

# Frog Street Pre-K 2020 Correlation to Pennsylvania Learning Standards for Early Childhood – Pre-Kindergarten



APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 Constructing and Gathering Knowledge	
A. CURIOSITY AND INITIATIVE	
Pennsylvania Learning Standards for Early Childhood	Frog Street Pre-K Teacher Guide Page References
PK.A Explore and ask questions to see meaningful information about a growing range of topics, ideas, and tasks.	<p><b>Frog Street Weekly Practice Centers</b> offer opportunities for children to explore, ask questions, seek new information, show curiosity, interest, and willingness to learn.</p> <p><b>TG1:</b> 11, 17, 18, 21, 70, 71, 96-97 <b>TG2:</b> 18-19, 42-43, 44-45, 46, 70-71, 94-95, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 94-95, 96-97 <b>TG4:</b> 11, 16-17, 42-43, 44-45, 68-69, 70-71, 95 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68-69 <b>TG7:</b> 17, 19, 44-45, 68-69, 73, 96-97, 99 <b>TG8:</b> 18-19, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 21, 44-45, 70-71, 94-95, 96-97</p>
B. RISK TAKING	
AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	<p>Throughout <b>Frog Street Pre-K</b>, children are encouraged to take risks by trying out a new idea or approach.</p> <p><b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103</p>
C. STAGES OF PLAY	
AL.1 PK.C Engage in complex play sequences with two or more children.	<p><b>Conscious Discipline™</b> strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages <b>12, 38, 64, 90</b> in each Teacher's Guide) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages <b>13, 39, 65, 91</b> in each Teacher's Guide) to provide guidance to children to engage in increasingly complex play sequences with others throughout the year.</p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23,</p>

	34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
<b>AL.2 Organizing and Understanding Information</b>	
<b>A. ENGAGEMENT AND ATTENTION</b>	
AL.2 PK.A Work toward completing a task, even if challenging and despite interruptions.	<p><i>As children grow and develop through ongoing participation in the Frog Street Pre-K program and Conscious Discipline® rituals, their ability to focus and attend to tasks is continuously supported. A key goal is for them to attend to focus on a task despite interruptions or distractions.</i></p> <p><b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103</p>
<b>B. TASK ANALYSIS</b>	
AL.2 PK.B Independently break simple tasks into steps and complete then one at a time.	<p><b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103</p>
<b>C. PERSISTENCE</b>	

<p>AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p>	<p><b>Frog Street Practice Centers</b> provide opportunities for children to show persistence in completing tasks from beginning to end. These skills are also incorporated into ongoing science experiments and investigations. During daily <b>Greeting Circle</b> and daily <b>Closing Circle</b>, each child has opportunities to demonstrate confidence in his/her ability to successfully make decisions, accomplish tasks, and meet goals.</p> <p><b>TG1:</b> 14, 16, 18, 40, 68, 70, 92, 94, 102 <b>TG2:</b> 44, 47, 94 <b>TG3:</b> 16, 35, 45, 68, 71, 97 <b>TG4:</b> 16, 19, 44, 45, 71, 97 <b>TG5:</b> 17, 40, 44, 97 <b>TG6:</b> 15, 17, 40, 46, 66, 92, 96 <b>TG7:</b> 23, 44, 45, 71, 97 <b>TG8:</b> 18, 19, 42, 44, 45, 70, 76, 96 <b>TG9:</b> 18, 19, 44, 45, 70, 71, 94, 97</p>
<p><b>D. PATTERNING</b></p>	
<p>AL.2 PK.D Recognize and extend simple patterns.</p>	<p><b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62</p>
<p><b>E. MEMORY</b></p>	
<p>AL.2 PK.E Retain and recall information presented over a short period of time.</p>	<p>Throughout <b>Frog Street Pre-K</b> many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including <b>Greeting Circle</b>, <b>Practice Centers</b>, and during the daily <b>Closing Circle</b>.</p> <p><b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42-43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97</p>
<p><b>AL.3 Applying Knowledge</b></p>	
<p><b>A. ENGAGEMENT AND ATTENTION</b></p>	
<p>AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.</p>	<p><b>Frog Street Pre-K</b> provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Creative experiences are sometimes for free expression and representation. Other times the creative experiences are</p>

	<p><i>integrated with the other disciplines and domains to enrich the learning experience.</i></p> <p><b>TG1:</b> 15, 38, 41, 48, 64, 93 <b>TG2:</b> 15, 41, 67, 93 <b>TG3:</b>12, 15, 38, 41, 67, 93 <b>TG4:</b> 15, 41, 67, 93 <b>TG5:</b> 15, 38, 41, 64, 67, 89, 93 <b>TG6:</b> 12, 15, 37, 41, 64, 67, 90, 93 <b>TG7:</b> 41, 67, 93, 95 <b>TG8:</b> 15, 67, 93 <b>TG9:</b> 15, 41, 67, 93</p>
<b>B. INVENTION</b>	
AL.3 PK.B Produce and explain the purpose for a new creation.	<b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 62, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 44, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
<b>C. REPRESENTATION</b>	
AL.3 PK.C Use materials and objects to represent new concepts.	<b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 62, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 44, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
<b>AL.4 Learning through Experience</b>	
<b>A. MAKING CONNECTIONS</b>	
AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	<b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-45, 48-49, 73,74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97
<b>B. RESILIENCY</b>	
AL.4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress Response and Commit provide opportunities for children to learn and practice coping skills (Teaching Guide</b>

	<p><b>pages 12-13, 38-39, 64-65, 90-91)</b> <i>In addition, children can apply coping skills to be flexible in other areas such as <b>Math and STEAM</b> lessons and <b>Practice Centers</b>. This indicator is addressed daily when children check on their commitments during the <b>Closing Circle</b> routine (pages <b>26; 52; 78;</b> and <b>104</b> of each <b>Teacher Guide</b>.)</i></p> <p><b>TG1:</b> 75, 103 <b>TG2:</b> 10, 11, 50-51, 61, 62, 63, 74, 77, 87, 89, 103 <b>TG3:</b> 9, 10, 11, 22-23, 24-25, 35, 37, 45, 61, 75, 77, 87, 89 <b>TG4:</b> 25, 35, 37, 50-51, 61, 63, 77, 89, 95, 100-101, 103 <b>TG5:</b> 25, 39, 50-51, 62, 63, 72, 74-75, 92, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 38, 48-49, 51, 62, 63, 76-77, 87, 89 <b>TG7:</b> 11, 25, 50-51, 62, 63, 68-69, 76-77, 101 <b>TG8:</b> 10, 11, 18-19, 23, 37, 40, 45, 76-77, 89 <b>TG9:</b> 24-25, 36, 49, 51, 74-75, 77, 89, 103</p>
<b>C. PROBLEM SOLVING</b>	
<p>AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.</p>	<p><i>Throughout <b>Frog Street Pre-K</b>, children are encouraged to use flexible problem solving. <b>Practice Activities</b> provide children with the opportunity to explore and seek multiple solutions to a question, task, or problem.</i></p> <p><b>TG1:</b> 9, 102-103 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 35, 36, 88 <b>TG4:</b> 8, 9, 10, 11, 37 <b>TG5:</b> 24, 35, 50, 76, 99, 101 <b>TG6:</b> 24, 50-51, 60, 76 <b>TG7:</b> 8, 9, 23, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89, 102-103 <b>TG9:</b> 24, 50, 102</p>
<b>LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS</b>	
<b>1.1 Foundational Skills</b>	
<b>A. BOOK HANDLING</b>	
<p>1.1 PK.A Practice appropriate book handling skills.</p>	<p><i><b>Morning Message</b> and <b>Read-Alouds</b> provide opportunities for children to understand conventions of reading as teachers highlight book features, turn books page-by-page, and invite children to interact with text.</i></p> <p><b>TG1:</b> 47, 60, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG4:</b> 8, 35, 61 <b>TG5:</b> 43, 86 <b>TG6:</b> 21, 34, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8</p>

**B. PRINT CONCEPTS**

1.1 PK.B Identify basic features of print.

*Frog Street Pre-K provides opportunities to demonstrate understanding of the organization and features of print during **Step 2 (Write the Sentence)** of the **Morning Message Routine** (pages 14, 40, 66 and 92 of each Teacher Guide, with the exception of Theme 1, Week 1.)*

**TG1:** 9, 47, 73 **TG2:** 60, 89 **TG4:** 21 **TG5:** 47, 73, 99 **TG6:** 14, 21, 40, 47, 60, 66, 73, 99 **TG7:** 47, 73, 99 **TG8:** 21, 47, 68, 73, 99 **TG9:** 8, 14, 21, 40, 47, 66, 92, 99

**C. PHONOLOGICAL AWARENESS**

1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

*Frog Street Pre-K offers a strong instructional sequence in phonological awareness to provide children opportunities to demonstrate an understanding of spoken words, syllables, and sounds.*

