

North Carolina Foundations for Early
Learning and Development
(Threes & Fours) Correlation to Frog
Street Pre-K 2020



North Carolina Foundations for Early Learning and Development (Threes & Fours) Correlation to Frog Street Pre-K 2020

North Carolina Foundations for Early Learning and Development – Developmental Indicators		Frog Street Pre-K 2020 Teacher Guide Page References	
Younger Preschool	Older Preschool	Younger Preschool	Older Preschool
Approaches to Learning			
Curiosity, Information – Seeking, and Eagerness			
Goal APL – 1: Children show curiosity and express interest in the world around them.			
APL-1j Discover things that interest and amaze them and seek to share them with others.	APL-1m Discover things that interest and amaze them and seek to share them with others.	TG1: 11, 23, 24-25, 36, 37, 50-51, 76-77, 87, 102-103 TG2: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG3: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG4: 24-25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 TG5: 9, 11, 24-25, 35, 49, 50-51, 62, 63, 76-77, 87, 89, 102-103 TG6: 24-25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24- 25, 50-51, 76-77, 89, 91, 102-103 TG8: 9, 24-25, 50-51, 63, , 76-77, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103	TG1: 11, 23, 24-25, 36, 37, 50-51, 76-77, 87, 102-103 TG2: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG3: 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 TG4: 24-25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 TG5: 9, 11, 24-25, 35, 49, 50-51, 62, 63, 76-77, 87, 89, 102-103 TG6: 24-25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24- 25, 50-51, 76-77, 89, 91, 102-103 TG8: 9, 24-25, 50-51, 63, , 76-77, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
APL-1k Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	APL-1n Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).		
APL-1l Show interest in a growing range of topics, ideas, and tasks.	APL-1o Show interest in a growing range of topics, ideas, and tasks.		
	APL-1p Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).		

Goal APL-2: Children actively seek to understand the world around them.			
APL-2i Ask questions about the people and things around them.	APL-2l Ask questions to find out more about the things that interest them, including questions about future events.	TG1: 11, 24-25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77, 102-103 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 50-51, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 35, 24-25, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103	TG1: 11, 24-25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 24-25, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
APL-2j Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	APL-2m Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).		
APL-2k Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	APL-2n Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).		

Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

<p>APL-3m Engage in dramatic play themes that include interacting with other children, but often are not coordinated.</p>	<p>APL-3r Develop and sustain more complex pretend play themes in cooperation with peers.</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>
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APL-3n Talk to peers and share materials during play.	APL-3s Use more complex and varied language to share ideas and influence others during play.	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
APL-3o Engage in make-believe play with imaginary objects.	APL-3t Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).		
APL-3p Use language to begin and carry on play with others.	APL-3u Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”).		
APL-3q Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).			
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.			
APL-4h Offer new ideas about how to do or make things.	APL-4l Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	<i>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn and Gross Motors Practice Centers invite children to use their own creativity and imagination to recreate experiences/ideas.</i> TG1: 35, 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36	<i>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn and Gross Motors Practice Centers invite children to use their own creativity and imagination to recreate experiences/ideas.</i> TG1: 35, 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36
APL-4i Add new actions, props, or dress-up items to pretend play.	APL-4m Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.		
APL-4j Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	APL-4n Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.		
APL-4k Experiment with language, musical sounds, and movement.	APL-4o Make up stories, songs, or dances for fun during play.		

Risk-Taking, Problem-Solving, and Flexibility			
Goal APL-5: Children are willing to try new and challenging experiences.			
APL-5k Express a belief that they can do things that are hard.	APL-5o Express a belief that they can do things that are hard.	<i>The daily Music and Movement activities invite children to seek new challenges and experiences. The Fine Motor Center encourages children to try new experiences independently.</i> TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103	<i>The daily Music and Movement activities invite children to seek new challenges and experiences. The Fine Motor Center encourages children to try new experiences independently.</i> TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
APL-5l Choose to participate in an increasing variety of familiar and new experiences.	APL-5p Approach new experiences independently.		
APL-5m Accept new challenges when offered.	APL-5q Ask to participate in new experiences that they have.		
APL-5n Try things they are not sure they can do, while avoiding dangerous risks.	APL-5r Independently seek new challenges.		
Goal APL-6: Children use a variety of strategies to solve problems.			
APL-6k Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	APL-6n Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76-77, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
APL-6l Purposefully use a variety of strategies to solve different types of problems.	APL-6o Describe the steps they will use to solve a problem.		
APL-6m Talk to themselves to work through the steps to solve a problem.	APL-6p Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.		
	APL-6q Explain how they solved a problem to another person.		

Attentiveness, Effort, and Persistence

Goal APL-7: Children demonstrate initiative.

<p>APL-7h Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).</p>	<p>APL-7j Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors throughout the day. The COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.</i></p> <p>TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors throughout the day. The COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.</i></p> <p>TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102</p>
<p>APL-7i Express goals or plans and follow through on them (“I’m going to draw my house.”).</p>	<p>APL-7k Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).</p>	<p>TG1: 70, 91 TG2: 10, 11, 25, 36, 37, 50-51, 63, 69, 77 TG3: 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 TG4: 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 TG5: 9, 11, 38, 62, 63, 67, 69, 88, 97 TG6: 11, 35, 37, 61, 63, 87, 89 TG7: 9, 22, 74, 88, 89, 97 TG8: 9, 10, 11, 93 TG9: 15, 36, 61, 89</p>	<p>TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102</p>

	APL-7l Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).		TG1: 70, 91 TG2: 10, 11, 25, 36, 37, 50-51, 63, 69, 77 TG3: 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 TG4: 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 TG5: 9, 11, 38, 62, 63, 67, 69, 88, 97 TG6: 11, 35, 37, 61, 63, 87, 89 TG7: 9, 22, 74, 88, 89, 97 TG8: 9, 10, 11, 93 TG9: 15, 36, 61, 89
Goal APL-8: Children maintain attentiveness and focus.			
APL-8h Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	APL-8k Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	TG1: 14, 16, 18, 24-25, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 102-103 TG4: 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 101, 102-103 TG6: 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103	TG1: 14, 16, 18, 24-25, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 TG4: 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 101, 102-103 TG6: 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
APL-8i Remain engaged in more complex activities that they have chosen.	APL-8l Consistently remain engaged in self-directed activities		
APL-8j Maintain focus and return to an activity after a break.			

Goal APL-9: Children persist at challenging activities.			
APL-9e Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	APL-9h Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
APL-9f When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again)	APL-9i When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again)		
APL-9g Keep working to complete tasks, including those that are somewhat difficult.	APL-9j Plan and follow through on longer-term tasks (planting a seed and caring for the plant).		
	APL-9k Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).		

