

# Louisiana's Birth to Five Early Learning and Development Standards (ELDS) Correlation to Frog Street Pre-K



## Louisiana's Birth to Five Early Learning & Development Standards (48-60 months) Correlated to Frog Street Pre-K

Louisiana's Birth to Five Early Learning & Development Standards (48-60 months)	Frog Street Pre-K Teaching Guide Page References
<b>APPROACHES TO LEARNING</b>	
<b>INITIATIVE AND CURIOSITY</b>	
<b>Standard AL1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.</b>	
Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)	<b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
Choose a multi-step task and complete it on their own. (4.2)	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51 74-75 , 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103
<b>ATTENTION, ENGAGEMENT, AND PERSISTENCE</b>	
<b>Standard AL 2: Demonstrate attention, engagement, and persistence in learning.</b>	
Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45,

Maintain attention in child initiated and adult - directed activities despite distractions and interruptions. (4.2)	50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
Plan and complete tasks and activities. (4.3)	<b>TG1:</b> 51, 75, 77, 87, 103 <b>TG2:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103
<b>REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING</b>	
<b>Standard AL3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</b>	
Identify and understand cause and effect relationships. (4.1)	<b>TG1:</b> 25, 51, 77, 88, 91, 101, 103 <b>TG2:</b> 24-25, 37, 50-51, 76-77, 102-103 <b>TG3:</b> 11, 24-25, 36, 37, 48, 51, 63, 76-77, 102-103 <b>TG4:</b> 17, 24-25, 37, 45, 50-51, 62, 76-77, 87, 89, 100-101, 102-103 <b>TG5:</b> 9, 11, 17, 24-25, 35, 37, 49, 51, 68-69, 74-75, 76-77, 102-103 <b>TG6:</b> 11, 24-25, 37, 48-49, 50-51, 62, 63, 68, 76-77, 94, 102-103 <b>TG7:</b> 22-23, 24-25, 35, 48-49, 50-51, 76-77, 88, 100-101, 102-103 <b>TG8:</b> 22-23, 36, 48-49, 50-51, 63, 76-77, 89, 102-103 <b>TG9:</b> 18, 24-25, 42-43, 48-49, 50-51, 76-77, 87, 102-103
Apply prior knowledge and experiences to learn new skills during play. (4.2)	<b>TG1:</b> 11 <b>TG2:</b> 10, 36, 69 <b>TG3:</b> 61 <b>TG4:</b> 35 <b>TG6:</b> 63, 89 <b>TG9:</b> 36
Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-
Make specific request for help from both peers and adults as needed. (4.4)	

	23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103
<b>Standard AL4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</b>	
Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 10, 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 11, 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 41, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 19, 24-25, 35, 38, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 102-103 <b>TG7:</b> 9, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 89, 100, 103
Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)	<b>TG1:</b> 10, 41, 50, 76, 102 <b>TG2:</b> 9, 11, 24, 47, 50-51, 63, 76, 102-103 <b>TG3:</b> 22-23, 50-51, 76-77, 87, 89, 102-103 <b>TG4:</b> 11, 24-25, 35, 37, 47, 50-51, 62, 63, 76-77, 102-103 <b>TG5:</b> 18, 24-25, 35, 42-43, 50-51, 63, 76-77, 102-103 <b>TG6:</b> 11, 24-25, 37, 50-51, 63, 76-77, 89, 102-103 <b>TG7:</b> 11, 24-25, 36, 50-51, 63, 76-77, 89, 91, 102-103 <b>TG8:</b> 11, 24-25, 37, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 42-43, 50-51, 63, 76-77, 101, 102-103
<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>	
<b>CREATIVE THINKING AND EXPRESSION</b>	
<b>Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.</b>	
Express thoughts and feelings through movement and musical activities. (4.1)	<b>TG1:</b> 14, 15, 41, 65, 67, 87, 90, 93 <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 41, 64, 67, 89, 93, 96-97, 98 <b>TG6:</b> 10, 12, 15, 37, 38, 41, 64, 67, 90, 93 <b>TG7:</b> 12, 15, 41, 67, 72, 93, 95 <b>TG8:</b> 15, 38, 41, 64, 67, 93 <b>TG9:</b> 12, 15, 38, 41, 64, 67, 93
Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	
Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	
Describe changes in tone, melody, rhythm, and tempo. (4.4)	

