennsylvania.</p> <ul style="list-style-type: none"> Identify bodies of water (e.g. rivers, lakes, streams, creeks, puddles) in the local area Differentiate between water that moves and water that is still 	<p>TG3: 68, 69, 76, 78, 80, 81, 110, 111, 116, 117, 139 TG5: 69 TG7: 31, 69, 117 TG8: 20, 45, 56 TG9: 42, 73, 81, 83, 93, 115</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Wetlands 4.2.PK.B</p> <p>Identify a wetland as an ecosystem in Pennsylvania.</p> <ul style="list-style-type: none"> Understand that an ecosystem is a community of living things and everything that surround them Understand that a wetland is an ecosystem in which the living things depend on a large amount of water for survival Participate in classroom activities about wetlands 	<p>TG2: 76, 77, 78, 79, 81 TG3: 38, 64, 76, 77, 78, 80, 81 TG4: 86, 87, 93, 128 TG5: 135 TG6: 113 TG7: 66, 136, 137, 138, 139, 140, 141 TG8: 71, 119, 147 TG9: 101, 102, 105, 114, 115, 117</p>
<p>Aquatic Ecosystems 4.2.PK.C</p> <p>Describe an aquatic (water) and terrestrial (land) habitat.</p> <ul style="list-style-type: none"> Understand that a habitat is where a living thing finds its basic needs for survival Describe different places animals can live Match animals to an aquatic (water) or terrestrial (land) habitat Include a description of a specific habitat in drawing, creations, or dictations 	<p><i>Theme 2: <u>My Family and Friends Weeks 2 and 4 focus on Homes and Communities, including animal habitats.</u></i></p> <p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 52, 55, 58, 59, 60, 61, 63, 65, 67, 77, 78, 79, 81, 82, 83, 84, 85, 107, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 35, 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 96, 137 TG8: 33, 60, 71, 119, 125, 147 TG9: 27, 102, 105, 108, 147</p>
Standard Area 4.3 Natural Resources (2)	
<p>Use of Natural Resources 4.3.PK.A</p> <p>Identify how the environment provides for the needs of people in their daily lives.</p> <ul style="list-style-type: none"> Understand that the things we use can be made from things found in the environment Match simple items used by people to its natural resource (e.g. milk to cow, wood for building to tree, wool to sheep) 	<p>TG2: 147 TG3: 20, 61, 65 TG7: 137, 138, 139, 141 TG8: 72, 77, 95, 113, 141, 147 TG9: 47, 100, 101, 102, 103, 105, 106, 107, 108, 109, 111, 112, 113, 114, 115, 117, 118, 120, 121, 123</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
<p>Availability of Natural Resources 4.3.PK.B</p> <p>Identify natural resources available to people in their daily life.</p>	<p>TG2: 147 TG3: 20 TG7: 137, 138, 13 TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123</p> <p>Resources: Science Museum box (including an</p>

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<ul style="list-style-type: none"> Understand that natural resources are materials that come from the environment and are used by people Discuss and use natural items collected from the immediate environment 	English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Standard Area 4.4 Agriculture and Society (3)	
Food and Fiber Systems 4.4.PK.A Identify what plants and animals need to grow. <ul style="list-style-type: none"> Reference 3.1.PK.A.2 	<i>Frog Street Pre-K provides opportunities for children to demonstrate comprehension of what plants and animals need to grow.</i> TG1: 96, 102, 120, 135 TG2: 77, 78, 79, 81, 86 TG3: 23, 38, 39, 62, 65, 71, 72 TG4: 82, 87 TG5: 71, 135 TG6: 81 TG7: 155, 156, 157 TG8: 33, 35, 48, 60, 63, 66, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150 TG9: 75, 101, 102, 103, 105
Applying Sciences to Agriculture 4.4. PK.C Recognize that plants and animals grow and change. <ul style="list-style-type: none"> Reference 3.1. PK.A.3 	<i>Frog Street Pre-K provides children with opportunities to sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. Children also sing songs, such as <u>Life Cycle Chant</u>, reinforcing vocabulary such as 'egg, larva, pupa, and adult.'</i> TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 47, 48, 49, 51, 57, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 117, 118, 119, 120, 123, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 30, 40, 42, 46, 47, 48, 49, 50, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139, 153 Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives), Sequence Cards, Photo Activity Cards
Technology Influences on Agriculture 4.4.PK.D Identify basic tools used in gardening at home and at school. <ul style="list-style-type: none"> Discuss and answer questions about gardening Use basic gardening tools 	TG4: 57, 101 TG5: 51, 101 TG6: 65, 69, 77 TG7: 159 TG8: 111, 129
Standard Area 4.5 Humans and the Environment (4)	
Sustainability 4.5.PK.A Identify what people need to survive. <ul style="list-style-type: none"> State that people are living things 	TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159 TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143 TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65,

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<ul style="list-style-type: none"> Label human needs as air, food, water, shelter, clothing 	69, 71, 72, 135, 143, 147, 149, 151 TG4: 59, 60, 82, 87, 105 TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159 TG6: 81 TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157 TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159 TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139
Integrated Pest Management 4.5.PK.B Identify things in the natural environment that can be harmful to people, pets and other living things. <ul style="list-style-type: none"> Recognize and avoid unsafe things and situations within the immediate natural environment Discuss plants, insects and animals that could be harmful; share personal experiences when relevant 	TG2: 77, 93 TG3: 20, 22, 23, 26, 27, 135, 147 TG4: 57, 60, 87 TG7: 83, 128, 154, 155, 156, 158 TG8: 92, 93, 94, 95, 96, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159 TG9: 79, 94
Pollution 4.5.PK.C Identify ways people pollute the environment. <ul style="list-style-type: none"> Identify how litter can have a negative impact on the environment Participate in experiments that show how litter can impact the environment Identify ways that litter should be handled 	TG2: 147 TG5: 106 TG7: 138 TG9: 20, 92, 93, 96, 106, 107, 108, 109, 111, 114, 118, 119, 120, 121, 122, 123, 130
Waste 4.5.PK.D Describe how everyday human activities generate waste. <ul style="list-style-type: none"> Sort waste into those things that can be recycled and those things that cannot Practice recycling as part of classroom routine 	TG2: 147 TG3: 20 TG7: 137, 138, 13 TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123
Standard Area 15.4 Computer and Information Technology (8)	
Influence of Emerging Technologies 15.4.PK.A Identify various technologies used in the classroom and at home. <ul style="list-style-type: none"> Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet, e-reader, Smart board) Discuss personal experiences with technology 	<i>Frog Street Pre-K Interactive Software is custom-designed software developed in conjunction with instructional program. <u>Fanny's Computer Tutor</u> introduces children to the parts of the computer, navigation tools, and software icons.</i> TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129 Resources: "Frog Street Pre-K" Interactive Software
Digital Citizenship 15.4.PK.B Demonstrate responsible use of technology and equipment. <ul style="list-style-type: none"> Perform basic tasks using technological equipment (e.g. turning on a computer, taking a picture with a digital camera, pushing play button on a tape recorder) 	<i>Frog Street Pre-K Interactive Software is custom-designed software developed in conjunction with instructional program. <u>Fanny's Computer Tutor</u> introduces children to the parts of the computer, navigation tools, and software icons. <u>Library and Listening Practice Activities</u> provide opportunities for children to access materials via disk, cassette tape, and CD-ROM.</i> TG1: 21, 43, 57, 73, 79, 93, 129, 157 TG2: 21, 31, 37, 57, 61, 93, 109, 129, 139, 151 TG3: 21, 31, 43, 57, 67, 79, 93, 115,

