

Virginia's Early Learning and Development Standards Correlation to Frog Street Pre-K 2020



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Virginia's Early Learning and Development Standards	Frog Street Pre-K 2020 Teacher Guide Page References
Approaches to Play and Learning	
APL1. Curiosity and Initiative	
APL1.1. Being curious learners	
APL1.1h Shows curiosity by saying things like, "I wonder what will happen next."	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
APL1.1i Seeks out new information by asking, "How does that work?"	
APL1.1j Shows eagerness to learn about a variety of topics	
APL1.2. Taking initiative	
APL1.2o Chooses different ways to explore the environment based on prior experiences with tools or actions	TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89
APL1.2p Suggests new ideas for play activities and follows through with self-direction and independence	
APL1.2q Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide)	
APL2. CREATIVITY AND IMAGINATION	
APL2.1. Showing creativity and imagination	
APL2.1o Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play)	<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>
APL2.1p Utilizes realistic and open-ended materials in cooperative play	
APL2.1q Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle)	
	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

APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION	
APL3.1. Focusing and paying attention	
APL3.1k Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence	TG1: 13, 14, 16, 18, 40, 55, 68, 70, 92, 94, 102 TG2: 18, 23, 44, 47, 94 TG3: 16, 35, 45, 68, 71, 91, 97, 103 TG4: 16, 19, 44, 45, 71, 97 TG5: 17, 40, 44, 97 TG6: 15, 17, 40, 43, 46, 66, 92, 96 TG7: 23, 44, 45, 71, 97 TG8: 18, 19, 42, 44, 45, 70, 76, 96 TG9: 18, 19, 44, 4
APL3.1l Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes)	
APL3.1m Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group)	
APL3.2. Building working memory	
APL3.2m Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug)	<i>Throughout Frog Street Pre-K, many opportunities are provided for children to draw on memory or experiences (apply prior knowledge) including Greeting Circle, Practice Centers, and during the daily Closing Circle for a variety of purposes. In addition, weekly Practice Centers extend learning to allow children to recreate ideas, events, etc., using their own adaptations.</i> TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42-43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97
APL3.2n Remembers actions that go with stories or songs	
APL3.2o Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack)	
APL3.3. Thinking flexibly and adapting	
APL3.3m Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape)	TG1: 10, 11, 23, 24, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 36, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 37, 50-51, 61, 62, 63, 76-77, 87, 89, 102-103 TG5: 9, 11, 17, 25, 35, 37, 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, 63, 76-77, 89, 91, 103 TG8: 9, 11, 24-25, 37, 50-51, 63, 89, 100, 101, 102-103 TG9: 9, 11, 24-25, 50-51, 61, 63, 76-77, 89, 97, 102-103
APL3.3n Considers ideas from adults and other children in finding a solution or strategy	
APL3.3o Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials)	
APL3.3p Responds consistently to adult suggestions to try out different activities	

APL3.4. Inhibiting responses	
APL3.4e Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out)	<p>TG1: 26, 38, 64, 90, 95 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>Welcome Guide: 40</p> <p>Resources: Strategy Card – Conscious Discipline®</p>
APL3.4f Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity	<p>TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102</p>
APL3.5. Persisting and problem-solving	
APL3.5r Sometimes persists in less preferred activities with or without adult support	<p>TG1: 9, 102-103 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 35, 36, 88 TG4: 8, 9, 10, 11, 37 TG5: 24, 35, 50, 76, 99, 101 TG6: 24, 50-51, 60, 76 TG7: 8, 9, 23, 24, 76, 86, 102 TG8: 24, 63, 89, 102-103 TG9: 24, 50, 102</p> <p>Welcome Guide: 37</p>
APL3.5s Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work)	<p>TG1: 9, 102-103 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 35, 36, 88 TG4: 8, 9, 10, 11, 37 TG5: 24, 35, 50, 76, 99, 101 TG6: 24, 50-51, 60, 76 TG7: 8, 9, 23, 24, 76, 86, 102 TG8: 24, 63, 89, 102-103 TG9: 24, 50, 102</p>
APL4. BEHAVIORAL SELF-REGULATION	
APL4.1. Managing actions and behaviors	
APL4.1i Follows classroom rules and routines more independently (e.g., morning arrival)	<p>TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 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, 22, 39, 65, 91</p> <p>Conscious Discipline® Manual: 111-112</p>

