

Frog Street Pre-K Correlation to Arizona Early Learning Standards



SOCIAL EMOTIONAL STANDARDS

**STRAND 1:
SELF**

Concept 1: Self-Awareness

The child demonstrates an awareness of his or her self.

Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem.

a. Demonstrates self-confidence.

b. Makes personal preferences known to others.

c. Demonstrates knowledge of self-identity.

d. Shows an awareness of similarities and differences between self and others.

TG1: 18, 20, 21, 25, 27, 31, 33, 34, 37, 38, 39, 41, 44, 46, 48, 49, 56, 59,61, 63, 67, 69, 70, 73, 78, 79, 80, 81, 82, 92, 93, 97, 101, 103, 104, 109, 111, 114, 121;

TG2: 20, 21,22, 24, 25, 26, 27, 28, 30, 33, 35, 36, 37, 38, 39, 41, 43, 45, 47, 48, 51, 56, 57, 58, 59, 63, 66, 69, 76, 81, 84, 85, 92, 93, 96, 97, 98, 99, 100, 101, 102, 103, 105, 106, 108, 114, 117, 120, 121, 128, 129, 132, 133, 141, 143, 149, 150, 156, 157, 158, 159;

TG3: 27, 32, 33, 39, 42, 45, 47, 48, 51, 56, 60, 73, 85, 87, 92, 93, 99, 109, 111, 118, 128, 129, 132, 135, 145, 147, 148, 153, 155, 159;

TG4: 20, 21,23, 24, 26, 27, 30, 32, 33, 34, 35, 36, 42, 46, 48, 57, 58, 60, 61, 61, 64, 65, 66, 69, 72, 74, 75, 76, 78, 81, 85, 87, 92, 93, 96, 97, 98, 102, 105,108, 114, 117, 119, 120, 123, 128, 129, 131, 135, 136, 145, 154, 158;

TG5: 20, 21, 27, 28, 30, 31, 32, 34, 37, 39, 40, 48, 51, 60, 61, 70,78, 79, 81, 82, 92, 93, 94, 95, 100, 102, 103, 108, 111, 112, 117, 118, 119, 123, 128, 129, 132, 141, 147, 156;

TG6: 38, 39, 63, 67, 81, 82, 83, 84, 85, 97, 99, 101, 102, 109, 116, 117, 120, 121, 123, 135, 141, 147, 153;

TG7: 24, 27, 33, 37, 39, 41, 45, 46, 48, 59, 60, 65, 73, 75, 85, 92, 93, 94, 100, 102, 105, 106, 114,117, 118, 120, 121, 121, 123, 128, 129, 135, 141, 152;

<p>Concept 1: Self Awareness <i>continued</i></p>	<p>TG8: 20, 21, 23, 24, 26, 30, 45, 46, 48, 51, 56, 57, 58,60, 61, 63, 66, 68, 72, 75, 81, 84, 92, 93, 97, 99, 105, 108, 114, 119, 120, 123, 128, 129, 132, 135, 136, 141, 147, 149, 150, 156, 159;</p> <p>TG9: 20, 21, 25, 27, 33, 39, 43, 45, 49, 56, 57, 66, 70, 72, 73, 81, 83, 84,92, 93, 94, 95, 96, 99, 102, 105, 111,115, 117, 123, 128, 129, 133, 135, 141, 144, 145, 149, 150, 151, 153, 159</p> <p>Adaptations for Young Learners: 5, 10, 11, 14, 15, 16, 18, 19, 22, 28, 29, 31, 36, 40, 46, 50, 55, 56, 57, 61, 64, 65, 67, 68, 69, 71, 77, 82, 94, 101, 130,131, 140, 14, 148, 166</p>
<p>STRAND 1: SELF</p>	
<p>Concept 2: Recognizes and Expresses Feelings The child recognizes and expresses feelings of self and others.</p> <p>Children develop an awareness of the feelings of self and others through daily interactions with peers and adults. Children develop the ability to effectively and appropriately express themselves and learn that their feelings and feelings of others are important.</p>	
<p>a. Associates emotions with words, facial expressions and body language.</p> <p>b. Identifies, describes and expresses their own feelings.</p> <p>c. Identifies and describes feelings of others.</p> <p>d. Expresses empathy for others.</p>	<p><i>Frog Street Pre-K</i> incorporates <i>Conscious Discipline</i>®, a comprehensive social emotional program that teaches children to manage their emotions, resolve conflicts, and take responsibility for their actions. A Kindness Tree is introduced in Theme 1 (p 40). When children hear someone using kind words, they add a heart to the Kindness Tree. The hearts are counted during each day’s Closing Circle.</p> <p>Consistent opportunities are provided for children to recognize, name, and express their feelings. Examples</p>

Concept 2: Recognizes and Expresses Feelings
continued

include Theme 6, p 70 (“When we feel cranky or upset, we can change our mood by thinking positive thoughts.”) and Theme 1, p. 147 (“Ask a child to describe something that happened today that they felt happy about.”)

TG1: 76, 87, 94, 130, 136, 137, 138, 141, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154;

TG2: 22, 28, 29, 33, 34, 40, 46, 47, 58, 64, 65, 70, 76, 94, 95, 101, 106, 112, 113, 118, 119, 120, 142, 18, 154;

TG3: 34, 58, 64, 70, 71, 76, 95, 119, 120, 121, 123, 137, 142, 147;

TG4: 23, 28, 29, 30, 40, 41, 45, 47, 48, 70, 76, 101, 105, 111, 115, 148, 150, 156, 157, 159;

TG5: 22, 28, 30, 33, 34, 40, 46, 58, 63, 65, 70, 71, 76, 87, 94, 99, 105, 112, 118, 123, 135, 141, 147, 148, 153, 159;

TG6: 22, 28, 58, 64, 70, 76, 82, 83, 84, 94, 100, 106, 112, 118, 130, 135, 147, 154, 156, 157, 159;

TG7: 22, 35, 40, 41, 46, 63, 64, 69, 75, 76, 81, 100, 106, 111, 112, 118, 119, 121, 130, 136, 141, 142, 147, 148, 153, 159;

TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 101, 106, 107, 112, 113, 118, 130, 131, 136, 137, 141, 142, 148, 149, 154, 159;

TG9: 22, 24, 28, 34, 40, 45, 46, 59, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 131, 136, 137, 142, 143, 144, 145, 147, 148, 154, 155, 159

Adaptations for Young Learners: 15, 22, 23, 36, 46, 50, 55, 65, 76, 86, 119, 126, 166

**STRAND 1:
SELF**

Concept 3: Self-Regulation

The child manages the expression of feelings, thoughts, impulses and behaviors.

Young children develop self-control as they acquire the ability to regulate their impulses with minimal support from adults.

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- a. Understands and follows expectations in the learning environment.**
- b. Manages transitions, daily routines and unexpected events.**
- c. Modifies behavior for various situations and settings.**
- d. Chooses appropriate words and actions.**

Transition to Practice Activities are built into each **Literacy** and **Math Small Group** Lesson. Transition Tips are included at the beginning of each Teacher Guide on page 14.

Conscious Discipline® strategies for self-regulation are introduced in every **Greeting Circle**—and children are encouraged to practice them throughout the day.

TG1: 24, 25, 26, 27, 28, 30, 32, 36, 38, 40, 41, 42, 44, 45, 48, 50, 60, 62, 63, 66, 68, 72, 74, 76, 78, 80, 81, 82, 84, 86, 87, 94, 96, 98, 99, 102, 103, 108, 110, 111, 114, 116, 120, 122, 130, 132, 134, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158;

TG2: 22, 24, 26, 28, 29, 30, 32, 33, 34, 38, 40, 42, 43, 44, 46, 47, 48, 49, 50, 58, 60, 61, 62, 64, 66, 70, 72, 74, 76, 78, 80, 82, 84, 94, 95, 96, 98, 101, 102, 103, 106, 108, 110, 111, 112, 113, 116, 118, 120, 122, 130, 131, 132, 133, 134, 135, 136, 137, 138, 140, 141, 142, 144, 146, 148, 149, 150, 152, 154, 155, 156, 158;

TG3: 24, 26, 30, 32, 34, 36, 38, 42, 44, 48, 50, 58, 60, 62, 64, 66, 68, 70, 71, 72, 74, 76, 78, 80, 84, 85, 86, 96, 98, 102, 103, 106, 108, 110, 114, 116, 118, 120, 122, 123, 134, 138, 140, 144, 146, 150, 152, 156, 158;

Concept 3: Self Regulation *continued*

TG4: 23, 24, 26, 29, 30, 32, 34, 35, 36, 38, 39, 40, 41, 42, 44, 45, 46, 48, 49, 50, 51, 60, 61, 62, 64,66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 83, 84, 85, 86, 94, 95, 96, 97, 98, 100, 101, 102, 103, 105, 108, 110, 111, 112, 113, 114, 115, 116, 117, 120, 122, 132, 134, 138, 140, 141, 144, 146, 147, 148, 150, 152, 156, 158;

TG5: 14, 22, 24, 26, 28, 30, 32, 33, 34, 36, 38, 40,42, 44, 46, 48, 50, 51, 58, 60, 62, 66, 68, 70, 72, 74, 75, 76, 78, 80, 84, 86, 96, 94, 98, 102, 103,105, 108 110, 112, 114, 116,120, 122, 132, 134, 138, 140, 144, 146,147, 148;

TG6: 22, 24, 26, 28, 30, 32, 34, 36, 37, 38, 42, 44, 45, 48, 50, 58, 60, 62, 63, 64, 65; 66, 68, 70, 72, 74, 78, 80, 83, 84, 86, 94, 96, 98, 100, 102, 103, 106, 108 110, 112, 114, 116, 118, 120, 122, 130, 132, 134, 138, 140, 144, 146, 150, 152, 154,156, 158;

TG7: 22, 24, 26, 28, 30, 32, 33, 35, 36, 38, 39, 40, 42, 44, 46, 48, 50, 51, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 84, 86, 94, 95, 96, 98, 99, 100, 102, 103, 106, 108, 110, 111, 112, 114, 116, 118, 120, 122, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 156, 158;

TG8: 24, 26, 28, 30, 32, 34, 36, 38, 39, 40, 42, 44, 46, 48, 50, 58, 60, 62, 63, 66, 68, 70, 72, 74, 78, 80, 82, 84, 86, 94, 95, 96, 98, 99, 100, 102, 103, 105, 106, 108 110, 111, 112, 113, 114, 116, 118, 120, 122, 130, 132, 134, 136, 137, 138, 140, 141, 142, 144, 146, 148,150, 152, 154, 156, 158, 159;

TG9: 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 94,96, 98, 100,102, 103, 106, 108 110, 112, 114, 116, 118, 120, 122, 130, 132, 134, 136,138, 140, 142, 143,144, 145, 146, 147, 148, 150, 152, 154, 156, 158, 159

**STRAND 2:
RELATIONSHIPS**

Concept 1: Attachment

The child demonstrates the ability to engage in and maintain healthy relationships.

Positive social relationships between adults and children develop in an environment where children feel safe and secure.

- a. Expresses affection for familiar adults.**
- b. Seeks security and support from familiar adults.**
- c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.**
- d. Separates from familiar adult with minimal distress.**

Frog Street Pre-K stimulates positive social relationships between adults and children. They develop in an environment where children feel safe and secure.