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<ul style="list-style-type: none"> Use technology and components for intended purpose Follow established rules (e.g. time limit, handling with care, putting away) when using technology Choose technologies that are appropriate for an identified task 	<p>129, 151 TG4: 21, 25, 31, 37, 43, 57, 79, 93, 121, 129, 133, 139, 157 TG5: 21, 31, 37, 57, 73, 93, 97, 109, 115, 129, 133 TG6: 21, 25, 57, 73, 93, 97, 129, 133, 151, 157 TG7: 21, 25, 43, 57, 61, 67, 73, 79, 93, 109, 129, 133, 139 TG8: 21, 37, 43, 57, 61, 85, 93, 103, 129, 139, 145, 157 TG9: 21, 25, 37, 39, 43, 49, 57, 73, 93, 103, 121, 129, 139, 151</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Hardware 15.4.PK.C</p> <p>With prompting and support, identify peripheral devices of computer system including input and output devices.</p> <ul style="list-style-type: none"> Label computer components (e.g. mouse, printer, keyboard, screen) with appropriate terms when using 	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. <i>Fanny's Computer Tutor</i> introduces children to the parts of the computer, navigation tools, and software icons.</p> <p>TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Input Technologies 15.4.PK.D</p> <p>Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).</p> <ul style="list-style-type: none"> Perform basic tasks using simple input technologies (e.g. mouse, touch screen, microphone, etc.) Use input technologies for intended purpose Follow established rules (e.g. time limit, handling with care, putting away) when using input technologies 	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. <i>Fanny's Computer Tutor</i> introduces children to the parts of the computer, navigation tools, and software icons.</p> <p>TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Software/Applications 15.4.PK.G</p> <p>With help and support, select and use various software / applications for an intended purpose.</p> <ul style="list-style-type: none"> Describe a purpose for use of software/application Choose software/application from choices provided by the teacher 	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed software developed in conjunction with instructional program. Included in the software are interactive applications such as <i>The Name Game</i>, <i>Reading Buddy</i>, <i>Writer's Corner</i>, <i>Words, Words, Words</i>, <i>ABC and XYZ</i>, <i>Sounds and Rhymes</i>, <i>Frog Street Math</i>, and <i>Tux Paint</i>.</p> <p>TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Digital Media 15.4.PK.K</p> <p>With help and support, identify similarities and differences between text, graphics, audio, animation, and video.</p> <ul style="list-style-type: none"> Describe various types of media, what technology is used to convey it, and some components (e.g. words, images, video) of it Describe preferences for various types of media 	<p>TG1: 21, 43, 57, 73, 79, 93, 129, 157 TG2: 21, 31, 37, 57, 61, 93, 109, 129, 139, 151 TG3: 21, 31, 43, 57, 67, 79, 93, 115, 129, 151 TG4: 21, 25, 31, 37, 43, 57, 79, 93, 121, 129, 133, 139, 157 TG5: 21, 31, 37, 57, 73, 93, 97, 109, 115, 129, 133 TG6: 21, 25, 57, 73, 93, 97, 129, 133, 151, 157 TG7: 21, 25, 43, 57, 61, 67, 73, 79, 93, 109, 129, 133, 139 TG8: 21, 37, 43, 57, 61, 85, 93, 103, 129, 139, 145, 157 TG9: 21, 25, 37, 39, 43, 49, 57, 73, 93, 103, 121, 129, 139, 151</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Technology Research</p>	<p><i>Frog Street Pre-K Interactive Software</i> is custom-designed</p>

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<p>15.4.PK.L With help and support, use web browser to locate content-specific websites.</p> <ul style="list-style-type: none"> • Generate or choose a topic to learn about • Follow teacher or peer directions to use web browser to locate information specific to chosen topic 	<p><i>software developed in conjunction with instructional program. <u>Fanny's Computer Tutor</u> introduces children to the parts of the computer, navigation tools, and software icons.</i></p> <p>TG1: 57, 93, 129 TG2: 21, 57, 93, 129 TG3: 21, 57, 93, 129 TG4: 21, 57, 93, 129 TG5: 21, 57, 93, 129 TG6: 21, 57, 93, 129 TG7: 21, 57, 93, 129 TG8: 21, 57, 93, 129 TG9: 21, 57, 93, 129</p> <p>Resources: "Frog Street Pre-K" Interactive Software</p>
<p>Emerging Technologies in Careers 15.4.PK.M With help and support, identify various technologies used in the workplace</p> <ul style="list-style-type: none"> • Attempt to use model and real medical equipment as it is used at the doctor's office during play • Identify the types of tools and materials used in construction • Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) • Practice using hammers and nails or screws and screwdrivers in a construction center 	<p><i><u>Pretend and Learn</u> centers provide children with the opportunity to demonstrate various roles and services of workers and use model or real equipment. <u>Photo Activity Cards</u> are also used to discuss various vehicles and responsibilities of each worker.</i></p> <p>TG1: 20, 23, 42, 43, 47, 49, 51 TG2: 128, 129, 136, 137, 138, 139, 140, 141, 142, 144, 146, 147 TG4: 77, 93, 112, 113, 114, 115, 116, 117 TG6: 84 TG8: 60, 63, 99 TG9: 147</p> <p>Resources: Photo Activity Cards: Baker, Police Officer, Fire Fighter, Grocer, Nurse, Dentist, Doctor, Mail Carrier, Veterinarian</p>
<p>Social Studies Thinking: Connecting to Communities</p>	
<p>5. Civics and Government (7)</p>	
<p>Standard Area 5.1 Principles and Documents of Government (2)</p>	
<p>Rule of Law 5.1 .PK.A State rules and their consequences.</p> <ul style="list-style-type: none"> • Describe classroom rules • Explain a consequence for breaking a classroom rule 	<p><i>Frog Street Pre-K's daily <u>Greeting Circle</u> builds a sense of classroom community. Children discuss classroom rules, and consequences should they choose not to follow the rules. Children are provided with opportunities to discuss how rules promote order, safety, fairness and respect.</i></p> <p><i>Example—Theme 4: Choices, p. 49 in the <u>Creativity Station</u>, children draw a picture depicting a classroom rule, dictating a sentence stating the rule and answering the question "what does this rule mean?"</i></p> <p>Teacher Guide – (TG) TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 30, 34, 40, 46, 49, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG7: 22, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>
<p>Symbols</p>	<p>TG1: 34, 35 TG2: 16, 35 TG3: 52, 63, 156 TG4: 74, 78 TG5:</p>

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<p>5.1.PK.F Identify basic American symbols (e.g., American Flag).</p> <ul style="list-style-type: none"> • Discuss images, pictures or items that are symbols of America • Identify the American Flag • Replicate the American Flag using art materials 	<p>78,153 TG7: 120 TG8: 156 TG9: 66, 96, 141</p> <p>Resources: Rebus Poster—"Pledge to the Flag"</p>
<p>Standard Area 5.2 Rights and Responsibilities of Citizenship (3)</p>	
<p>Civic Rights and Responsibilities 5.2.PK.A Identify self-membership of a group such as the class or family.</p> <ul style="list-style-type: none"> • Display awareness of role as member of a group • Participate in group decision-making • Participate in classroom and family responsibilities • Talk about responsibilities at home • Work cooperatively with other children to achieve an outcome 	<p><i>Frog Street Pre-K incorporates <u>Conscious Discipline</u>®, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging.</i></p> <p>T1: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T2: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T3: 22, 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T4: 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T9: 22, 28, 34, 40, 46, 58, 64, 66, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 141, 142, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, "It Starts in the Heart" CD, Pocket Cubes)</p>
<p>Conflict and Resolution 5.2.PK.B Identify a problem and discuss possible solutions with adult assistance. *see also 16.2. PK.D</p> <ul style="list-style-type: none"> • Identify one or two solutions to a problem • Attempt to solve a conflict with a peer • Work with a peer to develop a solution to a problem (e.g. ways to share the play dough when there isn't enough) • Suggest simple solutions to conflict which are most often based upon own needs and desires 	<p><i>Frog Street Pre-K Conscious Discipline® presented in each day's Greeting Circle (Commit) and reviewed in each Closing Circle help children appropriately deal with conflicts. Practice Activities provide opportunities for children to use appropriate procedures for sharing materials, negotiate, and compromise with each other, with adult assistance as necessary.</i></p> <p>TG1: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG2: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG3: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG4: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100,</p>