	Welcome Guide: 84
APL4.1j Uses classroom materials appropriately	TG1: 8, 9, 10, 11, 23, 86, 91 TG2: 8, 19, 34, 101 TG3: 12, 34, 35 TG4: 38 TG7: 8, 60 TG8: 60 TG9: 8, 63, 71, 89 Conscious Discipline® Manual: 188-190 Welcome Guide: 47
APL4.1k Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations)	TG1: 26, 38, 64, 90, 95 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 Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline®
SOCIAL AND EMOTIONAL DEVELOPMENT	
SED1. POSITIVE SELF-CONCEPT	
SED1.1. Developing self-awareness	
SED1.1n Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests)	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
SED1.1o Positively identifies self as a member of a specific culture or group that fits into a larger world picture	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. 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
SED1.1p Shares other identifying information (e.g., parent's name)	
SED1.1q Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and characteristics of various cultures are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for

	<p>Implementation Guide <i>encourages teachers to be inclusive and culturally responsive as a habit of mind to all.</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> <p>Welcome Guide: 94-95</p>
SED1.2. Developing self-confidence	
SED1.2k Displays pride in their accomplishments	TG1: 9, 50, 52 TG2: 9, 10, 36, 65, 87, 88, 91 TG3: 8, 13 TG5: 24, 50, 76, 90, 97, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 17, 21, 24, 50, 86, 89, 94, 98, 102
SED1.3. Becoming autonomous and independent	
SED1.3l Acts independently in unfamiliar settings with unfamiliar adults	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
SED1.3m Attempts to complete tasks independently	
SED1.3n Asks for support from adults only when needed	
SED2. EMOTIONAL COMPETENCE	
SED2.1. Seeing and naming emotions in self and others	
SED2.1i Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad)	<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 recognize their own emotions and 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>
SED2.1j Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away)	<p>TG1: 12, 13, 91 TG2: 13, 16, 39, 65, 71, 91 TG3: 13, 21, 34, 43, 46, 50-51, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 90, 91 TG6: 13, 39, 65, 91, 96 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91</p> <p>Welcome Guide: 47, 48</p>

SED2.2. Expressing emotions	
<p>SED2.2k Recognizes appropriate reaction to situations</p> <p>SED2.2l Uses words and respectful language to express thoughts and emotions (e.g., “I’m frustrated because Jay won’t let me play” or “I’m excited to play with my cousin Santiago tomorrow.”)</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle focuses on using appropriate reactions to situations in socially acceptable ways daily.</i></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>
SED2.3. Communicating feelings, wants, and needs	
<p>SED2.3f Demonstrates confidence in meeting own needs</p>	<p><i>The Closing Circle engages children in discussions to reflect on their day – activities and accomplishments that they enjoyed about the day.</i></p> <p>TG1: 12, 64 TG2: 65, 78 TG3: 13, 41 TG5: 95 TG8: 71</p>
<p>SED2.3g Seeks and accepts help when needed</p>	<p>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>
SED2.4. Regulating emotions	
<p>SED2.4m Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset)</p> <p>SED2.4n Exhibits emotional control with or without adult support (e.g., follows group activities although upset)</p>	<p>Conscious Discipline® <i>strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64-65, and 90-91) to guide children to express emotion and calm self in socially acceptable ways. The CALM portion of the Greeting Circle focuses on developing positive calming strategies for children. Five core strategies are used throughout the year.</i></p>
SED2.5. Showing care and concern for others	
<p>SED2.5h Shows care and concern for others, including comforting others in distress</p> <p>SED2.5i Begins to recognize the emotions of peers and responds with empathy and compassion</p>	<p>TG1: 12, 13, 91 TG2: 13, 16, 39, 65, 71, 91 TG3: 13, 21, 34, 43, 46, 50-51, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 90, 91 TG6: 13, 39, 65, 91, 96 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91</p>

