

# Oklahoma Academic Standards for Pre-Kindergarten Correlation to Frog Street Pre-K



## Oklahoma Academic Standards Correlation to Frog Street Pre-K 2020

Oklahoma Academic Standards for Pre-K	Frog Street Pre-K Teacher Guide Page References
<b>English Language Arts</b>	
<b>Standard 1: Speaking and Listening</b>	
<b>Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</b>	
<b>Reading: Students will develop and apply effective communication skills through speaking and active listening.</b>	
PK.1.R.1 Students will actively listen and speak using agreed-upon rules with guidance and support.	<b>TG1:</b> 13, 20, 26, 43, 46, 51, 52, 62, 67, 72, 96, 98, 103, 104 <b>TG2:</b> 20, 26, 52, 78, 104 <b>TG3:</b> 19, 26, 44, 52, 70, 78, 96, 97, 104 <b>TG4:</b> 16, 18, 20, 26, 37, 44, 45, 46, 52, 70, 71, 72, 78, 96, 97, 98, 104 <b>TG5:</b> 16, 17, 26, 43, 45, 52, 63, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 40, 42, 43, 45, 52, 64, 66, 68, 69, 71, 78, 93, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 46, 52, 66, 68, 69, 71, 72, 78, 92, 94, 95, 96, 97, 98, 104 <b>TG9:</b> 14, 16, 17, 18, 19, 20, 26, 43, 45, 46, 52, 66, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
PK.1.R.2 Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	<b>TG1:</b> 18, 42, 44, 45, 68, 71, 96 <b>TG2:</b> 16, 17, 18, 42, 43, 44, 45, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
PK.1.R.3 Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	<b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104

PK.1.R.4 Students will follow simple oral directions.	<b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72
<b>Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</b>	
PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.	<b>Day 3 and Day 4 in Literacy Small Group lessons provide opportunities for children to share personal connections or stories with guidance and support.</b>
PK.1.W.2 Students will work respectfully with others with guidance and support.	<b>TG1:</b> 18, 42, 44, 68, 71, 96, 103 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 89, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
<b>Standard 2: Reading Foundations</b>	
<b>Students will develop foundational skills for future reading success by working with sounds, letters, and text.</b>	
<b>Phonological Awareness: Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.</b>	
PK.2.PA.1 Students will distinguish spoken words in a sentence with guidance and support.	<b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20  <b>Resources:</b> Strategy Card – <b>Sentence Segmentation</b>
PK.2.PA.2 Students will recognize spoken words that rhyme.	<b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97  <b>Resources:</b> Strategy Card – <b>Rhyming Words</b>
PK.2.PA.3 Students will begin to recognize syllables in spoken words (e.g., sunshine= sun + shine).	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72  <b>Resources:</b> Strategy Card – <b>Syllables</b>
PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46
PK.2.PA.5 Students will begin to recognize initial sounds in a set of spoken words (i.e., alliteration).	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98  <b>Resources:</b> Strategy Card – <b>Alliteration</b>

<b>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</b>	
PK.2.PC.1 Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.	<p><b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47, 86, 99 <b>TG3:</b> 21, 47, 60, 73, 86, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 86, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99</p> <p><b>Resources:</b> Strategy Card – Alphabet Knowledge, Letter Builder Set, Letter Card Set</p>
PK.2.PC.2 Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.	<p><b>TG1:</b> 47, 73, 86, 94, 99 <b>TG2:</b> 8, 16, 34 <b>TG3:</b> 18, 34, 44, 70, 96 <b>TG4:</b> 18, 44, 96 <b>TG5:</b> 16, 21, 44, 70, 95, 96 <b>TG6:</b> 16, 44, 70, 96 <b>TG7:</b> 8, 16, 18, 44, 60, 70, 96 <b>TG8:</b> 8, 18, 44, 60, 70, 96 <b>TG9:</b> 8, 44, 70, 96</p>
PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.	<p><b>TG1:</b> 47, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG3:</b> 34 <b>TG4:</b> 35, 61 <b>TG5:</b> 43 <b>TG6:</b> 21, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8</p>
PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.	<p><b>Morning Message, Step 2 models sentence structure and spacing each day.</b></p> <p><b>TG1:</b> 66, 92 <b>TG2:</b> 14, 40, 66, 92 <b>TG3:</b> 14, 40, 66, 92 <b>TG4:</b> 14, 40, 66, 92 <b>TG5:</b> 14, 40, 66, 92 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 92 <b>TG8:</b> 14, 20, 40, 66, 92 <b>TG9:</b> 14, 40</p>
PK.2.PC.5 Students will begin to understand that print moves from top to bottom, left to right, and front to back.	<p><b>Morning Message, Step 2 models print directionality daily.</b></p> <p><b>TG1:</b> 9, 40, 66, 92 <b>TG2:</b> 14, 66, 92 <b>TG5:</b> 14, 92 <b>TG6:</b> 14, 40 <b>TG7:</b> 14 <b>TG8:</b> 14, 47, 73, 92 <b>TG9:</b> 8, 14, 40, 66, 92</p>
PK.2.PC.6 Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.	<p><b>Morning Message, Step 2 models sentence structure, including punctuation daily.</b></p> <p><b>TG3:</b> 14, 22, 40, 66, 92 <b>TG4:</b> 14, 21, 34, 40, 47, 66, 92, 99 <b>TG5:</b> 14, 21, 40, 66, 92 <b>TG6:</b> 40, 66, 92 <b>TG7:</b> 14, 40, 66, 92 <b>TG8:</b> 8, 14, 40, 66, 92 <b>TG9:</b> 14, 21, 40, 66, 92</p>
<b>Phonics and Word Study: Students will decode and read words in context and isolation by applying phonics and word analysis skills.</b>	
PK.2.PWS.1 Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.	<p><b>TG1:</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92</p> <p><b>Resources:</b> Strategy Card – Alphabet Knowledge</p>