**Separates sentences into words:** **TG1:** 20, 66, 92, 98 **TG2:** 14, 40, 46, 66, 92 **TG8:** 14, 20

**Combines words to make compound word:** **TG2:** 35, 66, 72, 92, 98 **TG3:** 20, 46, 72, 98 **TG7:** 21

**Deletes words from compound word:** **TG3:** 20, 98

**Segments, blends, and deletes syllables:** **TG3:** 14, 35, 40, 46, 66, 72, 89, 92, 98 **TG8:** 40, 46, 66, 72

**Recognizes and produces rhyming words:** **TG3:** 95 **TG4:** 14, 20, 40, 46, 66, 72, 92, 98 **TG5:** 98 **TG6:** 17, 43, 72 **TG8:** 71, 92 **TG9:** 14, 20, 97

**Recognizes and produces alliterative words:** **TG5:** 14, 20, 40, 46, 66, 72, 92, 98 **TG9:** 92, 96, 98

**Blends onset and rime:** **TG6:** 14, 20, 40, 46, 66, 92, 98 **TG7:** 14, 20 **TG9:** 40, 46

	<b>Blends spoken phonemes (one syllable words with picture support): TG7: 40, 46, 66, 72, 92, 98 TG9: 66, 72</b>
<b>D. PHONICS AND WORD RECOGNITION</b>	
1.1 PK.D Develop beginning phonics and word skills.	<b>Frog Street Pre-K’s Morning Message, ABC Center, Writer’s Corner, and Library &amp; Listening Center</b> <i>give children opportunities to understand that symbols carry meaning—and to demonstrate awareness of environmental print.</i>
<b>E. FLUENCY</b>	
<i>Emerging to...</i> <ul style="list-style-type: none"> <li>Read emergent reader text with purpose and understanding.</li> </ul>	<p><i>The two daily <b>Read Aloud</b> lessons engage children in conversations about the use of printed materials, photos, illustrations, and how print provides information. These lessons encourage children to gain purpose and understanding of text being read. <b>Pre-Emergent Readers</b> are introduced in <b>Theme 5, Week on Day 4 of the Literacy Small Group Lesson.</b></i></p> <p><b>Teaching Guides 1 – 9 Read Aloud lessons:</b> 16-17, 18-19, 42-43, 44-45, 68-69, 70-71, 94-95, 96-97</p> <p><b>Literacy Small Group Lessons: TG5:</b> 47, 73 <b>TG6:</b> 21 <b>TG7:</b> 21, 47, 99 <b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47</p>
<b>1.2 Reading Informational Text</b>	
<b>A. KEY IDEAS AND DETAILS – MAIN IDEA</b>	
1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.	<b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-45, 48-49, 73,74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97
<b>B. KEY IDEAS AND DETAILS – TEXT ANALYSIS</b>	

1.2 PK.B Answer questions about a text.	<p><i>The two daily <b>Read-Aloud</b> lessons engage children to ask and answer questions about the print read aloud as well as charts, graphs, story folders, and informational texts used in <b>Math and STEAM</b> lessons.</i></p> <p><b>TG1:</b> 16, 18, 42, 44, 68, 70, 71, 94, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 72 <b>TG5:</b> 16, 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 47, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 21, 26, 42, 44, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16, 18, 19, 21, 34, 42, 43, 44, 45, 68 <b>TG9:</b> 47, 99</p>
<b>C. KEY IDEAS AND DETAILS</b>	
1.2 PK.C With prompting and support, make connections between information in a text and personal experience.	<p><b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 <b>TG2:</b> 16-17, 21, 60, 68-69, 72 <b>TG3:</b> 16-17, 18-19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 <b>TG5:</b> 16-17, 42-43, 44-45, 46, 47, 95, 96-97 <b>TG6:</b> 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 <b>TG7:</b> 19, 42, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16-17, 43, 44, 68, 71, 94, 97 <b>TG9:</b> 16-17, 18-19, 20, 42-43, 68-69, 70-71, 72-73, 94-95, 98</p> <p><b>Resources:</b> Strategy card – <b>Read-Aloud</b></p>
<b>E. CRAFT AND STRUCTURE – TEXT STRUCTURE</b>	
1.2 PK.E Identify the front cover, back cover, and title page of a book.	<p><b>TG1:</b> 44, 47, 60, 86, 95, 96 <b>TG2:</b> 8, 16, 34, 68-69, 89 <b>TG3:</b> 16, 68, 89 <b>TG4:</b> 8, 18, 35, 42, 44, 61, 69, 94, 96 <b>TG5:</b> 42-43, 86, 96 <b>TG6:</b> 21, 34, 94, 99 <b>TG7:</b> 8, 16-17, 18-19, 42-43, 60, 70, 94 <b>TG8:</b> 8, 42, 47, 60 <b>TG9:</b> 8, 21, 46, 72</p>
<b>F. CRAFT AND STRUCTURE - VOCABULARY</b>	
1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.	<p><i>Children will grow their vocabularies as they engage in conversations with peers and adults. <b>Frog Street Pre-K</b> encourages children to express themselves and ask for clarification when needed about unfamiliar words read aloud from a text.</i></p>

	<p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95  <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<b>G. INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA</b>	
1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.	<p><i>Two daily Read Aloud lessons engage children in conversations about the use of printed materials, photos, illustrations, and how print provides information.</i></p> <p><b>TG1:</b> 43, 96 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG4:</b> 68 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21, 69 <b>TG7:</b> 45 <b>TG8:</b> 96 <b>TG9:</b> 19, 46, 72</p>
<b>I. INTEGRATION OF KNOWLEDGE AND IDEAS – ANALYSIS ACROSS TEXTS</b>	
1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<p><b>TG2:</b> 68 <b>TG3:</b> 70, 89 <b>TG4:</b> 17, 44, 60, 70-71, 97 <b>TG5:</b> 18, 42, 71 <b>TG7:</b> 18</p>
<b>J. VOCABULARY ACQUISITION AND USE</b>	
1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	<p><i>Two daily Read-Alouds and each day’s Literacy Small Group lesson introduce new vocabulary to children in the context of conversations, activities, stories, and books. Practice Centers provide opportunities for children to use vocabulary during play. Photo Cards used throughout each theme support children in determining meaning of words and concepts (through conversations using vocabulary lists and discussion prompts). The Closing Circle (pages 26, 52, 78, 104 of each Teacher Guide) also encourages children to use newly acquired vocabulary.</i></p> <p><b>TG1:</b> 19, 24, 41, 52, 61, 62, 71, 96-97 <b>TG2:</b> 15, 19, 47, 48, 60, 67, 70, 96-97, 99 <b>TG3:</b> 10, 15, 16-17, 18-19, 21, 42, 45, 50-51,</p>

	<p>68-69 <b>TG4:</b> 16-17, 22-23, 42-43, 44-45, 47, 94-95, 96-97 <b>TG5:</b> 11, 16-17, 18-19, 20, 34, 63, 66, 68-69, 88, 94-95  <b>TG6:</b> 16-17, 18-19, 42-43, 44-45, 62, 68-69, 70-71, 94-95, 99  <b>TG7:</b> 10, 16-17, 18-19, 21, 44-45, 60, 68-69, 96-97, 98-99, 100-101 <b>TG8:</b> 9, 11, 19, 35, 42-43, 46, 70-71, 96-97, 98-99  <b>TG9:</b> 14, 16-17, 20, 42-43, 60, 68-69, 94-95</p>
<b>K. VOCABULARY ACQUISITION AND USE</b>	
1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.	<p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95  <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<b>L. RANGE OF READING</b>	
1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.	<p><b>Read-Aloud lessons occur twice daily in Frog Street Pre-K.</b>  <i>During this period, children have opportunities to ask and answer questions to engage with purpose to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.</i></p> <p><b>TG1:</b> 19, 24, 41, 52, 61, 62, 71, 96-97 <b>TG2:</b> 15, 19, 47, 48, 60, 67, 70, 96-97, 99 <b>TG3:</b> 10, 15, 16-17, 18-19, 21, 42, 45, 50-51, 68-69 <b>TG4:</b> 16-17, 22-23, 42-43, 44-45, 47, 94-95, 96-97 <b>TG5:</b> 11, 16-17, 18-19, 20, 34, 63, 66, 68-69, 88, 94-95  <b>TG6:</b> 16-17, 18-19, 42-43, 44-45, 62, 68-69, 70-71, 94-95, 99  <b>TG7:</b> 10, 16-17, 18-19, 21, 44-45, 60, 68-69, 96-97, 98-99, 100-101 <b>TG8:</b> 9, 11, 19, 35, 42-43, 46, 70-71, 96-97, 98-99  <b>TG9:</b> 14, 16-17, 20, 42-43, 60, 68-69, 94-95</p>
<b>1.3 Reading Literature</b>	
<b>A. KEY IDEAS AND DETAILS - THEME</b>	