	Welcome Guide: 47, 48
SED2.5j Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys)	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
SED3. INTERACTING WITH OTHERS	
SED3.1. Developing relationships with adults	
SED3.1n Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults	Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The Greeting Circle focuses on developing positive relationships with adults and peers daily.</i>
SED3.1o Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom)	
	TG1: 39, 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
SED3.2. Developing relationships with other children	
SED3.2r Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play)	TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89
SED3.2s Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area)	
SED3.2t Maintains friendships over time	TG1: 12, 36, 38, 39, 65, 91 TG2: 15, 38, 67, 87, 89, 93, 102, 104 TG3: 15, 35, 62, 90 TG5: 12, 62, 69 TG6: 41, 63, 89 TG7: 12, 38, 88 TG8: 41, 67, 90 TG9: 38, 93
	Welcome Guide: 85, 107
SED3.2u Responds to the needs of others and tries to help others with simple tasks	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

SED3.3. Engaging in cooperative play	
SED3.3n Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme	TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89 Welcome Guide: 83
SED3.4. Solving social interaction problems	
SED3.4d Engages in prosocial behavior such as cooperating, compromising, turntaking, and resolving social conflict	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
SED3.4e Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”)	
SED3.4f Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy)	
COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT	
CLLD1. COMMUNICATION	
CLLD1.1. Understanding verbal and nonverbal cues	
CLLD1.1aa Answers questions and adds comments relevant to the topic	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
CLLD1.1ab Begins to demonstrate understanding of implied messages based on speaker’s tone and/ or gestures (e.g., finger on lip and saying “shhhh” means be quiet)	TG1: 13, 17, 19, 20, 22, 26, 42, 44, 48, 50, 67, 68, 69, 70, 86, 96, 102 TG2: 17, 44, 48, 78 TG3: 18, 24, 42, 44, 45, 96 TG4: 9, 18, 44, 68, 70, 94, 96 TG5: 15, 16, 18, 20, 21, 42, 43, 44, 68, 70, 94, 95, 96 TG6: 16, 18, 20, 42, 44, 46, 68, 70, 94, 96 TG7: 16, 18, 44, 46, 70, 72, 90, 96 TG8: 16, 18, 20, 44, 70, 94, 96 TG9: 18, 19, 44, 64, 70, 92, 96
CLLD1.1ac Understands and responds to words for descriptive concepts (e.g., hard, square)	
Resources: Vocabulary Cards, Photo Cards	

CLLD1.1ad Follows 2-3 step related directions and some new directions related to familiar and daily routines	TG1: 12, 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 36, 40, 62, 66, 67, 99 TG3: 15, 19, 25, 37, 47, 47, 74, 94 TG4: 9, 16, 37, 46, 67, 76, 88 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 9, 21, 46, 61, 72, 98 TG9: 72
CLLD1.1ae Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.)	Read-Aloud questioning strategies encourage children to expand their understandings with higher level descriptions. TG1: 40, 45, 52, 71 TG4: 88 TG5: 73 TG6: 21, 43, 71, 73 TG7: 47, 99 TG8: 47, 51, 73, 86 TG9: 94, 99 Resources: Photo Cards
CLLD1.2. Using vocabulary and nonverbal cues to communicate	
CLLD1.2s Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did)	TG1: 26, 43, 62, 96, 103 TG2: 20, 21, 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
CLLD1.2t Answers open-ended questions comfortably	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
CLLD1.2u Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.)	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 11, 17, 41, 43, 44, 61, 69, 97 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
CLLD1.3. Learning and engaging in conversational interactions	
CLLD1.3n Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals)	TG1: 24, 43 TG2: 38, 90 TG3: 44 TG4: 89 TG5: 72, 88, 98 TG7: 42, 43, 68, 69, 94, 95 TG8: 17 TG9: 94 Welcome Guide: 97-98
CLLD1.3o Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems)	TG1: 26, 43, 62, 96, 103 TG2: 20, 21, 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
CLLD1.3p Asks and responds to questions with accurate information	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
CLLD2. FOUNDATIONS OF READING	
CLLD2.1. Paying attention to print as meaningful	
CLLD2.1l Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.)	TG1: 9, 14, 21, 35, 40, 43, 52, 61, 66, 73, 87, 92, 95 TG2: 8, 14, 21, 34, 39, 40, 92 TG3: 14, 40, 47, 66, 73, 92 TG4: 89, 95 TG5: 14, 73, 89 TG6: 14, 34, 40, 47, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 34, 44, 47, 66, 99 Resources: Strategy Card: Read-Aloud
CLLD2.1m Begins to track individual words in text or braille by pointing or touching	TG1: 9, 19, 40, 66, 92, 99 TG2: 14, 21, 60, 66, 92 TG3: 23 TG4: 21, 73 TG5: 14, 47, 73, 92 TG6: 14, 40 TG7: 14, 47, 99 TG8: 14, 47, 73, 92 TG9: 8, 14, 40, 66, 92
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	
CLLD2.2p Listens and responds to a variety of texts and media (e.g., audio book, music and movement)	TG1: 18, 70, 71, 97 TG2: 18-19, 42-43, 70, 94, 96-97 TG3: 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 TG4: 16-17, 19, 21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 TG5: 17, 18-19, 42, 45, 68-69, 70-71, 95 TG6: 18-19, 68-69, 96-97 TG7: 17, 19, 22-23, 44-45, 48-49, 73,74, 96-97, 100-101 TG8: 18, 22-23, 43, 44-45, 70-71, 94, 96-97 TG9: 16-17, 18-19, 44-45, 94-95, 96-97
CLLD2.2q Tells fictional or personal stories sequentially and with 3 or more details	<i>Two daily Read-Aloud lessons and the Pretend and Learn and Creativity Practice Centers engage children in ways to tell stories with detail based on experiences from books, stories, and everyday life.</i>