PK.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.	<b>TG4:</b> 40 <b>TG5:</b> 73, 92, 99 <b>TG7:</b> 21 <b>TG8:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 47, 73, 86  <b>Resources:</b> Strategy Card – <b>Alphabet Knowledge</b>
<b>Fluency: Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</b>	
PK.2.F.1 Students will read first name in print.	<i>Children begin to recognize familiar words including their first name in Frog Street Pre-K throughout the year. The four levels of the Signing in Continuum scaffold children’s ability to recognize and read their name in print.</i>  <b>TG1:</b> 47 <b>TG2:</b> 15, 67 <b>TG3:</b> 15 <b>TG5:</b> 47, 73, 99 <b>TG7:</b> 99 <b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47, 99  <b>Welcome Guide:</b> 55 <b>Resources:</b> Strategy Card – <b>Alphabet Knowledge</b>
<b>Standard 2: Reading and Writing Process</b> <b>Students will use a variety of recursive reading and writing processes.</b>	
<b>Reading: Students will read and comprehend increasingly complex literary and informational texts.</b>	
PK.2.R Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95  <b>Resources:</b> Strategy Card – <b>Read-Aloud</b>
<b>Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</b>	
PK.2.W Students will begin to express themselves through drawing, dictating, and emergent writing.	<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, 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  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
<b>Standard 3: Critical Reading and Writing</b> <b>Students will apply critical thinking skills to reading and writing.</b>	
<b>Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</b>	
PK.3.R.1 Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.	<b>TG1:</b> 16, 18, 43 <b>TG2:</b> 18, 71 <b>TG3:</b> 96 <b>TG5:</b> 69, 71 <b>TG6:</b> 19

PK.3.R.2 Students will describe characters in a story with guidance and support.	<b>TG1:</b> 18, 71 <b>TG2:</b> 19, 42, 43, 70 <b>TG3:</b> 18, 19, 95, 97 <b>TG4:</b> 19, 21, 43, 45, 69 <b>TG5:</b> 69, 71, 95 <b>TG6:</b> 19, 42, 69, 95, 96 <b>TG7:</b> 17, 45 <b>TG9:</b> 16, 96  <b>Resources:</b> Strategy Card – <b>Read-Aloud</b>
PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.	<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  <b>Resources:</b> Strategy Card – <b>Read-Aloud</b>
PK.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	<b>TG1:</b> 18, 42, 44, 45, 68, 71, 96 <b>TG2:</b> 16, 17, 18, 42, 43, 44, 45, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97  <b>Resources:</b> Strategy Card – <b>Read-Aloud</b>
<b>Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</b>	
PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.	<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, 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  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
<b>Standard 4: Vocabulary</b> <b>Students will expand their working vocabularies to effectively communicate and understand texts.</b>	
<b>Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</b>	
PK.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	<i>A Word of the Week is introduced in the Greeting Circle. Theme and concept vocabulary are introduced in Read-Alouds and Literacy Small Groups. Math and content vocabulary are taught in the context of the appropriate lessons.</i>
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	<b>TG1:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TG2:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 <b>TG4:</b> 16, 18, 26, 42,

	44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
PK.4.R.3 Students will name and sort familiar objects into categories based on common attributes with guidance and support.	<b>TG1:</b> 69, 74, 75 <b>TG2:</b> 35, 66, 72, 86 <b>TG3:</b> 97 <b>TG4:</b> 86, 98 <b>TG6:</b> 42 <b>TG7:</b> 96, 98 <b>TG9:</b> 34, 96
<b>Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</b>	
PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	<b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 42, 43, 45, 94
PK.4.W.2 Students will begin to select appropriate language according to purpose.	<b>TG1:</b> 24, 43 <b>TG4:</b> 89 <b>TG5:</b> 72, 88, 98 <b>TG7:</b> 42, 43, 68, 69, 94, 95 <b>TG8:</b> 17 <b>TG9:</b> 94
<b>Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.</b>	
<b>Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</b>	
PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	<b>Morning Message</b> provides a daily lesson that develops the ability to detect, manipulate, and analyze the auditory parts of spoken language. <b>Day 2</b> in the <b>Literacy Small Group</b> also reinforces these same skills introduced in <b>Morning Message</b> .  <b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 <b>TG2:</b> 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 <b>TG4:</b> 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 <b>TG6:</b> 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 <b>TG7:</b> 18, 20, 34, 38, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99  <b>Resources:</b> Vocabulary Cards, Photo Cards
PK.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	
PK.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.	
PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.	<b>TG1:</b> 36, 48, 48, 49 <b>TG2:</b> 23, 37 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
<b>Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</b>	
These standards begin in Kindergarten.	Not a Pre-K Standard.

<b>Standard 6: Research</b>	
<b>Students will engage in inquiry to acquire, refine, and share knowledge.</b>	
<b>Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</b>	
PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	<i>Children learn to share relevant information in Frog Street Pre-K through discussions that connect Read-Alouds, Math and STEAM activities to areas of interest.</i>  <b>TG1:</b> 18, 52, 62, 64, 103 <b>TG2:</b> 16, 18, 26, 42, 52, 78, 104 <b>TG3:</b> 26, 47, 52, 71, 78, 97, 104 <b>TG4:</b> 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 <b>TG5:</b> 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 <b>TG6:</b> 26, 47, 52, 73, 78, 99, 104 <b>TG7:</b> 14, 26, 42, 43, 52, 69, 78, 104 <b>TG8:</b> 26, 52, 78, 104 <b>TG9:</b> 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
<b>Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</b>	
PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	<i>Children learn to share relevant information and ask questions in Frog Street Pre-K through discussions that connect Read-Alouds, Math and STEAM activities to areas of interest.</i>  <b>TG1:</b> 18, 52, 62, 64, 103 <b>TG2:</b> 16, 18, 26, 42, 52, 78, 104 <b>TG3:</b> 26, 47, 52, 71, 78, 97, 104 <b>TG4:</b> 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 <b>TG5:</b> 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 <b>TG6:</b> 26, 47, 52, 73, 78, 99, 104 <b>TG7:</b> 14, 26, 42, 43, 52, 69, 78, 104 <b>TG8:</b> 26, 52, 78, 104 <b>TG9:</b> 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
<b>Standard 7: Multimodal Literacies</b>	
<b>Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</b>	
<b>Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</b>	
PK.7.R Students will recognize formats of print and digital text with guidance and support.	<i>Children have opportunities to use technology to access information and create digital products in Frog Street Pre-K.</i>  <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, 102 <b>TG6:</b> 8, 34, 60, 70, 86, 102 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 68, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86