Use instruments, props, and body creatively to express self through music and movement. (4.5)	
<b>Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.</b>	
Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1)	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	
Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	<b>TG1:</b> 37, 51, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102-103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 51, 61, 86, 87, 89, 94-95, 98 <b>TG6:</b> 10, 36, 62, 76-77, 88 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 35, 61, 63, 87 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
<b>Standard CC 3: Explore roles and experiences through dramatic art and play.</b>	
Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)	<b>TG1:</b> 97 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 11, 17, 19, 43, 69, 97 <b>TG5:</b> 41, 67, 69, 88 <b>TG6:</b> 16, 17 <b>TG7:</b> 22, 71, 89, 97 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
Role play or use puppets to act out stories or play a character. (4.2)	<b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
Represent fantasy and real -life experiences through pretend play. (4.3)	
Use objects to represent other objects. (4.4)	
<b>MATHEMATICS</b>	
<b>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</b>	
Verbally count by ones to 20. (4.1)	<b>TG1:</b> 23 <b>TG2:</b> 74-75, 100 <b>TG5:</b> 49, 101, 102-103 <b>TG6:</b> 10, 22- 23, 36, 49, 100-101, 102-103 <b>TG8:</b> 48-49, 74-75 <b>TG9:</b> 23, 48, 62, 76-77  <b>Resources:</b> Strategy Card - <b>Counting</b> , Strategy Card - <b>Math Routines</b>

Count forward from a given number between 1 and 10, and count backward from 5. (4.2)	<b>TG3:</b> 22-23 <b>TG7:</b> 36 <b>TG8:</b> 22-23, 49
Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	<b>TG1:</b> 22 <b>TG2:</b> 74, 75, 101 <b>TG3:</b> 48, 49 <b>TG5:</b> 48, 49, 88, 100, 101 <b>TG6:</b> 23, 100 <b>TG7:</b> 22, 48, 74 <b>TG8:</b> 48, 49, 74, 88 <b>TG9:</b> 75
Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
Identify written numerals 0-10 in the everyday environment. (4.5)	<b>TG3:</b> 10, 22-23, 36, 49, 88, 101 <b>TG5:</b> 48-49, 88 <b>TG6:</b> 8, 10, 16-17, 22-23, 36, 75, 100-101 <b>TG7:</b> 16-17, 23, 36, 42-43, 48-49, 74-75 <b>TG8:</b> 22-23, 48-49, 76-77 <b>TG9:</b> 23, 48, 62, 87, 100-101
With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
Compare sets of objects using same/different and more/less/fewer. (4.7)	<b>TG1:</b> 23 <b>TG2:</b> 40, 48, 62, 75, 88, 100-101 <b>TG3:</b> 48-49, 62, 74-75 <b>TG5:</b> 9, 48-49 <b>TG6:</b> 100-101, 102-103 <b>TG7:</b> 18, 50-51, 88 <b>TG8:</b> 17, 100-101, 102-103 <b>TG9:</b> 10, 22-23, 36, 48, 62, 77, 100-101  <b>Resources:</b> Strategy Card - <b>Measurement</b>
Identify an object's or person's position as first or last. (4.8)	<b>TG3:</b> 10, 22, 23 <b>TG6:</b> 48, 49
<b>Standard CM 2: Understand basic patterns, concepts, and operations.</b>	
Recognize, copy, and extend patterns. (4.1)	<b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62
Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	<b>TG1:</b> 101 <b>TG2:</b> 24-25, 76-77 <b>TG3:</b> 76-77 <b>TG4:</b> 36, 48-49, 52, 62, 102-103 <b>TG5:</b> 9, 25, 62 <b>TG6:</b> 50-51, 76-77  <b>Resources:</b> Strategy Card - <b>Geometry</b>

Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)	<b>TG7:</b> 22-23, 36, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 76-77 <b>Resources:</b> Strategy Card - Number Operations
Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)	<b>TG3:</b> 10, 22, 23 <b>TG6:</b> 48, 49
<b>Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.</b>	
Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	<b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b> 24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103 <b>Resources:</b> Strategy Card – Measurement
Put up to six objects in order by length (seriate). (4.2)	<b>TG2:</b> 10, 11, 22, 23, 24, 49, 76, 102 <b>TG5:</b> 24, 48, 49, 76 <b>TG7:</b> 24, 76 <b>TG8:</b> 24, 101
Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	<b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b> 24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103
Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)	<b>Resources:</b> Strategy Card - Measurement
<b>Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.</b>	
Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)	<b>TG1:</b> 21, 23, 40, 47, 60, 66, 73, 88, 92, 99, 100-101 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 40, 47, 66, 75, 99 <b>TG4:</b> 8, 10, 22-23, 48-49
Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)	<b>TG5:</b> 10, 15, 22-23, 50-51, 62, 74-75, 102-103 <b>TG6:</b> 36 <b>TG7:</b> 76-77 <b>TG8:</b> 37, 74 <b>TG9:</b> 87, 88, 100-101 <b>Welcome Guide:</b> 70