Conscious Discipline® strategies are introduced daily in Greeting Circle; Children practice social emotional skills throughout the day. **From the Experts:** Becky Bailey, *Conscious Discipline®* provides specific guidelines to help guide children toward success in their social and emotional endeavors during each day. (p. 12 of each Teacher Guide)

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,

<p>Concept 1: Attachment <i>continued</i></p>	<p>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>STRAND 2: RELATIONSHIPS</p>	
<p>Concept 2: Social Interactions The child displays socially competent behavior.</p> <p>Children’s interactions with peers and adults imply an understanding of mutual rights and the ability to balance their needs with those of others.</p>	
<p>a. Responds when adults or other children initiate interactions.</p> <p>b. Initiates and sustains positive interactions with adults and other children.</p> <p>c. Demonstrates positive ways to resolve conflict.</p>	<p><i>Frog Street Pre-K</i> stimulates positive social relationships between adults and children. They develop in an environment where children feel safe and secure.</p> <p><i>Conscious Discipline®</i> strategies are introduced daily in Greeting Circle; Children practice social emotional skills throughout the day. From the Experts: Becky Bailey, <i>Conscious Discipline®</i> provides specific guidelines to help guide children toward success in their social and emotional endeavors during each day. (p. 12 of each Teacher Guide)</p> <p>TG1: 24, 27, 37, 49, 68, 76, 77, 79, 87, 94, 97, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 99,</p>

<p>Concept 2: Social Interactions <i>continued</i></p>	<p>101, 105, 106, 112, 118, 120, 123, 130, 154; TG3: 34, 58, 64, 70, 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 23, 25, 28, 29, 30, 31, 34, 37, 40, 41, 43, 45, 46, 47, 48, 49, 58, 66, 70, 76, 94, 95, 101, 106, 109, 111, 112, 115, 118, 148, 130, 154, 156, 157; TG5: 22, 34, 40, 41, 46, 58, 60, 61, 64, 70, 94, 106, 112, 118, 148; TG6: 22, 28, 58,63, 64, 70, 76, 83, 84, 94, 100, 106,110, 112, 118, 121, 123, 130, 132, 136, 142, 148, 154; TG7: 22, 34, 35, 39, 40, 46, 58, 63, 64, 70, 75, 76, 81, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 159; TG8: 22, 34, 40, 45, 46, 58, 63, 64, 69, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 133, 136, 137, 141, 142, 148, 151, 154, 159; TG9: 22, 28, 33, 34, 37, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 153, 154, 156 Adaptations for Young Learners: 4, 13, 17, 21, 25, 31, 32, 35, 38, 39, 42, 46, 43, 48, 49, 52, 53, 56, 57, 61, 67, 68, 70, 72, 74, 78, 82, 89, 91, 92, 93, 97, 102, 103, 106, 115, 128, 132, 139, 146, 150, 165, 169</p>
<p>STRAND 2: RELATIONSHIPS</p>	
<p>Concept 3: Respect The child acknowledges the rights and property of self and others.</p> <p>When children interact with others, they become aware of the limits and boundaries of acceptable behavior and begin to learn about the possible consequences of their actions. They learn to manage their behavior and develop appropriate social interactions with other children. Additionally, children thrive in environments when they have a sense of ownership.</p>	

<p>a. Respects the rights and property of others.</p> <p>b. Defends own rights and the rights of others.</p> <p>c. Shows respect for learning materials in the learning environment.</p>	<p>TG1: 24-26, 27, 31, 33, 35, 41, 45, 49, 51, 79, 87, 93, 99, 107, 154;</p> <p>TG2: 25, 37, 43, 49, 56, 61, 135, 141, 153;</p> <p>TG3: 63, 103, 105, 106, 118, 141;</p> <p>TG4: 20, 30, 34, 42, 43, 93, 99, 148, 51, 56;</p> <p>TG5: 14, 58, 85, 121;</p> <p>TG6: 28, 31, 34, 37, 48, 60, 128;</p> <p>TG7: 28, 61, 73, 79, 85, 94, 100, 111, 118, 142;</p> <p>TG8: 40, 64, 100, 106, 112, 145, 151, 157;</p> <p>TG9: 46, 63, 137, 141, 144, 145, 149, 159</p> <p>Adaptations for Young Learners: 41, 42, 43, 140, 162</p>
<p>APPROACHES TO LEARNING STANDARDS</p>	
<p>STRAND 1: INITIATIVE AND CURIOSITY</p>	
<p>Concept 1: Initiative The child demonstrates self-direction while participating in a range of activities and routines.</p> <p>Initiative refers to a child’s ability to exhibit a spirit of independence and sense of control over their choices. It also reflects the child’s willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others.</p>	
<p>a. Seeks interaction with others.</p> <p>b. Develops independence during activities, routines and play.</p> <p>c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.</p>	<p>TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153;</p> <p>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;</p> <p>TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118;</p> <p>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;</p>

<p>Concept 1: Initiative <i>continued</i></p>	<p>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>Adaptations for Young Learners: 13, 17, 21, 25, 31, 35, 39, 43, 49, 53, 57, 61, 67, 71, 75, 79, 85, 89, 93, 97, 103, 107, 111, 115, 121, 125, 129, 133, 139, 143, 147, 151, 157, 161, 165, 169</p>
<p>STRAND 1: INITIATIVE AND CURIOSITY</p>	
<p>Concept 2: Curiosity The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p> <p>Curiosity relates to children’s natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through discovering the answers to their own questions that children construct knowledge.</p>	
<p>a. Shows interest in learning new things and trying new experiences.</p> <p>b. Expresses interest in people.</p> <p>c. Asks questions to get information.</p>	<p>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,</p>

<p>Concept 2: Curiosity <i>continued</i></p>	<p>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>Adaptations for Young Learners: 4, 5, 6, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 29, 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 46, 47, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 61, 64, 65, 67, 68, 69, 71, 72, 73, 75, 76, 77, 79, 82, 85, 86, 87, 89, 90, 91, 93, 94, 95, 97, 100, 101, 103, 104, 105, 107, 108, 109, 111, 112, 113, 114, 115, 118, 119, 121, 122, 123, 125, 126, 127, 128, 129, 130, 131, 132, 133, 136, 137, 138, 139, 140, 141, 143, 144, 145, 147, 148, 149, 150, 151, 154, 155, 157, 158, 159, 161, 163, 165, 166, 167, 169</p>
<p>STRAND 2: ATTENTIVENESS AND PERSISTENCE</p>	
<p>Concept 1: Attentiveness The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.</p> <p>Attentiveness refers to the child’s ability to focus attention and concentrate. The child will sustain a plan sequence. This enhances academic learning, including language acquisition and problem solving, as well as social skills and cooperation.</p>	
<p>a. Displays ability to hold attention when engaged in an activity.</p> <p>b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.</p> <p>c. Increases ability to focus attention, and can return to activities after distractions and interruptions.</p>	<p>TG1: 24, 25, 26, 27, 31, 43, 33, 94, 105, 117; TG2: 35, 37, 49, 58, 61, 62, 64, 67; TG3: 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 141, 148, 149, 150, 157; TG5: 61, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 64, 94, 112, 142; TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 143, 145, 149</p> <p>Adaptations for Young Learners: 4, 7, 10, 13, 14, 17, 18, 21, 22, 23, 25, 28, 29, 31, 32, 35, 36, 39, 40, 43, 49, 53, 57, 58, 61, 64, 65, 67, 70, 71, 73, 74, 75, 76, 79, 82, 85, 89, 93,</p>

97, 101, 103, 107, 111, 112, 115, 118, 121, 123, 125, 129, 133, 139, 140, 143, 144, 145, 147, 151, 154, 157, 161, 162, 163, 165, 169

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 2: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

Starting at a very young age, children develop an understanding of how to maintain and sustain a task. Children demonstrate **persistence** in their capacity to engage in what they are doing and to meet challenges appropriate to their level of development. Children stay longer in a center and engage in an activity with increasing regularity. The ability to persist in a task is an important element in learning.

a. Pursues challenges.

b. Copes with frustration or disappointment with support.

c. Establishes goals, generates plans and follows through to completion.

TG1: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117;

TG2: 35, 37, 49, 58, 61, 62, 64, 67;

TG3: 80, 86, 87, 97, 99, 104;

TG4: 32, 64, 75, 141, 148, 149, 150, 157;

TG5: 61, 85, 111, 121, 144, 145, 156;

TG6: 22, 31, 37, 58, 60, 99, 140;

TG7: 66, 84, 94, 100, 118, 142;

TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157;

TG9: 26, 67, 71, 73, 143, 145, 149

Adaptations for Young Learners: 4, 5, 6, 7, 13, 17, 19, 21, 25, 35, 37, 39, 43, 49, 53, 57, 61, 67, 71, 75, 79, 84, 85, 89, 93, 97, 100, 103, 105, 106, 107, 111, 114, 115, 119, 121, 123, 125, 129, 133, 139, 143, 146, 147, 149, 151, 154, 157, 158, 161, 165, 169

STRAND 3: CONFIDENCE

Concept 1: Confidence

The child demonstrates self-assurance in a variety of circumstances.

<p>Confident children feel positive about themselves and their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, to try new experiences, or to engage in challenging tasks.</p>	
<p>a. Expresses opinions or ideas.</p> <p>b. Views self as competent and skilled.</p> <p>c. Is willing to take risks and consider a variety of alternatives.</p>	<p>TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 61, 75, 79, 99, 130, 133, 138, 154;</p> <p>TG2: 22, 28, 34, 37, 40, 43, 46, 47, 49, 61, 63, 64, 94, 118, 153;</p> <p>TG3: 33,1403, 105, 106, 112,118, 123, 135, 141;</p> <p>TG4: 30, 31, 34, 42, 43, 46, 48, 51, 107, 108, 156;</p> <p>TG5: 12, 13, 28, 58, 61, 85, 100, 121;</p> <p>TG6: 28, 31, 34, 37, 45, 48, 60, 109, 110, 132, 139;</p> <p>TG7: 28, 39, 61, 73, 75, 79, 85, 94, 99, 100, 111, 118, 142, 154 ;</p> <p>TG8: 40, 63, 64, 100, 106, 112, 118, 141, 145, 148, 151,157;</p> <p>TG9: 22, 24, 28, 46, 47, 123, 131, 137, 138, 141, 144, 145, 149, 150, 159</p> <p>Adaptations for Young Learners: 5, 6, 10, 11, 13, 14, 22, 29, 36, 40, 43, 46, 50, 54, 55, 56, 57, 58, 61, 65, 67, 68, 69, 70, 71, 77, 82, 94, 101, 105, 118, 119, 123, 131, 140, 14, 148, 149, 155, 166</p>
<p>STRAND 4: CREATIVITY</p>	
<p>Concept 1: Creativity The child demonstrates the ability to express their own unique way of seeing the world.</p> <p>Creativity can be expressed in many ways. We commonly think of this word in association with the expressive arts. However, creativity involves being able to cope with new situations and problems as well as to see things from a different perspective. A creative child extends and elaborates on ideas and appreciates humor.</p>	
<p>a. Uses imagination to generate new ideas.</p>	<p>Children have many opportunities to exhibit creativity by experimenting with new materials and ideas <i>in Frog Street</i></p>