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	<p>103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG5: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG6: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG7: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG8: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159 TG9: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 40, 45, 46, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 70, 73, 75, 76, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 142, 145, 147, 148, 151, 153, 154, 157, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, "It Starts in the Heart" CD, Pocket Cubes)</p>
<p>Leadership and Public Service 5.2.PK.C Emerging to: Identify classroom projects/activities that support leadership and service.</p> <ul style="list-style-type: none"> • Show interest in leadership opportunities • Choose a leader for a classroom project • Ask to be the line leader • Request to help teacher 	<p><i>Frog Street Pre-K provides many opportunities for children to show leadership skills. During daily <u>Greeting Circle</u> and <u>Practice Activities</u>, children work with teams or partners. These activities provide the opportunity for one child to choose to be leader and for children to switch positions if the other children show interest in being the leader.</i></p> <p>TG1: 22, 23, 29, 34, 37, 46, 57, 58, 63, 64, 69, 70, 75, 76, 87, 94, 97, 100, 103, 106, 111, 112, 117, 118, 123, 135, 141, 142, 147, 148, 153, 159 TG2: 22, 25, 26, 27, 28, 30, 31, 33, 39, 40, 45, 47, 51, 56, 58, 63, 64, 69, 70, 75, 76, 81, 87, 89, 95, 100, 101, 102, 105, 106, 107, 111, 113, 117, 118, 123, 135, 136, 137, 141, 143, 147, 148, 153, 159 TG3: 22, 27, 33, 39, 40, 45, 51, 58, 63, 64, 69, 75, 76, 81, 94, 97, 99, 100, 105, 106, 111, 112, 117, 123, 135, 141, 142, 147, 153, 154, 159 TG4: 24, 27, 28, 29, 30, 31, 33, 34, 37, 39, 40, 41, 45, 46, 51, 63, 64, 69, 70, 75, 79, 81, 87, 99, 105, 106, 107, 108, 110, 111, 117, 123, 135, 136, 141, 142, 147, 153, 154, 156, 157, 159 TG5: 25, 27, 33, 39, 45, 51, 57, 63, 69, 75, 76, 78, 80, 81, 82, 87, 99, 105, 111, 115, 117, 118, 123, 135, 141, 142, 147, 148, 153, 159 TG6: 27, 30, 33, 34, 39, 42, 45, 51, 63, 64, 66, 69, 75, 79, 81, 82, 83, 87, 99, 105, 111, 118, 120, 123, 130, 135, 136, 141, 147, 153, 159 TG7: 24, 27, 33, 39, 45, 46, 51, 63, 69, 75, 81, 87, 94, 99, 105, 111, 117, 118, 123, 135, 141, 147, 153, 159 TG8: 22, 27, 33, 39, 40, 45, 46, 51, 63, 69, 75, 81, 87, 93, 99,</p>

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	105, 106, 107, 111, 112, 117, 123, 130, 133, 135, 136, 141, 147, 148, 153, 159 TG9: 27, 28, 33, 39, 45, 51, 63, 69, 75, 81, 82, 99, 105, 111, 112, 117, 123, 135, 141, 143, 144, 145, 147, 148, 153, 159
Standard Area 5.3 How Government Works (2)	
<p>Government Services 5.3.PK.C Identify community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> • Match descriptions of people’s work in a community with picture illustrating the job • Act out roles of community workers in dramatic play • Relay personal experiences to describe the work that community workers do 	<p><i>Frog Street Pre-K</i> encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles and services and identify the work that community workers do. TG1: 20, 23, 42, 43, 47, 49, 51 TG2: 128, 129, 136, 137, 138, 139, 140, 141, 142, 144, 146, 147 TG4: 77, 93, 112, 113, 114, 115, 116, 117 TG6: 84 TG8: 60, 63, 99 TG9: 147</p> <p>Resources: Photo Activity Cards with the following themes— Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier; Theme 4: Health Workers</p>
<p>Conflict and the Court System 5.3.PK.F Identify appropriate behaviors for responsible classroom citizens.</p> <ul style="list-style-type: none"> • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult • Follow rules and routines in classroom • Respond with empathy to others who are upset • Recognize when someone needs help and offer assistance • Respect another’s attempts to complete tasks independently 	<p><i>Frog Street Pre-K</i> incorporates <i>Conscious Discipline®</i>, a comprehensive social emotional program that helps build a sense of classroom community as children unite as a group and develop a sense of belonging.</p> <p>Children become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision-making, and respect for majority rules and the views of group members who disagree with the majority. T1: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T2: 22, 28, 34, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T3: 22, 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T4: 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 142, 148, 154 T9: 22, 28, 34, 40, 46, 58, 64, 66, 70, 76, 82, 94, 100, 106, 114, 118, 130, 136, 141, 142, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
6. Economics (8)	
Standard Area 6.1 Scarcity and Choice (3)	
<p>Scarcity and Choice 6.1.PK.A Emerging to: Identify how scarcity influences choice.</p> <ul style="list-style-type: none"> • Understand that some resources are limited • Notice when materials are running low (e.g. we 	<p><i>Frog Street Pre-K</i> Theme 4 specifically focuses on <i>Choices</i>. Children make choices about classroom resources—in areas such as <i>Practice Activities</i>. TG1: 61, 75, 76, 79, 87, 94, 130, 133, 138, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 63, 64, 70, 76, 94, 95,</p>

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<p>need more paper in the art area)</p> <ul style="list-style-type: none"> • Offer to share materials when materials are scarce (e.g. one shovel in sensory table) • Show preference for one material/center, but choose a different material/center when materials are scarce or center is full 	<p>101, 106, 112, 113, 118, 120, 142, 148, 154 TG3: 33, 34, 58, 64, 70, 71, 76, 123, 135, 141 TG4: 23, 29, 30, 31, 40, 41, 45, 46, 48, 51, 70, 76, 111, 148, 156 TG5: 22, 34, 40, 46, 58, 61, 70, 94, 100, 112, 148 TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 109, 110, 112, 118, 130, 132, 139, 154 TG7: 22, 35, 39, 40, 46, 58, 64, 70, 75, 76, 99, 100, 106, 111, 112, 118, 130, 136, 142, 148 TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154, 157 TG9: 22, 24, 28, 34, 40, 46, 47, 64, 70, 76, 82, 94, 100, 106, 112, 118, 123, 130, 131, 133, 136, 137, 138, 142, 143, 144, 145, 147, 148, 149, 150, 154, 159</p> <p>Scarcity: TG1: 131 TG2: 30, 33, 35, 84, 85 TG3: 131 TG4: 72, 75, 83, 85 TG5: 119, 121, 123 TG6: 119, 121, 123 TG7: 22, 65 TG8: 71 TG9: 107</p>
<p>Limited 6.1.PK.B Emerging to: Identify family wants and needs.</p> <ul style="list-style-type: none"> • Identify what people need to survive • Demonstrates awareness of one’s own preferences • Identify personal wants 	<p><i>Theme 2, <u>My Family and Friends</u> and daily <u>Family Connections</u> ideas provide opportunities for children to share information about family practices, customs, and culture, wants and needs.</i></p> <p>TG1: 131 TG2: 30, 33, 35, 84, 85 TG3: 131 TG4: 72, 75, 83 TG5: 119, 121, 123 TG6: 22, 65 TG7: 71 TG8: 33, 35 TG9: 107</p>
<p>Incentives and Choice 6.1.PK.D Identify a choice based on individual interest.</p> <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice • Provide a reason for choosing to play in a particular center that shows interest in specific materials or people 	<p><i>Theme 4, <u>Choices</u> focuses entirely on making thoughtful decisions. Children make ongoing, independent choices from diverse <u>Practice Activities</u>.</i></p> <p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150</p>
<p>Standard Area 6.2 Market and Economic Systems (2)</p>	
<p>Advertising and Media 6.2.PK.C Emerging to: Identify advertisements that encourage us to buy things.</p> <ul style="list-style-type: none"> • Recognize logos (environmental print) from local businesses • Discuss advertisements (e.g. radio, print, TV) 	<p>TG1: 51, 115, 117 TG2: 56, 57, 73, 92, 128 TG3: 121 TG4: 20, 49, 56, 78, 79 TG6: 44, 45, 66, 73, 92 TG7: 61, 69, 72, 96, 97, 99 TG8: 21, 49 TG9: 108, 109</p>
<p>Price Determination 6.2.PK.D Explain how money is used.</p> <ul style="list-style-type: none"> • Identify that money is used to buy things • State that money can be saved • Use pretend money while engaging in dramatic play activities • Practice exchanging play money for goods 	<p><i>Frog Street Pre-K provides opportunities for children to demonstrate how money is used. Example— Theme 4: <u>Choices</u>, p. 75 <u>Content Connection</u>—children discuss foods that come from farms, and how the various foods travel from the farm to the grocery store and the people responsible for this process. <u>Pretend and Learn</u> centers provide children with pretend money to exchange for goods during dramatic play.</i></p> <p>TG2: 33, 35, 138, 147, 149, 153, 156, 157, 159 TG3: 117, 131 TG4: 56, 72, 75, 83, 85 TG5: 21, 119, 121, 123 TG7: 71 TG8: 35, 56 TG9: 37, 107</p>