Emotional and Social Development (ESD)			
Developing a Sense of Self			
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.			
ESD-1k Describe self (characteristics that can be seen, things they can do, things they like, possessions).	ESD-1o Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
ESD-1l Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”).	ESD-1p Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The UNITE portion of the Greeting Circle focuses on bringing children together as a group and developing a sense of belonging.</i></p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The UNITE portion of the Greeting Circle focuses on bringing children together as a group and developing a sense of belonging.</i></p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>

ESD-1m Use own first and last name.	ESD-1q Choose to spend more time on preferred activities, and express awareness of skills they are developing.	<i>Children begin to recognize and use their own name and other words in the environment.</i> TG1: 9, 14, 21, 47, 73 TG2: 15, 21, 46, 67 TG3: 15, 21 TG4: 17, 21, 47, 74, 99 TG5: 47, 60, 73, 99 TG7: 47, 73, 86, 99 TG8: 47, 99 TG9: 21, 47, 99	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89
ESD-1n Choose activities they like and name their favorite activities.		TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65, 89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91	
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.			
ESD-2k Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	ESD-2n Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	<i>The Closing Circle engages children in discussions to reflect on their day – activities and accomplishments that they enjoyed about the day.</i> TG1: 12, 64 TG2: 65, 78 TG3: 13, 41 TG5: 95 TG8: 71	<i>The Closing Circle engages children in discussions to reflect on their day – activities and accomplishments that they enjoyed about the day.</i> TG1: 12, 64 TG2: 65, 78 TG3: 13, 41 TG5: 95 TG8: 71
ESD-2l Express the belief that they can do many things.	ESD-2o Express the belief that they can do many things.	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89	TG1: 8, 50, 52 TG2: 87 TG6: 73 TG8: 11, 71 TG9: 89
ESD-2m Try new activities and attempt new challenges.	ESD-2p Stick with tasks even when they are challenging.	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102

	ESD-2q Express opinions about their abilities in different areas (“I’m a good friend.” I can run fast.” “I know all my letters!”).		TG1: 78 TG3: 39 TG4: 78, 104 TG5: 26 TG8: 71 TG9: 90
Developing a Sense of Self with Others			
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.			
ESD-3m Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	ESD-3q Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42 Welcome Guide: 35	TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42 Welcome Guide: 35
ESD-3n Show affection for adults they are close to.	ESD-3r Form positive relationships with new teachers or caregivers over time.		
ESD-3o Given time, form positive relationships with new teachers or caregivers.	ESD-3s Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).		
ESD-3p Show ease and comfort in their interactions with familiar adults.			

Goal ESD-4: Children form relationships and interact positively with other children

<p>ESD-4k Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing).</p>	<p>ESD-4p Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing).</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive social interactions and play daily. STEAM lessons (Teaching Guides pages. 24-24, 50-51, 76-77, 102-103) and Practice Centers (Teaching Guides pages. 8-11, 34-37, 60-63, 86-89) also encourage children to interact positively with others.</p> <p>TG1: 11, 13, 39, 95 TG2: 10, 37, 62, 87, 89, 95, 101 TG3: 10, 11, 35, 38, 43, 44 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 12, 61, 88 TG8: 9, 10, 87 TG9: 51 89</p> <p>Welcome Guide: 83</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive social interactions and play daily. STEAM lessons (Teaching Guides pages. 24-24, 50-51, 76-77, 102-103) and Practice Centers (Teaching Guides pages. 8-11, 34-37, 60-63, 86-89) also encourage children to interact positively with others.</p> <p>TG1: 11, 13, 39, 95 TG2: 10, 37, 62, 87, 89, 95, 101 TG3: 10, 11, 35, 38, 43, 44 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 12, 61, 88 TG8: 9, 10, 87 TG9: 51 89</p> <p>Welcome Guide: 83</p>
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ESD-4l Form and maintain friendships with a few other children.	ESD-4q Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
ESD-4m Identify another child as a friend.	ESD-4r Seek and give support with children they identify as friends.		
ESD-4n Approach other children easily, expecting positive interactions.	ESD-4s Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89
ESD-4o Show ease and comfort in their interactions with familiar children.	ESD-4t Play and interact cooperatively with other children (work on project together, exchange ideas).		

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.			
ESD-5k Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	ESD-5q Follow social rules, transitions, and routines that have been explained to them.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
ESD-5l Often make requests clearly and effectively.	ESD-5r Make requests clearly and effectively most of the time.	Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle, COMMIT focuses on engaging children in activities that help them be effective communicators, manage their own behaviors and problem-solve in socially acceptable ways daily. During Closing Circle children reflect on their commitments made to be successful in the day.</i>	Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle, COMMIT focuses on engaging children in activities that help them be effective communicators, manage their own behaviors and problem-solve in socially acceptable ways daily. During Closing Circle children reflect on their commitments made to be successful in the day.</i>
ESD-5m Show awareness that their actions affect others (move carefully around classmate's block structure).	ESD-5s Balance their own needs with those of others in the group.		
ESD-5n Wait for a short time to get what they want (a turn with a toy, a snack).	ESD-5t Anticipate consequences and plan ways to solve problems effectively, with guidance and support.		
ESD-5o Work to resolve conflicts effectively, with guidance and support.	ESD-5u Use a variety of strategies to solve problems and conflicts with increasing independence		
		TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Resources: Conscious Discipline Manual	TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Resources: Conscious Discipline Manual

<p>ESD-5p Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.</p>	<p>ESD-5v Express respect and caring for all people, including people with disabilities and those from different cultures.</p>	<p>Cultural Responsiveness <i>reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</i></p> <p>TG1: 65, 91, 94 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95</p>	<p>Cultural Responsiveness <i>reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</i></p> <p>TG1: 65, 91, 94 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95</p>
<p>Learning About Feelings</p>			
<p>Goal ESD-6: Children identify, manage, and express their feelings.</p>			
<p>ESD-6l Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.</p>	<p>ESD-6o Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.</p>	<p>TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p> <p>Welcome Guide: 46 Resources: Conscious Discipline Manual</p>	<p>TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p> <p>Welcome Guide: 46 Resources: Conscious Discipline Manual</p>

ESD-6m Use a variety of words or signs to express and manage feelings more clearly.	ESD-6p Independently manage and express feelings effectively most of the time.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Welcome Guide: 46 Resources: Conscious Discipline Manual	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Welcome Guide: 46 Resources: Conscious Discipline Manual
ESD-6n Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”).	ESD-6q Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).		
	ESD-6r Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).		
	ESD-6s Use problem-solving strategies when feeling angry or frustrated		Conscious Discipline ® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle focuses on using problem-solving strategies in socially acceptable ways daily.</i> TG1: 86, 87, 88, 89, 90, 91, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 90, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91, 103 TG9: 13, 39, 65, 91, 95 Welcome Guide: 46 Resources: Conscious Discipline Manual

Goal ESD-7: Children recognize and respond to the needs and feelings of others.			
ESD-7j Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	ESD-7n Communicate understanding and empathy for others' feelings.	TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91	TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91
ESD-7k Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	ESD-7o Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.>").	TG1: 65, 91, 94-95 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95	TG1: 65, 91, 94-95 TG2: 13, 39, 65, 71, 87, 91, 102 TG3: 13, 34, 39, 43, 50, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 64, 65, 91, 95
ESD-7l Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	ESD-7p Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).		
ESD-7m Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.>").			
Health and Physical Development (HPD)			
Physical Health and Growth			
Goal HPD-1: Children develop healthy eating habits.			
HPD-1p Try new foods.	HPD-1s Try new foods.	Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating, including trying new foods. TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44	Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating, including trying new foods. TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44

HPD-1q Feed themselves with utensils independently.	HPD-1t Feed themselves with utensils independently.	TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19	TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19
HPD-1r Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	HPD-1u Given a selection of familiar foods, identify which foods are nutritious and which are not.	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
	HPD-1v Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).		Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating and healthy bodies. TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
	HPD-1w Name foods and beverages that help to build healthy bodies.		
Goal HPD-2: Children engage in active physical play indoors and outdoors.			
HPD-2k Develop strength and stamina by spending extended periods of time playing vigorously.	HPD-2o Develop strength and stamina by spending extended periods of time playing vigorously.	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
HPD-2l Choose a variety of structured and unstructured physical activities indoors and outdoors.	HPD-2p Develop strength and stamina by spending extended periods of time playing vigorously.		
HPD-2m Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	HPD-2q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).		
HPD-2n Transition from active to quiet activities with limited guidance and support.	HPD-2r Transition independently from active to quiet activities most of the time.	TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG5: 72, 75, 97	TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG5: 72, 75, 97
Goal HPD-3: Children develop healthy sleeping habits.			