	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
CLLD2.2r Begins to understand cause and effect relationships in fiction and nonfiction texts	TG1: 88, 103 TG2: 50, 95 TG3: 24, 37, 102 TG4: 37, 50, 62, 87 TG5: 35, 68, 69, 102 TG6: 47, 63, 68 TG9: 11, 37, 63
CLLD2.2s Predicts what will happen next in an unfamiliar story	TG1: 16, 21, 43, 44, 70, 96, 97 TG2: 18, 42, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 42, 70, 71, 94, 96 TG4: 16, 17, 42, 44, 68, 72 TG5: 17, 18, 42, 68, 70, 94 TG6: 18, 68, 69, 94 TG7: 17, 42, 96 TG8: 71 TG9: 18
CLLD2.2t Uses new words learned through listening to stories	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 Resources: Strategy Card - Vocabulary
CLLD2.3. Learning spoken language is composed of smaller segments of sound	
CLLD2.3i Begins to rhyme and produce rhymes of simple 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 Resources: Strategy Card – Rhyming Words
CLLD2.3j Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox)	TG2: 35, 66, 72, 92, 98 TG3: 20, 46, 72, 98 TG7: 2, 14 Welcome Guide: 50 Resources: Strategy Card – Compound Words, Compound Word Cards
CLLD2.3k Begins to segment and combine syllables (e.g., purple segmented is purple; when combined it is purple)	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72 Resources: Strategy Card – Syllables
CLLD2.3l Begins to identify the initial and final sound in words (e.g., /b/ in bat)	TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98

	Resources: Photo Cards, Letter Cards
CLLD2.4. Learning how letters and print work to create words and meaning	
CLLD2.4f For many, with instructional support, matches the sound with the corresponding letter	73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 86, 92
CLLD2.4g For many, with instructional support, matches the letter with the corresponding sound	Welcome Guide: 53 Resources: Letter Wall Card Set, Sound Card Set
CLLD2.4h Recognizes many upper and lower case letters	TG1: 9, 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 68, 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 Welcome Guide: 52 Resources: Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – Letter Wall, Alphabet Knowledge
CLLD2.4i Will use a combination of letters and symbols to represent words	TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99 Resources: Strategy Card – Expressive Writing
CLLD3. FOUNDATIONS OF WRITING	
CLLD3.1. Drawing, scribbling, and writing to communicate	
CLLD3.1q Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish)	TG6: 47 TG8: 60 TG9: 60
CLLD3.1r Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog)	
CLLD3.1s Retells or reads their writing to others	<i>Children have opportunities in the Writer's Corner to independently write to communicate his/her ideas for a variety of purposes including retelling of stories and events.</i>