1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71, 72, 89 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 19, 41, 43, 44, 61, 67, 69, 70-71, 97 <b>TG5:</b> 11, 25, 45, 68 <b>TG6:</b> 25, 69 <b>TG7:</b> 9, 21, 22-23, 25, 26, 48-49, 69, 74, 97, 100-101 <b>TG8:</b> 22-23, 36, 43, 51, 62 <b>TG9:</b> 70, 95
<b>B. KEY IDEAS AND DETAILS – TEXT ANALYSIS</b>	
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	<b>TG1:</b> 11, 17, 18, 21, 70, 71, 96-97 <b>TG2:</b> 18-19, 42-43, 44-45, 46, 70-71, 94-95, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 94-95, 96-97 <b>TG4:</b> 11, 16-17, 42-43, 44-45, 68-69, 70-71, 95 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68-69 <b>TG7:</b> 17, 19, 44-45, 68-69, 73, 96-97, 99 <b>TG8:</b> 18-19, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 21, 44-45, 70-71, 94-95, 96-97  <b>Resources:</b> Strategy Card, Read Aloud
<b>C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS</b>	
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story	<b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-45, 48-49, 73, 74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97
<b>D. CRAFT AND STRUCTURE – POINT OF VIEW</b>	
1.3 PK.D With prompting and support, name the author and illustrator of a story.	<b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69, 70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92  <b>Resources:</b> Strategy Card - Read Aloud
<b>E. CRAFT AND STRUCTURE – TEXT STRUCTURE</b>	
1.3 PK.E With prompting and support, recognize common types of text.	<i>Two daily Read-Aloud lessons (pages 16-19, 42-45, 68-71, 94-97 of each Teacher Guide) engage children in dialogue to recognize types of text, both literature and informational text. Daily Math and Science lessons also provide opportunities for children to react appropriately to different types of text.</i>

	<p><b>TG3:</b> 35, 46 <b>TG4:</b> 60, 61, 94-95, 96-97 <b>TG5:</b> 47, 60, 73, 99 <b>TG6:</b> 21, 99 <b>TG7:</b> 34, 47, 73, 99 <b>TG8:</b> 24-25, 47, 50-51, 99 <b>TG9:</b> 21, 47</p>
<b>F. CRAFT AND STRUCTURE - VOCABULARY</b>	
1.3 PK.F Answer questions about unfamiliar words read aloud from a story	<p><b>Read-Alouds</b> and each day's <b>Literacy Smal Group lesson</b> introduce new vocabulary to children in the context of conversations, activities, stories, and books. <b>Photo Cards</b> used throughout each theme support children in determining meaning of words and concepts (through conversations using vocabulary lists and discussion prompts).</p> <p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95 <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<b>G. INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION</b>	
1.3 PK.G Describe pictures in books using details	<p><b>TG1:</b> 70 <b>TG2:</b> 18-19, 43, 70-71, 95, 96 <b>TG3:</b> 19, 42-43, 70-71, 94, 96 <b>TG4:</b> 16, 42, 44-45, 68 <b>TG5:</b> 17, 18-19, 45, 70-71, 94-95 <b>TG6:</b> 16, 18-19, 68-69, 96-97, 99 <b>TG7:</b> 19, 45, 68-69, 96-97 <b>TG8:</b> 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16, 19, 44-45, 95, 96-97</p> <p><b>Resources:</b> Strategy Card, <b>Read Aloud</b></p>
<b>H. INTEGRATION OF KNOWLEDGE AND IDEAS – TEXT ANALYSIS</b>	
1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.	<p><b>TG1:</b> 17, 71 <b>TG2:</b> 19, 43, 44-45, 94-95, 96-97 <b>TG3:</b> 19, 42-43, 44-45, 70-71, 95 <b>TG4:</b> 16-17, 42-43, 44-45, 68-69, 70-71, 95, 97 <b>TG5:</b> 15, 68-69, 70-71 <b>TG6:</b> 19, 68, 96 <b>TG7:</b> 19, 45, 97 <b>TG8:</b> 43, 70-71, 96-97 <b>TG9:</b> 16-17, 18-19, 45, 94-95, 96-97</p>

<b>I. VOCABULARY ACQUISITION AND USE - STRATEGIES</b>	
1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.	<p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95  <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<b>J. VOCABULARY ACQUISITION AND USE</b>	
1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.	<p><i>Children develop new vocabulary from stories and conversations with adults and peers daily during <b>Literacy Small Groups, Day 1</b> (pages 20, 46, 72, 98 of each <b>Teacher Guide</b>) and also during the <b>Closing Circle</b> routine (pages 26, 52, 78, 104 of each <b>Teacher Guide</b>).</i></p> <p><b>TG1:</b> 19, 24, 41, 52, 61, 62, 71, 96-97 <b>TG2:</b> 15, 19, 47, 48, 60, 67, 70, 96-97, 99 <b>TG3:</b> 10, 15, 16-17, 18-19, 21, 42, 45, 50-51, 68-69 <b>TG4:</b> 16-17, 22-23, 42-43, 44-45, 47, 94-95, 96-97 <b>TG5:</b> 11, 16-17, 18-19, 20, 34, 63, 66, 68-69, 88, 94-95  <b>TG6:</b> 16-17, 18-19, 42-43, 44-45, 62, 68-69, 70-71, 94-95, 99  <b>TG7:</b> 10, 16-17, 18-19, 21, 44-45, 60, 68-69, 96-97, 98-99, 100-101 <b>TG8:</b> 9, 11, 19, 35, 42-43, 46, 70-71, 96-97, 98-99  <b>TG9:</b> 14, 16-17, 20, 42-43, 60, 68-69, 94-95</p>
<b>K. RANGE OF READING</b>	
1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.	<p><b>Read-Alouds occur twice daily in Frog Street Pre-K. During this period, children have opportunities to ask and answer questions to engage with purpose to build content area knowledge and understanding, focus and extend vocabulary, participate in conversation about books, and establish a love for literature.</b></p> <p><i>Children are actively engaged in a variety of shared reading experiences daily including <b>Step 2 (Write the Sentence)</b> of the</i></p>

	<p><b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each Teacher Guide).</p> <p><b>TG1:</b> 42, 43, 44, 68, 70, 73, 95-96 <b>TG2:</b> 16-17, 68-69, 72, 89  <b>TG3:</b> 16-17, 68-69, 89 <b>TG4:</b> 16-17, 68-69, 72, 89 <b>TG5:</b> 16-17, 42-43, 44-45, 47, 50, 96-97 <b>TG6:</b> 42-43, 44-45, 47, 70-71, 94-95  <b>TG7:</b> 16-17, 18-19, 42-43, 47, 70-71, 94-95 <b>TG8:</b> 16-17, 18-19, 20-21, 42-43, 46-47, 68-69 <b>TG9:</b> 42-43, 46-47, 68-69, 72-73</p>
<b>1.4 Writing</b>	
<b>A. INFORMATIVE/EXPLANATORY</b>	
1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.	<p><b>TG1:</b> 34, 73, 86, 99 <b>TG2:</b> 8, 21, 60, 73, 86 <b>TG3:</b> 8, 21, 34, 60, 73, 86, 99 <b>TG4:</b> 21, 47, 60, 73, 86 <b>TG5:</b> 8, 21, 34, 47, 73, 99  <b>TG6:</b> 8, 21, 47, 60, 73, 86, 99 <b>TG7:</b> 8, 21, 23, 34, 47, 49, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 71, 73, 99</p>
<b>B. INFORMATIVE/EXPLANATORY - FOCUS</b>	
1.4 PK.B With prompting and support, draw/dictate about one specific topic.	<p><i>The Writer’s Corner in the Practice Centers is specifically designed to give children opportunities to develop and practice writing skills. Children are encouraged to draw/dictate about fiction or non-fiction topics. Writer’s Corner provides children opportunities to write or give dictation using photographs or illustrations on a specific topic.</i></p> <p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 38, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99  <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
<b>C. INFORMATIVE/EXPLANATORY - ORGANIZATION</b>	
1.4 PK.C With prompting and support, generate ideas to convey information.	<p><i>During each day’s Morning Message, children contribute and share their ideas and opinions for various class writing projects. In addition, children participate in a Shared Writing activity in Literacy Small Group lessons on Day 4 as well as Guided</i></p>

	<p><i>Writing on Day 5. Children can practice in the weekly <b>Writer’s Corner</b> in Practice Centers.</i></p> <p><b>Teacher Guides 1-9 (Morning Message):</b> 14, 40, 66, 92  <b>Teacher Guides 1-9 (Shared Writing/Guided Writing):</b> 21, 47, 73, 99</p>
<b>D. INFORMATIVE/EXPLANATORY - ORGANIZATION</b>	
1.4 PK.D With prompting and support, make logical connections between drawing and dictation.	<p><b>TG2:</b> 8 <b>TG3:</b> 51, 60, 73 <b>TG4:</b> 73 <b>TG6:</b> 47, 99, 100-101 <b>TG7:</b> 21, 34, 73 <b>TG8:</b> 21, 34, 86, 99 <b>TG9:</b> 92, 99</p> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>
<b>F. INFORMATIVE/EXPLANATORY - CONVENTIONS OF LANGUAGE</b>	
<i>Emerging to...</i> Spell simple words phonetically.	<p><i>During the daily <b>Morning Message</b>, <b>Shared Writing</b> lessons, and <b>Guided Writing</b> lessons, children gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</i></p> <p><b>Teacher Guides 1-9 (Morning Message):</b> 14, 40, 66, 92  <b>Teacher Guides 1-9 (Shared Writing/Guided Writing):</b> 21, 47, 73, 99</p>
<b>M. NARRATIVE</b>	
1.4 PK.M Dictate narratives to describe real or imagined experiences or events.	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card, <b>Expressive Writing</b></p>
<b>N. NARRATIVE - FOCUS</b>	
1.4 PK.N Establish “who” and “what” the narrative will be about.	<p><i><b>Writer’s Corner</b> is specifically designed to give children opportunities to develop and practice writing skills. In addition, the <b>ABC Center</b>, <b>Creativity Center</b>, and <b>Fine Motor Center</b> also provide opportunities for children to establish a focus for their writing. Children are encouraged then to draw pictures, add</i></p>