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Standard 6.3 Functions of Government (1)	
Government's Role in International Trade 6.3.PK.D Identify products produced locally. <ul style="list-style-type: none"> Name items that come from farms, factories, and/or businesses within the community Talk about products that can be found around their home 	TG2: 33, 138, 147, 149, 153, 156, 157, 159 TG3: 117, 131 TG4: 75, 83 TG5: 119, 121, 123 TG7: 71 TG9: 107
Standard Area 6.5 Income, Profit and Wealth (2)	
Factors Influencing Wages 6.5.PK.A Differentiate between work and play. <ul style="list-style-type: none"> Respond that adults work to earn money Relate that work involves performing an activity that is chosen and directed by someone else, and has a specific goal Relate that play is a self-selected activity that may or may not have a specific purpose 	<i>Frog Street Pre-K provides children with opportunities to demonstrate the ability to differentiate between work and play. Example—Theme 6: <u>I Build! I Create!</u> (p. 123) <u>Content Connection</u>—children discuss the many ways income is earned to pay for the things we need such as housing, food, and clothing.</i> TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147
Types of Businesses 6.5.PK.C Identify local businesses. <ul style="list-style-type: none"> Participate in role play that is related to a local business (e.g. pet store, hair salon, restaurant) Describe where customers go to acquire specific goods or services (e.g. food purchased at grocery store, hammer and nails purchased at hardware store) 	<i>Frog Street Pre-K encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and to demonstrate understanding of where goods and services originate and how they are obtained.</i> TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117; TG4: 75, 77, 113, 114, 115, 116 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 137 TG8: 33, 60 TG9: 27, 102, 108, 147 Resources: Photo Activity Cards with the following themes: Theme 1: School Workers Theme 2: Community Workers: Police Officer, Fire Fighter, Nurse, Dentist, Doctor, Mail Carrier Theme 4: Health Workers, Grocery Workers Theme 6: Construction Workers, Architects, Engineers, Writers, Illustrators, Photographers Theme 7: Transportation Workers Theme 8: Jobs associated with animals, such as Entomologist, Zoologist, Farmer, Veterinarian Theme 9: Environmental Workers
7. Geography (3)	
Standard Area 7.1 Basic Geographic Literacy (2)	
Geographic Tools 7.1.PK.A Explain how a map is a representation of places. <ul style="list-style-type: none"> Use a simple map 	TG1: 23, 29, 32, 33, 35, 41-43, 45, 49, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 32, 33, 37, 35, 41, 44, 45, 47, 59, 61, 65, 67, 68, 71, 77, 81, 83, 85, 95, 99, 101, 107, 109,

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<ul style="list-style-type: none"> • Use available materials (e.g. blocks) to represent buildings, roads or houses • Include representations of roads, bodies of water and buildings in play • Discuss tools used to locate places • Use the term “map” 	110, 111, 115, 119, 121, 131-133, 135, 139, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35-37, 41, 43, 47, 58, 59, 60, 62, 64-67, 69, 70, 71, 73, 74, 75, 77, 79, 80, 81, 83, 84, 86, 87, 94, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 114, 116, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60-62, 65, 71-73, 77-79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 45, 47, 59, 65, 66, 71, 73, 75, 77, 79, 83, 87, 95, 96, 97, 101, 105, 107, 108, 111, 113, 119, 122, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 58, 60, 63, 65, 66, 67, 69, 71, 73, 77, 79, 83, 84, 85, 94, 95, 99, 101, 102, 104, 106, 107, 108, 109, 110, 112, 113, 114, 119, 131, 137, 138, 143, 144, 145, 150, 152, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 117, 119, 120, 131, 132, 137, 139, 143, 149, 151, 155, 157 TG9: 19, 23, 25, 29, 30, 35, 36, 37, 41, 43, 45, 47, 59, 62, 65, 71, 72, 73, 77, 81, 83, 87, 101, 103, 107, 113, 119, 131, 137, 141, 143, 144, 145, 156
Location of Places and Regions 7.1.PK.B Emerging to: Describe the location of places in the home, school, and community to gain an understanding of relative location <ul style="list-style-type: none"> • Describe the location of items/areas in the classroom and at home • Use directionality, size and position (e.g. left, right, first, last, little, big, top, bottom) to describe location • Place pictures of common household items in the proper rooms of a floor plan • Listen to directions and retrieve items 	TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 58, 59, 60, 61, 63, 65, 67, 82, 83, 84, 85, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 96, 137 TG7: 63, 66, 67 TG8: 33, 60, 98 TG9: 27, 102, 108, 147
Standard Area 7.2 Physical Characteristics of Places and Regions (1)	
Physical Characteristics 7.2. PK. A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features. <ul style="list-style-type: none"> • Describe simple characteristics of home (e.g. type of dwelling, where located, what surrounds it) • Identify familiar places in the neighborhood • Describe simple characteristics of business or community structures (e.g. type of dwelling, where located, what surrounds it) 	TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158 TG2: 33, 58, 59, 60, 61, 63, 65, 67, 82, 83, 84, 85, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159 TG3: 117 TG4: 75, 77, 113, 114, 115, 116, 117 TG5: 51, 119, 120, 121, 123 TG6: 65, 67, 96, 137 TG7: 63, 66, 67 TG8: 33, 60, 98 TG9: 27, 102, 108, 147
8. History (2)	
Standard Area 8.1 Historical Analysis and Skills	

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Development (2)	
<p>Continuity and Change Over Time 8.1.PK.A</p> <p>Identify a sequence of events through a day.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of past, present, and future (e.g. today is ___, yesterday was ___ and tomorrow will be ___, recall information from the immediate past, sequence pictures of self from birth to present) • Describe the daily routine (e.g., what happens first, before lunch, after lunch, at end of day) • Show anticipation for regularly scheduled events • Use words to describe time (e.g. yesterday, today, tomorrow, o'clock) 	<p><i>Theme 9, Week 4: Before and Now focuses on past and current events related to the school year. A precursor skill is describing concepts associated with the passage of time.</i></p> <p>TG1: 30, 31, 38, 66, 86, 87, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 141, 158, 159 TG2: 23, 59, 60, 66, 83, 84, 96, 98, 99, 104, 123, 131, 132, 134, 152 TG3: 50, 51, 60, 69, 72, 76, 78, 82, 86, 87, 113, 114, 115, 117, 135, 141, 143, 152, 158 TG4: 27, 44, 45, 60, 61, 66, 67, 71, 73, 80, 87, 98, 99, 101, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 123, 129, 133, 139, 151, 157 TG5: 51, 81, 151, 159 TG6: 61, 66, 75, 123, 132, 145 TG7: 27, 45, 108, 115, 132, 138, 146, 147, 148, 157 TG8: 22, 24, 41, 58, 60, 94, 104, 112, 131, 132, 133, 136, 137, 154, 158 TG9: 24, 25, 27, 28, 30, 31, 33, 47, 48, 130, 133, 135, 138, 139, 141, 142, 143, 144, 146, 147, 148, 149, 150, 151, 153, 154, 155, 156, 158</p>
<p>Research 8.1.PK.C</p> <p>Understand that information comes from many sources such as books, computers, and newspapers.</p> <ul style="list-style-type: none"> • Label types of media and what information can be gained (e.g. recipes from a cookbook, prices from an advertisement) • Locate information on identified topics using media (e.g. music, books, maps, TV programming, newspapers, magazines, movies, Internet, applications, advertising) 	<p>TG1: 57, 93, 129 TG2: 21, 29, 35, 37, 57, 93, 108, 129 TG3: 21, 57, 64, 65, 93, 129, 143 TG4: 21, 27, 57, 60, 93, 129 TG5: 21, 47, 57, 63, 93, 129, 150 TG6: 21, 57, 75, 93, 129, 158 TG7: 21, 29, 57, 66, 67, 69, 72, 93, 129, 140, 150, 152 TG8: 21, 57, 84, 93, 129, 132 TG9: 21, 29, 48, 57, 62, 66, 74, 93, 129, 146</p>
<p>Creative Thinking and Expression: Communicating through the Arts (14)</p>	
<p>Standard Area 9.1.M Production and Performance: Music and Movement (4)</p>	
<p>Elements and Principles 9.1.M.PK.A</p> <p>Know and use basic elements and principles of music and movement.</p> <ul style="list-style-type: none"> • Practice rhythms in different forms of music and dance • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher-guided music and movement activities • Participate in group movement activities demonstrating an awareness of shared space • Demonstrate an understanding of “fast,” “slow,” “loud,” and “soft.” 	<p><i>Frog Street Pre-K provides many opportunities to participate in movement activities with and without music. <u>Moving and Learning</u> experiences are included each day.</i></p> <p>Teacher Guide – (TG) TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158 TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154 TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73,</p>