<b>Writing: Students will create multimodal texts to communicate knowledge and develop arguments.</b>	
PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.	<i>Children have opportunities to use technology to use appropriate technology/media to communicate in Frog Street Pre-K.</i>  <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>Standard 8: Independent Reading and Writing</b>	
<b>Students will read and write for a variety of purposes including, but not limited to, academic and personal.</b>	
<b>Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</b>	
PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	<b>TG1:</b> 11, 42, 71, 73, 96, 99 <b>TG2:</b> 18, 42, 44, 45, 73 <b>TG3:</b> 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 <b>TG4:</b> 14, 16, 19, 42, 44, 68, 71, 97 <b>TG5:</b> 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 71, 94 <b>TG7:</b> 16, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99
<b>Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</b>	
PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	<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, 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  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
<b>Mathematics</b>	
<b>Number &amp; Operations (N)</b>	
<b>PK.N.1 Know number names and count in sequence.</b>	
PK.N.1.1 Count aloud forward in sequence by 1s to 20.	<b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23  <b>Resources:</b> Strategy Card – <b>Counting</b>
PK.N.1.2 Recognize and name written numerals 0-10.	<b>TG3:</b> 10, 22, 23, 36, 49, 88 <b>TG6:</b> 10, 22, 75 <b>TG8:</b> 23, 49, 76 <b>TG9:</b> 23, 87  <b>Resources:</b> Strategy Card – <b>Counting</b>

PK.N.1.3 Recognize that zero represents the count of no objects.	<b>TG2: 48 TG3: 22</b> <b>Resources: Strategy Card – Counting</b>
<b>PK.N.2 Count to tell the number of objects.</b>	
PK.N.2.1 Identify the number of objects, up to 10, in a row or column.	<b>TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101</b> <b>Resources: Strategy Card – Counting</b>
PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects.	<b>TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101</b> <b>Resources: Strategy Card – Counting</b>
PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	<b>TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87</b> <b>Resources: Strategy Card – Counting</b>
PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.	<b>TG2: 75, 101 TG5: 101 TG8: 74, 75 TG9: 48, 74, 75</b> <b>Resources: Strategy Card – Counting</b>
<b>PK.N.3 Compare sets using number.</b>	
PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.	<b>TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101</b> <b>Resources: Strategy Card – Measurement</b>
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>PK.A.1 Recognize, duplicate, and extend patterns.</b>	
PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.	<b>TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49</b> <b>Resources: Strategy Card – Classification</b>

PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.	<b>TG1:</b> 72 <b>TG2:</b> 87 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62  <b>Resources:</b> Strategy Card – <b>Patterning</b>
<b>Geometry &amp; Measurement (GM)</b>	
<b>PK.GM.1 Identify common shapes.</b>	
PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.	<b>TG1:</b> 101 <b>TG2:</b> 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 101 <b>TG5:</b> 10, 15, 22, 23, 62, 74, 75 <b>TG7:</b> 61 <b>TG8:</b> 37 <b>TG9:</b> 100  <b>Resources:</b> Strategy Card – <b>Geometry</b>
<b>PK.GM.2 Describe and compare measureable attributes.</b>	
PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102
PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.	<b>Resources:</b> Strategy Card – <b>Measurement</b>
PK.GM.2.3 Sort objects into sets by one or more attributes.	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49  <b>Resources:</b> Strategy Card – <b>Classification</b>
<b>Data &amp; Probability (D)</b>	
<b>PK.D.1 Collect and organize categorical data.</b>	
PK.D.1.1 Collect and organize information about objects and events in the environment.	<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, 101
PK.D.1.2 Use categorical data to create real-object graphs.	<b>TG6:</b> 88, 100, 101 <b>TG7:</b> 88 <b>TG9:</b> 100, 101
<b>Science</b>	
<b>Science Exploration (S)</b>	
PK.S.1 Engage in play to explore the physical and natural world.	<i>Children learn to explore the physical and natural world using their five senses throughout Frog Street Pre-K.</i>  <b>TG1:</b> 45, 47, 62, 63, 74, 77 <b>TG3:</b> 63 <b>TG7:</b> 9, 63 <b>TG8:</b> 63
PK.S.2 Make observations of the physical and natural world.	<b>TG1:</b> 25, 36, 44, 69, 77 <b>TG3:</b> 36, 71, 89 <b>TG4:</b> 37, 63, 87 <b>TG5:</b> 35, 37 <b>TG6:</b> 19, 37, 95 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 63

PK.S.3 Notice and describe similarities and differences among plants, animals, and objects.	<b>TG1:</b> 35 <b>TG4:</b> 9, 11, 17, 18, 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
PK.S.4 Share noticings and wonderings about the physical and natural world.	<b>TG1:</b> 103 <b>TG3:</b> 102 <b>TG4:</b> 37, 87 <b>TG5:</b> 35 <b>TG6:</b> 47 <b>TG9:</b> 11, 37, 63
PK.S.5 Ask questions based on curiosity about the physical and natural world.	<b>TG1:</b> 25 <b>TG5:</b> 42 <b>TG6:</b> 19, 69 <b>TG7:</b> 19, 46, 94 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
PK.S.6 Engage in investigations based on curiosity and wondering about the physical and natural world.	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36, 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 37, 43, 49, 89 <b>TG6:</b> 19, 37, 95 <b>TG7:</b> 11, 17, 36, 37, 63, 94 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 11, 23, 35, 37, 61, 63, 97
<b>Social Studies</b>	
<b>PK.1 The student will exhibit traits of good citizenship.</b>	
PK.1.1 Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.	<i>Recognizing the rules and responsibilities as a member of a family and 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 1, My School and Me</b> begins to work on the importance of rules and responsibilities at school while working cooperatively. <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, 104 <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
PK.1.2 Explain the need to respect the uniqueness of individuals in our class and community.	<b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)  <b>TG1:</b> 16, 19, 44, 55, 75, 78, 100 <b>TG2:</b> 17, 42, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71, 97 <b>TG9:</b> 10, 95
PK.1.3 Describe the concept of being a citizen.	<i>Children engage in activities such as voting for group decision making and saying the Pledge of Allegiance to understand the concept of citizenship.</i>  <b>TG2:</b> 69 <b>TG4:</b> 18, 20 <b>TG5:</b> 14, 71