	<p><i>adult-written dictation, and write to tell a story, express an opinion or idea.</i></p> <p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card, <b>Expressive Writing</b></p>
<b>O. NARRATIVE - CONTENT</b>	
1.4 PK.O With prompting and support, describe experiences and events.	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>
<b>P. NARRATIVE - ORGANIZATION</b>	
1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>
<b>R. NARRATIVE – CONVENTIONS OF LANGUAGE</b>	
<i>Emerging to...</i> Spell simple words phonetically.	<p><i>During the daily <b>Morning Message</b>, <b>Shared Writing</b> lessons, and <b>Guided Writing</b> lessons, children gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</i></p> <p><b>Teacher Guides 1-9 (Morning Message):</b> 14, 40, 66, 92 <b>Teacher Guides 1-9 (Shared Writing/Guided Writing):</b> 21, 47, 73, 99</p>
<b>T. PRODUCTION AND DISTRIBUTION OF WRITING – WRITING PROCESS</b>	
1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	<p><b>TG1:</b> 11, 17, 18, 21, 70, 71, 96-97 <b>TG2:</b> 18-19, 42-43, 44-45, 46, 70-71, 94-95, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 94-95, 96-97 <b>TG4:</b> 11, 16-17, 42-43, 44-45, 68-69, 70-71, 95 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68-69 <b>TG7:</b></p>

	<p>17, 19, 44-45, 68-69, 73, 96-97, 99 <b>TG8:</b> 18-19, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 21, 44-45, 70-71, 94-95, 96-97</p> <p><b>Resources:</b> Strategy Card, Read Aloud</p>
<b>V. CONDUCTING RESEARCH</b>	
<p>1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p>	<p><i>During each day's Morning Message (pages 14, 40, 66 and 92 of each Teacher Guide), children contribute and share their ideas and opinions for various class research and writing projects as well as Small Literacy Group Day 3 (pages 21, 46, 72 and 98 of each Teacher Guide).</i></p> <p><b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44, 51 <b>TG4:</b> 16-17, 34, 42-43, 45, 68, 70, 95 <b>TG5:</b> 70, 95, 97 <b>TG6:</b> 17, 100-101 <b>TG7:</b> 94 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 17, 19, 45, 73, 86, 94, 97</p>
<b>W. CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES</b>	
<p>1.4 PK.W With guidance and support, recall information from experiences or books.</p>	<p>Children engage in activities to recall during the <b>Small Literacy Group Day 3</b> (pages 21, 46, 72, and 98 of each Teacher Guide.)</p> <p><b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42-43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97</p>
<b>X. RANGE OF WRITING</b>	
<p><i>Emerging to...</i> Write routinely over short time frames.</p>	<p><b>The Writer's Corner</b> in the <b>Practice Centers</b> is specifically designed to give children opportunities to develop and practice writing skills.</p> <p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 38, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
<b>1.5 Speaking and Listening</b>	

<b>A. COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION</b>	
1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.	<p><i>Daily conversations occur during the <b>Read-Alouds #1 &amp; 2</b> routine (pages 16-19, 42-45, 68-71, 94-97), the <b>Closing Circle</b> routine (pages 26, 52, 78, 104) and <b>Days 1 and 5</b> of the <b>STEAM</b> routine (pages 24-25, 50-51, 76-77, 102-103) of each <b>Teacher Guide</b>.</i></p> <p><b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66</p>
<b>B. COMPREHENSION AND COLLABORATION – CRITICAL LISTENING</b>	
1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.	<p><b>TG1:</b> 11, 17, 18, 21, 70, 71, 96-97 <b>TG2:</b> 18-19, 42-43, 44-45, 46, 70-71, 94-95, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 94-95, 96-97 <b>TG4:</b> 11, 16-17, 42-43, 44-45, 68-69, 70-71, 95 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68-69 <b>TG7:</b> 17, 19, 44-45, 68-69, 73, 96-97, 99 <b>TG8:</b> 18-19, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 21, 44-45, 70-71, 94-95, 96-97</p> <p><b>Resources:</b> Strategy Card, Read Aloud</p>
<b>C. COMPREHENSION AND COLLABORATION - EVALUATION</b>	
1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information	<p><b>TG1:</b> 36, 52, 68 <b>TG2:</b> 20, 96-97 <b>TG3:</b> 8, 43, 46, 68-69, 70, 72, 96-97, 98 <b>TG4:</b> 16-17, 20, 22-23, 45, 46, 68-69, 70-71, 72, 94-95, 96-97 <b>TG5:</b> 10, 11, 14, 22-23, 42-43, 44-45, 63, 66, 70-71 <b>TG6:</b> 9, 11, 14, 18-19, 20, 40, 44, 47, 62, 70-71, 72, 92, 98, 100-101 <b>TG7:</b> 14, 16-17, 40, 50-51, 70-71, 72, 87, 89, 94-95, 96-97 <b>TG8:</b> 18-19, 42-43, 44-45, 60, 61, 62, 68-69, 94-95, 96-97 <b>TG9:</b> 14, 36, 42-43, 64, 68-69, 70-71, 72-73, 96</p>
<b>D. PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK</b>	
1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<p><b>TG1:</b> 21, 26, 46, 52, 71, 75, 78, 97, 104 <b>TG2:</b> 21, 26, 47, 52, 78, 98, 99, 104 <b>TG3:</b> 20, 26, 46, 52, 72, 73, 78, 99, 104 <b>TG4:</b> 20, 26, 46, 52, 68, 78, 104 <b>TG5:</b> 20, 26, 46, 47, 52, 78, 104 <b>TG6:</b> 19, 26,</p>

	42, 43, 45, 52, 78, 94, 104 <b>TG7:</b> 22-23, 26, 52, 78, 100-101, 104 <b>TG8:</b> 26, 47, 52, 78, 98-99, 104 <b>TG9:</b> 17, 26, 52, 78, 104
<b>E. PRESENTATION OF KNOWLEDGE AND IDEAS - CONTEXT</b>	
1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.	<b>TG1:</b> 21, 26, 46, 52, 71, 75, 78, 97, 104 <b>TG2:</b> 21, 26, 47, 52, 78, 98, 99, 104 <b>TG3:</b> 20, 26, 46, 52, 72, 73, 78, 99, 104 <b>TG4:</b> 20, 26, 46, 52, 68, 78, 104 <b>TG5:</b> 20, 26, 46, 47, 52, 78, 104 <b>TG6:</b> 19, 26, 42, 43, 45, 52, 78, 94, 104 <b>TG7:</b> 22-23, 26, 52, 78, 100-101, 104 <b>TG8:</b> 26, 47, 52, 78, 98-99, 104 <b>TG9:</b> 17, 26, 52, 78, 104
<b>G. CONVENTIONS OF STANDARD ENGLISH</b>	
1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.	<i>Daily conversations occur during the <b>Read-Alouds #1 &amp; 2</b> routine (pages <b>16-19, 42-45, 68-71, 94-97</b>), the <b>Closing Circle</b> routine (pages <b>26, 52, 78, 104</b>) and <b>Days 1 and 5 of the STEAM</b> routine (pages <b>24-25, 50-51, 76-77, 102-103</b>) of each <b>Teacher Guide</b>.</i>  <b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66
<b>MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING</b>	
<b>2.1 Numbers and Operations</b>	
<b>A. COUNTING AND CARDINALITY</b>	
<b>1. CARDINALITY</b>	
2.1 PK.A.1 Know number names and the count sequence.	<b>TG1:</b> 23 <b>TG2:</b> 74-75, 100 <b>TG5:</b> 49, 101, 102-103 <b>TG6:</b> 10, 22-23, 36, 49, 100-101, 102-103 <b>TG8:</b> 48-49, 74-75 <b>TG9:</b> 23, 48, 62, 76-77  <b>Resources:</b> Strategy Card - <b>Counting</b> , Strategy Card - <b>Math Routines</b>
<b>2. COUNTING</b>	

2.1 PK. A.2 Count to tell the number of objects.	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
<b>3. COMPARING</b>	
2.1 PK.A.3 Compare numbers.	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101
<b>MP. MATHEMATICAL PROCESSES</b>	
2.1 PK.MP Use mathematical processes when quantifying, comparing, representing, and modeling numbers.	<b>TG1:</b> 23, 101 <b>TG2:</b> 10, 22, 23, 48, 49, 74, 75, 100, 101 <b>TG3:</b> 36, 75 <b>TG4:</b> 75 <b>TG5:</b> 49, 88, 100, 101 <b>TG7:</b> 22, 23, 48, 75, 101 <b>TG8:</b> 48, 49, 74, 76 <b>TG9:</b> 74, 75, 100
<b>2.2 Algebraic Concepts</b>	
<b>A. OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>1. OPERATIONS AND ALGEBRAIC THINKING</b>	
2.2 PK.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<b>TG3:</b> 10, 22, 23 <b>TG6:</b> 48, 49 <b>TG7:</b> 22-23, 36, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 76-77  <b>Resources:</b> Strategy Card - <b>Number Operations</b>
<b>MP. MATHEMATICAL PROCESSES</b>	
2.2 PK.MP Use mathematical processes when representing relationships.	<b>TG1:</b> 18, 18, 22-23, 62, 73, 92 <b>TG2:</b> 14, 40, 48, 74-75, 88, 100-101 <b>TG3:</b> 9, 36, 48-49, 74 <b>TG4:</b> 50-51, 88 <b>TG5:</b> 36, 48-49, 88, 100-101, 102-103 <b>TG6:</b> 23, 36, 45, 50-51, 63, 87, 88, 100-101, 102-103 <b>TG7:</b> 10, 22-23, 48-49, 50-51, 62, 74-75, 87, 88, 94-95, 97, 100-101 102-103 <b>TG8:</b> 10, 22-23, 36, 48-49, 62, 74-75, 76-77, 86, 88, 100-101, 102-103 <b>TG9:</b> 10, 48, 62, 74-75, 77, 87, 88, 100-101  <b>Resources:</b> Strategy Card, <b>Counting</b> ; Strategy Card, <b>Math Routines</b>
<b>2.3 Geometry</b>	