	<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, 38, 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>
CLLD3.1t Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced	<p>TG1: 21, 34, 60 TG2: 8, 21, 34, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86 TG7: 34 TG9: 21, 73</p>
CLLD3.1u Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right	
CLLD3.1v Begins to copy names of familiar people and objects	<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>
CLLD3.2. Developing writing habits and skills	
CLLD3.2f Continues to revise writing in the moment based on interactions with peers and adults	<p>TG1: 8, 21, 34, 47, 60, 73, 86, 99 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, 97, 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 Cards – Expressive Writing and Completing the Writing Process</p>
CLLD3.2g Begins to revise by adding details to drawings/writings to express their ideas	
CLLD3.2h Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes)	
CLLD3.3. Handling writing tools	
CLLD3.3g Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools	<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>CLLD3.3h Uses a variety of digital tools to write or draw</p>	<p>Frog Street Pre-K offers children opportunities to use, operate, and name a variety of digital tools including those used for writing and drawing.</p> <p>TG1: 50 TG2: 50-51, 60, 86 TG3: 8, 25, 60, 86 TG4: 8, 22, 24, 34, 50, 60, 74, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86, 89 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86</p> <p>Resources: Photo Cards</p>
<p>HEALTH AND PHYSICAL DEVELOPMENT</p>	
<p>HPD1. USING SENSES</p>	
<p>HPD1.1. Learning through all senses</p>	
<p>HPD1.1q Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children)</p>	<p>TG1: 51, 75, 77, 87, 103 TG2: 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 TG3: 9, 35, 37, 51, 75, 77, 89, 103 TG4: 25, 37, 47, 50-51, 62, 63, 77, 89, 103 TG5: 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 TG6: 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 TG7: 25, 51, 63, 77, 86, 89, 101, 103 TG8: 9, 10, 11, 25, 51, 63, 63, 89, 103 TG9: 51, 63, 77, 89, 101, 103</p>
<p>HPD1.1r Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line)</p>	<p>TG1: 35, 49, 65, 72, 91 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 17, 18, 20, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89, 95</p> <p>Welcome Guide: 43</p>
<p>HPD2. GROSS MOTOR</p>	
<p>HPD2.1. Developing large muscle control</p>	
<p>HPD2.1o Demonstrates more coordinated movement when jumping for height and distance, hopping, and running</p>	<p>Outdoor Activities and Gross Motor Centers encourage children to develop coordinated movements such as jumping, hopping, and running.</p> <p>TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 89 TG8: 11, 35, 37, 88, 93 TG9: 61, 62, 88, 89</p>
<p>HPD2.1p Carries out activities that combine and coordinate large muscle movements, including swinging on a swing,</p>	<p>TG1: 11, 15, 37, 41, 64, 67, 93 TG2: 14, TG4: 10, 15, 39, 67 TG5: 39, 62, 63, 69, 87, 89, 93 TG6: 9, 15, 23, 37, 61, 65 TG7: 11, 35, 37, 63, 89 TG8: 10, 15, 35, 93 TG9: 41, 61, 62, 89, 93</p>