<p>b. Appreciates humor.</p> <p>c. Engages in inventive social play. Concept 1: Creativity <i>continued</i></p>	<p><i>Pre-K's Weekly Centers</i> (pp 20-21, 56-57, 92-93, 128-129 in each guide) as well as the daily Practice Activities.</p> <p>Children are encouraged to express imaginative ideas throughout the day. They might be asked to use their imagination to create a new ending to a story, a new action for a song, or a new use for a familiar object (Theme 1, p. 156 "Let's think of some creative things we can do with this clothespin.")</p> <p>The Character Education component of Theme three is "Humor."</p> <p>TG1: 20, 21, 27, 32, 43, 45, 46, 49, 56, 57, 69, 73, 75, 77, 79, 83, 85, 92, 93, 97, 103, 105, 106, 109, 111, 112, 114, 117, 120, 121, 130, 131, 143, 147, 156, 157;</p> <p>TG2: 20, 21, 25, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 62, 63, 69, 71, 75, 79, 81, 85, 92, 93, 97, 117, 128, 129, 133, 135, 138, 141, 145;</p> <p>TG3: 13, 23, 24, 25, 26, 35, 37, 38, 41, 42, 43, 44, 47, 48, 49, 58, 61, 62, 65, 71, 73, 76, 78, 81, 89, 95, 97, 101, 103, 105, 107, 111, 112, 115, 116, 117, 121, 122, 123, 128, 131, 133, 135, 137, 138, 139, 141, 144, 147, 149, 151, 153, 159;</p> <p>TG4: 25, 30, 31, 33, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157;</p> <p>TG5: 20, 22, 25, 27, 39, 51, 56, 57, 59, 60, 61, 64, 65, 73, 76, 79, 82, 84, 85, 87, 102, 104, 111, 114, 133, 141;</p> <p>TG6: 27, 33, 35, 37, 42, 43, 51, 56, 57, 59, 60, 64, 72, 75, 76, 92, 93, 102, 103, 105, 108, 111, 114, 115, 119, 128, 129, 131, 132, 136, 139, 145, 148, 155;</p> <p>TG7: 24, 25, 31, 36, 43, 45, 49, 56, 57, 79, 81, 84, 85, 87, 92, 94, 97, 99, 102, 106, 109, 111, 113, 115, 121, 130, 132, 135, 137, 145, 146, 150, 153, 156, 157, 158, 159</p>
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<p>Concept 1: Creativity <i>continued</i></p>	<p>TG8: 20, 21, 25, 27, 28, 30, 31, 32, 33, 34, 39, 40, 47, 49, 51, 56, 57, 61, 62, 64, 65, 66, 67, 69, 70, 76, 79, 80, 92, 93, 94, 98, 101, 103, 104, 109, 110, 116, 118, 121, 128, 129, 130, 133, 135, 136, 137, 138, 145, 152, 156, 157</p> <p>TG9: 20, 21, 22, 25, 28, 31, 34, 37, 41, 42, 43, 48, 51, 56, 57, 58, 63, 65, 73, 77, 81, 83, 85, 92, 93, 95, 104, 108, 109, 111, 115, 118, 119, 121, 128, 129, 157</p> <p>Adaptations for Young Learners: 6, 10, 13, 17, 19, 21, 22,, 29, 37, 41, 43, 46, 47, 48, 49, 58, 67, 75, 78, 79, 82, 85, 89, 92, 93, 101, 103, 108, 110, 111, 115, 119, 121, 123, 124, 137, 140, 147, 154, 157, 159, 161, 165</p>
<p>STRAND 5: REASONING AND PROBLEM-SOLVING</p>	
<p>Concept 1: Reasoning The child demonstrates the ability to analyze information and situations in order to form judgments.</p> <p>Reasoning involves the child’s ability to use prior knowledge and information to generate an appropriate decision. Logic and reasoning skills are key components of child development and early learning. These skills are essential for competence and success in school and other settings.</p>	
<p>a. Gathers information and reaches a conclusion.</p> <p>b. Recognizes relationships between cause and effect.</p> <p>c. Uses prior knowledge to build new knowledge and skills.</p>	<p>Math and Science (problem-solving and reasoning) concepts and skills are introduced in Small Group Lessons and practiced in centers: Math, Science, Sensory, Construction, and Creativity Station.</p> <p>Children collect information, organize it, and prepare for analysis by making T-charts, Venn diagrams, graphs, timelines, tally carts, KWL charts and other symbolic representations of experiences and data.</p> <p>TG1: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 115, 116, 117, 119</p>

Concept 1: Reasoning *continued*

122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159
TG2: 26, 27, 32, 33, 38, 39, 42, 44, 45, 50, 51, 60, 62, 63, 66, 71, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 108, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159
TG3: 26, 27, 32, 33, 36, 38, 39, 44, 45, 50, 51, 62, 63, 74, 75, 80, 81, 86, 87, 98, 99, 101, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 143, 146, 147, 152, 153, 156, 158, 159
TG4: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 74, 75, 80, 81, 86, 87, 98, 99, 104, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159
TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 72, 74, 75, 78, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 131, 134, 135, 140, 141, 146, 147, 152, 153, 156, 158, 159
TG6: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 72, , 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 113, 122, 140
TG7: 48, 66, 67, 68, 74, 77, 95, 98, 104, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 155, 158, 159
TG8: 24, 26, 27, 32, 33, 38, 39, 41, 42, 44, 45, 50, 51, 62, 63, 66, 74, 75, 78, 80, 81, 86, 87, 98, 102, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159
TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 60, 62, 63, 66, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 114, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159

Adaptations for Young Learners: 1, 4, 5, 6, 7, 10, 13, 14, 17, 18, 21, 22, 25, 28, 29, 33, 36, 40, 46, 48, 50, 54, 59, 66, 68, 72, 76, 82, 83, 84, 86, 90, 91, 94, 100, 103, 104, 106, 108, 110, 114, 126, 128, 130, 136, 140, 145, 148, 150, 161, 169

STRAND 5: REASONING AND PROBLEM-SOLVING

Concept 2: Problem-solving

The child demonstrates the ability to seek solutions to problems.

Problem solving involves the child’s ability to look for or find multiple solutions to a question, task or problem. This ability is crucial for constructing knowledge as the child builds on prior experiences and integrates new information.

a. Recognizes problems.

TG1: 20, 21, 33, 56, 57, 69, 75, 92, 93, 103, 105, 111, 122, 132, 133, 135, 141, 146, 147, 159

b. Seeks adult assistance when support is required.

TG2: 20, 21, 44, 56, 57, 62, 63, 69, 75, 81, 85, 87, 92, 93, 117, 128, 129, 141, 159

c. Tries to solve problems.

TG3: 24, 27, 33, 39, 42, 43, 62, 69, 71, 74, 81, 99, 100, 103, 109, 117, 123, 135

d. Works to solve a problem independently.

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

Adaptations for Young Learners: 6, 8, 13, 17, 18, 21, 25, 31, 35, 39, 43, 48, 49, 50, 53, 57, 61, 66, 67, 68, 70, 71, 74, 75, 76, 78, 79, 85, 89, 93, 97, 103, 105, 107, 111, 112, 115, 121, 125, 128, 129, 133, 147, 139, 143, 149, 151, 156, 157, 161, 165, 169

LANGUAGE AND LITERACY STANDARD

STRAND 1: LANGUAGE

Concept 1: Receptive Language Understanding

The child demonstrates understanding of directions, stories, and conversations.

During the preschool years, children learn language more quickly than at any other time in their lives. Associating language with pleasant and stimulating experiences nurtures this development. Young children’s sense of words and sentences, sensitivity to **tone**, and understanding of ideas communicated, influences their abilities to listen and to comprehend. Listening involves **active engagement** with adults and peers as they share their ideas, feelings, and needs. Language is learned through engaging, interactive conversations and related **literacy** activities such as oral storytelling and interactive reading of books.

a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

TG1: 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 47, 48, 59, 60, 61, 62, 65, 66, 69, 70, 71, 72, 75, 77, 78, 83, 84, 85, 86, 87, 93, 94, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 107, 108, 109, 111, 112, 113, 116, 118, 119, 121, 130, 147, 152, 159;
TG2: 22, 23, 24, 28, 30, 31, 35, 40, 41, 42, 46, 47, 51, 56, 58, 60, 65, 66, 70, 72, 73, 80, 95, 96, 101, 102, 107, 108, 113, 114, 130, 135, 141, 144, 148, 149, 150, 153, 154;
TG3: 22, 23, 24, 26, 28, 29, 32, 34, 37, 41, 44, 47, 49, 59, 65, 70, 72, 73, 77, 78, 83, 84, 95, 96, 100, 108, 109, 117, 118, 137, 148, 159;
TG4: 20, 22, 23, 25, 26, 30, 31, 33, 34, 39, 41, 42, 46, 48, 50, 59, 60, 61, 65, 66, 68, 69, 74, 82, 85, 94, 98, 99, 105, 107, 108, 111, 120, 121, 123, 130, 131, 134, 135, 141, 142, 150, 154;
TG5: 23, 24, 26, 27, 28, 34, 36, 37, 39, 40, 44, 45, 46, 58, 63, 64, 68, 70, 75, 76, 80, 82, 94, 100, 106, 110, 112, 117, 118, 130, 136, 153, 154, 159;
TG6: 22, 24, 25, 26, 27, 30, 31, 35, 37, 39, 42, 46, 48, 50, 59, 60, 65, 69, 71, 75, 78, 82, 84, 85, 86, 94, 95, 98, 104, 107, 108, 116, 120, 121, 123, 130, 132, 134, 135, 139, 141, 142, 148, 150, 154, 155;
TG7: 23, 26, 29, 33, 35, 41, 42, 47, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 95, 97, 106, 107, 109, 112, 113, 117, 118, 120, 123, 131, 133, 134, 135, 139,

Concept 1: Receptive Language Understanding
continued

b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

140, 141, 146, 147, 148, 153, 154, 158, 159;
TG8: 23, 24, 29, 31, 33, 39, 40, 41, 45, 47, 51, 58, 65, 77, 81, 83, 86, 87, 95, 96, 97, 99, 101, 102, 107, 112, 117, 137, 141, 143, 148, 151, 152, 153, 154, 156;
TG9: 22, 23, 26, 29, 32, 33, 34, 37, 40, 41, 44, 47, 59, 63, 65, 69, 70, 71, 75, 84, 95, 98, 101, 105, 113, 115, 116, 119, 131, 135, 143, 147, 149, 151, 155, 156;
Adaptations for Young Learners: Daily instruction and Centers engage children in language interactions.

b. FSPK provides children to discuss their experiences in the daily **Closing Circle**. Each **Read-Aloud Time** provides the teacher with multi-level question and strategies to prompt story conversations.

TG1: 22, 35, 41, 59, 65, 83, 95, 101, 107, 131, 137;
TG2: 45, 101;
TG3: 29, 35, 65, 71, 113, 132, 137, 141;
TG4: 30, 31, 65, 83, 113;
TG5: 23, 29, 35, 47, 77, 143, 150;
TG6: 48;
TG7: 23, 29, 61, 77, 83, 113;
TG8: 47, 65, 102, 119, 155;
TG9: 51, 131, 153, 155

Adaptations for Young Learners: Daily instruction and Centers engage children in language interactions.

c. TG1: 22, 26, 28, 30, 35, 36, 37, 39, 41, 60, 61, 70, 86, 93, 97, 107, 147
TG2: 35, 51, 56, 70, 72, 73, 80, 135, 141, 148, 150, 153, 154
TG3: 22, 26, 32, 33, 34, 38, 44, 65, 108, 117, 137

c. Makes relevant responses to questions and comments from others.

156; **TG9:** 29,83, 95, 119, 130, 136, 140, 142, 148, 154

Adaptations for Young Learners: Young children are encouraged in the daily literacy and math lesson to speak clearly to communicate.

c. Children are asked to participate in asking and answering questions in all group lessons (Greeting Circle, Read-Aloud Time, Literacy Lesson, and Math and Science). They are also asked relevant questions in the Closing Circle to review each day's learning.