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	<p>75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158 TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156 TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p> <p><i>Frog Street Pre-K provides many to use a variety of instruments and other objects to produce sound. Children are encouraged to imitate and produce increasingly complex beats and rhythm patterns.</i></p> <p>TG1: 28, 40, 47, 97, 103, 105, 118, 148 TG2: 51, 64, 99, 117, 118, 148 TG3: 40, 45, 46, 50, 51, 118, 130, 133, 134, 135, 142, 148 TG4: 22, 39, 64, 82, 135, 142 TG5: 22, 34, 36, 39, 130, 147 TG6: 22, 34, 40, 63, 64, 94, 100, 129, 130, 133, 135, 136, 142 TG7: 20, 22, 34, 40, 42, 43, 61, 62, 94, 118, 136, 142, 148 TG8: 66, 76, 94, 100, 154 TG9: 70, 82, 94, 112, 118, 136, 142, 154</p> <p>Resources: Music and Listening Library CDs</p>
<p>Demonstration 9.1.M.PK.B Respond to different types of music and dance through participation and discussion.</p> <ul style="list-style-type: none"> • Participate in teacher-guided music and movement activities • Sing familiar songs, chants, and finger plays • Dance to different types of music • Discuss music and movement experiences 	<p><i>Frog Street Pre-K provides many opportunities to participate in movement activities with and without music. <u>Moving and Learning</u> experiences are included each day.</i></p> <p>TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158 TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154 TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158 TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152 TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154 TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158 TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156 TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p>
<p>Representation 9.1.M.PK.E Use imagination and creativity to express self through music and dance.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46,</p>

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<ul style="list-style-type: none"> Initiate music and movement activities Select music and movement area during free choice Improvise songs and rhythmic patterns Change words or tune of familiar songs to make new songs Use body to represent form in space, finger plays, or stories 	48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
Technologies 9.1.M.PK.J Use a variety of technologies for producing or performing works of art. <ul style="list-style-type: none"> Explore musical instruments Use instruments to accompany music Use instruments as intended Use age appropriate digital media applications to create music Use a variety of props to enhance movement activities (e.g. scarves, bean bags, ribbons) Use recording devices (e.g. voice recorder, video recorder) to capture music and/or movement performances 	TG1: 89, 97, 103, 105, 118 TG2: 51, 64, 99 TG3: 49, 50, 94 TG4: 39, 135, 138 TG5: 36, 38, 39, 62, 74, 75 TG6: 63, 99, 100, 128, 129, 133 TG7: 42, 43 TG8: 153, 154 TG9: 84, 118
Standard Area 9.1.D Production and Performance: Dramatic and Performance Play (2)	
Demonstrations 9.1.D.PK.B Recreate a dramatic play experience for an audience. <ul style="list-style-type: none"> Create various voice inflections and facial expressions in play Change voice inflections when recreating various characters Direct peers or follow peers' instructions about dramatic play schemes Act out stories with guidance of the adult 	TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143 TG2: 25, 45, 81, 117, 138, 145 TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148 TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159 TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156 TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157 Resources: Lilypad Theater box (includes "Creative Storytelling" Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
Representation 9.1.D.PKE Use imagination and creativity to express self through dramatic play. <ul style="list-style-type: none"> Use nonconforming objects to create representations of real life objects or activities Represent fantasy and real-life experiences through pretend play Imitate roles of people, animals, or objects observed in life experiences Use props and costumes during dramatic play Create props from available materials 	TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157 Resources: Lilypad Theater box (includes "Creative

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	Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression
Standard Area 9.1.V Production and Performance: Visual Arts (4)	
<p>Elements and Principles 9.1.V.PK.A</p> <p>Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Demonstrate an understanding of “color,” “shape,” and “line” • Create a picture using different colors, varying the intensity of strokes and combining colors 	<p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p> <p>Resource: Rebus Poster—“How to Paint at the Easel”</p>
<p>Demonstration 9.1.V.PK.B</p> <p>Combine a variety of materials to create a work of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Use a variety of materials (e.g. chalk, paint, crayons, pencils, markers, wood, play dough) • Draw to explore and extend themes in the classroom 	<p>TG1: 25, 31, 43, 61, 67, 69, 85, 117, 121, 153, 145, 147, 151, 153, 157 TG2: 20, 25, 37, 43, 61, 63, 69, 75, 87, 92, 97, 109, 121, 128, 146, 158 TG3: 11, 25, 27, 37, 49, 56, 59, 61, 79, 85, 87, 92, 97, 103, 105, 129, 146, 153, 157, 161 TG4: 31, 33, 49, 61, 73, 85, 103, 109, 153, 157 TG5: 14, 20, 27, 39, 56, 67, 73, 75, 79, 81, 85, 95, 111, 115, 117, 121, 139, 147, 151, 157 TG6: 27, 37, 57, 67, 73, 107, 109, 115, 121, 129, 133, 139, 141, 144, 145, 147 TG7: 25, 37, 49, 51, 56, 57, 85, 97, 121, 129, 135, 139, 153 TG8: 25, 27, 37, 49, 51, 61, 81, 92, 109, 129, 145, 151, 157 TG9: 45, 49, 68, 69, 71, 85, 92, 109, 121, 129, 133, 139, 145, 150, 151 157</p>
<p>Representation 9.1.V.PK.E</p> <p>Use imagination and creativity to express self through visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual arts activities • Choose art center during free choice • Draw self-portrait • Create a work of art to represent a real or imagined object, animal, or person • Use a growing number of details and make more realistic representations • Choose different art materials to represent different types of thoughts or feelings 	<p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 33, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 25, 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p>
<p>Technologies 9.1.V.PK.J</p> <p>Use a variety of technologies for producing works of art.</p> <ul style="list-style-type: none"> • Explore a variety of art materials and tools • Participate in teacher-guided visual arts activities • Choose art center during free choice 	<p>TG1: 20, 24, 25, 27, 31, 43, 45, 49, 50, 51, 57, 68, 69, 79, 81, 85, 93, 103, 109, 117, 121, 123, 125, 138, 139, 145, 147, 151, 157, 159 TG2: 25, 31, 49, 56, 57, 61, 63, 67, 75, 87, 92, 97, 109, 117, 133, 139, 157, 158 TG3: 25, 37, 49, 61, 67, 73, 79, 85, 92, 97, 115, 139, 145, 151, 153 TG4: 44, 61, 79, 109, 115, 151 TG5: 31, 39, 43, 45, 67, 85, 92, 111, 139, 147 TG6: 25, 37, 57, 61, 67, 69, 75, 79, 103, 108, 111, 121, 128, 129, 136,</p>

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<ul style="list-style-type: none"> • Use art materials and tools as intended • Manipulate materials in a variety of ways (e.g. pounding, squeeze, cutting, rolling) • Use age appropriate digital media applications to create works of art • Use recording devices (e.g. digital camera, video recorder) to capture works in progress and finished works of art 	137, 138, 139, 141, 144, 145, 152, 153 TG7: 31, 37, 51, 56, 85, 97, 109, 111, 115, 135, 139, 151, 153 TG8: 21, 25, 27, 43, 49, 61, 79, 109, 115, 121, 133, 157 TG9: 21, 36, 56, 61, 85, 93, 97, 109, 115, 121, 145
Standard Area 9.2 Historical and Cultural Context of Works in the Arts (1)	
<p>Perspective 9.2. PK.D Explain that instruments or art forms represent cultural perspectives.</p> <ul style="list-style-type: none"> • Explore instruments from different cultures • Participate in discussions about where various instruments and art forms originate • Identify cultures represented by various art forms 	<p><i>Frog Street Pre-K provides children with opportunities to use memory, observation and imagination to express their individuality. Children are able to connect their cultural perspective, life experiences, thoughts, and ideas through various art forms and/or instruments.</i></p> <p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p>
Standard Area 9.3 Critical Response to Works of Art (2)	
<p>Identification 9.3. PK.F Recognize and name a variety of art forms.</p> <ul style="list-style-type: none"> • Identify a photo, painting, drawing, dance, and songs 	<p><i>Children learn to express what they know and recognize how others express themselves through various art forms. Frog Street Pre-K provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Daily Moving and Learning—children explore music concepts, including volume, tempo, sound, and dance. Pretend and Learn centers engage children in dramatic play—including assuming different roles and characters. Creativity Station—children explore a wide variety of materials and identify color, shape, and texture through art experiences.</i></p> <p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153 TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159 TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157 TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157 TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157 TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157 TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153 TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157 TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139,</p>