climbing a ladder, dancing to music, or balancing on one leg for longer periods of time	
HPD2.1q Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels	TG1: 35, 49, 65, 72, 91 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 17, 18, 20, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89, 95 Welcome Guide: 43
HPD2.2. Exploring the environment	
HPD2.2f Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light)	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
HPD3. FINE MOTOR	
HPD3.1. Using eyes and hands together	
HPD3.1j Uses objects with ease (e.g., fork, spoon, and sometimes a table knife)	TG1: 8, 37, 60, 63, 92, 101 TG2: 10, 37, 61, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 65, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99
HPD3.1k Draws smaller figures and includes more detail (e.g., faces with features)	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, 66, 87, 88 TG8: 8, 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
HPD3.2. Developing small muscle control	
HPD3.2j Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle)	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 36, 64, 89 TG3: 9, 35, 37, 61, 62, 63, 64 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89, 96 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 14, 35, 61, 62, 63, 87, 88 TG8: 9, 35, 61, 87 TG9: 9, 35, 61, 87
HPD3.2k Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping)	TG1: 44, 69 TG3: 11, 12, 17
HPD4. PHYSICAL HEALTH AND SELF-CARE	
HPD4.1. Taking care of daily health needs	
HPD4.1r Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently)	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i> TG1: 11, 15, 16, 18, 44, 69 TG2: 36 TG3: 11, 17, 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 TG6: 18 TG8: 44
HPD4.1s Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes	TG1: 36, 52, 68 TG2: 20, 96-97 TG3: 8, 43, 46, 68-69, 70, 72, 96-97, 98 TG4: 16-17, 20, 22-23, 45, 46, 68-69, 70-71, 72, 94-95, 96-97 TG5: 10, 11, 14, 22-23, 42-43, 44-45, 63, 66, 70-71,

	<p>TG6: 9, 11, 14, 18-19, 20, 40, 44, 47, 62, 70-71, 72, 92, 98, 100-101 TG7: 14, 16-17, 40, 50-51, 70-71, 72, 87, 89, 94-95, 96-97 TG8: 18-19, 42-43, 44-45, 60, 61, 62, 68-69, 94-95, 96-97 TG9: 14, 36, 42-43, 64, 68-69, 70-71, 72-73</p>
HPD4.1t Consistently uses strategies to calm themselves when needed	<p>Conscious Discipline® 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.</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 Welcome Guide: 42</p>
HPD4.2. Adopting safe behaviors	
HPD4.2o Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules	<p>TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88</p>
HPD4.2p Participates in safety practices by helping to use car seat restraints and helmets	
HPD4.2q Identifies people in the community who can help them (e.g., firefighter, nurse)	<p>Theme 3, Safe, Healthy, Helpful Me, Week 1: Community Workers and Week 4: Active Me focus on those who can help keep children well and safe.</p> <p>TG3: 8, 11, 16, 20, 21</p>
HPD4.2r Identifies emergency and non-emergency situations	<p><i>Children practice personal safety skills throughout the year including appropriate actions in emergency situations.</i></p> <p>TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG7: 95 TG9: 36, 41, 42, 88</p>
HPD4.3. Eating with healthy habits	
HPD4.3m Makes healthy eating choices both independently and with support	<p>TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44</p>

HPD4.3n Follows picture recipes to prepare a simple snack	Theme 3: Safe, Healthy, Helpful Me <i>engages children in activities to promote nutritious/healthy eating, including trying and preparing new foods/snacks.</i> TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
HPD4.3o Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk makes my bones strong."	TG1: 18 TG3: 61, 64, 66, 68-69, 70-71, 73, 76-77 TG6: 97 TG8: 44
HPD4.4. Developing healthy habits for rest and sleep	
HPD4.4m Independently starts and participates in sleep routines	Theme 3 Healthy, Helpful Me <i>focuses on healthy habits including sleep.</i>
HPD4.4n Can describe why sleep keeps us healthy	TG3: 93
COGNITIVE DEVELOPMENT	
SCIENCE: THE NATURAL AND PHYSICAL WORLD	
CD1.1. Paying attention to the natural world	
CD1.1j Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics)	TG1: 9, 10, 36, 45, 61, 62, 63, 74, 75, 88 TG2: 19, 22, 24, 50, 89 TG3: 24, 36, 37, 74, 75 TG4: 9, 11, 48, 50, 52, 87, 88, 95, 96, 97, 101 TG5: 23, 24, 102 TG6: 11, 19, 37, 50 TG7: 11, 76, 90 TG8: 11, 24, 50, 88, 102 TG9: 9, 11, 24, 63, 76, 102 Resources: Photo Cards
CD1.1k Imitates and uses adults' words and ideas when talking about the physical and natural worlds	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
CD1.1l Shows detail in drawings, constructions, demonstrations to show thinking	TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 36, 49 TG6: 42, 88, 100, 101 TG7: 18, 88 TG8: 73 TG9: 23, 100, 101
CD1.2. Testing questions and ideas	
CD1.2n Uses many sources (e.g., pictures, books) to gather information	<i>Children use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships.</i>