PK.1.4 Identify the United States Flag as a symbol of the country.	<b>TG1:</b> 12, 38, 64 <b>TG2:</b> 12, 38, 90 <b>TG6:</b> 97 <b>TG8:</b> 12, 38, 90
<b>PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts.</b>	
PK.2.1 Explain that a map is a drawing of a place.	<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
PK.2.2 Use basic directional terms in relation to the student's relative location.	<b>TG1:</b> 36, 48, 48, 49 <b>TG2:</b> 23, 37 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
PK.2.3 Describe a classroom as a community.	<b>Theme 1 My School and Me</b> engages children in activities to involve each child as an active member of the classroom community. The daily <b>Greeting Circle</b> and <b>Closing Circle</b> in each theme provide community engagement.  <b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG2:</b> 12 <b>TG3:</b> 12, 21, 44, 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG5:</b> 12 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13
PK.2.4 Identify family customs and traditions as basic elements of culture.	<b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95) <b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95
<b>PK.3 The student will understand that history relates to events and people of other times and places.</b>	
PK.3.1 Explain history as things that happened in the past.	<i>Children engage in activities throughout Frog Street Pre-K to connect events, time, and routines to their own lives and the past.</i>  <b>TG1:</b> 16, 19, 24, 44, 99 <b>TG2:</b> 17, 45, 96, 97 <b>TG3:</b> 11, 17, 21, 38 <b>TG6:</b> 96, 102 <b>TG9:</b> 22, 23, 90
PK.3.2 Describe how we honor people and events of the past.	
PK.3.3 Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.	
PK.3.4 Explain that lessons can be learned from the past.	
<b>PK.4 The student will identify basic economic concepts.</b>	
PK.4.1 Identify basic needs all people share.	<b>TG3:</b> 68, 69
PK.4.2 Explain that people work to earn money to buy things they need and want.	<i>Children engage in activities to understand what it means to be a responsible 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

PK.4.3 Explain how resources are used by people to meet their needs.	<b>TG3:</b> 68, 69
PK.4.4 Describe how various school personnel provide needed services.	<b>Frog Street Pre-K encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and the various services they provide.</b>  <b>TG3:</b> 8, 11, 16, 20, 21 <b>TG5:</b> 19
<b>Fine Arts</b>	
<b>Dance - Performing (PR)</b>	
<b>D.PR.1: Develop and refine artistic techniques and work for presentation.</b>	
PK.D.PR.1.1 Identify and move body parts and imitate movements upon request.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14 <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
PK.D.PR.1.2 Imitate basic locomotor and nonlocomotor movements	
PK.D.PR.1.3 Move in general space and start and stop on cue while maintaining personal space.	<b>TG1:</b> 35, 49, 65, 72 <b>TG2:</b> 50, 61, 63, 88 <b>TG3:</b> 24, 35, 37, 49, 87 <b>TG4:</b> 12, 50 <b>TG5:</b> 102 <b>TG6:</b> 9, 12, 16, 37, 89 <b>TG7:</b> 35, 37, 62, 89 <b>TG8:</b> 10, 36, 37, 41, 62, 88 <b>TG9:</b> 37, 89
PK.D.PR.1.4 Recognize that food provides energy for physical activity.	<b>Theme 6 Safe, Helpful, Healthy Me engages children in activities to develop good nutrition and exercise habits to build energy for physical activities.</b>  <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>D.PR.2: Select, analyze, and interpret artistic work for presentation.</b>	
PK.D.PR.2.1 Imitate and follow directions for moving the body in general space (e.g., forward, backward, sideways, up, down, turning) and finding and returning to a place in space.	<i>The daily Music and Movement activities engage children in music rhythms, patterns, and varying tonalities, which helps them to remember new information presented in this way.</i>  <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
PK.D.PR.2.2 Imitate speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.	
PK.D.PR.2.3 Identify and apply different movement qualities (e.g., slow, smooth, wavy).	
<b>Welcome Guide: 23</b>	

<b>D.PR.3: Convey meaning through the presentation of artistic work.</b>	
PK.D.PR.3.1 Dance with others in a designated area or space. PK.D.PR.3.2 Use a simple prop as part of a dance.	<p><i>The daily <b>Music and Movement</b> activities encourage children to dance with others and use simple props as they develop ways to convey meaning through dance to favorite and theme related songs and rhymes.</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> <p><b>Welcome Guide:</b> 23</p>
<b>Dance - Creating (CR)</b>	
<b>D.CR.1: Generate and conceptualize artistic ideas and work.</b>	
PK.D.CR.1.1 Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile).	<p><i>The daily <b>Music and Movement</b> activities engage children in music rhythms, patterns, and varying tonalities, which helps them to remember new information presented in this multi-sensory way. Favorite and theme related songs that children respond to through movement can boost endorphins which boost attention and memory.</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> <p><b>Welcome Guide:</b> 23</p>
PK.D.CR.1.2 Explore basic locomotor and nonlocomotor movements.	<p><b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14 <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93</p>
<b>D.CR.2: Organize and develop artistic work.</b>	
PK.D.CR.2.1 Improvise dance that starts and stops on cue. PK.D.CR.2.2 Engage in dance experiences moving alone or with a partner.	<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> <p><b>Welcome Guide:</b> 23</p>

<b>D.CR.3: Refine and complete artistic work.</b>	
PK.D.CR.3.1 Follow verbal cues for changing movement through guided improvisational experiences.	<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>Welcome Guide:</b> 23
PK.D.CR.3.2 Identify parts of the body and draw a picture of a body shape or position.	<b>TG1:</b> 35, 37, 38, 42, 64 <b>TG6:</b> 93 <b>TG8:</b> 38, 41
<b>Responding (RE) D.RE.1: Perceive and analyze artistic work.</b>	
PK.D.RE.1.1 Identify a learned movement in a 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>Welcome Guide:</b> 23
PK.D.RE.1.2 Demonstrate an observed or performed dance movement.	
<b>D.RE.2: Construct meaningful interpretations of artistic work.</b>	
PK.D.RE.2.1 Observe a shape or movement and describe it.	<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>Welcome Guide:</b> 23
<b>D.RE.3: Apply criteria to evaluate artistic work.</b>	
PK.D.RE.3.1 Imitate a movement from a dance and explain how it feels to perform it.	<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>Welcome Guide:</b> 23
<b>Connecting (CN) D.CN.1: Synthesize and relate knowledge and personal experiences to make art.</b>	