<b>A. GEOMETRY</b>	
<b>1. IDENTIFICATION</b>	
2.3 PK.A.1 Identify and describe shapes.	<p><b>TG1:</b> 21, 23, 40, 47, 60, 66, 73, 88, 92, 99, 100-101 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 40, 47, 66, 75, 99 <b>TG4:</b> 8, 10, 22-23, 48-49 <b>TG5:</b> 10, 15, 22-23, 50-51, 62, 74-75, 102-103 <b>TG6:</b> 36 <b>TG7:</b> 76-77 <b>TG8:</b> 37, 74 <b>TG9:</b> 87, 88, 100-101</p> <p><b>Welcome Guide:</b> 70 <b>Resources:</b> Strategy Card, <b>Geometry</b></p>
<b>2. APPLICATION</b>	
2.3 PK.A.2 Analyze, compare, create, and compose shapes.	<p><b>TG1:</b> 23, 101 <b>TG3:</b> 75, 76 <b>TG4:</b> 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 15, 22, 23, 62, 74, 75 <b>TG9:</b> 75</p> <p><b>Resources:</b> Strategy Card, <b>Geometry</b></p>
<b>MP. MATHEMATICAL PROCESSES</b>	
2.3 PK.MP Use mathematical processes when drawing, constructing, modeling, and representing shapes.	<p><b>TG1:</b> 23, 37, 99 <b>TG2:</b> 11 <b>TG4:</b> 10, 22, 23, 49 <b>TG5:</b> 9, 10, 22, 23, 62, 74, 75, 101 <b>TG8:</b> 74 <b>TG9:</b> 88, 100</p> <p><b>Resources:</b> Strategy Card, <b>Geometry</b></p>
<b>2.4 Measurement, Data, and Probability</b>	
<b>A. MEASUREMENT AND DATA</b>	
<b>1. MEASUREMENT</b>	
2.4 PK.A.1 Describe and compare measurable attributes of length and weights of everyday objects.	<p><b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b> 24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103</p> <p><b>Resources:</b> Strategy Card – <b>Measurement</b></p>
<b>4. DATA</b>	
2.4 PK.A.4 Classify objects and count the number of objects in each category.	<p><b>TG1:</b> 74 <b>TG2:</b> 43, 69, 75, 88 <b>TG3:</b> 21, 74 <b>TG4:</b> 11, 48, 70, 100, 101 <b>TG5:</b> 36, 49 <b>TG6:</b> 88, 100, 101 <b>TG7:</b> 18, 88 <b>TG9:</b> 23, 100, 101</p>

<b>MP. MATHEMATICAL PROCESSES</b>	
2.4 PK.MP Use mathematical processes when measuring; representing, organizing, and understanding data.	<p><b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 48, 62, 76-77, 101, 102-103  <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 76, 77 <b>TG6:</b> 24-25, 45, 50-51, 76, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87  <b>TG8:</b> 17, 24-25, 42, 101 <b>TG9:</b> 11, 19, 22, 50, 51, 88, 102, 103</p> <p><b>Resources:</b> Strategy Card – <b>Measurement</b></p>
<b>Scientific Thinking and Technology</b>	
<b>3.1 Biological Sciences</b>	
<b>A. LIVING AND NON-LIVING ORGANISMS</b>	
<b>1. COMMON CHARACTERISTICS OF LIFE</b>	
3.1 PK.A.1 Recognize the difference between living and non-living things.	<b>TG4:</b> 9, 11, 17, 18, 19
<b>2. ENERGY FLOW</b>	
3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, water, and light).	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
<b>3. LIFE CYCLES</b>	
3.1 PK.A.3 Recognize that plants and animals grow and change.	<p><i>Children sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. And children sing songs, such as <b>Life Cycle Chant</b>, reinforcing vocabulary such as: egg, larva, pupa, and adult.</i></p> <p><b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18</p>
<b>5. FORM AND FUNCTION</b>	
3.1 PK.A.5 Name basic parts of living things.	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10

<b>9. SCIENCE AS INQUIRY</b>	
3.1 PK.A.9 Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.	<i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Life Science.</i>  <b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>A. GENETICS</b>	
<b>1. HEREDITY</b>	
3.1 PK.B.1 Recognize and compare physical characteristics of living things from same species.	<b>TG1:</b> 35, 45 <b>TG2:</b> 72 <b>TG4:</b> 9, 11, 15, 17, 18, 19, 45 <b>TG7:</b> 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 663, 71, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96
<b>6. SCIENCE AS INQUIRY</b>	
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Life Science.</i>  <b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>C. EVOLUTION</b>	
<b>3. UNIFYING THEMES (Constancy and Change)</b>	
3.1 PK.C.3 Describe changes that occur in animals.	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
<b>4. SCIENCE AS INQUIRY</b>	
3.1 PK.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.	<i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Life Science.</i>  <b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>3.2 Physical Sciences</b>	

<b>A. CHEMISTRY</b>	
<b>1. PROPERTIES OF MATTER</b>	
3.2 PK.A.1 Sort and describe objects according to size, shape, color, and texture.	<b>TG1:</b> 101 <b>TG2:</b> 24-25, 76-77 <b>TG3:</b> 76-77 <b>TG4:</b> 36, 48-49, 52, 62, 102-103 <b>TG5:</b> 9, 25, 62 <b>TG6:</b> 50-51, 76-77
<b>3. MATTER AND ENERGY</b>	
3.2 PK.A.3 Notice change in matter.	<b>TG5:</b> 89
<b>5. UNIFYING THEMES</b>	
3.2 PK.A.5 Recognize that everything is made of matter.	<b>TG5:</b> 89
<b>6. SCIENCE AS INQUIRY</b>	
3,2 PK.A.6 Participate in simple investigations of matter to answer a question or to test a prediction	<i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Chemistry.</i>  <b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>A. PHYSICS</b>	
<b>1. FORCE AND MOTION OF PRACTICES AND RIGID BODIES</b>	
3.2 PK.B.1 Explore and describe the motion of toys and objects.	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11
<b>5. NATURE OF WAVES (Sound and Light Energy)</b>	
3.2 PK.B.5 Create and describe variations of sound.	<b>TG3:</b> 87 <b>TG6:</b> 42, 50
<b>6. UNIFYING THEMES (ENERGY)</b>	
3.2 PK.B.6 Recognize that light from the sun is an important source of energy for living and non-living systems and some source of energy is needed for all organisms to stay alive and grow.	<b>TG1:</b> 11, 35, 45, 62, 89 <b>TG2:</b> 11 <b>TG3:</b> 47, 61, 63 <b>TG4:</b> 9, 11, 16-17, 18-19, 26, 37, 89 <b>TG6:</b> 44-45, 70-71, 95 <b>TG7:</b> 9, 11, 37, 42-43, 63, 68-69, 70-71, 89, 94-95, 96-97 <b>TG8:</b> 9, 11, 16-17, 18-19, 24-25, 70-71, 89, 94-95, 96-97, 98-99 <b>TG9:</b> 37, 42-43, 44-45, 63, 68-69, 70-71
<b>7. SCIENCE OF INQUIRY</b>	

3.2 PK.B.7 Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<p><i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Physics.</i></p> <p><b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63</p>
<b>3.3 Earth and Space Sciences</b>	
<b>A. EARTH STRUCTURE, PROCESSES. AND CYCLES</b>	
<b>1. EARTH FEATURES AND THE PROCESSES THAT CHANGE THEM</b>	
3.3 PK.A.1 Sort different types of earth materials.	<b>TG2:</b> 11 <b>TG3:</b> 63 <b>TG4:</b> 43 <b>TG5:</b> 11, 37 <b>TG7:</b> 37 <b>TG8:</b> 37, 61 <b>TG9:</b> 37, 43, 69
<b>4. WATER</b>	
3.3 PK. A.4 Identify a variety of uses for water.	<b>TG1:</b> 25, 62 <b>TG3:</b> 36, 63 <b>TG5:</b> 37 <b>TG6:</b> 36-37, 50-51 <b>TG9:</b> 9, 43, 50-51, 69
<b>5. WEATHER AND CLIMATE</b>	
3.3 PK.A.5 Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<b>TG1:</b> 44, 45, 62, 70, 71, 88 <b>TG9:</b> 34, 37, 38, 41, 42, 43, 44, 45
<b>7. SCIENCE OF INQUIRY</b>	
3.3 PK.A.7 Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.	<p><i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Earth and Space Sciences.</i></p> <p><b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63</p>
<b>B. ORIGIN AND EVOLUTION OF THE UNIVERSE</b>	
<b>1. COMPARISONS AND STRUCTURE</b>	
3.3 PK.B.1 Identify objects that can be found in the day or night sky.	<b>TG5:</b> 63 <b>TG9:</b> 35, 37, 42, 43, 45, 68
<b>3. SCIENCE AS INQUIRY</b>	
3.3 PK.B.3 Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.	<p><i>Children engage in various investigations through <b>STEAM</b> activities and the <b>Science Practice Centers</b> in all areas of science including Origin and Evolution of the Universe.</i></p>

