

# South Carolina Early Learning Standards Correlation to Frog Street Pre-K



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South Carolina Early Learning Standards	Frog Street Pre-K Teacher Guide Page References
<b>Approaches to Play and Learning</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>Goal APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1m Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	<b>TG1:</b> 11, 23, 24-25, 36, 50-51, 76-77, 87, 102-103 <b>TG2:</b> 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 <b>TG3:</b> 10, 11, 24-25, 35, 37, 50-51, 63, 76-77, 89, 102-103 <b>TG4:</b> 24-25, 35, 50-51, 61, 62, 63, 76-77, 89, 102-103 <b>TG5:</b> 9, 11, 24-25, 35, 49, 50-51, 62, 63, 76-77, 87, 89, 102-103 <b>TG6:</b> 24-25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 102-103 <b>TG8:</b> 9, 24-25, 50-51, 63, 76-77, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
APL-1n Discover things that interest and amaze them, and seek to share them with others.	
APL-1o Show interest in a growing range of topics, ideas, and tasks.	
APL-1p Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	
<b>Goal APL-2: Children actively seek to understand the world around them.</b>	
APL-2l Ask questions to find out more about the things that interest them, including questions about future events.	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77, 102-103 <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, 50-51, 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
APL-2m Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new).	
APL-2n Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining).	
<b>Play and Imagination</b>	
<b>Goal APL-3: Children engage in increasingly complex play.</b>	
APL-3r Develop and sustain more complex pretend play themes in cooperation with peers.	<b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors throughout the day. The <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on

APL-3s Use more complex and varied language to share ideas and influence others during play.	<p><i>challenging children to connect with peers in an activity that requires cooperation. <b>Music and Movement</b> activities also engage children in using more complex and varied language. Later in the day, children move to <b>Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89)</b> where social interactions occur as they engage in cooperative play with peers. <b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</i></p> <p><b>TG1:</b> 11, 46, 89 <b>TG2:</b> 41, 61, 87, 88, 89 <b>TG3:</b> 22, 37 <b>TG4:</b> 63, 89, 102 <b>TG5:</b> 11, 19 <b>TG6:</b> 11, 35, 37, 67, 87, 89 <b>TG7:</b> 8, 11, 61, 67, 88, 93 <b>TG8:</b> 63 <b>TG9:</b> 89</p>
APL-3t Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	
APL-3u Demonstrate their cultural values and “rules” through play (tell another child, “That’s not what we eat for breakfast.”).	
<b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4l Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	<p><i>The daily <b>Music and Movement</b> activities allow children to demonstrate creativity, imagination, and inventiveness. <b>Pretend and Learn and Gross Motors Practice Centers</b> invite children to use their own creativity and imagination to recreate experiences/ideas.</i></p> <p><b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36</p>
APL-4m Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	
APL-4n Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	
APL-4o Make up stories, songs, or dances for fun during play.	
APL-4p Invent new games.	
<b>Risk-taking, Problem-Solving, and Flexibility</b>	
<b>Goal APL-5: Children are willing to try new challenging experiences.</b>	
APL-5o Express a belief that they can do things that are hard.	<p><i>The daily <b>Music and Movement</b> activities invite children to seek new challenges and experiences. The <b>Fine Motor Center</b> encourages children to try new experiences independently.</i></p> <p><b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35,</p>
APL-5p Approach new experiences independently.	
APL-5q Ask to participate in new experiences that they have observed or heard about.	
APL-5r Independently seek new challenges.	

	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
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6n Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	<b>TG1:</b> 42, 50, 87, 97, 102 <b>TG2:</b> 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 <b>TG3:</b> 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 <b>TG4:</b> 17, 21, 45, 62, 73, 76, 93, 95, 102 <b>TG5:</b> 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 <b>TG6:</b> 11, 17, 24, 50, 76, 89, 97 <b>TG7:</b> 19, 24, 76, 87, 97 <b>TG8:</b> 11, 24, 50, 63, 87, 102 <b>TG9:</b> 24, 50, 87, 89, 102
APL-6o Describe the steps they will use to solve a problem.	
APL-6p Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	
APL-6q Explain how they solved a problem to another person.	
<b>Attentiveness, Effort and Persistence</b>	
<b>Goal APL-7: Children demonstrate initiative.</b>	
APL-7k Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	<b>Conscious Discipline®</b> <i>specifically guides children in being successful in their social and emotional endeavors throughout the day. The <b>COMMIT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each <b>Teacher’s Guide</b>) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class and understanding the consequences of their choices.</i>  <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
APL-7l Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
APL-7m Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).	<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

<b>Goal APL-8: Children maintain attentiveness and focus.</b>	
APL-8k Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape).	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
APL-8l Consistently remain engaged in self-directed activities.	
APL-8m Shift attention back to a task after having been diverted from it.	
<b>Goal APL-9: Children persist in challenging activities.</b>	
APL-9h Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
APL-9i When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	
APL-9j Plan and follow through on longer-term tasks (planting a seed and caring for the plant)	
APL-9k Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	
<b>Emotional and Social Development</b>	
<b>Developing a Sense of Self</b>	
<b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1o Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	<b>TG1:</b> 8, 12, 44, 64 <b>TG2:</b> 65 <b>TG3:</b> 13, 41 <b>TG5:</b> 95 <b>TG8:</b> 71
ESD-1p Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	<b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>UNITE</b> portion of the <b>Greeting Circle</b> focuses on bringing children together as a group and developing a sense of belonging.