PK.D.CN.1.1 Recognize emotions expressed in dance movement that is watched or performed.	<p><b>The Frog Street Teacher Portal provides access to various artist performances that children can observe and imitate during Music and Movement activities.</b></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> <p><b>Welcome Guide:</b> 23</p>
PK.D.CN.1.2 Observe a dance work. Imitate a movement from the dance and ask a question about the dance.	
<b>D.CN.2: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding.</b>	
PK.D.CN.2.1 Imitate a dance movement experienced at home or elsewhere.	<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> <p><b>Welcome Guide:</b> 23</p>
<b>Drama/Theatre (DT)</b>	
<b>DT.CR.1: Generate and conceptualize artistic ideas and work.</b>	
PK.DT.CR.1.1 With guidance, retell stories, and/or imagine variations of existing stories utilizing developmentally appropriate culturally diverse literature.	<p><i>Children are encouraged to use their imaginations in retelling/reenacting the stories from the Read Aloud lessons in the Pretend and Learn Center.</i></p> <p><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</p>
PK.DT.CR.1.2 Imagine production elements for a unified drama/theatre concept by using simple everyday objects to create costumes, props, and puppets.	
PK.DT.CR.1.3 Develop characters authentic to the drama/theatre work by using the body and voice to create vivid characters appropriate to the story.	
<b>DT.CR.2: Organize, develop, and rehearse artistic ideas and work.</b>	
PK.DT.CR.2.1 Sequence plot events in a play plan, dramatic play, or guided drama experience.	<p><i>Children are invited to engage in dramatic play weekly in the Pretend and Learn Center.</i></p> <p><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</p>
PK.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play (e.g. individual, personal, projected, and collaborative play) and playing appropriately with others.	

<b>DT.CR.3: Revise, refine, and complete artistic work.</b>	
PK.DT.CR.3.1 Prepare a unified drama/theatre work for presentation by demonstrating skills of drama/theatre, which are also “skills of mind”; imagination, focus, concentration.	<p><i>Children are invited to engage in dramatic play weekly in the <b>Pretend and Learn Center</b>. Props used for dramas and imaginative play can also be created in the <b>Creativity Center</b>. Children are encouraged to create characters from <b>Read-Alouds</b> or their own imaginations with scenery to support their stories using common objects and supplies in the centers.</i></p> <p><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</p>
PK.DT.CR.3.2 Use the body to create a vivid character with energy and movement and use the voice to create a vivid character with volume, pitch, and tone.	
PK.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by imaginatively transforming common objects (e.g., fabric, blocks, kitchen utensils, etc.) into scenery and props that support the story.	
<b>Performing (PR)</b>	
<b>DT.PR.1: Select, analyze, and interpret artistic work for presentation.</b>	
PK.DT.PR.1.1 Demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, etc.) and select the most supportable choice for the moment through identification of essential events.	<p><i>Children are encouraged to work cooperatively to achieve dramatic play goals throughout the year. The <b>Creativity Center</b> and <b>Pretend and Learn Center</b> provide multiple choices for children to engage in all types of dramatic play. Each weekly center is theme related throughout the nine thematic units.</i></p> <p><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</p>
PK.DT.PR.2.1 Develop expertise through a personalization of techniques by assuming roles in a variety of dramatic forms (e.g.: play plans, dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, etc.) and by observing, listening, and responding to the work of others.	
PK.DT.PR.2.2 Make choices for multiple aspects of drama/theatre work (including design elements of playing space).	
<b>DT.PR.3: Convey meaning through the presentation of an artistic work.</b>	
PK.DT.PR.3.1 Perform a non-exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are part of recognizable and shared human experiences (e.g. family, workers, community helpers, etc.).	<p><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</p>

<b>Responding</b>	
<b>DT.RE.1: Perceive and analyze artistic work.</b>	
PK.DT.RE.1.1 Identify choices in a drama/theatre work to understand personal reactions as a participant in a drama/theatre event (e.g. play plans, dramatic play, guided drama, and/or in developmentally appropriate live or recorded theatrical performances) through discussion or drawing.	<i>Children are taught the <b>Brain Smart Strategies</b> from <b>Conscious Discipline</b> and encouraged to make smart choices daily throughout the school day, including the choices they make during dramatic play.</i>  <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>DT.RE.2: Interpret intent and meaning in artistic work.</b>	
PK.DT.RE.2.1 With prompting and support, create or interpret a drama/theatre work (play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) by asking questions, sharing personal responses, and reflecting upon performances viewed.	<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
PK.DT.RE.2.2 Discuss feelings about and reactions to what was enacted, seen, heard, and felt in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	
PK.DT.RE.2.3 Explore and express personal likes and dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	
<b>DT.RE.3: Apply criteria to evaluate artistic work.</b>	
PK.DT.RE.3.2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.).	<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
PK.DT.RE.3.3 Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences.	
<b>Connecting (CN)</b>	
<b>DT.CN.1: Synthesize and relate knowledge and personal experiences to art.</b>	
PK.DT.CN.1.1 With guidance, identify similarities between characters and stories and personal experiences in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	<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>DT.CN.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
PK.DT.CN.2.1 With guidance, understand that drama/theatre works influence and are influenced by personal and societal contexts, such as family, workers, and community helpers.	<p><b>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to societal, cultural, and historical context of families and community. (pages 94-95)</b></p> <p><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</p>
PK.DT.CN.2.2 With prompting and support, explore the stories of the thirty-nine present day tribes that call Oklahoma home.	
<b>DT.CN.3: Research and relate artistic ideas/works and societal, cultural, and historical context to deepen understanding</b>	
PK.DT.CN.3.1 With prompting and support, identify pictures, grade-appropriate multicultural stories, and real people or fictional characters as sources for play plans, dramatic play or guided drama.	<p><b>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to societal, cultural, and historical context of families and community. (pages 94-95)</b></p> <p><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</p>
PK.DT.CN.3.2 With prompting and support, explore visual elements that can add meaning to dramatic play or guided drama experiences.	
<b>Music (M)</b>	
<b>Creating (CR)</b>	
<b>M.CR.1: Generate musical ideas through reading, notating, and/or interpreting music.</b>	
PK.M.CR.1.1 Explore the elements of music, including: A. Beat/Meter (steady beat) B. Pitch (high/low) C. Tempo (fast/slow) D. Dynamics (loud/quiet)	<p><i>The theme related <b>Music and Movement</b> songs and activities engage children in a variety of ways to experience and interpret music daily.</i></p> <p><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</p>
PK.M.CR.1.2 Explore melodic and rhythmic answers using voice and classroom instruments.	
PK.M.CR.1.3 Explore movement (nonlocomotor and locomotor) appropriate for the musical elements heard in various listening examples.	
PK.M.CR.1.4 With guidance, explore rhythmic and melodic notation through icons and pictures.	