	<b>Resources:</b> Strategy Card – <b>Geometry</b>
Copy or replicate one or two-dimensional shapes using a variety of materials. (4.3)	<b>TG1:</b> 23, 101 <b>TG3:</b> 75, 76 <b>TG4:</b> 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 15, 22, 23, 62, 74, 75 <b>TG9:</b> 75
Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)	
Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)	<b>TG1:</b> 36, 48-49 <b>TG6:</b> 62, 74-75
<b>SCIENCE</b>	
<b>Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).</b>	
Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 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 <b>TG8:</b> 9, 11, 16-17, 19, 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 <b>TG9:</b> 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	
Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)	<b>TG3:</b> 50, 102 <b>TG4:</b> 24, 76 <b>TG5:</b> 24, 50, 76 <b>TG6:</b> 24, 50, 61, 76, 87 <b>TG7:</b> 24, 76, 102 <b>TG8:</b> 24, 50, 102 <b>TG9:</b> 24, 50, 102
Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97



Conduct simple scientific experiments. (4.5)	
Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)	
With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7)	
<b>Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).</b>	
With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)	<b>TG5:</b> 89
Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 61, 63, 97
Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	<b>TG3:</b> 87 <b>TG6:</b> 42, 50
Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11
<b>Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).</b>	
Explore, observe, and describe a variety of living creatures and plants. (4.1)	<b>TG1:</b> 35, 45 <b>TG2:</b> 72 <b>TG4:</b> 9, 11, 15, 17, 18, 19, 45 <b>TG7:</b> 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 663, 71, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96
Classify living creatures and plants into categories according to at least one characteristic. (4.2)	

Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)	
Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)	
Describe plants' and living creatures' life cycles. (4.5)	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
Use basic vocabulary to name and describe plants and living creatures. (4.6)	<b>TG1:</b> 35, 45 <b>TG2:</b> 72 <b>TG4:</b> 9, 11, 15, 17, 18, 19, 45 <b>TG7:</b> 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 66, 71, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96
Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)	
<b>Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).</b>	
Compare, and contrast seasonal changes where they live. (4.1)	<b>TG1:</b> 45, 62, 70, 71, 88
Describe the types of clothing needed for different seasons. (4.2)	<b>TG1:</b> 44, 45, 62, 71, 88 <b>TG9:</b> 34, 37, 38, 41, 42, 43, 44, 45
Describe the current weather and how weather conditions can change from day to day. (4.3)	<b>TG1:</b> 45, 62, 70, 71, 88
Describe major features of the earth and sky, and how they change from night to day. (4.4)	<b>TG1:</b> 37 <b>TG9:</b> 35, 37, 42, 43, 45, 68
<b>SOCIAL STUDIES</b>	
<b>Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.</b>	
Describe events, activities, and people from the past using appropriate vocabulary. (4.1)	

<p>Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)</p>	<p><b>TG1:</b> 16, 17, 19, 24, 26, 44, 99 <b>TG2:</b> 17, 96 <b>TG3:</b> 11, 99 <b>TG5:</b> 11, 17 <b>TG6:</b> 63, 69, 102-103 <b>TG7:</b> 70 <b>TG8:</b> 17, 43, 96-97 <b>TG9:</b> 10, 22-23</p> <p><b>Resources:</b> Strategy Card - <b>Math Routines</b></p>
<p><b>Standard CSS 2: Describe people, events, and symbols of the past and present.</b></p>	
<p>Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)</p>	<p><b>TG1:</b> 19, 44 <b>TG2:</b> 16, 17, 48, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71, 97 <b>TG9:</b> 10</p>
<p>Identify and name some local, state, and national symbols. (4.2)</p>	<p><i>The UNITE portion of the Greeting Circle each day invites children to identify with local, state, and national symbols.</i></p> <p><b>TG1:</b> 12, 38, 64 <b>TG2:</b> 12, 38, 69, 90 <b>TG4:</b> 18, 20, 38 <b>TG5:</b> 14, 71 <b>TG6:</b> 12, 38, 64, 90, 97 <b>TG8:</b> 12, 38, 64, 90</p>
<p>Describe familiar elements of the local community and culture. (4.3)</p>	<p><b>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. 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)</b></p> <p><b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95</p>
<p>Describe local, state, and national cultural events, celebrations, and holidays. (4.4)</p>	
<p><b>Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.</b></p>	
<p>Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)</p>	<p><b>TG1:</b> 63 <b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69</p>
<p>Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</p>	
<p>Recognize a globe/map as a representation of the earth. (4.3)</p>	
<p>Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)</p>	