TG2: 23, 29, 32, 33, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150;

TG3: 33, 37, 39, 48, 51, 59, 62, 63, 75, 81, 87, 95, 99, 105, 107, 111, 117, 122, 123, 138, 141, 147, 153,156;

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;

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

d. Initiates, sustains, and expands conversations with peers and adults.

e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.

f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.

g. Recognizes when the listener does not understand and uses techniques to clarify the message.

h. With modeling and support, uses increasingly complex phrases and sentences.

d. TG1: 28, 34, 42, 45, 66, 105, 106, 117; **TG2:** 24; **TG3:** 58; **TG4:** 23, 150, 155; **TG5:** 22, 27, 28, 82, 94, 130; **TG6:** 23, 71, 155; **TG7:** 65, 77, 95, 121, 142; **TG8:** 102, 138, 144, 153; **TG9:** 132, 137, 138, 149, 153

e. TG1: 42, 48, 69, 81, 94; **TG2:** 66, 71, 120, 138; **TG3:** 63, 74, 87, 94, 117, 152, 159; **TG4:** 31, 35, 117, 120; **TG5:** 35, 61, 143, 149; **TG6:** 23, 35, 107, 143; **TG7:** 12, 22, 65, 121; **TG8:** 76, 107, 115, 117; **TG9:** 22, 58, 94, 155

f. g. TG1: 28, 42, 46, 48, 67, 69, 70, 73, 75, 76, 83, 106, 134, 144, 147; **TG2:** 25, 27, 34, 58, 60, 65, 66, 70, 76; **TG3:** 22, 28, 33, 34, 58, 63, 64, 74, 87, 100, 117, 152; **TG4:** 27, 31, 41, 47, 65, 159; **TG5:** 27, 61, 112, 140, 143, 149; **TG6:** 23, 35, 71, 79, 85, 107, 131, 148, 155; **TG7:** 23, 24, 25, 59, 71, 77, 101, 141, 144; **TG8:** 41, 46, 65, 95, 107, 117, 121, 130, 133, 142; **TG9:** 36, 77, 78, 143, 153

h. TG1: 28, 95, 98, 113, 123, 149; **TG2:** 25, 58, 60, 65, 66, 79, 94, 99; **TG3:** 39, 131, 145, 155, 157; **TG4:** 23, 29, 41, 66, 119, 131, 137, 143, 155; **TG5:** 59, 60, 61, 67, 81, 83, 85, 98, 113, 115, 137; **TG6:** 59, 71, 77, 95, 112, 113, 115, 117, 150, 151; **TG7:** 22, 25, 27, 51, 60, 95; **TG8:** 35, 37, 59, 77, 95, 101; **TG9:** 103, 130, 136, 137, 142, 148, 152

Adaptations to Young Learners: 22, 50, 69, 72, 73, 90, 100, 144, 167

STRAND 1: LANGUAGE

Concept 3: Vocabulary

The child understands and uses increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success. Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations. They need to play with familiar language and experiment with language in different settings. Rhymes, songs, and read-alouds that use **rare words** allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.

Strategy Card H in *FSPK* provide specific strategies for building vocabulary cards and are reference in the Teacher Guide instruction. *Adaptations for Young Learners: Guide* models and supports vocabulary of younger children.

a. TG1: 20-21, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 67, 69, 73, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

TG2: 20-21, 23, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

TG3: 20-21, 23, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57 61, 63, 69, 73, 75, 79, 85, 87, 92-93, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 159;

TG4: 20-21, 25, 27, 31, 33, 39, 43, 45, 51, 56-57, 61, 63, 67, 69, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

TG5: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57, 61, 63,

<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.</p>	<p>67, 69, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;</p> <p>TG6: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;</p> <p>TG7: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;</p> <p>TG8: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;</p> <p>TG9: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159</p> <p>b. TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143;</p> <p>TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159;</p> <p>TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151;</p> <p>TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157;</p> <p>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;</p>
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that each spoken word can be written and read.

130, 136, 142, 148, 154

Demonstrates and understands that print conveys meaning:

TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75-77, 79, 82, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 130, 131, 136, 137, 139, 142, 143, 148, 149, 150, 154, 155, 157;

TG2: 22, 23, 27-29, 31, 33-35, 40, 41, 46, 58, 59, 61, 64, 65, 67, 70, 71, 76, 82, 83, 94, 95, 99, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 121, 130, 136, 142, 143, 148, 154, 155, 157;

TG3: 22, 23, 28, 34, 35,40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 71, 73, 75-77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136-138, 140-145, 148, 149, 154, 155;

TG4: 22, 23, 25, 28, 29, 30, 34, 35, 36, 37, 40, 41, 43, 46, 47, 49, 50, 58, 59, 64-67, 70, 76, 79, 82, 83, 94, 99, 100, 101, 106, 111, 112, 118, 119, 121, 130, 131, 133, 136, 139, 142, 143, 144, 148, 149, 154, 155, 157;

TG5: 22, 23, 28, 29, 31, 34, 40, 41, 47-49, 58-61, 64, 65, 70, 71, 73, 75-77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106-109, 112, 113, 115, 118-120, 130, 131, 133, 136-138, 140, 142, 143, 148-152, 154-158;

TG6: 22, 23, 28, 29, 34, 41, 43, 46, 47, 58, 64, 65, 66, 70, 71, 73, 76, 77, 79, 82, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157;

TG7: 22, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 76, 82-84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130-133, 136-138, 142-145, 148, 149, 154, 155;

TG8: 22, 23, 28, 29, 34, 35, 38, 40, 41, 43, 46, 49, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 85, 94, 100, 101, 106, 107, 112, 113, 118, 119, 130, 136, 137, 141-143, 148, 149, 154, 155, 157;

TG9: 22, 23, 25, 28, 29, 34- 37, 40, 41, 45-47, 58, 59, 64, 65,

STRAND 2: EMERGENT LITERACY

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

It is important to provide young children with many opportunities to interact with and care for books in all environments. Young children need to have access to a variety of fiction and nonfiction books throughout the day, including those that reflect diverse cultures. Through these experiences, children learn to hold books right side up and to turn the pages one at a time in order to view the illustrations and to gain a sense of the story or content.

a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.

a. 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, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154

Adaptations for Young Learners: 14,18, 22, 32, 46, 68, 90, 104, 118, 130, 136, 140

b. Identifies where in the book to begin reading.

b. TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 73, 77, 79, 83, 95, 96, 101, 102, 107, 108, 113, 114, 119, 131, 137, 143, 149, 155, 157;
TG2: 23, 29, 31, 35, 37, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 101, 107, 109, 113, 115, 119, 131, 137, 143, 149, 151, 155;
TG3: 23, 29, 31, 35, 41, 43, 47, 59, 65, 67, 71, 77, 79, 83, 95, 101, 107, 113, 115, 119, 131, 137, 143, 149, 151, 155;
TG4: 23, 25, 29, 35, 37, 41, 43, 47, 59, 65, 71, 77, 79, 83, 95, 101, 107, 113, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157;
TG5: 23, 29, 35, 41, 47, 59, 60, 65, 71, 72, 73, 77, 83, 89, 95, 96, 97, 101, 107, 108, 109, 113, 115, 119, 131, 133, 137, 143, 149, 159;

<p>c. Understands a book has a title, author and/or illustrator.</p>	<p>TG6: 23, 25, 29, 35, 41, 47, 59, 65, 71, 73, 77, 79, 83, 95, 97, 101, 107, 113, 119, 131, 133, 137, 143, 149, 151, 155, 157; TG7: 23, 25, 29, 35, 41, 43, 47, 59, 61, 65, 67, 71, 73, 77, 79, 83, 95, 101, 107, 109, 113, 119, 131, 133, 137, 139, 143, 149, 155; TG8: 23, 29, 35, 37, 41, 43, 47, 59, 61, 65, 71, 73, 77, 85, 95, 97, 101, 103, 107, 113, 119, 131, 137, 139, 143, 145, 149, 155, 157; TG9: 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 59, 65, 71, 73, 77, 83, 95, 101, 103, 107, 113, 119, 121, 131, 137, 139, 143, 149, 151, 155 Adaptations for Young Learners: 14,18, 22, 32, 46, 68, 90, 104, 118, 130, 136, 140 c. TG1: 23, 35, 77, 83, 95, 101, 149; TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 143, 159; TG3: 41, 47, 59, 77, 156; TG4: 23, 41, 47, 58, 59, 65, 101, 107, 159; TG5: 41, 77, 101,108, 131; TG6: 47, 95, 96, 119, 143, 155; TG8: 59, 71, 149; TG9: 137 Adaptations for Young Learners: 14,18, 22, 32, 46, 68, 90, 104, 118, 130, 136, 140</p>
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STRAND 2: EMERGENT LITERACY

Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

Young children learn to **discriminate** between the similarities and differences in spoken language. Such awareness is the foundation of young children’s abilities to hear and **discriminate** different sounds in words (**phonological awareness**). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children’s abilities to play with or **manipulate** the smallest units of speech (**phonemes**) are demonstrated in a variety of ways, including using rhymes, **alliteration**, and experimenting with beginning and ending

<p>sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics). Phonological awareness can be taught in the dark as it requires just listening for and manipulating sounds.</p>	
<p>a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</p>	<p>a. TG1: 102; TG2: 45, 137; TG3: 58, 59, 64, 76, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 24, 34, 36, 40, 42, 46, 58, 64, 70, 72, 76, 78, 82, 84, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 36, 66, 79, 107; TG6: 22, 28, 29, 30, 34, 40, 46, 57, 58, 60, 64, 66, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 153, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 37, 41, 42, 46, 47, 58, 64, 66, 70, 76, 82, 94, 100, 102, 106, 112, 118, 123, 136, 142, 143, 148, 154; TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60</p> <p>Adaptations for Young Learners: 18, 20, 21, 46, 61, 82, 115, 137</p>
<p>b. With modeling and support, identifies rhyming words.</p>	<p>b. TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 101, 132, 133, 138, 144, 149, 150, 151; TG3: 41, 47, 70, 94, 108, 109; TG4: 24, 36, 71, 83, 84, 137; TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154; TG6: 108, 113, 149, 150, 151; TG7: 29, 36, 83, 96; TG8: 30, 36, 37, 42, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153</p> <p>Adaptations for Young Learners: 15, 69, 87, 109, 119, 140</p>
<p>c. With modeling and support, produces rhyming words.</p>	<p>c. TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 101, 132, 133, 138, 144, 149, 150, 151; TG3: 41, 47, 70, 94, 108, 109; TG4: 24, 36, 71, 83, 84, 137; TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142,</p>

<p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p>	<p>144, 145, 148, 154; TG6: 108, 113, 149, 150, 151; TG7: 29, 36, 83, 96; TG8: 30, 36, 37, 42, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153</p> <p>Adaptations for Young Learners: 37, 46, 64, 82, 83</p> <p>d. TG2: 45, 111, 137; TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84; TG5: 36; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; TG7: 48; TG8: 37, 123, 143; TG9: 21</p> <p>Adaptations for Young Learners: 82, 141</p>
<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p>e. TG1: 102; TG2: 45, 137; TG3: 58, 59, 64, 76, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 24, 34, 36, 40, 42, 46, 58, 64, 70, 72, 76, 78, 82, 84, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 36, 66, 79, 107; TG6: 22, 28, 29, 30, 34, 40, 46, 57, 58, 60, 64, 66, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 153, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 37, 41, 42, 46, 47, 58, 64, 66, 70, 76, 82, 94, 100, 102, 106, 112, 118, 123, 136, 142, 143, 148, 154; TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60</p> <p>Adaptations for Young Learners: 75, 90, 167</p>
<p>f. With modeling and support, identifies and discriminates syllables in words.</p>	<p>f. TG3: 64, 66, 100, 130, 154; TG5: 100; TG7: 149; TG8: 107, 108, 113, 114, 119, 132, 138; TG9: 66, 67, 84</p> <p>Adaptations for Young Learners: 46, 144</p>