	<b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>Environment and Ecology</b>	
<b>4.1 ECOLOGY</b>	
<b>A. THE ENVIRONMENT</b>	
4.1 PK.A Identify living and non-living things in the immediate and surrounding environment.	<b>TG4:</b> 9, 11, 17, 18, 19
<b>C. ENERGY FLOW</b>	
4.1 PK.C Identify that plants need the sun to grow.	<b>TG4:</b> 9, 15 <b>TG6:</b> 11 <b>TG8:</b> 9 <b>TG9:</b> 11, 69, 70
<b>D. BIODIVERSITY</b>	
4.1 PK.D Identify basic needs of living things.	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
<b>E. SUCCESSION</b>	
4.1 PK.E Identify the change of seasons in the environment.	<b>TG1:</b> 44, 45, 62, 70, 71, 88 <b>TG9:</b> 34, 37, 38, 41, 42, 43, 44, 45
<b>4.2 WATERSHEDS AND WETLANDS</b>	
<b>A. WATERSHEDS</b>	
4.2 PK.A Identify various types of moving water in Pennsylvania.	<i>Children engage in activities throughout the year to identify features in their own natural environment such as lakes and rivers.</i>  <b>TG1:</b> 63 <b>TG2:</b> 11 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 71 <b>TG7:</b> 89 <b>TG8:</b> 89
<b>B. WETLANDS</b>	
4.2 PK.B Identify a wetland as an ecosystem in Pennsylvania.	<i>Children are encouraged to identify places in the immediate environment have specific physical and human-made features, such as wetlands.</i>

	<b>TG2:</b> 11, 43, 44, 96 <b>TG4:</b> 45, 102 <b>TG5:</b> 9, 10, 11, 16-17, 18-19, 24-25, 44-45 <b>TG6:</b> 24-25, 44-45, 63, 69, 70-71, 94-95 <b>TG8:</b> 9, 69 <b>TG9:</b> 68-69, 70-71
<b>C. AQUATIC ECOSYSTEM</b>	
4.2 PK.C Describe an aquatic (water) and terrestrial (land) habitat.	<i>Children engage in activities to identify features in their natural environment such as aquatic and terrestrial habitats.</i>  <b>TG1:</b> 63 <b>TG2:</b> 11 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 71 <b>TG7:</b> 89 <b>TG8:</b> 89
<b>4.3 NATURAL RESOURCES</b>	
<b>A. USE OF NATURAL RESOURCES</b>	
4.3 PK.A Identify how the environment provides for the needs of people in their daily lives.	<b>TG4:</b> 37 <b>TG5:</b> 24, 37 <b>TG8:</b> 69 <b>TG9:</b> 63, 69, 70
<b>B. AVAILABILITY OF NATURAL RESOURCES</b>	
4.3 PK.B Identify natural resources available to people in their daily lives.	<b>TG2:</b> 24 <b>TG4:</b> 76 <b>TG5:</b> 11, 24 <b>TG8:</b> 69 <b>TG9:</b> 63, 70
<b>4.4 AGRICULTURE AND SOCIETY</b>	
<b>A. FOOD AND FIBER SYSTEMS</b>	
4.4 PK.A Identify what plants and animals need to grow.	<b>TG2:</b> 72 <b>TG4:</b> 9, 15, 18, 19 <b>TG7:</b> 19, 70, 71, 94, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96
<b>C. APPLYING SCIENCES TO AGRICULTURE</b>	
4.4 PK.C Recognize that plants and animals grow and change.	<i>Children sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. And children sing songs, such as <b>Life Cycle Chant</b>, reinforcing vocabulary such as: egg, larva, pupa, and adult.</i>  <b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
<b>D. TECHNOLOGY INFLUENCES ON AGRICULTURE</b>	
4.4 PK.D Identify basic tools used in gardening at home and at school.	<b>TG4:</b> 24, 102 <b>TG6:</b> 102 <b>TG7:</b> 24 <b>TG8:</b> 102
<b>4.5 HUMANS AND THE ENVIRONMENT</b>	

<b>A. SUSTAINABILITY</b>	
4.5 PK.A Identify what people need to survive.	<b>TG1:</b> 44 <b>TG3:</b> 64, 68, 71 <b>TG4:</b> 18 <b>TG9:</b> 36
<b>B. INTEGRATED PEST MANAGEMENT</b>	
4.5 PK.B Identify things in the natural environment that can be harmful to people, pets, and other living things.	<b>TG1:</b> 89 <b>TG2:</b> 11 <b>TG6:</b> 11, 16, 95, 97 <b>TG9:</b> 42, 43, 63, 68
<b>C. POLLUTION</b>	
4.5 PK.C Identify ways people pollute the environment.	<b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69
<b>D. WASTE MANAGEMENT</b>	
4.5 PK.D Describe how everyday human activities generate waste.	<b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69
<b>15.4 Computer and Information Technology</b>	
<b>A. INFLUENCE OF EMERGING TECHNOLOGIES</b>	
15.4 PK.A Identify various technologies used in the classroom and at home.	<b>TG2:</b> 50, 60, 86 <b>TG3:</b> 8, 24, 60, 86 <b>TG4:</b> 8, 34, 50, 60, 86 <b>TG5:</b> 8, 34, 60, 75, 86, 102 <b>TG6:</b> 8, 10, 34, 60, 86, 100 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 8, 34, 60, 86
<b>B. DIGITAL CITIZENSHIP</b>	
15.4 PK.B Demonstrate responsible use of technology and equipment.	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>C. HARDWARE</b>	
15.4 PK.C With prompting and support, identify peripheral devices of computer system including input and output devices.	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>D. INPUT TECHNOLOGIES</b>	
15.4 PK.D Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>G. SOFTWARE/APPLICATIONS</b>	

15.4 PK.G With help and support, select and use various software/applications for an intended purpose.	<b>TG2:</b> 50, 60, 86 <b>TG3:</b> 8, 24, 60, 86 <b>TG4:</b> 8, 34, 50, 60, 86 <b>TG5:</b> 8, 34, 60, 75, 86, 102 <b>TG6:</b> 8, 10, 34, 60, 86, 100 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 8, 34, 60, 86
<b>K. DIGITAL MEDIA</b>	
15.4 PK.K With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<b>TG2:</b> 50, 60, 86 <b>TG3:</b> 8, 24, 60, 86 <b>TG4:</b> 8, 34, 50, 60, 86 <b>TG5:</b> 8, 34, 60, 75, 86, 102 <b>TG6:</b> 8, 10, 34, 60, 86, 100 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 8, 34, 60, 86
<b>L. TECHNOLOGY RESEARCH</b>	
15.4 PK.L With help and support, use web browser to locate content-specific websites.	<b>TG2:</b> 60, 73, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 16, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 70, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 68, 86 <b>TG9:</b> 8, 34, 60, 86
<b>M. EMERGING TECHNOLOGIES IN CAREERS</b>	
15.4 PK.M With help and support, identify various technologies used in the workplace.	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>CIVICS AND GOVERNMENT</b>	
<b>5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT</b>	
<b>A. RULE OF LAW</b>	
5.1 PK.A State rules and their consequences.	<b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89
<b>F. SYMBOLS</b>	
5.1 PK.F Identify basic American symbols. (e.g., American flag)	<i>Children are invited to say the Pledge of Allegiance daily during the <b>Greeting Circle Routine</b> (pages <b>12, 38, 64, 90</b> in each <b>Teacher's Guide</b>).</i>  <b>TG1:</b> 12, 38, 64, 69 <b>TG2:</b> 12, 38, 90 <b>TG4:</b> 18, 20 <b>TG5:</b> 14, 71 <b>TG6:</b> 97 <b>TG8:</b> 12, 38, 90
<b>5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</b>	
<b>A. CIVIC RIGHTS AND RESPONSIBILITIES</b>	