<b>Performing (PR)</b>	
<b>M.PR.1: Present or demonstrate an existing work, formally or informally, with appropriate expressive and technical skills.</b>	
PK.M.PR.1.1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing instruments.	<b>Music and Movement</b> <i>daily songs and activities encourage children to experience classroom music activities with rhythm and expression.</i>  <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
PK.M.PR.1.2 Experience matching pitches, approaches singing in tune, and use appropriate tone and expression.	
PK.M.PR.1.3 Experience steady beat using instruments or body percussion to accompany songs and rhythm activities.	
<b>Responding (RE)</b>	
<b>M.RE.1: Respond to music while demonstrating respect for others' music preferences and music performances.</b>	
PK.M.RE.1.1 Respond to the beat or rhythm in music by using nonlocomotor or locomotor movement, body percussion, and playing classroom instruments.	<b>Music and Movement</b> <i>daily songs and activities engage children to respond to music through movement and instruments.</i>  <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
PK.M.RE.1.2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.	
PK.M.RE.1.3 With guidance, respond, using directional movements or manipulatives, to the melodic contour of familiar songs.	
<b>Connecting (CN)</b>	
<b>M.CN.1: Recognize the development of music from a social, cultural, and historical context.</b>	
PK.M.CN.1.1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.	<b>Cultural Responsiveness</b> <i>reminders are embedded across all content areas of the curriculum. Music and Movement daily songs and activities provide a variety of music from many cultures. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to societal, cultural, and historical context of families and community. (pages 94-95)</i>  <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>Visual Art</b>	
<b>Creative Process (CP)</b>	
<b>VA.CP.1: Learn and use vocabulary and concepts related to visual arts.</b>	
PK.VA.CP.1.1 With guidance, show and describe personal artwork using introductory art vocabulary.	<b>TG1:</b> 51, 87, 99 <b>TG2:</b> 9, 34, 35, 61, 87, 102 <b>TG3:</b> 63, 76 <b>TG4:</b> 36, 62, 88 <b>TG5:</b> 10, 50, 61, 86, 87, 89, 95 <b>TG6:</b> 10, 36, 62, 88
PK.VA.CP.1.2 Share observations of others' artwork.	<b>TG7:</b> 8, 61 <b>TG8:</b> 9, 35, 61, 63, 87 <b>TG9:</b> 9, 35, 63, 89
<b>VA.CP.2: Practice and refine techniques and skills related to visual arts.</b>	
PK.VA.CP.2.1 Engage in self-directed creative play with art materials.	<i>The Creativity Center and Fine Motor Center provide opportunities for children to engage in self-directed creative play and explore tools and materials using in art.</i>
PK.VA.CP.2.2 Identify common tools and materials in art making (e.g., scissors, rulers, etc.).	
	<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>VA.CP.3: Make creative choices and practice individual expression in application of concepts, vocabulary, techniques, and skills.</b>	
PK.VA.CP.3.1 Describe choices involved in creating artwork through imaginative play.	<i>The Creativity Center and Fine Motor Center provide opportunities for children to make choices and express their feeling in developing their creative works of art.</i>
PK.VA.CP.3.2 Express feelings involved in creating personal work.	
	<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>Production (P)</b>	
<b>VA.P.1: Utilize a variety of ideas and subject matter in creation of original works of visual art.</b>	
PK.VA.P.1.1 Practice creating works from selected ideas.	<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>VA.P.2: Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.</b>	
PK.VA.P.2.1 Practice creative exploration using a variety of art materials, supplies, and tools.	<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
PK.VA.P.2.2 Use supplies and tools in a safe and responsible manner to create original art.	

<b>VA.P.3: Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.</b>	
PK.VA.P.3.1 Engage in safe, creative exploration of art materials.	<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>VA.P.4: Revising and refining artworks to create finished works of art.</b>	
PK.VA.P.4.1 Follow teacher established criteria to decide when a piece of original artwork is complete.	<b>TG1:</b> 51, 87, 99 <b>TG2:</b> 9, 34, 35, 61, 87 <b>TG3:</b> 63, 76 <b>TG4:</b> 36, 62, 88 <b>TG5:</b> 10, 50, 61, 87, 89, 95 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 8, 61 <b>TG8:</b> 9, 35, 61, 87 <b>TG9:</b> 9, 35, 63, 89
<b>Cultural and Historical Perspectives (CHP)</b>	
<b>VA.CHP.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</b>	
PK.VA.CHP.1.1 Recognize that people make art.	<b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63
PK.VA.CHP.1.2 View images of various works of art.	
<b>Aesthetic Response &amp; Critique Methodologies (ARCM)</b>	
<b>VA.ARCM.1: Perceive, analyze, interpret, and evaluate artistic work.</b>	
PK.VA.ARCM.1.1 Demonstrate respect for personal artwork and the artwork of others.	<i>The Creativity Center and Fine Motor Center are theme related and provide opportunities to explore connections between art and other learning domains. Children are encouraged to make personal choices about their own artwork at the same time appreciating the work of others. <b>Theme 3 Safe, Healthy, and Helpful Me, Week 1: Community Workers</b> focuses on careers and workers within the community such as artists.</i>  <b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63
PK.VA.ARCM.1.2 With guidance, explore connections between visual art and other domains of learning.	
PK.VA.ARCM.1.3 With guidance, identify choices made in personal works of art.	
PK.VA.ARCM.1.4 With guidance, explore potential art related careers.	
<b>Health Education</b>	
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
1.2.1 Identify that healthy behaviors affect personal health (e.g., healthy eating, adequate sleep, physical activity, positive peer interactions).	<b>Theme 3 Safe, Healthy, and Helpful Me</b> focuses on promoting good health.
1.2.2 Recognize that there are multiple dimensions of health (e.g., physical, emotional, social, environmental).	<b>TG1:</b> 11, 15, 16, 18, 44, 69 <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
1.2.3. Describe ways to prevent communicable diseases.	
1.2.4 List ways to prevent common childhood injuries.	
1.2.5 Describe why it is important to seek health care.	