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	141, 145, 151, 157, 159 Resource: Rebus Poster—"How to Paint at the Easel"
<p>Critical Response 9.3.PK.G Formulate and share an opinion about others' art products.</p> <ul style="list-style-type: none"> Observe, applaud or comment on the works of others Share an opinion about art work when asked, "What do you think this is about?" 	<p><i>Frog Street Pre-K provides children with many opportunities to explore a wide variety of materials and identify color, shape, and texture through art experiences. Children learn to express what they know and recognize how others express themselves through art. Children learn to appreciate various artistic styles, both their own and that of others.</i></p> <p><i>Example— Theme 6: <u>I Build! I Create!</u>, P. 141 <u>Content Connection</u>: Children are exposed to works from the masters: Picasso, Mondrian, Van Gogh, and/or Seurat. Point out characteristics that make each artist unique. Encourage children to experiment with the styles of the masters. They can draw like Picasso by drawing while looking through a magnifying glass. They can cut geometric shapes from red, yellow, black and white construction paper to make Mondrian collages. They can color in their drawing with dots to imitate Seurat.</i></p> <p>TG1: 143 TG2: 92, 158 TG3: 27, 83, 92, 95 TG6: 137, 138, 139, 141 TG7: 56, 85, 131, 137, 139 TG8: 59, 151 TG9: 95, 150, 151</p>
<p>Standard Area 9.4 Aesthetic response to Works in the Arts (1)</p>	
<p>Emotional Response 9.4.PK.B Demonstrate an emotional response to viewing or creating various art works.</p> <ul style="list-style-type: none"> Respond through body language, facial expression or oral language Respond through humming, swaying, tapping foot to others' work Respond at appropriate times (laugh, sigh) at others' performance 	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148 TG2: 47, 51, 117, 118, 142, 148 TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154 TG4: 22, 82, 123, 130, 135, 142 TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147 TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142 TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154 TG8: 28, 40, 46, 94, 100, 112, 148 TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
<p>Health and Wellness and Physical Development: Learning About My Body (13)</p>	
<p>Standard Area 10.1 Concepts of Health (4)</p>	
<p>Interaction of Body Systems 10.1.PK.B Identify and locate body parts.</p> <ul style="list-style-type: none"> Participate in body identification games and songs (e.g. Hokey Pokey) Point to specific body parts when asked Draw pictures that include some body parts Participate in discussions about the functions of specific body parts 	<p><i>In Theme 1: Week 2 children identify body parts and their functions. In week 3 they learn how body parts help them gather information as they learn about senses.</i></p> <p>TG1: 34, 38, 45, 58, 64, 78, 79, 82, 121, 135, 158 TG2: 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151 TG3: 22, 48, 51, 63, 136, 141, 152, 153 TG4: 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154 TG5: 22, 39, 45, 157, 159 TG6: 40, 49, 51, 63, 64, 67, 70, 132, 133, 148 TG7: 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141 TG8: 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154 TG9: 44, 123, 135, 140</p>
<p>Nutrition 10.1. PK. C Identify foods that keep our body healthy.</p> <ul style="list-style-type: none"> Identify healthy and non-healthy foods 	<p><i>Frog Street Pre-K Theme 4, Week 2: Healthy Choices children learn about the importance of maintaining healthy eating habits.</i></p> <p>TG1: 82 TG2: 111 TG4: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65,</p>

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<ul style="list-style-type: none"> Classify foods by their food groups (e.g. fruits, vegetables, dairy) Make healthy food choices 	<p>66, 67, 68, 69, 70, 71 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 94, 95, 96, 97, 99, 102, 105 TG5: 75, 105 TG7: 39 TG9: 135</p> <p>Resources: Rebus Posters—"How to Make a Cheese Sandwich" and "How to Make Applesauce"</p>
<p>Alcohol, Tobacco and Chemical Substances 10.1.PK.D</p> <p>Identify and discuss the purposes of medicine.</p> <ul style="list-style-type: none"> Identify that medicine can be used to stay healthy Discuss times when medicine may be needed Discuss safety practices related to proper medicine use 	<p>TG2: 128, 129, 136, 137, 138, 139, 140, 141 TG4: 77, 93, 112, 113, 114, 115, 116, 117</p> <p>Resources: Theme 4 Photo Card—Health workers</p>
<p>Health Problems and Disease Prevention 10.1.PK.E</p> <p>Identify and discuss common health problems.</p> <ul style="list-style-type: none"> Participate in discussions about infectious (e.g. colds, flu, chicken pox, pink eye) and non-infectious illnesses (e.g. asthma, allergies) Discuss the concept of "germs" Participate in activities that exemplify the spread of germs 	<p>TG1: 26, 27, 81, 86, 87, 111 TG2: 136, 137, 141 TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147 TG5: 28, 30, 32, 33, 120</p> <p>Resources: Rebus Poster—"How to Wash Your Hands," "How to Brush Your Teeth"</p>
Standard Area 10.2 Healthful Living (2)	
<p>Health Practices, Products and Services 10.2.PK.A</p> <p>Identify fundamental practices for good health.</p> <ul style="list-style-type: none"> Practice basic hygiene routines with adult reminders (e.g. hand washing, tooth brushing, cover nose and mouth when sneezing) Explain that we need to eat well, get rest and exercise to stay healthy Identify people that help keep us healthy (e.g. doctor, nurse or dentist, gym teacher) Identify specific practices that support body development and function (e.g., exercise, good nutrition, rest) 	<p>TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters—"How to Wash Your Hands," "How to Brush Your Teeth"</p>
<p>Health and the Environment 10.2.PK.E</p> <p>Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> Discuss plants, insects and animals that could be harmful; share personal experiences when relevant Identify harmful substances Discuss how we protect our bodies in different seasons (e.g. use sunscreen in summer, wear warm clothing in winter) 	<p>TG1: 16, 26, 63, 86, 87 TG2: 16, 141, 155 TG3: 84, 85 TG4: 16, 20, 36, 39, 48, 59, 60, 61, 88, 92, 93, 112, 113, 114, 118, 119, 120, 146 TG5: 28, 30, 33 TG9: 63, 115</p>
Standard Area 10.3 Safety and Injury Prevention (2)	
<p>Safe and Unsafe Practices 10.3.PK.A</p> <p>Recognize safe and unsafe practices</p> <ul style="list-style-type: none"> Identify and follow basic safety rules (e.g. on playground, in classroom, on field trip, crossing 	<p><i>Children are encouraged to meet different school and community workers in Frog Street Pre-K. They use pretend play to demonstrate their various roles and services. Children learn to consistently follow basic safety rules and anticipate consequences of unsafe behavior.</i></p>

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<p>street)</p> <ul style="list-style-type: none"> Identify the consequence of an unsafe behavior Identify and avoid unsafe practices (e.g. playing with matches, talking to strangers) Explain how community helpers (e.g. firefighter, police officer) can keep us safe 	<p>TG1: 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154 TG2: 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 106, 114, 118 TG4: 24, 30, 34, 35, 36, 39, 40, 42, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 108, 112, 113, 114, 115, 117, 141, 146, 147 TG5: 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147 TG6: 28, 34, 37, 45, 48, 63, 65 TG7: 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142 TG8: 39, 40, 63, 99, 100, 105, 106, 111, 112, 159 TG9: 46, 63, 135, 137, 144, 145</p> <p>Basic Safety Rules: TG1: 20, 23, 42, 43, 47, 49, 51 TG2: 22, 238, 239, 130, 132, 134, 135, 138, 139, 140, 141, 142, 144, 146, 147 TG4: 77, 112, 113, 114, 115, 116, 117 TG6: 84 TG8: 60, 63, 99 TG9: 147</p> <p>Resources: Sequence Card–Bike Safety, Rebus Poster–“Stop! Drop! Roll!”</p>
<p>Emergency Responses 10.3.PK.B</p> <p>Recognize emergency situations and discuss appropriate responses.</p> <ul style="list-style-type: none"> Identify procedures for a variety of emergencies (fire, tornado, intruder, medical emergency) Participate in discussions that differentiate between emergencies and non-emergencies Practice emergency procedures 	<p>TG1: 26, 27, 45, 63, 91, 99 TG2: 129, 131, 132, 133, 134, 135, 137, 141, 149 TG3: 84, 85, 161 TG4: 46, 83, 117, 141, 142 TG5: 20, 33, 51, 120 TG7: 33, 51, 96, 99 TG8: 99, 105, 111, 159</p> <p>Resources: Photo Activity Cards, Rebus Poster–“Stop! Drop! Roll!”</p>
<p>Standard Area 10.4 Physical Activity: Gross Motor Coordination (2)</p>	
<p>Control and Coordination 10.4.PK.A</p> <p>Demonstrate coordination of body movements in active play.</p> <ul style="list-style-type: none"> Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball) Move and stop with control Use outdoor gross motor equipment Run with control and direction Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says) Perform a variety of movement alongside and with a partner 	<p><i>The Moving and Learning activity that follows Greeting Circle each morning and the activities presented in the Gross Motor Center and Outdoor Learning give children many opportunities to show coordination during play using objects to throw, catch, kick or ride.</i></p> <p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 44, 69, 117, 135, 150, 151 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 TG5: 94, 100, 148, 157, 159 TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152 TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p>Resources: Kid's Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)</p>
<p>Balance and Strength 10.4.PK.B</p>	<p><i>Moving and Learning, Gross Motor Center, and Outdoor Learning activities provide children with opportunities to</i></p>