HPD-3i Recognize and communicate signs of being tired.	HPD-3k Communicate ways sleep keeps us healthy and makes us feel good.	Theme 3 Healthy, Helpful Me <i>focuses on healthy habits including sleep.</i>	Theme 3 Healthy, Helpful Me <i>focuses on healthy habits including sleep.</i>
HPD-3j With increasing independence, start and participate in sleep routines.	HPD-3l Independently start and participate in sleep routines most of the time.	TG3: 93	TG3: 93
Motor Development			
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.			
HPD-4l Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	HPD-4p Coordinate movement of upper and lower body.	TG1: 35, 61, 93 TG2: 27, 63, 88, 89 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 89, 90	TG1: 35, 61, 93 TG2: 27, 63, 88, 89 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 89, 90
HPD-4m Refine movements and show generally good coordination (e.g., throwing and catching).	HPD-4q Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 37, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89	TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 37, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
HPD-4n Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	HPD-4r Move quickly through the environment and be able to stop (run fast, pedal fast).		
HPD-4o Move their bodies in space with good coordination (running, hopping in place, galloping).	HPD-4s Show awareness of own body in relation to other people and objects while moving through space.	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.			
HPD-5j Draw simple shapes and figures (square for block, circles).	HPD-5m Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	TG1: 8, 9, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87	TG1: 8, 9, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
HPD-5k Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).	HPD-5n Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).		
HPD-5l Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	HPD-5o Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).		
Self-Care			
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.			
HPD-6g Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	HPD-6i Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	TG1: 39, 44, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103	TG1: 39, 44, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103

<p>HPD-6h Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).</p>	<p>HPD-6j Consistently use strategies to calm themselves when needed.</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to calm themselves when needed in socially acceptable ways.</i></p> <p>TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Resources: Strategy Card - Calming Strategies</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to calm themselves when needed in socially acceptable ways.</i></p> <p>TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Resources: Strategy Card - Calming Strategies</p>
<p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p>			
<p>HPD-7j Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p>HPD-7p Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p>Frog Street Pre-K Welcome Guide: Foundations for Implementation: 99-102, 104</p>	<p>Frog Street Pre-K Welcome Guide: Foundations for Implementation: 99-102, 104</p>
<p>HPD-7k Dress and undress themselves with occasional assistance.</p>	<p>HPD-7q Dress and undress themselves independently.</p>	<p><i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.) throughout all of the Frog Street Pre-K themes.</i></p> <p>TG1: 44, 69 TG3: 11, 12, 17</p>	<p><i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.) throughout all of the Frog Street Pre-K themes.</i></p> <p>TG1: 44, 69 TG3: 11, 12, 17</p>

HPD-7l Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	HPD-7r Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	Theme 3, Safe, Healthy, Helpful Me focuses on healthy habits and hygiene. TG1: 44, 69 TG3: 11, 17	Theme 3, Safe, Healthy, Helpful Me focuses on healthy habits and hygiene. TG1: 44, 69 TG3: 11, 17
HPD-7m Serve food for themselves.	HPD-7s Eat with a fork.	TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19	TG3: 68, 69 TG6: 97 TG7: 19, 63, 71 TG8: 19
HPD-7n Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	HPD-7t Perform tasks to maintain the indoor and outdoor learning environment independently.	TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102	TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
HPD-7o Name people who help children stay healthy.	HPD-7u Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me focus on those who can help keep children well and safe. TG3: 8, 11, 16, 20, 21	Theme 3, Safe, Healthy, Helpful Me focuses on healthy habits and hygiene. TG1: 44, 69 TG3: 11, 17
Safety Awareness			
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.			
HPD-8i Know what their bodies can do, and play within their abilities to avoid injury to self or others.	HPD-8m Avoid potentially dangerous behaviors.	TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG7: 95 TG9: 36, 41, 42, 88	TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG7: 95 TG9: 36, 41, 42, 88
HPD-8j Usually recognize and avoid objects and situations that might cause harm.	HPD-8n Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.		
HPD-8k Usually follow basic safety rules.	HPD-8o Independently follow basic safety rules.		

HPD-8i Call a trusted adult when someone gets injured or is in an unsafe situation.	HPD-8p Identify people who can help them in the community (police, firefighter, nurse).	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me <i>focus on those who can help keep children well and safe.</i>	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me <i>focus on those who can help keep children well and safe.</i>
		TG3: 10, 11, 15, 17, 19, 22	TG3: 10, 11, 15, 17, 19, 22
Language Development and Communication (LDC)			
Learning to Communicate			
Goal LDC-1: Children understand communications from others.			
LDC-1k Show understanding of increasingly complex sentences.	LDC-1n Show understanding of increasingly complex sentences.	TG1: 13, 20, 46, 51, 67, 72, 98, 104 TG2: 20 TG3: 19, 44, 70, 96 TG4: 16, 20, 37, 46, 72, 98 TG5: 42, 63, 88 TG7: 40, 64, 66, 93 TG8: 46, 66, 72, 92, 98 TG9: 20, 46, 66	TG1: 13, 20, 46, 51, 67, 72, 98, 104 TG2: 20 TG3: 19, 44, 70, 96 TG4: 16, 20, 37, 46, 72, 98 TG5: 42, 63, 88 TG7: 40, 64, 66, 93 TG8: 46, 66, 72, 92, 98 TG9: 20, 46, 66
LDC-1l With prompting and support, respond to requests for information or action.	LDC-1o Respond to requests for information or action.	TG1: 18, 52, 62, 64, 103 TG2: 16, 18, 26, 42, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 20, 26, 44, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78, 104 TG8: 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104	TG1: 18, 52, 62, 64, 103 TG2: 16, 18, 26, 42, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 20, 26, 44, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78, 104 TG8: 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
LDC-1m Follow simple multistep directions with visual cues if needed.	LDC-1p Follow more detailed multistep directions.	TG1: 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 40, 66, 67, 99 TG3: 15, 19, 47, 47, 94 TG4: 16, 37, 46, 67, 76 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 46, 72, 98 TG9: 72	TG1: 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 40, 66, 67, 99 TG3: 15, 19, 47, 47, 94 TG4: 16, 37, 46, 67, 76 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 46, 72, 98 TG9: 72

Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.			
LDC-2i Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	LDC-2l Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG9: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104
LDC-2j Initiate and carry on conversations, and ask questions about things that interest them.	LDC-2m Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.		
LDC-2k With prompting and support, make comments and ask questions related to the topic of discussion.	LDC-2n Initiate and participate in conversations related to interests of their own or the persons they are communicating with.		
	LDC-2o Participate in a group discussion, making comments and asking questions related to the topic.		
	LDC-2p Appreciate and use humor.		
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
LDC-3d Answer longer questions using more detail.	LDC-3f Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”).	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 20, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 20, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
LDC-3e Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	LDC-3g Ask specific questions to learn more about their world, understand tasks, and solve problems.		

Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.			
LDC-4h Communicate messages with expression, tone, and inflection appropriate to the situation.	LDC-4j Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to communicate using with expression, tone, and inflection. TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to communicate using verbal and nonverbal cues. TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
LDC-4i Speak clearly enough to be understood by familiar adults and children.	LDC-4k Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	TG1: 40, 52 TG6: 72	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
	LDC-4l Speak clearly enough to be understood by most people.	TG1: 40, 52 TG6: 72	TG1: 40, 52 TG6: 72
Goal LDC-5: Children describe familiar people, places, things, and events.			
LDC-5d Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day	LDC-5f Describe experiences and create and/or retell longer narratives.	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
LDC-5e Describe experiences and create or retell short narratives.			

Goal LDC-6: Children use most grammatical constructions of their home language well.			
LDC-6g Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	LDC-6i Speak in full sentences that are grammatically correct most of the time.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94
LDC-6h Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).		<i>With prompting and support, children are made aware of the conventions of standard English grammar and usage when speaking in all daily activities.</i> TG1: 21, 34, 47, 60, 99 TG2: 8, 21, 34, 47, 99 TG3: 21, 34, 47 TG4: 21, 47, 73, 99 TG5: 47, 60, 86, 95, 99 TG6: 47, 60, 86, 99 TG7: 21, 34, 47, 73 TG8: 21, 35, 47, 73, 99 TG9: 21, 47, 73	
Goal LDC-7: Children respond to and use a growing vocabulary.			
LDC-7k Repeat familiar songs, chants, or rhymes.	LDC-7o Repeat familiar songs, chants, or rhymes.	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95 Resources: Strategy Card - Vocabulary	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95 Resources: Strategy Card - Vocabulary
LDC-7l Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	LDC-7p Use a growing vocabulary that includes many different kinds of words to express ideas clearly.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64 Resources: Strategy Card - Vocabulary	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64 Resources: Strategy Card - Vocabulary

<p>LDC-7m Make up names for things using words they know (e.g., dog doctor for veterinarian).</p>	<p>LDC-7q Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).</p>	<p>TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p> <p>Resources: Strategy Card - Vocabulary</p>	<p>TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p> <p>Resources: Strategy Card - Vocabulary</p>
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LDC-7n Use many kinds of cues in the environment to figure out what words mean.		TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 17, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 20, 21, 26, 42, 44, 46, 52, 68, 70, 72, 78, 94, 96, 97, 98, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104	
Foundations for Reading			
Goal LDC-8: Children develop interest in books and motivation to read.			
LDC-8j Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	LDC-8m Engage in reading behaviors independently with increased focus for longer periods of time.	TG1: 11, 42, 71, 73, 96, 99 TG2: 18, 42, 44, 45, 73 TG3: 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 TG4: 14, 16, 18, 19, 42, 44, 68, 71, 97 TG5: 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 71, 94 TG7: 16, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99	TG1: 11, 42, 71, 73, 96, 99 TG2: 18, 42, 44, 45, 73 TG3: 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 TG4: 14, 16, 18, 19, 42, 44, 68, 71, 97 TG5: 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 71, 94 TG7: 16, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99
LDC-8k Show an interest in books, other print, and reading-related activities.	LDC-8n Use and share books and print in their play.		
LDC-8l Listen to and discuss storybooks, simple information books, and poetry.	LDC-8o Listen to and discuss increasingly complex storybooks, information books, and poetry.		

Goal LDC-9: Children comprehend and use information presented in books and other print media.			
LDC-9i Imitate the special language in storybooks and story dialogue with accuracy and detail.	LDC-9o Imitate the special language in storybooks and story dialogue with accuracy and detail.	TG1: 18, 71, 97 TG2: 18, 19, 42, 43, 70, 71 TG3: 18, 19, 45, 71, 95, 97, 99 TG4: 17, 19, 21, 41, 43, 44, 45, 61, 69 TG5: 11, 68, 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 9, 17, 21, 45 TG8: 36, 62 TG9: 16, 95, 96	TG1: 18, 71, 97 TG2: 18, 19, 42, 43, 70, 71 TG3: 18, 19, 45, 71, 95, 97, 99 TG4: 17, 19, 21, 41, 43, 44, 45, 61, 69 TG5: 11, 68, 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 9, 17, 21, 45 TG8: 36, 62 TG9: 16, 95, 96
LDC-9j With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	LDC-9p Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68
LDC-9k Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	LDC-9q Use knowledge of the world to make sense of more challenging texts.	TG1: 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94, 95, 98 TG2: 16, 17, 19, 21, 42, 44, 45, 60, 68, 69, 70, 71, 72, 94, 95, 96, 97 TG3: 16, 17, 18, 19, 42, 43, 44, 45, 63, 68, 69, 71, 94, 95, 96, 97 TG4: 16, 17, 18, 19, 42, 43, 44, 45, 68, 69, 71, 94, 95, 96, 97 TG5: 17, 18, 19, 42, 43, 44, 45, 46, 68, 69, 70, 95, 96, 97 TG6: 17, 18, 19, 42, 43, 45, 68, 69, 94, 95, 97 TG7: 19, 42, 45, 68, 94 TG8: 16, 17, 44, 68, 71, 72, 94 TG9: 42, 68, 71, 73	TG1: 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94, 95, 98 TG2: 16, 17, 19, 21, 42, 44, 45, 60, 68, 69, 70, 71, 72, 94, 95, 96, 97 TG3: 16, 17, 18, 19, 42, 43, 44, 45, 63, 68, 69, 71, 94, 95, 96, 97 TG4: 16, 17, 18, 19, 42, 43, 44, 45, 68, 69, 71, 94, 95, 96, 97 TG5: 17, 18, 19, 42, 43, 44, 45, 46, 68, 69, 70, 95, 96, 97 TG6: 17, 18, 19, 42, 43, 45, 68, 69, 94, 95, 97 TG7: 19, 42, 45, 68, 94 TG8: 16, 17, 44, 68, 71, 72, 94 TG9: 42, 68, 71, 73
LDC-9l Relate personal experiences to events described in familiar books, with prompting and support.	LDC-9r Relate personal experiences to an increasing variety of events described in familiar and new books.	TG1: 42, 43, 44, 68, 69, 72, 94, 95, 98 TG2: 16, 17, 19, 44, 45, 60, 68, 69, 71, 72, 94, 95, 97 TG3: 16, 17, 18, 42, 43, 45, 68, 69, 71 TG4: 16, 18, 19, 45, 71, 94, 95, 96, 97 TG5: 17, 42, 43, 44, 45, 46, 96, 97 TG6: 42, 43, 45 TG7: 19, 42, 94 TG8: 17, 68, 72 TG9: 42, 68, 71, 73	TG1: 42, 43, 44, 68, 69, 72, 94, 95, 98 TG2: 16, 17, 19, 44, 45, 60, 68, 69, 71, 72, 94, 95, 97 TG3: 16, 17, 18, 42, 43, 45, 68, 69, 71 TG4: 16, 18, 19, 45, 71, 94, 95, 96, 97 TG5: 17, 42, 43, 44, 45, 46, 96, 97 TG6: 42, 43, 45 TG7: 19, 42, 94 TG8: 17, 68, 72 TG9: 42, 68, 71, 73

LDC-9m Ask questions about a story or the information in a book.	LDC-9s Ask more focused and detailed questions about a story or the information in a book.	TG1: 18, 42, 44, 68, 71, 96 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97	TG1: 18, 42, 44, 68, 71, 96 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Goal LDC-10: Children develop book knowledge and print awareness.			
LDC-10h Hold a book upright while turning pages one by one front to back, but not always in order.	LDC-10k Hold a book upright while turning pages one by one from front to back.	TG1: 47, 86, 95 TG2: 8, 34, 89 TG3: 34 TG4: 35, 61 TG5: 43 TG6: 21, 99 TG7: 8, 16, 60 TG8: 8, 60 TG9: 8	TG1: 47, 86, 95 TG2: 8, 34, 89 TG3: 34 TG4: 35, 61 TG5: 43 TG6: 21, 99 TG7: 8, 16, 60 TG8: 8, 60 TG9: 8
LDC-10i With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	LDC-10l Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”).	TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96	TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96
LDC-10j Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn).	LDC-10m Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).		