<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
2.2.1 Identify how the family influences personal health practices and behaviors.	<b>Theme 1 My School and Me, Theme 2 My Family and Me, and Theme 3 Safe, Healthy, and Helpful Me all identify good health practices and behaviors.</b>  <b>TG1:</b> 11, 15, 16, 18, 44, 69 <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
2.2.2 Identify what the school can do to support personal health practices and behaviors.	
2.2.3 Describe how the media can influence health behaviors.	
<b>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</b>	
3.2.1 Identify trusted adults and professionals who can help promote health.	<b>Theme 3 Safe, Healthy, and Helpful Me focuses on promoting good health and identifies adults and professional who promote health.</b>  <b>TG3:</b> 16, 17, 19
3.2.2 Identify ways to locate school and community health helpers.	
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
4.2.1 Demonstrate healthy ways to express needs, wants and feelings.	<b>Theme 3 Safe, Healthy, and Helpful Me focuses on promoting good health.</b>  <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
4.2.2 Demonstrate listening skills to enhance health.	
4.2.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.	<b>Theme 3 Safe, Healthy, and Helpful Me lessons encourage children to be aware of safety precautions and practice good safety behaviors.</b> <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
4.2.4 Demonstrate ways to tell a trusted adult when in an unwanted, threatening or dangerous situation.	
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
5.2.1 Identify situations when a health-related decision is needed (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).	<b>Theme 3 Safe, Healthy, and Helpful Me lessons encourage children to be aware of safety precautions and practice good safety behaviors.</b>  <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
5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	



<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.	<b>Theme 3 Safe, Healthy, and Helpful Me lessons encourage children to be aware of safety precautions and practice good safety behaviors.</b>  <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
6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.	
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	<b>Theme 3 Safe, Healthy, and Helpful Me lessons encourage children to be practice personal healthy behaviors to reduce health risks.</b>  <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
7.2.2 Demonstrate behaviors that avoid or reduce health risks.	
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</b>	
8.2.1 Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second hand smoke, use of personal safety equipment, proper hygiene).	<b>Theme 3 Safe, Healthy, and Helpful Me lessons promotes and encourages children to make personal and positive health choices.</b>  <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
8.2.2 Encourage peers to make positive health choices.	
<b>Physical Education</b>	
<b>Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.</b>	
S1.E1 Hopping, galloping, running, sliding, skipping, leaping - Performs locomotor skills (hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.	<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
S1.E2 Jogging, running - Developmentally appropriate/emerging outcomes first appearing in grade two.	Not a Pre-K Standard.
S1.E3 Jumping and landing, horizontal - Performs jumping and landing actions with balance.	<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
S1.E4 Jumping and landing, vertical - Performs jumping and landing actions with balance.	
S1.E5 Dance - Performs locomotor skills in response to teacher-led creative dance.	

S1.E6 Combinations - Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S1.E7 Balance - Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
S1.E8 Weight Transfer - Developmentally appropriate/ emerging outcomes first appear in grade one.	Not a Pre-K Standard.
S1.E9 Weight transfer, rolling - Roll sideways in a narrow body shape.	<b>TG1:</b> 11, 35, 61 <b>TG2:</b> 37, 61, 63, 88, 89 <b>TG3:</b> 9, 11, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 62, 69 <b>TG6:</b> 9, 11, 21, 63 <b>TG7:</b> 19, 35, 37, 37 <b>TG8:</b> 11, 35 <b>TG9:</b> 11, 61, 62, 63, 88
S1.E10 Curling and stretching; twisting and bending - Contrasts the actions of curling and stretching.	
S1.E11 Combinations - Developmentally appropriate/ emerging outcomes first appear in grade two.	Not a Pre-K Standard.
S1.E12 Balance and weight transfers- Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S1.E13 Throwing; underhand and overhand - Throws underhand and overhand with opposite foot forward. *Pre-K: Throws underhand and overhand without opposition.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
S1.E14 Passing with hands - Developmentally appropriate/ emerging outcomes first appear in grade four.	
S1.E15 Catching - Drops a ball or object and catches it before it bounces twice. Catches a large ball or object tossed by a skilled thrower.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
S1.E16 Dribbling/Ball Control with hands - Dribbles a ball with one hand attempting second contact.	
S1.E17 Dribbling/Ball Control with feet - Taps a ball using the inside of the foot, sending it forward.	
S1.E18 Passing and receiving with feet - Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S1.E19 Dribbling in combinations - Developmentally appropriate/ emerging outcomes first appear in grade four.	Not a Pre-K Standard.
S1.E20 Kicking - Kicks a stationary ball from a stationary position demonstrating two of the five critical elements of mature kicking.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
S1.E21 Volley, underhand - Volleys a lightweight object (balloon), sending it upward.	