<p>g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.</p> <p>h. With modeling and support, repeats words and identifies the common final sound.</p>	<p>g. TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118</p> <p>Adaptations for Young Learners: 159</p> <p>h. TG8: 40, 45, 58, 63, 100, 130, 135; TG9: 21</p>
<p>STRAND 2: EMERGENT LITERACY</p>	
<p>Concept 4: Alphabet Knowledge The child demonstrates knowledge of the alphabet.</p> <p>Young children begin to recognize some printed alphabet letters, especially those letters found in their <u>own</u> names. To support young learners' knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences. Activities are presented in fun and interesting ways that engage children.</p>	
<p>a. Discriminates letters from other shapes and symbols.</p>	<p>a. TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145</p> <p>TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159</p> <p>TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157</p> <p>TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159</p> <p>TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157</p> <p>TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157</p> <p>TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115,</p>

<p>b. Matches and recognizes similarities and differences in letters, with modeling and support.</p>	<p>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>Adaptations for Young Learners: 82, 130</p> <p>b. TG1: 31, 35, 36, 37, 39, 50, 51, 57, 60, 61, 66, 67, 78, 81, 84, 96, 97, 99, 102, 108, 114, 120, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 28, 34, 36, 40, 42, 46, 56, 64, 66, 70, 72, 73, 76, 78, 82, 94, 96, 97, 100, 102, 106, 108, 112, 114, 115, 118, 121, 129, 130, 132, 136, 138, 142, 144, 145, 148, 154; TG3: 21, 24, 30, 34, 40, 42, 43, 46, 48, 57, 58, 60, 64, 67, 70, 72, 76, 78, 84, 94, 100, 102, 103, 106, 108, 109, 112, 118, 120, 130, 132, 136, 138, 142, 148; TG4: 22, 24, 28, 34, 40, 46, 58, 60, 64, 67, 70, 72, 73, 76, 82, 84, 94, 96, 100, 102, 106, 107, 108, 112, 114, 115, 118, 129, 130, 132, 136, 142, 148, 150, 154; TG5: 21, 22, 24, 28, 29, 30, 34, 36, 40, 46, 58, 60, 64, 66, 70, 76, 79, 82, 94, 100, 106, 109, 112, 114, 118, 129, 130, 133, 135, 136, 142, 148, 151, 154, 155; TG6: 22, 24, 28, 29, 30, 34, 40, 46, 49, 64, 66, 70, 76, 82, 94, 96, 100, 106, 116, 117, 118, 119, 120, 130, 132, 136, 142, 148, 154; TG7: 22, 23, 28, 30, 34, 40, 42, 46, 58, 64, 70, 76, 82, 94, 96, 100, 106, 108, 109, 118, 130, 132, 136, 138, 142, 148, 149, 150, 154; TG8: 22, 23, 24, 28, 30, 34, 36, 42, 46, 58, 64, 66, 70, 72, 76, 77, 78, 82, 94, 101, 102, 106, 108, 112, 114, 118, 130, 136, 142, 148, 149, 150, 154, 155; TG9: 22, 24, 34, 40, 46, 48, 58, 59, 60, 64, 70, 76, 82, 94,</p>
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<p>c. Recognizes as many as 10 letters, especially those in own name, family and friends.</p>	<p>100, 106, 112, 118, 119, 130, 136, 142, 148, 154</p> <p>c. 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, 34, 40, 46, 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, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p> <p>Adaptations for Young Learners: 72, 108, 136, 140, 144, 158, 162</p>
<p>d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.</p>	<p>d. TG2: 45, 137; TG3: 58, 67, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 28, 34, 40, 46, 57, 58, 64, 70, 71, 72, 76, 77, 78, 82, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154; TG5: 21, 36; TG6: 22, 23, 28, 29, 33, 34, 35, 40, 46, 47, 58, 60, 64, 70, 76, 78, 94, 100, 106, 130, 136, 142, 148, 150, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 36, 41, 42, 46, 47, 66, 70, 76, 82,</p>

c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

Concept 5: Comprehension *continued*

35, 41, 65, 95, 137, 143, 149, 155; **TG5:** 23, 35, 41, 47, 49, 59, 65, 71, 77, 83, 95, 101, 113, 119, 131, 137, 143;

TG6: 23, 29, 47, 65, 71, 77, 83, 95, 101, 107, 119, 131, 143, 149; **TG7:** 29, 95, 41, 47, 59, 65, 77, 83, 95, 101, 113, 137, 143, 149; **TG8:** 29, 47, 59, 71, 77, 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

Adaptations for Young Learners: 10, 11, 12, 14, 15, 16, 18, 20, 22, 23, 28, 29, 30, 32, 33, 36, 37, 40, 41, 42, 43, 46, 47, 50, 51, 52, 54, 55, 59, 64, 65, 68, 69, 72, 76, 77, 78, 82, 83, 86, 87, 89, 90, 91, 94, 95, 100, 101, 104, 105, 108, 109, 112, 113, 118, 119, 122, 123, 126, 127, 128, 130, 131, 132, 136, 137, 140, 141, 145, 146, 148, 149, 154, 155, 158, 159, 162, 163, 166, 167

c. 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,

<p>d. With prompting and support, draws connections between story events and personal experiences.</p>	<p>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>Adaptations for Young Learners: 11, 19, 28, 33, 40, 50, 54, 68, 82, 86, 87,91, 104, 111, 136, 155, 158, 166</p> <p>d. 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: 65, 67, 71, 83, 95, 107, 143, 149; TG3: 35, 41, 59, 115; TG4: 23, 25, 29, 41, 65, 77, 107, 113, 131; TG5: 77, 95, 113; TG6: 101, 107; TG7: 41, 65, 67, 77, 95, 101; TG8: 83, 95, 113, 155; TG9: 41, 59, 65, 71, 137, 143</p> <p>Adaptations for Young Learners: 4, 28, 40, 82, 112, 130, 136, 144, 166</p>
<p>e. With prompting and support, identifies events and details in the story and makes predictions.</p>	<p>e. TG1: 29, 93, 101, 103; TG2: 23, 29, 42, 108, 111, 131; TG3: 23, 33, 42, 43, 62, 68, 80, 101; TG4: 29, 41, 59, 62, 65, 86, 141, 147, 153; TG5: 24, 27, 41, 45, 63, 67, 69, 80, 81, 108; TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131; TG7: 115, 117, 131, 135, 146, 147; TG8: 23, 29, 39, 59, 147; TG9: 23, 39, 41, 42, 63, 71, 87, 117, 137</p> <p>Adaptations for Young Learners: 11, 18, 22, 29, 46, 50, 68, 69, 89, 90, 91, 122, 130, 140, 159, 160, 167</p>
<p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p>	<p>f. 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,</p>

i. With modeling and support, retells or reenacts a story in sequence with pictures or props.

ADAPTATIONS FOR YOUNG LEARNERS: 4, 11, 53, 61, 65,73, 76, 86, 89, 91, 94, 121, 126, 127

i. Retell

TG1: 49, 85, 107, 115, 139; **TG2:** 41, 43, 79, 121; **TG3:** 73, 121, 133, 139, 157; **TG4:** 25, 49, 67, 78, 85, 145, 149, 157; **TG5:** 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133; **TG6:** 73, 79; **TG7:** 25, 31, 121, 145, 151, 157; **TG8:** 25, 29, 47, 71, 101, 151, 157; **TG9:** 25, 31, 77

Reenact

TG1: 47, 59, 65, 83, 137, 151; **TG2:** 47; **TG3:** 133, 137, 141, 159; **TG4:** 37, 101, 113, 155; **TG5:** 29, 41, 61, 77, 101, 131, 143, 145; **TG6:** 131, 143; **TG7:** 23, 29, 35, 43, 59, 113; **TG8:** 65, 67, 101, 143; **TG9:** 131

Adaptations for Young Learners: 11, 12, 22, 23, 29, 37, 46, 53, 65, 77, 78, 86, 89, 91, 94,127, 158

j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

j. 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;

	<p>TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 61, 65, 71, 73, 77, 83, 85, 87, 93, 95, 101, 103, 107, 111, 115, 119, 131, 137, 139, 141, 143, 144, 145, 149, 155, 157;</p> <p>TG9: 23, 25, 27, 29, 31, 35, 36, 37, 41, 43, 45, 47, 49, 59, 65, 71, 73, 77, 81, 83, 87, 93, 95, 99, 101, 103, 105, 107, 113, 119, 121, 131, 137, 139, 143, 144, 149, 151, 153, 155</p>
STRAND 3: EMERGENT WRITING	
<p>Concept 1: Early Writing, Writing Processes, and Writing Applications The child uses writing materials to communicate ideas.</p> <p>Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy’s pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.</p>	
<p>Early Writing a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p>	<p>a. 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>Adaptations for Young Learners: 29, 31, 35, 49, 69, 115, 121, 137, 143, 151, 154, 161</p>

<p>Writing Processes</p> <p>b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p>	<p>b. 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 T9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Adaptations for Young Learners: 17, 29, 31, 35, 39, 43, 49, 69, 115, 121, 137, 143, 151, 154, 161</p>
<p>Writing Applications</p> <p>c. Dictates to and shares thoughts, ideas, and stories with adults.</p>	<p>c. TG1: 11, 150; TG2: 31, 54, 67, 79, 109; TG3: 127, 157; TG4: 49, 107; TG6: 35, 115, 127, 155; TG7: 37, 91, 121, 145; TG9: 135, 136, 141, 142, 147, 148, 153, 154, 159</p> <p>Adaptations for Young Learners: 11, 15, 22, 29, 31, 35, 39, 58, 115, 121, 157, 161</p>
<p>d. Writes own name using letter-like forms or conventional print.</p>	<p>d. TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43</p>
<p>e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork,</p>	<p>e. 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:</p>

<p>captioning, labeling, creating lists, making notes.</p>	<p>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, 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; TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157; TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p> <p>Adaptations for Young Learners: 10, 11, 15, 16, 20, 32, 39, 40, 43, 50, 58, 60, 64, 90, 100, 144, 148, 154, 158</p>
<p>f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).</p>	<p>f. 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, 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; TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157; TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p>
<p>g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.</p>	<p>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, 34, 40, 46, 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, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p>

To build an understanding of number names and **symbols** children need number rich environments that allow them to explore and play with numbers and **numerals** throughout the day and across the curriculum.

a. Uses numerals and number symbols in the context of daily routines, activities, and play.

a. 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

Adaptations for Young Learners: 128, 129, 142, 143, 146, 147, 150, 151

b. Uses and creates symbols to represent numbers.

b. 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

Adaptations for Young Learners: 128, 129, 142, 143, 146, 147, 150, 151

c. Identifies numerals one to 10.

c. 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

Adaptations for Young Learners: 128, 129, 142, 143, 146, 147, 150, 151

STRAND 1: COUNTING AND CARDINALITY

Concept 3: Counts to Tell Number of Objects

The child uses number words and counting to identify quantity.