With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5)	
Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)	<b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69
Participate in daily clean-up activities. (4.7)	<b>TG1:</b> 3, 19, 37, 51, 77 <b>TG3:</b> 65 <b>TG4:</b> 38 <b>TG8:</b> 13, 87 <b>TG9:</b> 63
<b>Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.</b>	
Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	<b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)  <b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95
Discuss shelters/homes in various geographic regions. (4.2)	
<b>Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.</b>	
Recognize their responsibility as a member of a family and classroom. (4.1)	<i>Recognizing responsibilities as a member of a community are addressed daily during the <b>COMMIT</b> portion of the <b>Greeting Circle Routine</b> (pages 13, 39, 65, 91 in each Teacher's Guide). <b>Theme 2, My Family and Friends</b> focuses on responsibilities within the family.</i>  <b>TG1:</b> 12, 23, 24, 26, 65, 89, 90 <b>TG2:</b> 12, 17, 20, 21, 25, 26, 77 <b>TG3:</b> 12, 20, 21 <b>TG5:</b> 19 <b>TG6:</b> 18 <b>TG7:</b> 13
Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)	<b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG3:</b> 12, 21, 44. 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13

Follow rules that have been established. (4.3)	<b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89
Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4)	
Identify workers and their roles as citizens within the community. (4.5)	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
<b>Standard CSS 6: Demonstrate an awareness of basic economic concepts.</b>	
Demonstrate awareness of the purpose of money through play activities. (4.1)	<b>TG3:</b> 8,11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103
Demonstrate the role of buyers and sellers in play activities. (4.2)	
Participate in conversations about wants and needs. (4.3)	
<b>Language and Literacy Development: LL 1</b>	
<b>SPEAKING AND LISTENING</b>	
<b>Standard LL 1: Comprehend or understand and use language.</b>	
Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	<b>TG2:</b> 73 <b>TG3:</b> 46, 60, 72 <b>TG4:</b> 60, 72 <b>TG5:</b> 16-17, 72, 73, 98 <b>TG6:</b> 34, 47, 63, 70-71, 73, 98, 99, 100-101 <b>TG7:</b> 9, 20-21, 46, 72, 89, 99 <b>TG8:</b> 20-21, 72-73 <b>TG9:</b> 46-47, 72
Listen and respond attentively to conversations. (4.2)	<b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)	<b>TG2:</b> 26, 52, 78, 103 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 78, 104
Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)	<b>TG1:</b> 97 <b>TG2:</b> 10,36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 11, 17, 19, 43, 69, 97 <b>TG5:</b> 41, 67, 69, 88 <b>TG6:</b> 16, 17 <b>TG7:</b> 22, 71, 89, 97 <b>TG8:</b> 93 <b>TG9:</b> 15, 36