5.2 PK.A Identify self-membership of a group such as the class or family.	<b>TG1:</b> 19, 44 <b>TG2:</b> 17, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71 <b>TG9:</b> 10
<b>B. CONFLICT AND RESOLUTION</b>	
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance.	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103
<b>C. LEADERSHIP AND PUBLIC SERVICE</b>	
5.2 PK.C Identify classroom projects/activities that support leadership and service.	<b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG3:</b> 12, 21, 44. 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13
<b>5.3 HOW GOVERNMENT WORKS</b>	
<b>C. GOVERNMENT SERVICES</b>	
5.3 PK.C Identify community workers through their uniforms and equipment.	<b>TG2:</b> 17, 96, 97 <b>TG3:</b> 8, 11, 16, 19, 20, 21 <b>TG4:</b> 61 <b>TG5:</b> 19 <b>TG6:</b> 71 <b>TG7:</b> 19, 44 <b>TG9:</b> 10
<b>F. CONFLICT AND THE COURT SYSTEM</b>	
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	<i>Recognizing responsibilities as a member of a community are addressed daily during the <b>COMMIT</b> portion of the <b>Greeting Circle Routine</b> (pages 13, 39, 65, 91 in each <b>Teacher's Guide</b>). <b>Theme 2, My Family and Friends</b> focuses on responsibilities within the family.</i>  <b>TG1:</b> 12, 23, 24, 26, 65, 89, 90 <b>TG2:</b> 12, 17, 20, 21, 25, 26, 77 <b>TG3:</b> 12, 20, 21 <b>TG5:</b> 19 <b>TG6:</b> 18 <b>TG7:</b> 13
<b>Economics</b>	
<b>6.1 SCARCITY AND CHOICE</b>	
<b>A. SCARCITY</b>	
6.1 PK.A Identify how scarcity influences choice.	<b>TG3:</b> 68, 69

<b>B. LIMITED RESOURCES</b>	
6.1 PK.B Emerging to...Identify family wants and needs.	<b>TG2:</b> 18, 68 <b>TG3:</b> 17, 61, 64, 68, 69, 71 <b>TG5:</b> 24 <b>TG9:</b> 34, 36, 50, 51  <b>Resources:</b> Photo Cards
<b>D. INCENTIVES AND CHOICE</b>	
6.1 PK.D Identify a choice based on individual interest.	<i>Children make choices based on their interest every day in the practice centers.</i>  <b>Teacher Guides 1-9 (Practice Centers):</b> 8-11, 34-37, 60-63, 86-89
<b>6.2 MARKETS AND ECONOMIC SYSTEMS</b>	
<b>A. ADVERTISING AND MEDIA</b>	
<i>Emerging to...</i> Identify advertisements that encourage us to buy things.	<i>Children engage in activities to understand what it means to be a consumer.</i>  <b>TG3:</b> 8, 10, 11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103  <b>Resources:</b> Photo Cards
<b>D. PRICE DETERMINATION</b>	
6.2 PK.D Explain how money is used.	<b>TG3:</b> 8,11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103
<b>6.3 FUNCTIONS OF GOVERNMENT</b>	
<b>D. GOVERNMENT'S ROLE IN INTERNATIONAL TRADE</b>	
6.3 PK.D Identify products produced locally.	<i>Activities encourage children to investigate and identify where products are produced, including those in their own local areas.</i>  <b>TG3:</b> 8, 10, 11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103  <b>Resources:</b> Photo Cards

<b>6.5 INCOME, PROFIT, AND WEALTH</b>	
<b>A. FACTORS INFLUENCING WAGES</b>	
6.5 PK.A Differentiate between work and play.	<i>In Themes 1 and 2, the roles and responsibilities of family and school members are identified to distinguish the differences between work and play.</i>  <b>TG2:</b> 19 <b>TG3:</b> 12, 20, 21 <b>TG9:</b> 95
<b>C. TYPES OF BUSINESS</b>	
6.5 PK.C Identify local businesses.	<b>Frog Street Pre-K</b> encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and to demonstrate understanding of where goods and services originate and how they are obtained as in local businesses.  <b>TG3:</b> 8, 11, 16, 20, 21 <b>TG5:</b> 19
<b>Geography</b>	
<b>7.1 BASIC GEOGRAPHIC LITERACY</b>	
<b>A. GEOGRAPHIC TOOLS</b>	
7.1 PK.A Explain how a map is a representation of places.	<b>TG2:</b> 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69
<b>B. LOCATION OF PLACES AND REGIONS</b>	
<i>Emerging to...</i> Describe the location of places in the home, school, and community to gain an understanding of relative location.	<b>TG1:</b> 36, 48-49 <b>TG6:</b> 62, 74-75
<b>7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS</b>	
<b>A. PHYSICAL CHARACTERISTICS</b>	
7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<b>TG1:</b> 16, 19, 24, 44, 63, 99 <b>TG2:</b> 17, 43, 44, 45, 96, 97 <b>TG3:</b> 11, 17, 21, 38, 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 96, 102 <b>TG8:</b> 68 <b>TG9:</b> 22, 23, 90
<b>History</b>	
<b>8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT</b>	
<b>A. CONTINUITY AND CHANGE OVER TIME</b>	
8.1 PK.A Identify a sequence of events through a day.	<b>TG1:</b> 17, 19, 26 <b>TG3:</b> 11 <b>TG5:</b> 11, 17 <b>TG6:</b> 69 <b>TG9:</b> 22

<b>C. RESEARCH</b>	
8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	<b>TG2:</b> 60, 73, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 16, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 70, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 68, 86 <b>TG9:</b> 8, 34, 60, 86
<b>CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS</b>	
<b>9.1.M Production and Performance – Music and Movement</b>	
<b>A. ELEMENTS AND PRINCIPLES</b>	
9.1.M PK.A Know and use basic elements and principles of music and movement.	<b>TG1:</b> 12, 14, 41, 47, 67, 90, 101 <b>TG2:</b> 15, 41, 64, 67, 75, 93 <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 21, 38, 41, 47, 64, 67, 90, 93 <b>TG6:</b> 12, 15, 38, 41, 64, 67, 90, 93, 99 <b>TG7:</b> 12, 15, 41, 90, 93 <b>TG8:</b> 12, 15, 18, 64, 67, 93 <b>TG9:</b> 12, 15, 24, 38, 41, 64, 67, 90, 93
<b>B. DEMONSTRATION</b>	
9.1.M PK.B Respond to different types of music and dance through participation and discussion.	<b>TG1:</b> 15, 38, 41, 48, 64, 93 <b>TG2:</b> 15, 41, 67, 93 <b>TG3:</b> 12, 15, 38, 41, 67, 93 <b>TG4:</b> 15, 41, 67, 93 <b>TG5:</b> 15, 38, 41, 64, 67, 89, 93 <b>TG6:</b> 12, 15, 37, 41, 64, 67, 90, 93 <b>TG7:</b> 41, 67, 93, 95 <b>TG8:</b> 15, 67, 93 <b>TG9:</b> 15, 41, 67, 93
<b>E. REPRESENTATION</b>	
9.1.M PK.E Use imagination and creativity to express self through music and dance.	<b>TG1:</b> 15, 38, 41, 48, 64, 93 <b>TG2:</b> 15, 41, 67, 93 <b>TG3:</b> 12, 15, 38, 41, 67, 93 <b>TG4:</b> 15, 41, 67, 93 <b>TG5:</b> 15, 38, 41, 64, 67, 89, 93 <b>TG6:</b> 12, 15, 37, 41, 64, 67, 90, 93 <b>TG7:</b> 41, 67, 93, 95 <b>TG8:</b> 15, 67, 93 <b>TG9:</b> 15, 41, 67, 93
<b>J. TECHNOLOGIES</b>	
9.1.M PK.J Use a variety of technologies for producing or performing works of art.	<b>TG4:</b> 24, 102 <b>TG6:</b> 102 <b>TG7:</b> 24 <b>TG8:</b> 102
<b>9.1.D Production and Performance – Dramatic and Performance Play</b>	
<b>B. DEMONSTRATION</b>	
9.1.D PK.B Recreate a dramatic play experience for an audience.	<b>TG1:</b> 89, 91, 97 <b>TG2:</b> 10, 36, 37, 41, 62, 63, 69, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 11, 17, 19, 35, 43, 61, 69, 97 <b>TG5:</b> 41, 67, 69, 87, 88 <b>TG6:</b> 11, 16, 17, 63, 89 <b>TG7:</b> 22, 67, 71, 89, 97 <b>TG8:</b> 93 <b>TG9:</b> 15, 36

<b>E. REPRESENTATION</b>	
9.1.D PK.E Use imagination and creativity to express self through dramatic play.	<b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
<b>9.1.V Production and Performance – Visual Arts</b>	
<b>A. ELEMENTS AND PRINCIPLES</b>	
9.1.V PK.A Know and use basic elements of visual arts.	<i>Children are encouraged to use basic elements of visual arts in Practice Centers such as Creativity Station and Fine Motor Centers.</i>  <b>TG1:</b> 51, 63, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
<b>B. DEMONSTRATION</b>	
9.1.V PK.B Combine a variety of materials to create a work of art.	<b>TG1:</b> 51, 63, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
<b>E. REPRESENTATION</b>	
9.1.V PK.E Use imagination and creativity to express self through visual arts.	<b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
<b>J. TECHNOLOGIES</b>	
9.1.V PK.J Use a variety of technologies for producing works of art.	<i>Children are invited to use a variety of technologies to create and produce works of art.</i>  <b>TG1:</b> 37, 51, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102-103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 51, 61, 86, 87 89, 94-95, 98 <b>TG6:</b> 10, 36, 62, 76-77, 88 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 35, 61, 63, 87 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
<b>9.2 Historical and Cultural Context of Works in the Arts</b>	
<b>D. PERSPECTIVE</b>	