	LDC-10n With prompting and support, run their finger under or over print as they pretend to read text.		TG1: 9, 40, 47, 66, 73, 86, 92, 94, 99 TG2: 8, 14, 16, 34, 66, 92 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 14, 16, 21, 44, 70, 92, 95, 96 TG6: 14, 16, 40, 44, 70, 96 TG7: 8, 14, 16, 18, 44, 60, 70, 96 TG8: 8, 14, 18, 44, 47, 60, 70, 73, 92, 96 TG9: 8, 14, 40, 44, 66, 70, 92, 96
	LDC-10o Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).		
	LDC-10p Identify their name and the names of some friends when they see them in print.		TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92

Goal LDC-11: Children develop phonological awareness.			
LDC-11f Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	LDC-11i Enjoy rhymes and wordplay, and sometimes add their own variations.	Rhyming words: TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97	Rhyming words: TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97
LDC-11g Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	LDC-11j Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	Syllables: TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72 Onset-Rime TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46	Syllables: TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72 Onset-Rime TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
LDC-11h Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	LDC-11k Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	Resources: Strategy Cards – Rhyming Words, Syllables, Onset-Rime	Resources: Strategy Cards – Rhyming Words, Syllables, Onset-Rime
	LDC-11l Associate sounds with specific words, such as awareness that different words begin with the same sound.		TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.			
LDC-12b Demonstrate an interest in learning the alphabet.	LDC-12e Demonstrate an interest in learning the alphabet.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92 Resources: Strategy Card – Letter Wall, Letter Builder Set, Letter Cards	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92 Resources: Strategy Card – Letter Wall, Letter Builder Set, Letter Cards

LDC-12c Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	LDC-12f Show they know that letters function to represent sounds in spoken words.	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
LDC-12d Recognize and name some letters of the alphabet, especially those in their own name.	LDC-12g Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
	LDC-12h Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple.").	Resources: Strategy Card – Letter Wall, Letter Builder Set, Letter Cards	Resources: Strategy Card – Letter Wall, Letter Builder Set, Letter Cards
	LDC-12i Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.		TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
			Resources: Strategy Card – Photo Cards, Letter Cards
			TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98
			Resources: Strategy Card – Alliteration, Photo Cards, Letter Cards

Foundations for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

LDC-13c Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	LDC-13f Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86, 99 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86, 99 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
LDC-13d With prompting and support, communicate their thoughts for an adult to write.	LDC-13g Communicate their thoughts for an adult to write.		
LDC-13e Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	LDC-13h Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols)	<p>Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own in the Writer's Corner Practice Center.</p> <p>TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p> <p>Resources: Strategy Card – Morning Message</p>	<p>Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own in the Writer's Corner Practice Center.</p> <p>TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p> <p>Resources: Strategy Card – Morning Message</p>
Goal LDC-14: Children use knowledge of letters in their attempts to write.			
LC-14c Use known letters and approximations of letters to write their own name and some familiar words.	LC-14c Use known letters and approximations of letters to write their own name and some familiar words.	TG1: 21, 34, 60 TG2: 8, 21, 34, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86 TG7: 34 TG9: 21, 73	TG1: 21, 34, 60 TG2: 8, 21, 34, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86 TG7: 34 TG9: 21, 73

LC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	LC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	TG6: 47 TG8: 60 TG9: 60	TG6: 47 TG8: 60 TG9: 60
Goal LDC-15: Children use writing skills and conventions.			
LC-15f Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	LC-15i Use a variety of writing tools and materials with increasing precision.	<p><i>The Writer’s Corner Practice Center provides opportunities for children to increase their control of writing tools.</i></p> <p>TG1: 8, 34, 60, 86 TG2: 8, 34, 60, 86, 99 TG3: 8, 34, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86 TG6: 8, 34, 60, 86 TG7: 8, 34, 60, 86 TG8: 8, 34, 60, 86 TG9: 6, 34, 60, 86</p>	<p><i>The Writer’s Corner Practice Center provides opportunities for children to increase their control of writing tools.</i></p> <p>TG1: 8, 34, 60, 86 TG2: 8, 34, 60, 86, 99 TG3: 8, 34, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86 TG6: 8, 34, 60, 86 TG7: 8, 34, 60, 86 TG8: 8, 34, 60, 86 TG9: 6, 34, 60, 86</p> <p>Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own.</p> <p>TG2: 47, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34, 47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99</p> <p>Resources: Strategy Card – Morning Message</p>
LC-15g Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).	LC-15j Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).		
LC-15h Play with writing letters and make letter-like forms.	LC-15k Use some conventional letters in their writing.		

Cognitive Development (CD)			
Construction of Knowledge: Thinking and Reasoning			
Goal CD-1: Children use their senses to construct knowledge about the world around them.			
CD-1h Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	CD-1k Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	TG2: 50 TG3: 24, 37 TG4: 24, 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76	TG2: 50 TG3: 24, 37 TG4: 24, 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
CD-1i Express knowledge gathered through their senses using play, art, language, and other forms of representation.	CD-1l Express knowledge gathered through their senses using play, art, language, and other forms of representation.		
CD-1j Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	CD-1m Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97	TG1: 18, 44 TG2: 8, 44, 45, 70 TG4: 18, 61, 94, 96, 104 TG5: 42 TG7: 16, 18, 42, 45, 68, 94 TG8: 16, 45, 70, 71, 96
	CD-1n Organize and use information through matching, grouping, and sequencing.		TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97

Goal CD-2: Children recall information and use it for new situations and problems.			
CD-2o Recognize whether a picture or object is the same as or different from something they have seen before.	CD-2u Demonstrate their ability to apply what they know about everyday experiences to new situations.	TG1: 18, 52, 76, 92 TG2: 14, 26, 52, 69, 78, 104 TG3: 26, 52, 68, 70, 78, 95, 104 TG4: 17, 18, 24, 26, 44, 52, 71, 78, 97, 104 TG5: 17, 26, 44, 52, 75, 78, 104 TG6: 14, 17, 26, 44, 45, 52, 66, 71, 78, 96, 97, 104 TG7: 19, 26, 45, 50, 52, 71, 78, 97, 104 TG8: 19, 26, 45, 52, 63, 78, 89, 104 TG9: 26, 52, 78, 104	TG1: 18, 52, 76, 92 TG2: 14, 26, 52, 69, 78, 104 TG3: 26, 52, 68, 70, 78, 95, 104 TG4: 17, 18, 24, 26, 44, 52, 71, 78, 97, 104 TG5: 17, 26, 44, 52, 75, 78, 104 TG6: 14, 17, 26, 44, 45, 52, 66, 71, 78, 96, 97, 104 TG7: 19, 26, 45, 50, 52, 71, 78, 97, 104 TG8: 19, 26, 45, 52, 63, 78, 89, 104 TG9: 26, 52, 78, 104
CD-2p Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	CD-2v Describe past events in an organized way, including details or personal reactions.		
CD-2q Describe or act out a memory of a situation or action, with adult support.	CD-2w Improve their ability to make predictions and explain why things happen using what they know.		
CD-2r Make predictions about what will happen using what they know.	CD-2x Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.		
CD-2s Introduce ideas or actions in play based on previous knowledge or experience.	CD-2y Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.		
CD-2t Ask questions about why things happen and try to understand cause and effect.		TG1: 88 TG2: 50, 95 TG3: 24, 37 TG4: 50, 62 TG5: 68, 69, 102 TG6: 63, 68	
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.			
CD-3f Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.").	CD-3i Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.").	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89	TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37, 38, 43 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 12, 61, 67, 88, 93 TG8: 63 TG9: 89