	TG1: 11, 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, 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
CD1.2o With adult guidance, plans and conducts investigations	TG1: 16, 21, 43, 44, 70, 96, 97 TG2: 18, 42, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 42, 70, 71, 94, 96 TG4: 16, 17, 42, 44, 68, 72 TG5: 17, 18, 42, 68, 70, 94 TG6: 18, 68, 69, 94 TG7: 17, 42, 96 TG8: 71 TG9: 18
CD1.2p Analyzes results, draws conclusions, and communicates results	TG1: 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 TG3: 37 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
CD1.2q Collaborates with others to conduct investigations	
CD2. Social Science: People, Community, and Culture	
CD2.1. Learning about ways that people interact	
CD2.1n Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers)	Frog Street Pre-K encourages children to meet different school and community workers. They use pretend play to demonstrate their various roles, and to demonstrate understanding of where goods and services originate and how they are obtained as in local businesses. TG3: 8, 11, 16, 20, 21 TG5: 19
CD2.1o Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus)	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
CD2.1p Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections	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 relationships with adults and peers daily. The Closing Circle engages children in reflective thinking of their day and relationships with others. Frog Street At Home engages

	<p><i>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>
CD2.2. Understanding relationships and connections	
CD2.2g Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team	<p><i>Lessons in Frog Street Pre-K encourage students to identify self as a unique member of a group (e.g., class, school, family, or larger community).</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>
CD2.2h Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group	<p>TG1: 12, 36, 38, 39, 65, 91 TG2: 15, 38, 67, 87, 89, 93 TG3: 15, 35, 38, 43, 62, 90 TG5: 12, 62 TG6: 41, 63, 89 TG7: 12, 88 TG8: 41, 67, 90 TG9: 38, 89, 93</p>
CD2.2i With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults to resolve conflicts.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115 Welcome Guide: 46</p>

CD2.3. Learning about differences	
CD2.3g Learns simple vocabulary of other languages spoken in home, classroom, or school community	<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 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.</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>Welcome Guide: 94-95</p>
CD2.3h Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences	
CD2.3i With adult help, notices and communicates about different family structures represented in the group	
CD2.3j Communicates about own family's culture and traditions and accepts that children and families are different	
CD3. MATHEMATICS	
CD3.1. Comparing numbers, counting, and recognizing quantities	
CD3.1q Counts forward to 20 by memory	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
CD3.1r Counts backwards from 5	<p><i>In Frog Street Pre-K children develop age-appropriate counting skills throughout all nine thematic units.</i></p> <p>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</p> <p>Resources: Strategy Card - Counting</p>
CD3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 16, 40, 48, 62, 74, 75, 78, 88, 101 TG3: 9, 36, 37, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 65, 100, 102 TG9: 10, 101
CD3.1t Counts up to 10 objects in a line	TG1: 22, 23 TG2: 40, 74, 75, 101 TG3: 48, 49, 74, 76 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74, 77 TG8: 48, 49, 74, 75, 88 TG9: 75, 87 <p>Resources: Strategy Card – Counting, Photo Cards</p>
CD3.1u Answers the question “How many?” for up to 10 objects	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87

CD3.1v Counts out 10-20 objects in a line from a larger group	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
CD3.1w Instantly recognizes a collection of up to 10 objects (i.e., subitizes)	TG2: 36, 48, 49, 62 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
CD3.1x Uses words that mean zero such as “nothing” or “none”	TG2: 48 TG3: 22
CD3.1y Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects	Frog Street Pre-K encourages children to use mathematical processes when quantifying, representing, and modeling numbers. 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
CD3.1z Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same”	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
CD3.1aa Arranges images with 3 or more different quantities of objects in correct order	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 Resources: Strategy Card – Number Operations
CD3.2. Understanding number relationships and solving problems using operations	
CD3.2c Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks)	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88 Resources: Strategy Card – Number Operations
CD3.2d Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks)	TG5: 88 TG7: 48, 49, 62, 100, 101 TG8: 10, 22 Resources: Strategy Card – Number Operations
CD3.2e With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”)	<i>Children engage in age-appropriate learning activities and practice center activities to know number names and the count sequence.</i> TG1: 22 TG2: 75, 100, 101 TG6: 22, 23, 36, 49 TG8: 75, 76 TG9: 87