Learning the meaning of numbers begins with hands-on experiences using a variety of objects found in the home, the classroom and nature. To build an understanding of “how much” and to explore number relationships, children need daily experiences involving counting in ways that are personally meaningful, challenging, and fun.

a. Counts groups of objects using one-to-one correspondence (one object for each number word).

a. TG1: 31, 34, 35, 61, 62, 63, 87, 153; **TG2:** 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; **TG3:** 37, 42, 116, 117; **TG4:** 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; **TG5:** 38, 39, 61, 116, 117, 133; **TG6:** 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153; **TG7:** 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; **TG8:** 109, 111, 134, 140, ; **TG9:** 38, 39, 105, 117, 132, 141, 147

Adaptations for Young Learners: 7, 8, 81, 84, 85, 88, 89, 92, 93, 96, 102, 103, 125, 128, 132, 138, 146, 150

b. Counts a collection of up to 10 items using the last counting word to tell, “How many?”

b. TG1: 63, 153; **TG2:** 26, 27, 38, 39, 68, 104, 105, 108, 13, 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>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>Adaptations for Young Learners: 84, 102, 103, 125, 128, 132, 138, 139, 146, 150</p>
<p>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</p>	
<p>Concept 1: Explores Addition and Subtraction The child combines and separates groups of objects and names how many.</p> <p>Learning the meaning of a number begins with hands-on experiences using a variety of objects found in the home, the classroom, and nature. To build an understanding of numbers and to discover number relationships, children need opportunities to describe the changes that result from putting sets of objects (e.g., blocks, animals, toy people) together or taking them apart.</p>	
<p>a. Demonstrates an understanding that adding increases the number of objects in a group.</p> <p>b. Describes changes in two or more sets of objects when they are combined.</p> <p>c. Demonstrates an understanding that taking away decreases the number of objects in a group.</p> <p>d. Describes changes in a set of objects when they are separated into parts.</p>	<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, 51, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; TG5: 32, 45, 86, 87, 92, 98, 99, 104, 110, 111, 116, 117, 122, 123; TG6: 27, 60, 62, 63, 68, 73, 81, 112, 116, 117, 122, 134, 135, 153; TG7: 51, 66, 98, 110, 116, 117; 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, 159; TG9: 74, 75, 98, 104, 105, 111, 117, 129, 134, 152, 159</p> <p>Adaptations for Young Learners: 6, 8, 21, 102, 103, 124, 128, 129, 132, 133, 139, 146, 150, 151, 156, 157, 175, 179</p>
<p>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</p>	
<p>Concept 2: Patterning The child recognizes, copies, extends, describes and creates patterns.</p>	

Recognition and investigation of **patterns** are important components of a child’s development. A child’s ability to work with **patterns** is the precursor to mathematical thinking, especially algebraic **processes**. Children need frequent opportunities to engage in pattern-related activities such as playing with repetitive sounds and movement or noticing **patterns** in textures and pictures.

- a. Recognizes patterns in the real world.**
- b. Copies simple patterns.**
- c. Extends simple patterns.**
- d. Creates simple patterns.**
- e. Describes similarities and differences in patterns.**

Children must learn to identify attributes and sort objects before they identify, copy, and extend patterns. Note that those precursor skills are taught and then exploration of patterns begins in Theme 3, beginning with movement patterns. Example—Theme 3: p 50 Children copy and extend a pattern with rhythm sticks. Theme 3: p 140. By the time children have moved to week 4 of this theme they are creating color patterns with cubes. Notice the connection to the Read Aloud story to integrate math into the instructional day.

TG1: 122; **TG2:** 50, 51; **TG3:** 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; **TG4:** 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; **TG5:** 86, 87, 122, 123; **TG6:** 45, 99, 111; **TG7:** 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; **TG8:** 50, 51, 134, 135, 159; **TG9:** 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141

Adaptations for Young Learners: 6, 7, 57, 66, 67, 70, 71, 74, 75, 78, 79, 82, 106, 110, 120, 124

STRAND 3: MEASUREMENT AND DATA

Concept 1: Sorts and Classifies
The child sorts and groups objects by a variety of characteristics/attributes.

Recognizing relationships between objects allows young children to make generalizations and predictions beyond information directly available to them. The ability to think logically and to reason (problem solve) extends far beyond

mathematical boundaries.	
<p>a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).</p> <p>b. Explains how items were sorted into groups.</p>	<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, 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</p> <p>Adaptations for Young Learners: 13, 48, 49, 50, 52, 53, 56, 57, 60, 61, 115, 172</p>
Concept 1: Sorts and Classifies <i>continued</i>	
STRAND 3: MEASUREMENT AND DATA	
<p>Concept 2: Data Analysis The child collects, organizes, displays, and describes relevant data.</p> <p>Children are natural observers and questioners. To build upon this strength, adults should facilitate children’s opportunities to ask questions, sort and classify objects, collect and display information, and talk about what is meaningful to them.</p>	

<p>a. Asks questions to gather information.</p> <p>b. Displays data to answer simple questions about themselves or the environment.</p> <p>c. Uses descriptive language to compare data in picture graphs or other concrete representations.</p> <p>d. Uses charts and graphs to analyze information or answer questions.</p>	<p>Note: Precursor skills of identifying attributes and sorting objects by attributes are addressed before students fully understand graphing information. Example—Theme 6: p 116. Students create a graph focusing on the number of letters in each person’s name. On p 117 the students continue their investigation in the math center.</p> <p>TG1: 28, 110, 111, 115; TG2: 66, 104, 108, 146, 147; TG3: 26, 83, 134, 156; TG4: 20, 26, 63, 68, 74, 78, 132, 134, 140, 141; TG5: 45, 63, 78, 80, 81, 86, 92, 102, 104, 110, 111, 116, 117, 129, 132, 146, 147, 156; TG6: 27, 45, 86, 116, 117,122, 123, 134, 135, 158, 159; TG7: 98, 104, 105, 110, 111, 116, 117, 120, 122, 123, 149; TG8: 43,45, 57, 68, 111, 122, 123, 135, 146, 150, 152, 153, 156, 158, 159; TG9: 74, 75, 84, 98, 99, 104, 105, 110, 111, 116, 122, 123, 140, 141, 146, 147, 153</p> <p>Adaptations for Young Learners: 56, 57, 84, 96, 103, 124</p>
STRAND 3: MEASUREMENT AND DATA	
<p>Concept 3: Measures The child uses measurement to describe and compare objects in the environment.</p> <p>Starting at a very young age, children compare who is taller or who has more. Immersing children in measurement activities provides them with opportunities to explore, compare, and discuss the use of measurement in their environment.</p>	
<p>a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.</p>	<p>Length, height: TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79,</p>

<p>Concept 3: Measures <i>continued</i></p> <p>b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.</p> <p>c. Uses various standard measuring tools for simple measuring tasks.</p> <p>d. Orders objects by measurable attributes.</p>	<p>80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; TG6: 38, 68, 69, 80, 81, 86, 87, 110; TG7: 93, 153, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147</p> <p>Weight: TG1: 152; TG3: 62, 54, 68, 69, 74, 75; TG5: 69; TG6: 74; TG8: 78, 74; TG9: 37, 133, 140</p> <p>Capacity: TG1: 141, 146, 147; TG2: 39; TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; TG4: 86, 87, 138, 144, 145, 159; TG5: 32, 33, 81, 153; TG6: 62, 63; TG7: 157; TG8: 45, 71; TG9: 117, 140, 141, 153, 158, 159</p> <p>Adaptations for Young Learners: 8, 24, 106, 110, 168, 169</p> <p>b. TG1: 140, 141; TG2: 111; TG3: 27, 31, 32, 38, 44, 45, 50, 69; TG4: 33, 98, 104, 145; TG5: 32, 74, 158, 159; TG6: 80, 81, 86; TG7: 61, 93; TG8: 146; TG9: 133, 134, 147</p> <p>Adaptations for Young Learners: 8, 168, 169</p> <p>c. TG1: 87, 134, 158, 159; TG2: 39; TG3: 32, 45, 74; TG4: 110, 116, 122; TG5: 69, 81, 159; TG6: 62, 68, 123; TG7: 93; TG8: 140; TG9: 37, 140, 141</p> <p>Adaptations for Young Learners: 8, 168, 169</p> <p>d. TG1: 134, 140, 158; TG3: 27, 31; TG4: 104, 145; TG5: 74, 158</p> <p>Adaptations for Young Learners: 7, 70, 106, 107, 110,</p>
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<p>e. Uses appropriate vocabulary to describe time and sequence related to daily routines.</p>	<p>111, 124, 125, 128, 169</p> <p>Ordinal numbers: TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; TG4: 26, 38, 39; TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110</p> <p>e.TG1: 30, 31, 33, 86, 87, 141, 158, 159; TG2: 23; TG3: 50, 51, 86, 87, 158; TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; TG5: 158; TG6: 123; TG7: 115, 146, 147, 157; TG8: 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159</p> <p>Adaptations for Young Learners: 6, 7, 11, 43, 60, 61, 86, 95, 97, 107, 115, 120, 121, 124, 161</p>
<p>STRAND 4: GEOMETRY</p>	
<p>Concept 1: Spatial Reasoning The child uses and demonstrates an understanding of positional terms.</p> <p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Children spontaneously make spatial comparisons. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	
<p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).</p>	<p>a. TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27,</p>

<p>b. Describes the position or location of objects in relation to self or to other objects.</p>	<p>39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123</p> <p>Adaptations for Young Learners: 8, 30, 31, 34, 35, 37, 38, 39, 43, 66, 70, 78, 114</p> <p>b. TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123</p> <p>Adaptations for Young Learners: 8, 30 31,, 34, 38, 74, 146, 157</p>
<p>STRAND 4: GEOMETRY</p>	
<p>Concept 2: Shapes The child recognizes names and describes common shapes and their properties.</p> <p>Geometry for young children involves observing, playing with, and purposefully investigating shapes that are found in their environment. Beginning in infancy, children compare objects by form and shape. This familiarity is a foundation for more complex learning experiences involving shape, position, and orientation in space.</p>	
<p>a. Recognizes basic two-dimensional shapes.</p> <p>b. Uses the names of geometric shapes when describing objects found in the</p>	<p>Name shapes: Example—Theme 6: p 104 Children identify squares and rectangles on the faces of cubes and rectangular prisms. Note: Solid geometric figures are included here because</p>

	<p>Example—Theme 4: Page 62 Children compare an apple to a tennis ball. They determine that the ball is a perfect sphere.</p> <p>TG2: 62, 63; TG4: 62, 63, 74, 75; TG5: 99 TG6: 104</p> <p>Construction Center activities throughout each Theme provide hands-on experiences with three-dimensional shapes. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on “I Can Build” where children use the attributes of solid geometric figures.</p> <p>Begin to recognize a transformation: Example—Children build precursor skills throughout the year. In Theme 9: Page 26 students are transforming the green pattern blocks by sliding, flipping and turning to create a new shape.</p> <p>TG1: 146; TG2: 32, 62, 74, 80, 116, 117, 122; TG3: 39; TG4: 62, 63; TG6: 98, 103, 105, 110, 111; TG7: 86, 87; TG9: 26, 27, 44, 51.</p> <p>Adaptations for Young Learners: 8, 48, 49, 57, 89, 93, 100, 101, 103, 164, 165</p>
SCIENCE STANDARDS	

STRAND 1: INQUIRY AND APPLICATION

Concept 1: Exploration, Observations, and Hypotheses

The child asks questions and makes predictions while exploring and observing in the environment.

Children use their senses to observe by looking, touching, tasting, smelling and listening. Curiosity about the natural world leads children to ask questions. They ask Why? Where? What if? How? Who?

a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.

a. TG1: 27, 32, 33, 45, 61, 63, 67, 75, 87, 93, 99, 103, 104, 105, 109, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120, 135, 140, 141, 159; **TG2:** 63, 69, 75, 87, 99, 141, 151
TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141; **TG4:** 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153; **TG5:** 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123; **TG6:** 27, 56, 62, 75, 85, 87, 111, 123; **TG7:** 69, 103, 115, 117, 128, 133, 146, 151, 157; **TG8:** 39, 75, 92, 147, 153; **TG9:** 39, 42, 43, 63, 99, 117, 141

b. Identifies attributes of objects, living things, and natural events in the environment.

b. 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

c. Describes changes in objects, living things, and

c. d. e.