CD-3g Use words like “think” and “know” to talk about thoughts and beliefs.	CD-3j Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101	TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101
CD-3h Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	CD-3k Use language to describe their thinking processes with adult support.		TG1: 50, 61 TG2: 26, 52, 78, 104 TG3: 26, 43, 45, 50, 52, 78, 95, 104 TG4: 26, 52, 78, 104 TG5: 11, 26, 52, 63, 78, 87, 88, 95, 104 TG6: 26, 52, 78, 104 TG7: 26, 52, 78, 104 TG8: 26, 52, 78, 104 TG9: 17, 18, 26, 52, 78, 97, 104
Creative Expression			
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.			
CD-4g Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	CD-4i Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 1698 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
CD-4h Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	CD-4j Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).		
	CD-4k Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).		

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.			
<p>CD-5m Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.</p>	<p>CD-5r Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.</p>	<p><i>The Music and Movement portion of the day invites children to express themselves through a variety of creative experiences. Read-Aloud activities and the Pretend and Learn and Creativity Practice Centers also offer opportunities for self-expression and creativity.</i></p> <p>TG1: 15, 38, 41, 48, 64, 93, 97 TG2: 15, 41, 67, 69, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 11, 15, 17, 19, 41, 43, 67, 69, 93, 97 TG5: 15, 38, 41, 64, 67, 69, 89, 93 TG6: 12, 15, 16, 17, 37, 41, 64, 67, 90, 93 TG7: 22, 41, 67, 93, 95, 97 TG8: 15, 67, 93 TG9: 15, 41, 67, 93</p>	<p><i>The Music and Movement portion of the day invites children to express themselves through a variety of creative experiences. Read-Aloud activities and the Pretend and Learn and Creativity Practice Centers also offer opportunities for self-expression and creativity.</i></p> <p>TG1: 15, 38, 41, 48, 64, 93, 97 TG2: 15, 41, 67, 69, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 11, 15, 17, 19, 41, 43, 67, 69, 93, 97 TG5: 15, 38, 41, 64, 67, 69, 89, 93 TG6: 12, 15, 16, 17, 37, 41, 64, 67, 90, 93 TG7: 22, 41, 67, 93, 95, 97 TG8: 15, 67, 93 TG9: 15, 41, 67, 93</p>
<p>CD-5n Show creativity and imagination when using materials and assuming roles during pretend play.</p>	<p>CD-5s Plan and act out scenes based on books, stories, everyday life, and imagination.</p>	<p><i>Two daily Read-Aloud lessons and the Pretend and Learn and Creativity Practice Centers engage children in ways to use their imagination based on experiences from books, stories, and everyday life.</i></p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>	<p><i>Two daily Read-Aloud lessons and the Pretend and Learn and Creativity Practice Centers engage children in ways to use their imagination based on experiences from books, stories, and everyday life.</i></p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>

<p>CD-5o Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.</p>	<p>CD-5t Plan and complete artistic creations such as drawings, paintings, collages, and sculptures</p>	<p>TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63</p>	<p>TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63</p>
<p>CD-5p Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.</p>	<p>CD-5u Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).</p>	<p><i>The Music and Movement portion of the day engages children in activities to listen and respond to music as well as providing opportunities for them to participate with instruments and singing to express their own individual creativity.</i></p>	<p><i>The Music and Movement portion of the day engages children in activities to listen and respond to music as well as providing opportunities for them to participate with instruments and singing to express their own individual creativity.</i></p>
<p>CD-5q Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.</p>	<p>CD-5v Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.</p>	<p>TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p>	<p>TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p>

Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

<p>CD-6h Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”).</p>	<p>CD-6k Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive relationships with adults and peers daily. Frog Street At Home engages children in their families to share experiences and build strong relationships.</i></p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 16, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive relationships with adults and peers daily. Frog Street At Home engages children in their families to share experiences and build strong relationships.</i></p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 16, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
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<p>CD-6i Adopt roles of family and community members during play, given support and realistic props.</p>	<p>CD-6l Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.</p>	<p>Music and Movement activities, Read-Aloud lessons, and the Pretend and Learn Practice Center offer engaging opportunities for children to role play family and community members with props, language, and actions.</p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>	<p>Music and Movement activities, Read-Aloud lessons, and the Pretend and Learn Practice Center offer engaging opportunities for children to role play family and community members with props, language, and actions.</p> <p>TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>
<p>CD-6j Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).</p>	<p>CD-6m Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).</p>	<p>TG3: 8, 11, 16, 20, 21 TG5: 19</p>	<p>TG3: 8, 11, 16, 20, 21 TG5: 19</p>

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).

<p>CD-7d Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).</p>	<p>CD-7e Identify and express self as a part of several groups (e.g., family, preschool class, faith community).</p>	<p>Conscious Discipline strategies introduced each day in the Greeting Circle engage children in activities to develop a sense of belonging to the preschool classroom. Theme 1, My School and Me, Week 1: My School and Theme 2: My Family, Week 1: My Family and Week 2: My Relatives address groups with which children can identify.</p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>	<p>Conscious Discipline strategies introduced each day in the Greeting Circle engage children in activities to develop a sense of belonging to the preschool classroom. Theme 1, My School and Me, Week 1: My School and Theme 2: My Family, Week 1: My Family and Week 2: My Relatives address groups with which children can identify.</p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
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Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

<p>CD-8d Show acceptance of people who are different from themselves as well as people who are similar.</p>	<p>CD-8f Show acceptance of people who are different from themselves as well as people who are similar.</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Theme 2, My Family focuses on family groups. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</p> <p>TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Theme 2, My Family focuses on family groups. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</p> <p>TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95</p>
<p>CD-8e Given support and guidance, explore different cultural practices during play and planned activities.</p>	<p>CD-8g Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”).</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and various cultures are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>	<p>Theme 2, My Family, Week 1: My Family and Week 2: My Relatives focuses on family members and structures.</p> <p>TG2: 16, 17, 48, 97 TG6: 97</p>

	CD-8h Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).		<p>Cultural Responsiveness <i>reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and various cultures are encouraged in each theme.</i></p> <p>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide <i>encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i></p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>
Goal CD-9: Children explore concepts connected with their daily experiences in their community.			
CD-9b Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	CD-9f Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	<p>Theme 2, My Family and Friends focuses on families and their homes and communities.</p> <p>TG2: 19, 24, 37, 44</p>	<p>Theme 2, My Family and Friends focuses on families and their homes and communities.</p> <p>TG2: 19, 24, 37, 44</p>