<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p>	<p><i>Use of language to express complete thoughts are addressed Days 1 and 5 of the <b>STEAM</b> routine (pages 24-25; 50-51; 76-77; and 102-103 of each Teacher Guide) and daily during the <b>Closing Circle</b> routine (pages 26, 52, 78; and 104 of each Teacher Guide).</i></p> <p><b>TG1:</b> 40, 61 <b>TG4:</b> 73 <b>TG5:</b> 88 <b>TG6:</b> 9, 11, 14, 63, 72 <b>TG8:</b> 47, 99</p>
<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p>	<p><i>Daily <b>Read-Aloud</b> activities provide opportunities for children to respond in reciprocal exchanges by asking questions to develop understandings and deepen comprehension.</i></p> <p><b>TG3:</b> 72 <b>TG6:</b> 47, 73 <b>TG7:</b> 21, 26, 73 <b>TG8:</b> 21, 34, 45 <b>TG9:</b> 47, 99</p>
<p><b>Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.</b></p>	
<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p>	<p><i>Day 1 of each <b>Read Aloud</b> lesson and <b>Literacy Small Group</b> lesson focuses on the vocabulary used throughout the week with activities to understand meaning, classify and compare, and use word-meaning relationships.</i></p> <p><b>Additional citations:</b>  <b>TG1:</b>12, 18, 19, 20, 43, 44 <b>TG2:</b> 19 <b>TG3:</b>17 <b>TG4:</b> 81, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 104 <b>TG 6:</b> 42 <b>TG7:</b> 98</p>
<p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p>	<p><i>Daily activities provide opportunities for children to use new vocabulary acquired throughout the day through conversations, activities, or listening to texts read aloud. The <b>Greeting Circle</b>, two <b>Read-Aloud lessons</b>, <b>Literacy Small Group</b>, and <b>Closing Circle</b> encourage children to interact with words to build understanding.</i></p> <p><b>Additional Citations:</b> <b>TG3:</b> 72 <b>TG6:</b> 47, 73 <b>TG7:</b> 21, 26, 73 <b>TG8:</b> 21, 34, 45 <b>TG9:</b> 47, 99</p>

	<b>Resources:</b> Strategy Card - <b>Read Aloud</b> , Strategy Card - <b>Vocabulary</b>
<b>READING: LITERATURE AND INFORMATION IN PRINT</b>	
<b>Standard LL 3: Develop an interest in books and their characteristics.</b>	
Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	<b>TG1:</b> 47, 60, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG4:</b> 8, 35, 61 <b>TG5:</b> 43, 86 <b>TG6:</b> 21, 34, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8
With prompting and support, describe the role of the author and illustrator of a text. (4.2)	<b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69, 70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92  <b>Resources:</b> Strategy Card - <b>Read Aloud</b>
<b>Standard LL 4: Comprehend stories and information from books and other print materials.</b>	
With prompting and support, ask and answer questions about print that is read aloud. (4.1)	<i>The two daily <b>Read-Aloud</b> lessons engage children to ask and answer questions about the print read aloud as well as charts, graphs, story folders, and informational texts used in <b>Math</b> and <b>STEAM</b> lessons.</i>  <b>TG1:</b> 16, 18, 42, 44, 68, 70, 71, 94, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 72 <b>TG5:</b> 16, 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 47, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 21, 26, 42, 44, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16, 18, 19, 21, 34, 42, 43, 44, 45, 68 <b>TG9:</b> 47, 99
With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71, 72, 89 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 19, 41, 43, 44, 61, 67, 69, 70-71, 97 <b>TG5:</b> 11, 25, 45, 68 <b>TG6:</b> 25, 69 <b>TG7:</b> 9, 21, 22-23, 25, 26, 48-49, 69, 74, 97, 100-101 <b>TG8:</b> 22-23, 36, 43, 51, 62 <b>TG9:</b> 70, 95
With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)	<b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23,

	44-45, 48-49, 73,74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97
With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	<b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95 <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96
Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)	<i>The two daily <b>Read-Aloud</b> lessons as well as charts, graphs, story folders, and informational texts used in <b>Small Group</b> lessons and <b>Math</b> and <b>STEAM</b> lessons provide follow-up conversations and activities for children to use new vocabulary.</i>  <b>TG1:</b> 19, 24, 41, 52, 61, 62, 71, 96-97 <b>TG2:</b> 15, 19 47, 48, 60, 67, 70, 96-97, 99 <b>TG3:</b> 10, 15, 16-17, 18-19, 21, 42, 45, 50-51, 68-69 <b>TG4:</b> 16-17, 22-23, 42-43, 44-45, 47, 94-95, 96-97 <b>TG5:</b> 11, 16-17, 18-19, 20, 34, 63, 66, 68-69, 88, 94-95 <b>TG6:</b> 16-17, 18-19, 42, 43, 44, 45, 62, 68-69, 70-71, 94-95, 99 <b>TG7:</b> 10, 16-17, 18-19, 21, 44-45, 60, 68-69, 96-97, 98-99, 100-101 <b>TG8:</b> 9, 11, 19, 35, 42-43, 46, 70-71, 96-97, 98-99 <b>TG9:</b> 14,16-17, 20, 42-43, 60, 68-69, 94-95
Recognize that texts can be stories (make believe) or real (give information). (4.6)	<b>TG1:</b> 18, 44 <b>TG2:</b> 8, 44, 45, 70 <b>TG4:</b> 18, 61, 94, 96, 104 <b>TG5:</b> 42 <b>TG7:</b> 16, 18, 42, 45, 68, 94 <b>TG8:</b> 16, 45, 70, 71, 96
With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	<b>TG1:</b> 43 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21 <b>TG7:</b> 45 <b>TG9:</b> 19, 46, 72
With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	<b>TG1:</b> 17, 71 <b>TG2:</b> 19, 43, 96 <b>TG4:</b> 42, 43, 44, 45, 69, 97 <b>TG5:</b> 15, 19, 71 <b>TG7:</b> 45 <b>TG8:</b> 70



Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	<b>TG1:</b> 16, 21, 43, 44, 70, 96, 97 <b>TG2:</b> 18, 42, 44, 46, 69, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 42, 70, 71, 94, 96 <b>TG4:</b> 16, 42, 44, 68, 72 <b>TG7:</b> 16, 42, 96 <b>TG8:</b> 71 <b>TG9:</b> 18
<b>Standard LL 5: Demonstrate understanding of the organization and basic features of print.</b>	
With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	<b>Frog Street Pre-K</b> provides opportunities to demonstrate understanding of the organization and features of print during <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each Teacher Guide, with the exception of Theme 1, Week 1.)
With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	<b>TG1:</b> 9, 47, 73 <b>TG2:</b> 60, 89 <b>TG4:</b> 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 14, 21, 40, 47, 60, 66, 73, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 92, 99
With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	<b>TG1:</b> 9, 14, 21, 73 <b>TG2:</b> 21, 46 <b>TG3:</b> 21 <b>TG4:</b> 17, 21, 47, 74, 99 <b>TG5:</b> 47, 60 <b>TG7:</b> 47, 73, 86, 99
With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	<b>TG1:</b> 40, 66, 92, 99 <b>TG2:</b> 14, 34, 40, 47, 66, 92, 99 <b>TG3:</b> 14, 40, 66, 92 <b>TG4:</b> 14, 21, 34, 40, 47, 66, 92, 99 <b>TG5:</b> 14, 21, 40, 66, 73, 92, 96 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 14, 40, 66, 92, 99 <b>TG8:</b> 8, 14, 40, 66, 92 <b>TG9:</b> 14, 21, 40, 66, 92
Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	<i>Upper-case and lower-case letters of the alphabet are addressed daily during <b>Step 3 (Identify Letters)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each Teacher Guide with the exception of Theme 1, Week 1.)</i>  <b>TG1:</b> 21, 47, 61, 73, 99 <b>TG2:</b> 9, 21, 35, 47, 73 <b>TG3:</b> 21, 47, 73 <b>TG4:</b> 8, 21, 34, 45, 47, 95, 99, 100 <b>TG5:</b> 21, 47, 60, 73, 99 <b>TG6:</b> 21, 47, 66, 73, 98, 99 <b>TG7:</b> 17, 20, 21, 47, 73, 86, 99 <b>TG8:</b> 8, 21, 47, 99 <b>TG9:</b> 8, 21, 86, 96, 99
<b>READING: FOUNDATIONAL SKILLS</b>	
<b>Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</b>	

With prompting and support, recognize and produce rhyming words. (4.1)	<b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG7:</b> 42 <b>TG8:</b> 19, 78, 92, 98 <b>TG9:</b> 14, 20, 97  <b>Resources:</b> Strategy Card - Rhyming
With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	<b>TG2:</b> 72 <b>TG3:</b> 14, 40, 46, 66, 72, 92, 98, 104 <b>TG5:</b> 3 <b>TG7:</b> 24 <b>TG8:</b> 40, 46, 66, 72, 98
With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40, 46, 66, 72 <b>TG9:</b> 40, 46, 66, 72  <b>Resources:</b> Strategy Card - Onset-Rime
Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98
<b>WRITING</b>	
<b>Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</b>	
Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	<b>TG1:</b> 8, 34, 60, 86 <b>TG2:</b> 8, 34, 60, 86 <b>TG3:</b> 8, 34, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 6, 34, 60, 86
Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)	<b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86  <b>Resources:</b> Strategy Card - Expressive Writing
With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)	<b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 1</b>	
<b>MOTOR SKILLS AND PHYSICAL FITNESS</b>	
<b>Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.</b>	
Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62,