<p>the natural events in the environment.</p> <p>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p> <p>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>	<p>TG2: 147; TG3: 20, 61, 65, 83, 87; TG7: 132, 137, 138, 139, 141; TG8: 72, 77, 95, 113, 141, 147; TG9: 47, 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 87 100, 101, 102, 103, 105, 106, 107, 108, 109, 111, 112, 113, 114, 115, 117, 118, 120, 121, 123</p>
<p>STRAND 1: INQUIRY AND APPLICATION</p>	
<p>Concept 2: Investigation The child tests predictions through exploration and experimentation.</p> <p>Children use their senses and a variety of tools and materials to gather information while investigating. Active experimentation requires questioning, refining, and persistence. Children explore answers to their questions and begin to form more complex conclusions. Information gathered in the process extends a child’s knowledge of the world and their environment.</p>	
<p>a. Uses a variety of tools and materials to investigate.</p> <p>b. Makes predictions and checks them through hands-on investigation with adult support.</p> <p>c. Adjusts the experiment if results are different than expected and continues testing.</p>	<p>a. TG1: 61, 63, 67, 99, 141, 158, 159 ;TG2: 99, 117, 159; TG3: 20, 32, 44, 51, 57, 74, 82, 141, 147; TG4: 129 ;TG5: 69; TG6: 68, 80, 123; TG7: 30, 45, 69, 128, 134, 140; TG8: 92, 99, 140; TG9: 37, 133, 140, 141</p> <p>b. TG1: 45, 75, 103, 135; TG2: 63, 69, 75, 87, 99, 141; TG3: 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152; TG4: 45, 63, 129, 145, 147, 153; TG5: 27, 63, 67, 69, 116, 123;TG6: 27, 56, 75, 87, 111; TG7: 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151; TG8: 39, 75; TG9: 39, 42, 43, 63, 87, 117, 141</p> <p>c. TG1: 27, 67, 105; TG2: 63, 69, 79, 87, 99, 117; TG3: 45,</p>

<p>d. Persists with an investigation.</p>	<p>61, 69, 73, 74, 109, 123, 139; TG4: 63, 129, 147, 153; TG5: 27, 45, 63, 67, 68, 116; TG6: 27, 56, 81, 85, 147; TG7: 69, 103, 115, 128; TG8: 153; TG9: 81, 117</p> <p>d. TG2: 63, 75, 87, 117; TG3: 20, 21, 57, 109, 117, 123, 135; TG4: 45, 63, 129, 133, 145, 147; TG5: 33, 105; TG6: 27, 56; TG7: 103, 128, 135; TG8: 45; TG9: 39, 69</p>
<p>STRAND 1: INQUIRY AND APPLICATION</p>	
<p>Concept 3: Analysis and Conclusion The child forms conclusions about observations and experimentations.</p> <p>Children form conclusions about their observations and experimentations by collecting and thinking about the information gathered.</p>	
<p>a. Uses a variety of materials to record and organize data.</p> <p>b. Identifies cause and effect relationships.</p> <p>c. Constructs explanation about investigations.</p>	<p>TG1: 32, 115, 140, 141; TG2: 63, 87, 99, 141; TG3: 69, 74, 135, 141; TG4: 104, 111, 129, 141, 147; TG5: 116, 146; TG6: 73; TG7: 123, 147; TG8: 63, 75, 92, 103, 109, 133, 145, 147, 151, 157; TG9: 39, 99, 105</p> <p>b. TG1: 63, 98, 105, 141, 159; TG2: 63, 69, 75, 87, 99, 117, 141, 151; TG3: 74, 85, 109, 117, 123, 135; TG4: 45, 133; TG5: 27; TG6: 56, 75, 87; TG7: 117, 133, 135, 151; TG8: 39, 45</p> <p>c. TG1: 45, 87, 99, 103, 111, 116, 135, 153; TG2: 63, 69, 75, 87, 99, 111, 117, 141, 147, 151; TG3: 74, 85, 109, 117, 123, 135; TG4: 45, 75, 133, 147; TG5: 63, 67, 68, 69, 159; TG6: 27, 56, 75, 85; TG7: 117, 133, 151; TG8: 75; TG9: 49, 63, 99</p>
<p>STRAND 1: INQUIRY AND APPLICATION</p>	

Concept 4: Communication**The child discusses and reflects upon the scientific investigation and its findings.**

Based on past experiences, children use language or an alternate communication system to show recognition of scientific principles and a deeper understanding of their environment. Science incorporates language and **literacy** skills which are an essential foundation for later reading comprehension.

a. Displays and interprets data.

a. TG1: 33; **TG2:** 111, 141, 147, 151, 159; **TG3:** 20, 57, 69, 75, 87, 135; **TG4:** 75, 105, 141, 153; **TG5:** 99, 135; **TG6:** 75, 123; **TG7:** 141, 147; **TG8:** 27, 33, 99; **TG9:** 69, 97, 117, 141

b. Presents their scientific ideas in a variety of ways.

b. TG2: 63, 69; **TG3:** 79, 79; **TG4:** 129, 147; **TG5:** 122, 1035, 147; **TG6:** 87, 111; **TG7:** 141; **TG8:** 11, 99, 103, 117, 135, 145; **TG9:** 105, 123

c. Conducts further investigation based on prior experience and information gained.

c. TG2: 75, 99, 141; **TG3:** 81, 87; **TG4:** 129, 133, 145, 153; **TG5:** 27, 39, 45, 69, 116-117; **TG6:** 37, 57, 123; **TG7:** 147; **TG8:** 39, 92; **TG9:** 21, 43

SOCIAL STUDIES STANDARDS**STRAND 1: FAMILY****Concept 1: Understands Family****The child demonstrates an understanding of families and the roles and responsibilities of being a family member.**

Children are curious about their world. They thrive on learning experiences that are meaningful and that connect to what they have previously learned. A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

a. Views self as a member of the family unit.

From the Experts: **Family Connections** by Dr. Patricia Edwards in each teacher guide, p 15 provides suggestions to the teacher
a. TG1: 11, 51, 75, 87; **TG4:** 14, 99; **TG7:** 87

<p>b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.</p> <p>c. Describes/discusses own family’s cultural or family traditions.</p> <p>d. Identifies similarities and differences in their family composition and the families of others.</p> <p>e. Develops an awareness of their personal & family history.</p> <p>f. Shows knowledge of family members’ roles and responsibilities in the home.</p>	<p>b. TG1: 51; TG2: 11, 20, 22, 25, 26, 27, 29, 35, 51; TG4: 14; Adaptations for Young Learners: 28, 29, 115, 157</p> <p>c. TG1: 141; TG2: 24, 29, 30; TG5: 95; TG7: 27, 45; Adaptations for Young Learners: 28</p> <p>d. TG1: 29, 38, 39, 42, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 61, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 39, 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 27, 66, 107, 156</p> <p>e. TG1: 10, 11; TG2: 35; TG5: 95; Adaptations for Young Learners: 29, 157</p> <p>f. TG1: 10, 45; TG2: 20, 24, 30; TG4: 99, 159; TG9: 27</p> <p>Adaptations for Young Learners: 40</p>
STRAND 2: COMMUNITY	
<p>Concept 1: Understands Community The child recognizes that he/she lives in a place with many people and that there are people and events in other places.</p> <p>Children become aware of and begin to recognize and appreciate the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment. Children begin to understand that events occur outside their own families and their own environment through conversation with peers and exposure to the cultures of others.</p>	
<p>a. Recognizes that places where people</p>	<p>From the Experts: Cultural Sensitivity by Dr. Alma Flor Ada</p>

<p>live are made up of individuals from different cultures and who speak different languages.</p> <p>b. Identifies, discusses and asks questions about similarities and differences in other people in their community.</p> <p>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.</p>	<p>provides teachers suggestions for the classroom environment (each teacher guide, p 13.)</p> <p>TG1: 29, 38, 39, 42, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 61, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 39, 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 27, 66, 107, 156</p> <p>Photo Activity Cards of community helpers provide support for describing the work people do and the tools they use in their jobs.</p> <p>Theme 1: Workers in schools Theme 2: Community workers: police officer, fire fighter, nurse, dentist, doctor, mail carrier Theme 4: Health 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</p>
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STRAND 2: COMMUNITY

Concept 2: Rights, Responsibilities and Roles within Community

The child demonstrates a sense of belonging to the community and contributes to its care.

Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.

<p>a. Demonstrates responsible behaviors.</p> <p>b. Shows an understanding of how to care for the environment.</p> <p>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</p> <p>d. Seeks opportunities for leadership.</p> <p>e. Describes the purpose of rules.</p>	<p>a. TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 61, 75, 79, 99, 130, 133, 138, 154; TG2: 22, 28, 34, 37, 40, 43, 46, 47, 49, 61, 63, 64, 94, 118, 153; TG3: 33, 140, 103, 105, 106, 112, 118, 123, 135, 141; TG4: 30, 31, 34, 42, 43, 46, 48, 51, 107, 108, 156; TG5: 12, 13, 28, 58, 61, 85, 100, 121; TG6: 28, 31, 34, 37, 45, 48, 60, 109, 110, 132, 139; TG7: 28, 39, 61, 73, 75, 79, 85, 94, 99, 100, 111, 118, 142, 154 ; TG8: 40, 63, 64, 100, 106, 112, 118, 141, 145, 148, 151, 157; TG9: 22, 24, 28, 46, 47, 123, 131, 137, 138, 141, 144, 145, 149, 150, 159</p> <p>b. TG2: 147; TG3: 20; TG7: 137, 138, 139; TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123</p> <p>c. 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>d. <i>Welcome to Frog Street Pre-K</i> Guide provides suggestions for “Setting Up the Learning Environment” to facilitate children taking responsibilities in the classroom. pp 47 – 51 TG1: 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; TG2: 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; TG3: 40, 106, 111; TG4: 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; TG5: 34, 40, 46, 100, 118; TG6: 70, 99, 112, 118, 159; TG7: 35, 40, 46, 58, 82, 105, 111; TG8: 28, 58, 118, 154; TG9: 94, 100, 106, 112, 118, 123, 152, 154, 159</p> <p>e. Daily Greeting Circle uses Conscious Discipline[®] to introduce and practice effective way to keep the classroom safe. TG1: 22, 24-26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136, 154; TG2: 22, 28, 34, 40, 43, 46, 49, 58,</p>
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<p>f. Recognizes that people have wants and must make choices because resources and materials are limited.</p>	<p>61, 70, 82, 100, 105, 148; TG3: 40, 106, 111, 118; TG4: 22, 24, 29, 30, 42, 46, 48, 51, 107, 108, 155, 156, 157; TG5: 14, 34, 40, 46, 58, 100, 118; TG6: 28, 34, 48, 70, 99, 112, 118, 159; TG7: 28, 35, 40, 46, 58, 82, 94, 105, 111, 118, 142; TG8: 28, 40, 58, 64, 106, 112, 118, 154; TG9: 46, 94, 100, 106, 112, 118, 123, 137, 144, 145, 152, 154, 159</p> <p>f. TG1: 76, 87, 94, 130, 131, 142, 148, 154; TG2: 22, 28, 29, 30, 33, 34, 35, 40, 46, 47, 58, 64, 70, 76, 84, 85, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76, 131; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 72, 75, 76, 83, 111, 119, 121, 123, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 65, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 71, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 33, 34, 35, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 107, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159</p>
<p>g. Describes their role at home, at school, and in the community.</p>	<p>g. Theme 1 focuses on teaching children procedures they will use throughout the program. Examples from Theme 1 include: p. 24: “Demonstrate the use and care of materials and discuss rules specific to each center.” p. 25: “Show children how to put a puzzle away when they are finished with it.” p. 41: “Discuss the appropriate way for children to handle and care for books.” p. 99: “Demonstrate how to properly handle and use the magnifying glass.” p. 107: “Ask volunteers to demonstrate turning book pages so they will not tear.”</p>

STRAND 3: HISTORICAL THINKING

Concept 1: Understands Time – Past, Present and Future

The child demonstrates an awareness of time and sequence of events in their daily lives.