<p>CD-9c Notice changes that happen over time (seasons, self or others growing bigger).</p>	<p>CD-9g Observe and talk about changes in themselves and their families over time.</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore ways children and their families change over time are encouraged in Theme 9 Changes, Week 4: Then and Now. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG9: 86, 87, 88, 89, 90, 94, 96, 97, 98, 99, 104</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore ways children and their families change over time are encouraged in Theme 9 Changes, Week 4: Then and Now. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG9: 86, 87, 88, 89, 90, 94, 96, 97, 98, 99, 104</p>
<p>CD-9d Notice and talk about weather conditions.</p>	<p>CD-9h Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).</p>	<p>Theme 9 Changes: Week 2: Earth Changes engages children to observe and talk about seasonal changes and weather conditions.</p> <p>TG1: 44, 45, 71 TG8: 97 TG9: 34, 37, 38, 41, 42, 43, 44, 45</p>	<p>Theme 9 Changes: Week 2: Earth Changes engages children to observe and talk about seasonal changes and weather conditions.</p> <p>TG1: 44, 45, 71 TG8: 97 TG9: 34, 37, 38, 41, 42, 43, 44, 45</p>
<p>CD-9e With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).</p>	<p>CD-9i Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).</p>	<p>TG1: 13, 24, 26, 39, 65, 78, 90, 91, 104 TG2: 12, 13, 39, 65, 91 TG3: 12, 13, 21, 39, 44, 65, 91, 99 TG4: 13, 39, 52, 64, 65, 73, 91 TG5: 12, 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 73, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>	<p>TG3: 68, 69</p>

	CD-9j Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).		TG1: 13, 24, 26, 39, 65, 78, 90, 91, 104 TG2: 12, 13, 39, 65, 91 TG3: 12, 13, 21, 39, 44, 65, 91, 99 TG4: 13, 39, 52, 64, 65, 73, 91 TG5: 12, 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 73, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
Mathematical Thinking and Expression			
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.			
CD-10j Rote count in order to 10 with increasing accuracy.	CD-10n Rote count in order to 20 with increasing accuracy.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23 Resources: Strategy Card - Counting	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23 Resources: Strategy Card - Counting
CD-10k Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	CD-10o Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 49, 74 TG4: 50 TG5: 48, 49, 88, 100, 101, 102 TG6: 23, 62, 100 TG7: 22, 48, 74, 102 TG8: 48, 49, 62, 74, 75, 88, 100, 102 TG9: 10, 75, 87, 101 Resources: Strategy Card - Counting	TG2: 36, 48, 49, 62 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88 Resources: Strategy Card - Counting
CD-10l Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie).	CD-10p Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101 Resources: Strategy Card - Counting	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 49, 74 TG4: 50 TG5: 48, 49, 88, 100, 101, 102 TG6: 23, 62, 100 TG7: 22, 48, 74, 102 TG8: 48, 49, 62, 74, 75, 88, 100, 102 TG9: 10, 75, 87, 101 Resources: Strategy Card - Counting

CD-10m Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	CD-10q Given a number 0-5, count out that many objects.	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 64 TG9: 88 Resources: Strategy Card – Number Operations	TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101 Resources: Strategy Card - Counting
	CD-10r Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.		TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101 Resources: Strategy Card - Counting
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.			
	CD-10s Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.		TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 64 TG9: 88 Resources: Strategy Card – Number Operations
	CD-10t Write numerals or number-like forms during play and daily activities.		TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
	CD-10u Match numerals 1-5 to sets of objects, with guidance and support		TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100

	CD-10v Recognize some numerals and attempt to write them during play and daily activities.		TG3: 10, 22, 23, 36, 49, 88 TG6: 8, 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87, 101
	CD-10w Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).		TG3: 10, 22, 23 TG6: 48, 49
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.			
CD-11f Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	CD-11l Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 11, 19, 22, 50, 102	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 11, 19, 22, 50, 102
CD-11g Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	CD-11m Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 19, 22, 50, 102 Resources: Strategy Card - Measurement	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 19, 22, 50, 102 Resources: Strategy Card - Measurement
CD-11h Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”).	CD-11n Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 64 TG9: 88 Resources: Strategy Card – Number Operations	TG2: 10, 11, 22, 23, 24, 48, 76, TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 64 TG9: 88

CD-11i Identify familiar objects as the same or different.	CD-11o Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).		Resources: Strategy Card – Number Operations
CD-11j Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	CD-11p Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color).	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49	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
CD-11k Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	CD-11q Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	TG1: 72 TG3: 88, 100, 101 TG5: 50 TG6: 36, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62	TG1: 72 TG3: 88, 100, 101 TG5: 50 TG6: 36, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.			
CD-12h Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”).	CD-12k Consistently use a variety of words for positions in space, and follow directions using these words.	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
CD-12i Use 2- and 3-dimensional shapes to create pictures, designs, or structures.	CD-12l Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG8: 74 TG9: 88, 100	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG8: 74 TG9: 88, 100
		Resources: Strategy Card - Geometry	Resources: Strategy Card - Geometry

<p>CD-12j Find shapes in the environment and describe them in their own words.</p>	<p>CD-12m Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).</p>	<p>TG1: 37, 88, 100, 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 62, 88, 101 TG5: 10, 15, 22, 23, 62, 74, 75, 101 TG7: 61 TG8: 37 TG9: 88, 100</p> <p>Resources: Strategy Card - Geometry</p>	<p>TG1: 37, 88, 100, 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 62, 88, 101 TG5: 10, 15, 22, 23, 62, 74, 75, 101 TG7: 61 TG8: 37 TG9: 88, 100</p> <p>Resources: Strategy Card - Geometry</p>
<p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p>			
<p>CD-13b Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).</p>	<p>CD-13e Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.</p>	<p>TG1: 23, 101 TG2: 10, 22, 23, 48, 49, 74, 75, 100, 101 TG3: 36, 75 TG4: 75 TG5: 49, 88, 100, 101 TG7: 22, 23, 48, 75, 101 TG8: 48, 49, 74, 76 TG9: 74, 75, 100</p>	<p>TG1: 23, 101 TG2: 10, 22, 23, 48, 49, 74, 75, 100, 101 TG3: 36, 75 TG4: 75 TG5: 49, 88, 100, 101 TG7: 22, 23, 48, 75, 101 TG8: 48, 49, 74, 76 TG9: 74, 75, 100</p>
<p>CD-13c Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).</p>	<p>CD-13f Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p>	<p><i>Children use observation and counting to connect math to their every day world during Math Small Group lessons and Math Practice Centers.</i></p> <p>TG1: 17, 48, 49 TG2: 22, 74, 100 TG3: 10, 22, 23, 48, 62, 100, 101 TG4: 74, 100 TG5: 48, 49 TG6: 48, 49, 100 TG7: 48, 49, 100 TG8: 22, 100 TG9: 49</p> <p>Resources: Strategy Card – Math Routines</p>	<p><i>Children use observation and counting to connect math to their every day world during Math Small Group lessons and Math Practice Centers.</i></p> <p>TG1: 17, 48, 49 TG2: 22, 74, 100 TG3: 10, 22, 23, 48, 62, 100, 101 TG4: 74, 100 TG5: 48, 49 TG6: 48, 49, 100 TG7: 48, 49, 100 TG8: 22, 100 TG9: 49</p> <p>Resources: Strategy Card – Math Routines</p>