CD3.2f With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”)	TG1: 23 TG2: 94 TG8: 48 TG9: 62, 74, 75
CD3.3. Geometric thinking and spatial reasoning	
CD3.3s Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square)	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG6: 77 TG8: 74 TG9: 88, 100 Resources: Strategy Card - Geometry
CD3.3t Correctly names squares, rectangles and triangles regardless of size or orientation	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
CD3.3u Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”)	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
CD3.3v Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to”	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
CD3.4. Sorting, classifying, and patterning	
CD3.4l Identifies, duplicates, extends, and creates simple repeating patterns	TG1: 23, 72 TG2: 87, 103 TG3: 88, 100, 101 TG4: 10 TG5: 50 TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 TG5: 50 Resources: Strategy Card - Patterning
CD3.4m Fills in missing elements of simple, repeating patterns	
CD3.4n Recognizes, names, and extends simple repeating patterns	
CD3.4o Describes quantitative changes (e.g., “I am two years older than when I started school.”)	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
CD3.5. Describing, comparing, and measuring	
CD3.5g Directly compares the length or volume of two objects	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 101 TG7: 24, 37, 76, 87, 101 TG8: 24, 88, 100, 101, 104 TG9: 19, 22, 50, 102 Resources: Strategy Card – Measurement , Photo Cards
CD3.5h Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.)	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 63, 74, 100, 101 TG7: 36 TG8: 63, 101 TG9: 11, 49
CD3.5i With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is	TG4: 63, 87 TG5: 35 TG6: 95 TG7: 76 TG8: 16, 88, 89, 100, 101, 104 TG9: 11, 36

	Resources: Photo Cards
CD3.5j With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 101 TG7: 24, 37, 76, 87, 101 TG8: 24, 101 TG9: 19, 22, 50, 102
CD3.5k With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure	Resources: Strategy Card – Measurement , Photo Cards
CD3.5l With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/ characteristic (e.g., places books on shelf according to measured size)	TG2: 10, 11, 22, 23, 24, 49, 76, 102 TG5: 24, 48, 49, 76 TG7: 24, 76 TG8: 24, 101
CD3.5m With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured	TG4: 63, 87 TG5: 35 TG6: 95 TG7: 76 TG8: 16, 88, 89, 100, 101, 104 TG9: 11, 36
	Resources: Photo Cards
CD3.5n With instruction, shows an awareness of time by talking about events with words such as before, after, and later	TG1: 17, 23 TG3: 99 TG9: 10, 19, 22, 23, 24, 36
CD4. FINE ARTS	
CD4.1. Exploring and expressing ideas through movement and dance	
CD4.1p Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.
CD4.1q Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion	
CD4.1r Changes tempo of movements in response to changes in tempo or beat of music	
CD4.1s Follows directions or example to stop moving on cue	
CD4.1t Reproduces dance steps or movements several times	
CD4.1u Uses dance to communicate ideas or feelings	
	Resources: Photo Cards
CD4.2. Learning about and through music	
CD4.2s Creates original lyrics and songs	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat
CD4.2t Keeps a steady beat for 8-16 counts by patting body parts or using small instruments	

CD4.2u Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”)	<p><i>or create additional dance or movement to those learned in the Music and Movement portion of the day.</i></p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 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, 89, 90, 93, 97 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>Resources: Photo Cards</p>
CD4.2v Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships	
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	
CD4.3n Uses props and dramatic play to explore roles and events in the larger community and world	<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>
CD4.3o Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play	
CD4.4. Using visual arts media to express thoughts and feelings	
CD4.4k Begins to draw with planning and purpose to show or tell a story about something in their experience	<p>TG1: 9, 35, 37, 50, 51, 63, 76, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 62, 63, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89, 96 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 63, 87, 102 TG9: 9, 35, 63</p>
CD4.4l Draws the human form with more accuracy and detail	
CD4.4m Begins to describe art and the story it tells	
CD4.4n With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage)	