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<p>Exhibit balance while moving on the ground or using equipment.</p> <ul style="list-style-type: none"> Engage in large motor activities that require strength and balance (e.g. marching, hopping, running, jumping, dancing, walking tip toe) Walk on a balance beam Climb stairs using alternating feet Participate in an obstacle course going through tunnels, over or under equipment 	<p><i>demonstrate control, balance and coordination by running, jumping, galloping, sliding, hopping, and/or dancing.</i></p> <p>TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158 TG2: 44, 69, 117, 135, 150, 151 TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153 TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152 TG5: 94, 100, 148, 157, 159 TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148 TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159 TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152 TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155</p> <p>Resources: Kid's Castle box (includes the "Continuum of Physical Development" Resource Guide and beach ball, beanbag, and parachute equipment)</p>
<p>Standard Area 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development (3)</p>	
<p>Strength Coordination and Muscle 10.5.PK.A Use hands, fingers and wrists to manipulate objects.</p> <ul style="list-style-type: none"> Practice manual self-help skills (e.g. zipping, snapping, buttoning) Practice using scissors Use tongs or tweezers to pick up objects Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) 	<p><i>Frog Street Pre-K includes a wealth of Fine Motor Centers wherein children manipulate items that help develop coordination and perform tasks that require precise movements.</i></p> <p>TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159 TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 TG3: 25, 27, 87, 103, 139 TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 TG5: 27, 33, 39, 45, 111, 139, 153, 157 TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p> <p>Resources: Kid's Castle box (includes the "Continuum of Physical Development" Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)</p>
<p>Eye/Hand Coordination 10.5.PK.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> Act out finger plays with hands and fingers Use scissors to cut on a straight line Complete self-help skills such as zip, snap or button Manipulate smaller objects (e.g. pegs into a pegboard, puzzle pieces, stringing beads) Use tools to pour (e.g. funnels, basters, and pitchers) 	<p><i>Frog Street Pre-K includes a wealth of Fine Motor Centers wherein children use classroom and household tools to carry out activities and develop their small muscles and hand-eye coordination.</i></p> <p>TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159 TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 TG3: 25, 27, 87, 103, 139 TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 TG5: 27, 33, 39, 45, 111, 139, 153, 157 TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p> <p>Resources: Kid's Castle box (includes the "Continuum of</p>

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<p>Use of Tools 10.5.PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p> <ul style="list-style-type: none"> • Use writing and drawing implements with functional grasp (pincer grasp) • Use a variety of art tools (e.g. glue sticks, paint brushes, scissors) for a specific purpose • Use tools (e.g. broom, dust pan brush, gardening tools) to complete classroom jobs • Use utensils for eating appropriately • Use cup or glass for drinking 	<p>Physical Development” Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)</p> <p>TG1: 25, 31, 43, 45, 49, 61, 81, 85, 97, 109, 115, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 109, 145, 157 TG3: 25, 37, 43, 61, 67, 73, 79, 85, 105, 121, 133, 145, 157 TG4: 20, 25, 27, 31, 49, 61, 69, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 33, 51, 67, 79, 81, 85, 92, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 73, 79, 109, 115, 121, 133, 135, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133, 139 TG8: 21, 25, 31, 37, 43, 49, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 140,145, 151, 157 TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 103, 115, 133, 139, 145</p>
<p>Social and Emotional Development (12)</p>	<p>Frog Street Pre-K Teacher Guide Page References</p>
<p>Standard Area 16.1 Self-Awareness and Self-Management (4)</p>	
<p>Manages Emotions and Behaviors 16.1.PK.A Distinguish between emotions and identify socially accepted ways to express them.</p> <ul style="list-style-type: none"> • Recognize and label basic feelings • Express feelings that are appropriate to the situation • Express feelings verbally or through play and artistic representation • Name a range of feelings (e.g. excited, scared, angry, surprised) • Control negative responses by expressing them in appropriate ways (e.g. talking with a peer or telling a teacher) 	<p>Teacher Guide – (TG) TG1: 28, 34, 42, 46, 48, 58, 63, 69, 70, 76, 87, 94, 130, 136, 142, 147, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 96, 99, 100, 101, 102, 103, 106, 107, 112, 113, 118, 119, 120, 123, 142, 148, 154 TG3: 28, 34, 40, 58, 64, 70, 71, 76, 94, 136, 142, 154 TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 106, 136, 148, 154, 156 TG5: 22, 34, 40, 46, 58, 70, 76, 80, 82, 83, 94, 101, 112, 138, 142, 148 TG6: 22, 28, 24, 34, 40, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 120, 121, 122, 123, 130, 154 TG7: 14, 22, 35, 37, 40, 45, 46, 58, 64, 70, 76, 94, 100, 106, 111, 112, 118, 130, 136, 142, 148, 154 TG8: 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154 TG9: 34, 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 152, 153, 154, 156, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes</p>
<p>Influences of Personal Traits on Life 16.1.PK.B Recognize that everyone has personal traits which guide behavior and choices.</p> <ul style="list-style-type: none"> • Demonstrate awareness of self and one’s own preferences • Know and state independent thoughts and feelings • Show pride in own accomplishments • Demonstrate confidence in own abilities (e.g. “I can kick that ball really far”) • Choose materials and activities based on preferences and personal interests 	<p><i>Frog Street Pre-K provides many opportunities for each child to discuss confidence in his/her ability to successfully make decisions, accomplish tasks, and meet needs. Theme 4, Choices focuses entirely on making thoughtful decisions. Children make ongoing, independent choices from diverse Practice Activities (Centers).</i></p> <p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 28, 34, 40, 46, 47, 63, 79, 118 TG3: 33, 119, 123, 135, 141,155 TG4: 28, 31, 46, 47, 51 TG5: 28, 61, 100 TG6: 39, 109, 110, 132, 139, 141 TG7: 27, 31, 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150</p> <p>Resources: Frog Street Café (Social/Emotional) box, Daily Greeting Circle and Closing Circle</p>
<p>Resiliency 16.1.PK.C Recognize that everyone makes mistakes and that</p>	<p><i>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress Response and Commit provide opportunities for</i></p>

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<p>using positive coping skills can result in learning from the experience.</p> <ul style="list-style-type: none"> Stay calm when something does not go the way intended Strive to correct mistakes Move forward with a second attempt at something after the first attempt was unsuccessful Ask for help with a task after an unsuccessful attempt 	<p><i>children to learn and practice coping skills.</i></p> <p>TG1: 26, 27, 28, 41, 45, 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151 TG2: 22, 28, 30, 34, 40, 46, 58, 64, 94, 100, 106, 113, 136 TG3: 28, 34, 42, 64, 107, 108, 112, 118, 136, 142 TG4: 22, 28, 29, 76, 101, 112, 118 TG5: 22, 28, 34, 58, 82, 100, 112, 154 TG6: 28, 31, 34, 40, 45, 46, 64, 100, 112, 118, 130, 136, 142, 154 TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154 TG8: 58, 63, 70, 82, 94, 100, 112, 141, 148, 154 TG9: 28, 34, 45, 46, 64, 70, 76, 82, 94, 112, 118, 130, 131, 136, 142, 143, 144, 145, 148, 154</p>
<p>Goal Setting 16.1.PK.D Establish goals independently and recognize their influence on choices.</p> <ul style="list-style-type: none"> Set and discuss goals for play and activities when asked 	<p><i>Theme Projects provide opportunities for children to plan and complete large-scale tasks. Weekly Learning Centers and Practice Activities support children's ability to make decisions, set goals, and follow a plan.</i></p> <p>TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 96, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 64, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p>
<p>Standard 16.2 Establishing and Maintaining Relationships (5)</p>	
<p>Relationships 16.2.PK.A Interact with peers and adults in a socially acceptable</p>	<p><i>Throughout the Frog Street Pre-K day, children are prompted to engage in reciprocal interactions with familiar adults. The program supports taking increasingly greater initiative in social interactions.</i></p>