<p>CD-13d Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack).</p>	<p>CD-13g Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question).</p>	<p><i>Children use various materials to collect and organized data in</i> Math Small Group lessons and STEAM activities. TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101</p>	<p><i>Children use various materials to collect and organized data in</i> Math Small Group lessons and STEAM activities. TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101</p>
	<p>CD-13h Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”).</p>		<p>TG1: 23, 36, 48, 49, 62, 74, 75, 77, 100 TG2: 22, 48, 49, 74, 75 TG3: 10, 74, 75, 101 TG4: 23, 49, 75, 100, 101 TG5: 22, 23, 74 TG6: 74, 75, 101 TG7: 23, 49, 75, 87 TG9: 101 Resources: Strategy Cards – Number Operations, Patterning</p>
Scientific Exploration and Knowledge			
Goal CD-14: Children observe and describe characteristics of living things and the physical world.			
<p>CD-14e Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).</p>	<p>CD-14k Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>	<p>Theme 2 My Family and Friends, Week 3: My Pets and Theme 8 Animals encourages children to take responsibility for the care of living things. Theme 9 Changes, Week 3: Nurturing Earth provides opportunities for children to learn how to take care of plants.</p>	<p>TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37 TG7: 37 TG8: 37, 61 TG9: 37, 43, 69</p>

		TG2: 62, 64, 68, 69, 71, 76, 77, 78 TG9: 20, 37, 38, 67, 70, 78	
CD-14f Notice and react to the natural world and the outdoor environment.	CD-14l Notice and react to the natural world and the outdoor environment.	<p><i>Children participate in activities throughout the year that focus on the natural world and outdoor environment through STEAM activities, Outdoor Activities, and Science and Sensory Practice Centers – identifying and observing changes in the earth and sky, weather/seasonal changes, temperature changes, earth materials, etc. Theme 9, Changes, Week 2: Earth Changes and Week 3: Nurturing Earth engage children in activities about the natural world around them.</i></p> <p>TG1: 44, 45, 71 TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37, 63 TG7: 37 TG8: 37, 61, 97 TG9: 34, 35, 37, 38, 40, 41, 42, 43, 44, 45, 68, 69</p>	<p><i>Children participate in activities throughout the year that focus on the natural world and outdoor environment through STEAM activities, Outdoor Activities, and Science and Sensory Practice Centers – identifying and observing changes in the earth and sky, weather/seasonal changes, temperature changes, earth materials, etc. Theme 9, Changes, Week 2: Earth Changes and Week 3: Nurturing Earth engage children in activities about the natural world around them.</i></p> <p>TG1: 44, 45, 71 TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37, 63 TG7: 37 TG8: 37, 61, 97 TG9: 34, 35, 37, 38, 40, 41, 42, 43, 44, 45, 68, 69</p>
CD-14g Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	CD-14m Describe some things plants and animals need to live and grow (sunlight, water, food).	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96

<p>CD-14h Notice and describe current weather conditions.</p>	<p>CD-14n Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).</p>	<p>TG1: 44, 45, 71, 88 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45</p>	<p>Theme 2 My Family and Friends, Week 3: My Pets and Theme 8 Animals encourages children to take responsibility for the care of living things. Theme 9 Changes, Week 3: Nurturing Earth provides opportunities for children to learn how to take care of plants.</p> <p>TG2: 62, 64, 68, 69, 71, 76, 77, 78 TG9: 20, 37, 38, 67, 70, 78</p>
<p>CD-14i Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).</p>	<p>CD-14o Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.</p>	<p>TG5: 89 TG9: 9, 11, 35</p>	<p>TG1: 44, 45, 71, 88 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45</p>
<p>CD-14j Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).</p>	<p>CD-14p Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).</p>	<p>TG1: 11, 63, 89 TG2: 11 TG3: 47, 61 TG4: 11 TG6: 44, 70 TG7: 11 TG8: 69 TG9: 63, 68, 69, 70, 71</p>	
	<p>CD-14q Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).</p>		<p>TG1: 11, 63, 89 TG2: 11 TG3: 47, 61 TG4: 11 TG6: 44, 70 TG7: 11 TG8: 69 TG9: 63, 68, 69, 70, 71</p>

Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.			
CD-15i Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	CD-15n Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	<p><i>Children use various materials to represent their scientific exploration through Math Small Group lessons, STEAM activities, and Science Practice Centers.</i></p> <p>TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 35, 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101</p>	<p><i>Children use various materials to represent their scientific exploration through Math Small Group lessons, STEAM activities, and Science Practice Centers.</i></p> <p>TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 35, 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101</p>
CD-15j Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	CD-15o Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	<p>TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97</p>	<p>STEAM lessons and Practice Centers provide opportunities for children to explore the world around them using engineering and process skills.</p> <p>TG1: 103 TG2: 24, 76 TG3: 50, 102 TG4: 24, 76 TG5: 11, 24, 50, 76 TG6: 24, 50, 61, 76, 87 TG7: 24, 76, 102 TG8: 24, 50, 102 TG9: 24, 50, 102</p>

<p>CD-15k Ask questions to find out more about the natural world.</p>	<p>CD-15p Compare objects, materials, and phenomena by observing and describing their physical characteristics.</p>	<p>TG1: 10, 41, 50, 76, 102 TG2: 9, 11, 24, 47, 50-51, 63, 76, 102-103 TG3: 22-23, 50-51, 76-77, 87, 89, 102-103 TG4: 11, 24-25, 35, 37, 47, 50-51, 62, 63, 76-77, 102-103 TG5: 18, 24-25, 35, 42-43, 50-51, 63, 76-77, 102-103 TG6: 11, 24-25, 37, 50-51, 63, 76-77, 89, 102-103 TG7: 11, 24-25, 36, 50-51, 63, 76-77, 89, 91, 102-103 TG8: 11, 24-25, 37, 50-51, 63, 102-103 TG9: 11, 24-25, 42-43, 50-51, 63, 76-77, 101, 102-103</p>	<p>TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97</p>
<p>CD-15l Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).</p>	<p>CD-15q Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).</p>	<p><i>Children have numerous opportunities to use a variety of tools to investigate the world around them as they develop skills in Math Small Group lessons, STEAM activities, and Practice Centers (Math, Science, and Construction).</i></p> <p>TG1: 10, 24, 36, 77 TG2: 43 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 44, 70, 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97</p>	<p><i>Children have numerous opportunities to use a variety of tools to investigate the world around them as they develop skills in Math Small Group lessons, STEAM activities, and Practice Centers (Math, Science, and Construction).</i></p> <p>TG1: 10, 24, 36, 77 TG2: 43 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 44, 70, 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97</p>
<p>CD-15m Describe and predict changes that take place when mixing and manipulating materials.</p>	<p>CD-15r Make and check predictions through observations and experimentation, with adult support and guidance.</p>	<p>TG1: 25, 36, 44, 69, 77, 103 TG3: 36, 71, 89 TG4: 37, 63, 87 TG5: 35, 37, 49 TG6: 19, 37, 95 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 63</p>	<p>TG1: 25, 36, 44, 69, 77, 103 TG3: 36, 71, 89 TG4: 37, 63, 87 TG5: 35, 37, 49 TG6: 19, 37, 95 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 63</p>

	<p>CD-15s Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights).</p>		<p>TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 61, 63, 97</p>
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