S1.E22 Volley overhead - Developmentally appropriate/ emerging outcomes first appear in grade four.	Not a Pre-K Standard.
S1.E23 Striking, short implement - Strikes a lightweight object with a paddle or short-handled racket.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
S1.E24 Striking, long implement - Developmentally appropriate/ emerging outcomes first appear in grade two.	Not a Pre-K Standard.
S1.E25 In combination with locomotor - Developmentally appropriate/ emerging outcomes first appear in grade four.	Not a Pre-K Standard.
S1.E26 Jumping rope - Executes a single jump with a self-turned rope. Jumps a long rope with teacher-assisted turning. Turns a long rope with a mature form.	<b>TG1:</b> 15, 37, 41, 64, 67, 93 <b>TG2:</b> 14, <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
<b>Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>	
S2.E1 Space - Differentiates between movement in personal (self-space) and general space. Moves in personal space to a rhythm	<b>TG1:</b> 35, 49, 65, 72 <b>TG2:</b> 50, 61, 63, 88 <b>TG3:</b> 24, 35, 37, 49, 87 <b>TG4:</b> 12, 50 <b>TG5:</b> 102 <b>TG6:</b> 9, 12, 16, 37, 89 <b>TG7:</b> 35, 37, 62, 89 <b>TG8:</b> 10, 36, 37, 41, 62, 88 <b>TG9:</b> 37, 89
S2.E2 Pathways, shapes, levels - Travels in three different pathways (straight, zig-zag, and weaving).	
S2.E3 Speed, direction, force - Travels in general space with different speeds.	
S2.E4 Alignment and muscular tension - Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S2.E5 Strategies and tactics - Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
<b>Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	
S3.E1 Identifies active play opportunities outside physical education class. (e.g., before and after school, at home, at the park, with friends, with family).	<b>Weekly Practice Centers</b> for inside play as well as <b>Outdoor Activities</b> for outside play encourages active play opportunities outside physical education class. <b>Theme 3 Safe, Healthy, and Helpful Me</b> focuses on active play and fitness. Activities includes those that build coordination, balance, control and strength.  <b>TG1:</b> 11, 35, 37, 61, 93 <b>TG2:</b> 37, 63, 88, 89 <b>TG3:</b> 9, 11, 63, 64, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 41, 62, 69, 87 <b>TG6:</b> 9, 11, 21, 38, 63, 89 <b>TG7:</b> 19, 35, 37, 89 <b>TG8:</b> 11, 35, 37 <b>TG9:</b> 11, 61, 62, 63, 88, 89
S3.E2 Actively participates in physical education class. Engaged in MVPA 50% of class time.	
S3.E3 Recognizes that when you move fast, your heart beats faster and you breathe faster.	

S3.E4 Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S3.E5 Developmentally appropriate/ emerging outcomes first appear in grade three.	Not a Pre-K Standard.
S3.E6 Nutrition Recognizes that food provides energy for physical activity.	<b>TG3:</b> 61, 64, 67, 68, 69, 70, 71, 76
<b>Standard 4 Exhibits responsible personal and social behavior that respects self and others.</b>	
<b>Conscious Discipline®</b> <i>specifically guides children in being successful in their social and emotional endeavors throughout the day. The UNITE, CALM, CONNECT, and COMMIT portions of the Greeting Circle (pages 12-13, 38-39, 64-65, 90-91 in each Teacher's Guide) encourage children to develop responsibility, respect for others, and a growing desire to learn in a safe environment.</i>	
S4.E1 Follows directions in group settings (e.g., safe behaviors, following rules).	<b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 13, 39, 65, 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> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
S4.E2 Acknowledges responsibility for behavior when prompted.	<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
S4.E3 Follows instruction/ directions when prompted.	<b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG2:</b> 12 <b>TG3:</b> 12, 21, 44, 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG5:</b> 12 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13
S4.E4 Shares equipment and space with others.	<b>TG1:</b> 11, 46, 89 <b>TG2:</b> 41, 61, 87, 88, 89 <b>TG3:</b> 22, 37 <b>TG4:</b> 63, 89, 102 <b>TG5:</b> 11, 19 <b>TG6:</b> 11, 35, 37, 67, 87, 89 <b>TG7:</b> 8, 11, 61, 67, 88, 93 <b>TG8:</b> 63 <b>TG9:</b> 89
S4.E5 Recognizes the established protocols for class activities.	<b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 13, 39, 65, 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> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
S4.E6 Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	<b>TG1:</b> 8, 9, 10, 11, 23, 86 <b>TG2:</b> 8, 34, 101 <b>TG3:</b> 34, 35 <b>TG7:</b> 8, 60 <b>TG8:</b> 60 <b>TG9:</b> 8, 89
<b>Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	
S5.E1 Recognizes that physical activity is important for good health.	<b>Weekly Practice Centers and Outdoor Activities</b> <i>play encourage physical activities that are important for good health. Theme 3 Safe, Healthy, and Helpful Me focuses on active play and fitness. Activities includes those that build coordination, balance, control and strength.</i>  <b>TG1:</b> 11, 35, 37, 61, 93 <b>TG2:</b> 37, 63, 88, 89 <b>TG3:</b> 9, 11, 63, 64, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 41, 62, 69, 87 <b>TG6:</b> 9, 11, 21, 38, 63, 89 <b>TG7:</b> 19, 35, 37, 89 <b>TG8:</b> 11, 35, 37 <b>TG9:</b> 11, 61, 62, 63, 88, 89

<p>S5.E2 Acknowledges that some physical activities are challenging/difficult.</p>	<p><b>Frog Street Pre-K engages children in both gross motor and fine motor activities that can encourage a child to be persistence in the task.</b></p> <p><b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88  <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102</p>
<p>S5.E3 Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.</p>	<p><b>TG1:</b> 11, 46, 89 <b>TG2:</b> 41, 61, 87, 88, 89 <b>TG3:</b> 22, 37 <b>TG4:</b> 63, 89, 102 <b>TG5:</b> 11, 19 <b>TG6:</b> 11, 35, 37, 67, 87, 89 <b>TG7:</b> 8, 11, 61, 67, 88, 93 <b>TG8:</b> 63 <b>TG9:</b> 89</p>
<p>S5.E4 Social Interaction - Demonstrates socially acceptable conflict resolution skills.</p>	<p><b>TG2:</b> 89 <b>TG3:</b> 38, 43 <b>TG7:</b> 12 <b>TG9:</b> 89</p>