9.2 PK.D Explain that instruments or art forms represent cultural perspectives.	<b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63
<b>9.3 Critical Response to Works in the Arts</b>	
<b>F. IDENTIFICATION</b>	
9.3 PK.F Recognize and name a variety of art forms.	<b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63
<b>G. CRITICAL RESPONSE</b>	
9.3 PK.G Formulate and share an opinion about others' art products.	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
<b>9.4 Aesthetic Response to Works in the Arts</b>	
<b>B. EMOTIONAL RESPONSE</b>	
9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
<b>HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY</b>	
<b>10.1 Concepts of Health</b>	
<b>B. INTERACTION OF BODY SYSTEMS</b>	
10.1 PK.B Identify and locate body parts.	<b>TG1:</b> 35, 37, 38, 42, 45, 47, 62, 63, 64, 74, 77 <b>TG3:</b> 63 <b>TG6:</b> 93 <b>TG7:</b> 9, 63 <b>TG8:</b> 38, 41, 63
<b>C. NUTRITION</b>	
10.1 PK.C Identify foods that keep our body healthy.	<b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44
<b>D. ALCOHOL, TOBACCO, AND CHEMICAL SUBSTANCES</b>	
10.1 PK.D Identify and discuss the purposes of medicine.	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me, including the doctor visits and responsible use of medicines when needed.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44

<b>E. HEALTH PROBLEMS AND DISEASE PREVENTION</b>	
10.1 PK.E Identify and discuss common health problems.	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44
<b>10.2 Healthful Living</b>	
<b>A. HEALTH PRACTICES, PRODUCTS, AND SERVICES</b>	
10.2 PK.A Identify fundamental practices for good health.	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44
<b>E. HEALTH AND THE ENVIRONMENT</b>	
10.2 PK.E Identify environmental factors that affect health.	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>  <b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44
<b>10.3 Safety and Injury Prevention</b>	
<b>A. SAFE AND UNSAFE PRACTICES</b>	
10.3 PK.A Recognize safe and unsafe practices.	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
<b>B. EMERGENCY RESPONSES</b>	
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	<i>Children practice personal safety skills throughout the year including appropriate actions in emergency situations.</i>  <b>TG1:</b> 39, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 17, 19, 23 <b>TG7:</b> 95 <b>TG9:</b> 36, 41, 42, 88
<b>10.4 Physical Activity – Gross Motor Coordination</b>	
<b>A. CONTROL AND COORDINATION</b>	

10.4 PK.A Demonstrate coordination of body movements in active play.	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
<b>B. BALANCE AND STRENGTH</b>	
10.4 PK.B Exhibit balance while moving on the ground or using equipment.	<b>TG1:</b> 35, 37, 61, 93 <b>TG2:</b> 37, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 93 <b>TG4:</b> 10, 37, 63 <b>TG5:</b> 41, 62, 69, 87 <b>TG6:</b> 9, 38, 89 <b>TG7:</b> 35, 37, 89 <b>TG8:</b> 35, 37 <b>TG9:</b> 61, 62, 89
<b>10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Development</b>	
<b>A. STRENGTH, COORDINATION, AND MUSCLE CONTROL</b>	
10.5 PK.A Use hands, fingers, and wrists to manipulate objects.	<b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
<b>B. EYE/HAND COORDINATION</b>	
10.5 PK.B Coordinate eye and hand movements to perform a task.	<b>TG1:</b> 8, 37, 60, 63, 92, 101 <b>TG2:</b> 10, 37, 63, 87 <b>TG3:</b> 9, 35, 37, 49, 61, 62, 89 <b>TG4:</b> 8, 35, 36, 62, 73, 87, 88, 89, 99 <b>TG5:</b> 9, 10, 35, 36, 37, 61, 62, 89 <b>TG6:</b> 10, 35, 36, 61, 62, 73, 87, 88, 89 <b>TG7:</b> 10, 11, 35, 61, 62, 87, 88 <b>TG8:</b> 9, 10, 35, 36, 61, 62, 87, 88 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
<b>C. USE OF TOOLS</b>	
10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
<b>16.1 Self-Awareness and Self-Management</b>	
<b>A. MANAGES EMOTIONS AND BEHAVIORS</b>	
16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.	<b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95

<b>B. INFLUENCES OF PERSONAL TRAITS ON LIFE</b>	
16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	<b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
<b>C. RESILIENCY</b>	
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<p><b>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress Response and Commit provide opportunities for children to learn and practice coping skills (Teaching Guide pages 12-13, 38-39, 64-65, 90-91) In addition, children can apply coping skills to be flexible in other areas such as Math and STEAM lessons and Practice Centers. This indicator is addressed daily when children check on their commitments during the Closing Circle routine (pages 26, 52, 78, and 104 of each Teacher Guide.)</b></p> <p><b>TG1:</b> 75, 103 <b>TG2:</b> 10, 11, 50-51, 61, 62, 63, 74, 77, 87, 89, 103 <b>TG3:</b> 9, 10, 11, 22-23, 24-25, 35, 37, 45, 61, 75, 77, 87, 89 <b>TG4:</b> 25, 35, 37, 50-51, 61, 63, 77, 89, 95, 100-101, 103 <b>TG5:</b> 25, 39, 50-51, 62, 63, 72, 74-75, 92, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 38, 48-49, 51, 62, 63, 76-77, 87, 89 <b>TG7:</b> 11, 25, 50-51, 62, 63, 68-69, 76-77, 101 <b>TG8:</b> 10, 11, 18-19, 23, 37, 40, 45, 76-77, 89 <b>TG9:</b> 24-25, 36, 49, 51, 74-75, 77, 89, 103</p>
<b>D. GOAL-SETTING</b>	
16.1 PK.D Establish goals independently and recognize their influence on choices.	<b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>16.2 Establishing and Maintaining Relationships</b>	
<b>A. RELATIONSHIPS – TRUST AND ATTACHMENT</b>	
16.2 PK.A Interact with peers and adults in a socially acceptable manner.	<b>Conscious Discipline™ strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's</b>

	<p><i>Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults.</i></p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<b>B. DIVERSITY</b>	
16.2 PK.B Identify similarities and differences between self and others.	<b>TG1:</b> 44 <b>TG2:</b> 48, 89, 102-103 <b>TG3:</b> 62 <b>TG4:</b> 35, 61 <b>TG5:</b> 90 <b>TG6:</b> 97 <b>TG8:</b> 70-71 <b>TG9:</b> 10, 89, 90, 93, 100-101
<b>C. COMMUNICATION</b>	
16.2 PK.C Engage in reciprocal communication with adults and peers.	<p><i>Children engage in daily activities to learn how to appropriately interact with others during the <b>UNITE</b> and <b>CONNECT</b> portions of the <b>Greeting Circle</b> (pages <b>12-13, 38-39, 64-65, 90-91</b> in each <b>Teacher’s Guide</b>).</i></p> <p><b>TG1:</b> 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 89, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<b>A. MANAGING INTERPERSONAL CONFLICTS</b>	
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. *See also 5.2.PK.B	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-

	101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103
<b>E. SUPPORT – ASKING FOR HELP</b>	
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	<b>TG1:</b> 36, 52, 68 <b>TG2:</b> 20, 96-97 <b>TG3:</b> 8, 43, 46, 68-69, 70, 72, 96-97, 98 <b>TG4:</b> 16-17, 20, 22-23, 45, 46, 68-69, 70-71, 72, 94-95, 96-97 <b>TG5:</b> 10, 11, 14, 22-23, 42-43, 44-45, 63, 66, 70-71 <b>TG6:</b> 9, 11, 14, 18-19, 20, 40, 44, 47, 62, 70-71, 72, 92, 98, 100-101 <b>TG7:</b> 14, 16-17, 40, 50-51, 70-71, 72, 87, 89, 94-95, 96-97 <b>TG8:</b> 18-19, 42-43, 44-45, 60, 61, 62, 68-69, 94-95, 96-97 <b>TG9:</b> 14, 36, 42-43, 64, 68-69, 70-71, 72-73, 96
<b>16.3 Decision-Making and Responsible Behavior</b>	
<b>A. DECISION-MAKING SKILLS</b>	
16.3 PK.A Interpret the consequences of choices.	<b>Conscious Discipline™</b> specifically guides children in being successful in their social and emotional endeavors throughout the day. The <b>COMMIT</b> portion of the <b>Greeting Circle</b> (pages <b>13, 39, 65, 91</b> in each <b>Teacher’s Guide</b> ) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.  <b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>B. UNDERSTANDING SOCIAL NORMS (Social Identity)</b>	
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	<b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95
<b>C. RESPONSIBLE ACTIVE ENGAGEMENT - EMPATHY</b>	

16.3 PK.C Actively engage in assisting others when appropriate.

*Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the **CONNECT** portion of the **Greeting Circle** (pages **13, 39, 65, 91** in each **Teacher Guide**) and encourages children to assist others when appropriate.*

**TG1:** 11, 38, 91, 93, 94, 95, 99 **TG2:** 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 **TG3:** 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 **TG4:** 25, 35, 37, 50-51, 61, 77, 87, 89, 103 **TG5:** 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 **TG6:** 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 **TG7:** 8, 9, 11, 61 **TG8:** 9, 10, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 **TG9:** 36, 51, 61, 77, 89, 93, 95, 101, 103