	67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	
<b>Standard PM 2: Develop small muscle control and coordination.</b>	
Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)	<b>TG1:</b> 8, 9, 34, 35, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)	<b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 10, 35, 36, 61, 62, 87 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
<b>Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.</b>	
Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
<b>HEALTH AND HYGIENE</b>	
<b>Standard PM 4: Develop appropriate health and hygiene skills.</b>	
Identify different foods and the corresponding food group according to “My Plate”. (4.1)	<b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44
Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	
Exhibit good hygiene habits and manage age appropriate personal care routines on own. (4.3)	<b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17

Get sufficient sleep and rest to support healthy development of their body. (4.4)	<b>TG3:</b> 65, 81, 89 <b>TG6:</b> 3
<b>SAFETY</b>	
<b>Standard PM 5: Demonstrate safe behaviors.</b>	
Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)	
<b>SOCIAL-EMOTIONAL DEVELOPMENT: SE 1</b>	
<b>SOCIAL RELATIONSHIPS</b>	
<b>Standard SE 1: Develop healthy relationships and interactions with peers and adults.</b>	
Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide).</i> <b>TG1:</b> 11, 38, 91, 93, 94, 95, 99 <b>TG2:</b> 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 <b>TG3:</b> 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 50-51, 61, 77, 87, 89, 103 <b>TG5:</b> 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 <b>TG6:</b> 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 <b>TG7:</b> 8, 9, 11, 61 <b>TG8:</b> 9, 0, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 <b>TG9:</b> 36, 51, 61, 77, 89, 93, 95, 101, 103
Express empathy and sympathy for others. (4.2)	<b>TG1:</b> 36, 91 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 34, 39, 46, 65, 91 <b>TG4:</b> 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 65 <b>TG9:</b> 12, 13, 39, 65, 91
Demonstrate understanding of how one's words and actions affect others. (4.3)	<b>TG2:</b> 13, 39, 65, 68, 90, 91 <b>TG3:</b> 13, 34, 39, 42, 43, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 70, 91, 95 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95

<p>Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)</p>	<p><b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</p> <p><b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95</p>
<p>Play cooperatively with small group of peers for a sustained time. (4.5)</p>	<p><b>Conscious Discipline™</b> strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults.</p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p>Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</p>	
<p>Resolve conflict with peers on their own sometimes. (4.7)</p>	<p><b>Conscious Discipline™</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>CALM</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each Teacher's Guide) focuses on developing positive relationships daily.</p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
<p>Seek help from adults when in conflict with peer, if needed. (4.8)</p>	
<p>Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)</p>	

Develop and maintain positive relationships with peers. (4.10)	<p><b>Conscious Discipline™</b> specifically guides children in developing positive relationships is addressed daily during the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide).</p> <p><b>TG1:</b> 11, 12, 13, 36, 38, 39, 65, 91 <b>TG2:</b> 10, 11, 15, 37, 38, 50-51, 62, 63, 67, 77, 87, 89, 93, 102-103 <b>TG3:</b> 10, 11, 24-25, 37, 51, 61, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 50-51, 61, 63, 89, 103 <b>TG5:</b> 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 <b>TG6:</b> 9, 11, 35, 37, 41, 61, 63, 77, 87, 89 <b>TG7:</b> 8, 9, 11, 61, 88 <b>TG9:</b> 36, 38, 51, 61, 77, 89, 93,101</p>
<b>SELF-CONCEPT AND SELF-EFFICACY</b>	
<b>Standard SE 2: Develop positive self-identify and sense of belonging.</b>	
Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	<b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
<b>Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b>	
Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	<b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
Attempt new experiences with confidence. (4.2)	
Make choices or decisions from a range of options. (4.3)	
<b>SELF-REGULATION</b>	
<b>Standard SE 4: Regulate own emotions and behavior.</b>	
Recognize and accurately label the feelings of self. (4.1)	<b>TG1:</b> 12, 38, 64, 90, 91, 95, 97 <b>TG2:</b> 10, 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 36, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	
<b>Standard SE 5: Regulate attention, impulses, and behavior.</b>	

<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p>	<p><b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89</p>
<p>Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)</p>	<p><b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b></p>
<p>With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</p>	<p>12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102</p>