As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.

a. Demonstrates an understanding of time in the context of daily experiences.

a. Rebus Posters in *FSPK* provide a visual understanding for sequence of time: “How to Brush Your Teeth”, “How to Wash Your Hands” “Stop, Drop, and Roll”, How to Pledge the Flag” are examples of the rebus poster titles. **Sequence Cards** also help children understand time. Examples of sequence cards are “Baby to Adult”, Daily Schedule”, “Bedtime”.

TG1: 30, 31, 33, 86, 87, 93, 141, 158, 159; **TG2:** 23, 56, 72, 73, 141, 153; **TG3:** 50, 51, 86, 87, 139, 157, 158; **TG4:** 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; **TG5:** 73, 103, 133, 144, 145, 146, 158; **TG6:** 123; **TG7:** 51, 115, 133, 146, 147, 157; **TG8:** 67, 117, 131, 132, 133, 135; **TG9:** 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159

b. Understands that events happened in the past and how these events relate to one’s self, family and community.

b. TG1: 30, 31, 33, 87; **TG2:** 70; **TG4:** 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; **TG5:** 30, 35, 56, 77, 81, 96, 119, 131, 143, 150, 153, 154, 159; **TG6:** 57, 58, 60, 61, 65, 66, 72, 75, 77, 87; **TG9:** 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARDS

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 1: Gross Motor Development

The child moves with balance, control and coordination.

Children are in constant motion. This movement develops young children’s large muscles as they run, jump, and play in both structured and unstructured settings. Children increase their ability to control their bodies and learn that regular physical activity can enhance their overall physical, social and mental health.

a. Moves with balance.

b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).

c. Moves with coordination.

d. Demonstrates spatial awareness in physical activity.

TG1:22,28,34,40,56,58,62,64,76,79,82,92,94,100,103,106,121,128,135,136,148;

TG2: 22,40,46,51,82,94,100,106,112,135,142,148,154;

TG3:22,28,34,37,40,49,63,64,70,76,100,106,109,111,118,130,133,135,136,141,142,147,148,153,154;

TG4: 20,22,28,33,34,40,46,51,58,70,82,94,97,103,105,112,123, 136,142,148;

TG5: 28,39,40,64,70,76,82,94, 99,100,105, 118,130,138,142,148,150,154,157,159;

TG6: 22,28,34,40,46,48,49,51,64,70,76,100,106,112,130,133,136,142,153,154;

TG7:20,22,28,33,34,40,43,46,49,56,61,63,70,76,79,82,92,100,106,112,120,130,136,142,133,148,153, 154;

TG8: 22,28,30,34,39,40,42,46,51,58,64,66,70,76,85,87,94,98,100,106,111,112,117,118,128,130, 136,142,148

TG9: 22,28,34,46,58,64,70,85,92,100,106,128,136,142,148,154

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT

Concept 2: Fine Motor Development

The child uses fingers, hands and wrists to manipulate tools and materials.

Developing **fine motor skills** is an important foundation for other developmental areas such as **cognitive development**, artistic expression, daily living skills and handwriting. Children begin to demonstrate an increased amount of strength, **dexterity**, and stamina to perform **fine motor** tasks using a variety of **manipulatives** and **tools**. When children are engaged in appropriate activities and experiences, they develop the ability to gain **fine motor** control, which leads to independence.

a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

b. Uses eye-hand coordination to perform simple tasks.

c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

d. Uses fine motor skills in daily living.

TG1: 25,31,37,43,45,49,51,61,67,81,85,97,109,115, 133, 139,145,159;
TG2: 21,25,31,37,43,51,61,67,73,85,87,97,103,105 109,115,121,133,139,145,157;
TG3: 25,37,39,43,49,61,67,69,73,79,85, 87,97,103,105, 117, 121,133,,139,145,157, 15;
TG4: 20,25,27,31,43,49,56,61,73,85,87,92,97, 99,103,109,111,115,117,123,128,135,151,153;
TG5: 20,25,27,31,33,51,67,69,79,81,85,92,109,115,121, 128,133,135,139,147,151, 157
TG6: 20,25,27,31,37,43,45,49,51,56,57,61,67,69,73,79,92, 93,109,115,121,128,133,135,139,145,153,157
TG7: 20,25,27,31,57,61,63,67,73,75,79,81,85,97,117,121, 129,133,139, 145,151,153,157
TG8: 21,25,31,37,43,49,61,67,73,79,85,93,97,103,109,115, 121,128,129,133,139,140,145,151, 157, 159
TG9: 21,25,31,33,37,49,61,67,69,73,79,85,92, 97, 99, 103, 109,115,121,128,133,75,139,145,147

STRAND 2: HEALTH

Concept 1: Personal Health and Hygiene Practices

Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.

Children begin at a young age to learn living skills that will assist them in making appropriate healthy choices. They learn that proper nutrition, exercise and rest are necessary for a healthy body.

- a. Demonstrates hygiene practices.**
- b. Demonstrates healthy practices:**
 - 1. Nutrition**
 - 2. Physical activity and rest**
- c. Awareness of the functions of body parts.**

Theme 1 – *My School and Me* focuses on hygiene using **Rebus Posters** for children to reference all year. Theme 4 – *Choices* focuses on healthy choices including food and exercise.

TG1: 26, 27, 46, 81, 82, 86, 87, 111;
TG2: 111, 128, 129, 136, 137, 138, 139, 140, 141;
TG4: 36, 60, 61, 64, 69, 71, 72, 75, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 101, 102, 105, 112, 113, 114, 115, 116, 117, 118, 119, 120, 123, 146, 147;
TG5: 28, 30, 32, 33, 75, 105, 120

STRAND 3: SAFETY

Concept 1: Safety and Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

Children demonstrate awareness and understanding of personal and environmental safety rules and how to keep themselves safe. These principles should be relevant to Arizona and to the community/region in which the child lives.

- a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.**

TG1: 23, 36, 26, 27, 28, 40, 42, 45, 46, 48, 51, 57, 63, 81, 82, 86, 87, 94, 99, 100, 102, 110, 111, 130, 133, 136, 154
TG2: 33, 57, 60, 65, 67, 73, 82, 110, 111, 115, 128, 129, 130, 131, 132, 133, 135, 136, 137, 138, 139, 140, 141, 143, 149, 154, 155;

<p>b. Demonstrates transportation and street safety practices.</p> <p>c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).</p> <p>d. Knows personal information.</p> <p>e. Demonstrates emergency safety practices.</p> <p>f. Identifies how adults help to keep us safe.</p>	<p>TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 93, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 116, 117, 118, 119, 120, 123, 137, 141, 143, 146, 147, 154; TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 39, 51, 95, 96, 97, 99; TG8: 39, 63, 99, 105, 111, 159; TG9: 33, 63, 74, 75, 80, 99, 135, 158</p>
FINE ARTS STANDARDS	
STRAND 1: VISUAL ARTS	
<p>Concept 1: Creates and Understands Visual Arts The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.</p> <p>Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces. Children discover that they and others are artists. Children begin to develop vocabulary to share their opinions about artistic creations and experiences. They reflect upon and describe the characteristics and qualities of their work and the work of others.</p>	
<p>a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).</p> <p>b. Creates art work with details which represent creative and personal choices, ideas,</p>	<p>TG1: 25, 27, 31, 37, 43, 45, 51, 61, 67, 69, 79, 85, 87, 103, 105, 109, 115, 117, 121, 133, 139, 143, 145, 147, 151, 157, 159; TG2: 25, 27, 37, 43, 61, 63, 67, 69, 71, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 83, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 74, 75, 85, 87, 97, 103, 109, 153, 157;</p>

<p>experiences and feelings.</p> <p>c. Creates art in two and three dimensions.</p> <p>d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.</p>	<p>TG5: 39, 43, 51, 63, 67, 69, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157;</p> <p>TG6: 25, 27, 37, 43, 49, 51, 57, 67, 69, 75, 93, 99, 103, 109, 115, 133, 135, 136, 137, 138, 139, 141, 143, 144, 145, 147, 151, 157, 159</p> <p>TG7: 25, 31, 37, 39, 49, 51, 63, 81, 85, 97, 99, 109, 111, 115, 117, 121, 123, 133, 135, 139, 151, 153;</p> <p>TG8: 27, 37, 45, 49, 59, 61, 68, 71, 79, 81, 99, 115, 133, 151, 157;</p> <p>TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 117, 121, 129, 133, 135, 139, 141, 145, 151</p>
<p>STRAND 2: MUSIC AND CREATIVE MOVEMENT</p>	
<p>Concept 1: Creates and Understands Music, Movement and Dance The child uses a wide variety of instruments, movements, techniques and music to explore and create.</p> <p>Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children. These activities help young children explore and demonstrate self-expression, creativity, body awareness and nurtures appreciation of the arts. Children begin to develop a vocabulary to share opinions about musical/movement creations and experiences.</p>	
<p>a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>b. Sings and moves to familiar rhymes, songs, and chants.</p> <p>c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.</p> <p>d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass,</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148;</p> <p>TG2: 47, 51, 117, 118, 142, 148;</p> <p>TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154;</p> <p>TG4: 22, 82, 123, 130, 135, 142;</p> <p>TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147;</p> <p>TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142;</p> <p>TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154;</p> <p>TG8: 28, 40, 46, 94, 100, 112, 148;</p> <p>TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>

<p>lullabies, marches and country music).</p> <p>e. Uses creative movement and dance to interpret the mood of various types of music and stories.</p>	
<p>STRAND 3: DRAMA</p>	
<p>Concept 1: Creates Dramatic Activities The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.</p> <p>Children use the richness of their daily activities to create pretend play, assuming different roles and characters. These experiences contribute to children’s ability to self-regulate, communicate more effectively and engage in cooperative activity with peers while practicing roles of others.</p>	
<p>a. Assumes roles from daily activities using a variety of props.</p> <p>b. Takes on more than one dramatic play role at a time.</p> <p>c. Pretends an object exists without using a prop.</p> <p>d. Dramatizes familiar stories.</p> <p>e. Adds details and new elements to dramatic play situations.</p>	<p>Pretend and Learn Centers for each week of instruction encourage children to engage in dramatic play of daily activities. Literacy Centers encourage children to role play stories with props, TG1 – 9: 20, 56, 92, 128</p> <p>TG1: 43, 49, 77, 85, 107, 139, 142, 155; TG2: 79, 81, 93, 101, 121, 138, 139; TG3: 41, 58, 71, 73, 107, 111, 121, 137, 143, 159; TG4: 25, 54, 66, 85, 95, 118, 149; TG5: 41, 57, 60, 64, 71, 78, 84, 101, 110, 116; TG6: 43, 59, 131; TG7: 24, 29, 31, 119, 156,157; TG8: 22, 30, 47, 65, 67, 69, 74, 117, 151; TG9: 31, 77, 79, 137, 155, 157</p>