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<p>manner.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adult • Respond to familiar adult’s questions and directions • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a sustained period of time • Respond with empathy to others who are upset • Share and take turns • Respect feelings and belongings of others 	<p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 7, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 30, 31, 34, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>Diversity 16.2. PK.B Identify similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Understand that each person has a set of unique characteristics • Make drawings of people, including self-portraits, depicting body parts, clothing, and other physical characteristics • Label personal characteristics • Discuss the similarities and differences between self and others • Understand that family structures may differ from one family to another • Understand that the thoughts and feelings of others may differ from own • Demonstrate respect for children’s differences, including differences in thoughts and feelings 	<p><i>Conscious Discipline® strategies in every Greeting Circle support a growing awareness of thoughts and feelings. In Themes 1 and 2, children explore My School and Me and My Family and Friends—and they compare their characteristics with those of others. The Conscious Discipline® strategies also help children to understand why people behave certain ways—and how individuals are different from one another.</i></p> <p>TG1: 38, 44, 45, 54, 60, 61, 66, 69, 70 95, 100, 106, 112, 118, 130, 131, 134, 136, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154, 155 TG2: 22, 29, 41, 59, 60, 65, 66, 76, 84, 94, 98, 99, 100, 101, 104, 107, 113, 120, 130, 136, 154, 158 TG3: 28, 58, 64, 83, 112, 119, 120, 121, 136, 142, 155 TG4: 22, 28, 30, 34, 35, 41, 47, 59, 69, 75, 82, 100, 101, 102, 112, 113, 118 TG5: 28, 30, 40, 42, 43, 47, 58, 72, 82, 112, 136, 142, 154 TG6: 40, 46, 58, 64, 70, 82, 83, 84, 85, 86, 87, 94, 100, 101, 105, 130, 142, 149, 154 TG7: 28, 40, 46, 64, 82, 94, 106, 107, 118, 130, 131, 136, 137, 149 TG8: 58, 70, 82, 94, 100, 112, 149, 154 TG9: 28, 29, 33, 34, 45, 59, 64, 70, 76, 77, 94, 112, 118</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>Communication 16.2.PK.C Engage in reciprocal communication with adults and peers.</p> <ul style="list-style-type: none"> • Communicate using detail related to topic being discussed including topics of personal interest, and special events • Pose questions related to topic being discussed • Respond to questions posed by adults and peers • Allow wait time before responding • Engage in turn taking 	<p><i>Throughout Frog Street Pre-K, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, I Build, I Create, p. 27 wherein teachers ask questions to stimulate conversation. Children’s ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 38, 39, 40, 42, 43, 46, 47, 48, 49, 51, 62, 63, 66, 69, 75, 83, 94, 95, 96, 97, 99, 102, 106, 107, 108, 109, 113, 116, 117, 119, 120, 123, 132, 137, 143, 144, 145, 147, 151, 152, 156, 157, 159 TG2: 22, 23, 24, 25, 27, 29, 31, 32, 59, 60, 65, 66, 71, 72, 83, 94, 95, 96, 99, 102, 109, 111, 113, 117, 120, 131, 132, 133, 134, 136, 137, 138, 141, 143, 144, 149, 150, 155 TG3: 33, 48, 63, 74, 87, 94, 95, 100,</p>

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<p>Managing Interpersonal Conflicts 16.2. PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B</p> <ul style="list-style-type: none"> • Use appropriate words and actions to express one’s own desires • Identify a problem and discuss possible solutions • Solve simple conflicts with peers with independence (share, take turns, apologize, try something else, ask for help) • Begin to negotiate conflicts that arise using words before seeking help • Use words during a conflict instead of physically responding • Accept and attempt teacher’s or others’ ideas about new strategies to solve a conflict 	<p><i>While working together in <u>Weekly Learning Centers and Practice Activities</u>, children have many opportunities to practice resolving conflicts through negotiation and compromise.</i></p> <p>TG1: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109,</p>

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<p>Support: Asking for Help 16.2.PK.E Ask for and accept offers of help when needed or appropriate.</p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help • Recognize when help is needed • Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) • Ask for adult help to solve a problem or to complete a task • Respond appropriately to offers of help (e.g. “That’s okay, I can do it” or “yes, thank you”) 	<p><i>Throughout Frog Street Pre-K children interact, cooperate, and enjoy experiences with peers and adults. Adult interaction can be observed during <u>Greeting Circle</u>, <u>Read-Aloud</u>, <u>Literacy lessons</u>, <u>Math/Science lessons</u>, and <u>Closing Circle</u>. During <u>Practice Activities</u>, children have the opportunity to work cooperatively with an adult and peers to request and accept guidance, plan activities and solve problems.</i></p> <p>TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157 TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154 TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153 TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159 TG5: 22, 28, 34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154 TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154 TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159 TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154 TG9: 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
<p>Standard Area 16.3 Decision Making and Responsible Behavior (3)</p>	
<p>Decision Making Skills 16.3.PK.A Interpret the consequences of choices.</p> <ul style="list-style-type: none"> • Recognize unsafe situations and tell an adult • Tell a peer when a rule is broken • Warn a peer about a safety risk on the playground • Encourage two friends who are having a dispute to “use their words and work it out” • Discuss the reasons for having rules 	<p><i>Theme 4, <u>Choices</u> focuses entirely on making thoughtful decisions. Children make ongoing, independent choices from diverse <u>Practice Activities</u> (Centers). Children learn to consistently make smart choices and anticipate consequences of when they break rules.</i></p> <p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 47, 63, 118 TG3: 33, 123, 135, 141 TG4: 31, 46, 51 TG5: 61, 100 TG6: 109, 110, 132, 139 TG7: 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150</p>
<p>Understanding Social Norms 16.3.PK.B Recognize there are socially acceptable ways to behave in different places.</p> <ul style="list-style-type: none"> • Make transitions between places and people with minimal distress • Use inside voices while indoors and outside voices when outdoors • Cooperate in both large and small group activities that are facilitated by adult 	<p><i><u>Conscious Discipline</u>® strategies are introduced in daily <u>Greeting Circles</u> to help children transition from home to school. From the Experts: <u>Becky Bailey</u>, <u>Conscious Discipline</u>® (p. 12)—provides guidelines for helping children to be successful in their social and emotional endeavor (including separation from people with minimal distress). <u>Outdoor Learning Centers</u> provide opportunities to use “outside voices” vs. “inside voices” used in the classroom.</i></p> <p>TG1: 21, 22, 28, 30, 33, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 104, 106, 107, 112, 118, 129, 130, 136, 142, 148,</p>

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<ul style="list-style-type: none"> Apply classroom rules to new situations Adjust to changes in routines and activities Follow rules and routines in classroom and other settings with reminders 	<p>154 TG2: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG3: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG4: 21, 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG6: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG7: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG8: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154 TG9: 21, 22, 28, 30, 34, 40, 46, 57, 58, 64, 70, 76, 82, 86, 93, 94, 100, 106, 112, 118, 129, 130, 136, 142, 148, 154, 156</p>
<p>Responsible Active Engagement 16.3.PK.C Actively engage in assisting others when appropriate.</p> <ul style="list-style-type: none"> Respond with empathy to others who are upset Recognize when someone needs help and offer assistance Respect another’s attempts to complete tasks independently 	<p><i>Conscious Discipline® strategies in every Greeting Circle support the development of empathy—including care and concern for the needs of others and assistance of people in distress. In Theme 2, <u>My Family and Friends</u>, the Character Education trait is <u>Helpfulness</u>. In Theme 8, <u>Animals</u>, the Character Education trait is <u>Compassion</u>.</i></p> <p>TG1: 76, 130, 142, 148, 154 TG2: 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 101, 106, 112, 120, 136, 142, 154, 158 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 83, 87, 94, 100, 106, 112, 118, 119, 120, 130, 136, 142, 148, 154, 155 TG4: 22, 23, 28, 29, 30, 34, 35, 40, 41, 45, 46, 58, 64, 70, 71, 76, 82, 83, 94, 100, 101, 102, 104, 106, 112, 118, 130, 136, 142, 148, 154, 156 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 72, 76, 82, 94, 100, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 83, 84, 94, 100, 105, 106, 112, 118, 130, 136, 142, 148, 154 TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 107, 112, 118, 130, 131, 136, 142, 148, 149, 154 TG8: 22, 28, 34, 40, 46, 58, 63, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 141, 142, 148, 149, 154 TG9: 22, 28, 34, 40, 58, 59, 64, 65, 70, 76, 82, 94, 96, 100, 106, 112, 118, 130, 136, 142, 144, 147, 148, 149, 154, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>