	<b>TG1:</b> 12, 13, 38, 64, 89, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 37, 38, 39, 64, 65, 90, 91 <b>TG4:</b> 12, 13, 38, 64, 65, 90 <b>TG5:</b> 12, 38, 39, 64, 65, 90, 91 <b>TG6:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
ESD-1q Choose to spend more time on preferred activities, and express awareness of skills they are developing.	<b>TG1:</b> 8, 50, 52 <b>TG2:</b> 87 <b>TG6:</b> 73 <b>TG8:</b> 11, 71 <b>TG9:</b> 89
<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2n Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	<i>The Closing Circle engages children in discussions to reflect on their day – activities and accomplishments that they enjoyed about the day.</i>  <b>TG1:</b> 12, 64, 104 <b>TG2:</b> 65 <b>TG3:</b> 13, 41 <b>TG5:</b> 95 <b>TG8:</b> 71
ESD-2o Express the belief that they can do many things.	<b>TG1:</b> 8, 50, 52 <b>TG2:</b> 87 <b>TG6:</b> 73 <b>TG8:</b> 11, 71 <b>TG9:</b> 89
ESD-2p Stick with tasks even when they are challenging.	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
ESD-2q Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”).	<b>TG1:</b> 78 <b>TG3:</b> 39 <b>TG4:</b> 78, 104 <b>TG5:</b> 26 <b>TG8:</b> 71 <b>TG9:</b> 90
<b>Developing a Sense of Self With Others</b>	
<b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3t Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	<b>TG1:</b> 39 <b>TG2:</b> 38 <b>TG3:</b> 21, 61 <b>TG4:</b> 47 <b>TG8:</b> 42  <b>Welcome Guide:</b> 35
ESD-3u Form positive relationships with new teachers or caregivers over time.	
ESD-3v Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).	
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4p Demonstrate social skills when interacting with other children (turn- taking, conflict resolution, sharing).	<b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors during each day. <i>The CONNECT portion of the Greeting Circle (pages 12,</i>

	<p>38, 64, 90 in each <b>Teacher's Guide</b>) focuses on developing positive social interactions and play daily. <b>STEAM</b> lessons (<b>Teaching Guides</b> pages. 24-24, 50-51, 76-77, 102-103) and <b>Practice Centers</b> (<b>Teaching Guides</b> pages. 8-11, 34-37, 60-63, 86-89) also encourage children to interact positively with others.</p> <p><b>TG1:</b> 11, 13, 39, 95 <b>TG2:</b> 10, 37, 62, 87, 89, 95, 101 <b>TG3:</b> 10, 11, 35, 38, 43, 44 <b>TG4:</b> 37, 41, 61 <b>TG5:</b> 9, 11, 19, 24-25, 38, 63 <b>TG6:</b> 35, 87 <b>TG7:</b> 8, 9, 12, 61, 88 <b>TG8:</b> 9, 10, 87 <b>TG9:</b> 51 89</p> <p><b>Welcome Guide:</b> 83</p>
ESD-4q Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	<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>
ESD-4r Seek and give support to children they identify as friends.	
ESD-4s Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).	<p><b>TG1:</b> 11, 46, 89 <b>TG2:</b> 41, 61, 87, 88, 89 <b>TG3:</b> 22, 37, 38, 43 <b>TG4:</b> 63, 89, 102 <b>TG5:</b> 11, 19 <b>TG6:</b> 11, 35, 37, 67, 87, 89 <b>TG7:</b> 8, 11, 12, 61, 67, 88, 93 <b>TG8:</b> 63 <b>TG9:</b> 89</p>
ESD-4t Play and interact cooperatively with other children (work on project together, exchange ideas).	
<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5r Follow social rules, transitions, and routines that have been explained to them.	<p><b>TG1:</b> 3, 13, 39, 65, 104 <b>TG2:</b> 3, 13, 39, 65, 91 <b>TG3:</b> 3, 13, 39, 65, 91 <b>TG4:</b> 3, 13, 39, 65, 91 <b>TG5:</b> 3, 13, 39, 65, 91 <b>TG6:</b> 3, 13, 39, 65, 91 <b>TG7:</b> 3, 13, 39, 65, 91 <b>TG8:</b> 3, 8, 13, 39, 65, 91 <b>TG9:</b> 3, 13, 39, 65, 91</p>
ESD-5s Make requests clearly and effectively most of the time.	<p><b>Conscious Discipline</b><sup>®</sup> specifically guides children in being successful in their social and emotional endeavors during each day. <b>The Greeting Circle, COMMIT</b> focuses on engaging</p>
ESD-5t Balance their own needs with those of others in the group.	

ESD-5u Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	<p><i>children in activities that help them be effective communicators, manage their own behaviors and problem-solve in socially acceptable ways daily. During <b>Closing Circle</b> children reflect on their commitments made to be successful in the day.</i></p> <p><b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p> <p><b>Resources: Conscious Discipline Manual</b></p>
ESD-5v Use a variety of strategies to solve problems and conflicts with increasing independence.	
ESD-5w Express respect and caring for all people, including people with disabilities.	<p><b>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind. (pages 94-95)</b></p> <p><b>TG1:</b> 65, 91, 94 <b>TG2:</b> 13, 39, 65, 71, 87, 91, 102 <b>TG3:</b> 13, 34, 39, 43, 50, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 64, 65, 91, 95</p>
ESD-5x Recognize and honor cultural differences.	
<b>Learning about Feelings</b>	
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6o Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	<p><b>TG1:</b> 86, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p> <p><b>Welcome Guide: 46</b></p> <p><b>Resources: Conscious Discipline Manual</b></p>
ESD-6p Independently manage and express feelings effectively most of the time	<p><b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p>
ESD-6q Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).	



ESD-6r Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).	<b>Welcome Guide:</b> 46 <b>Resources:</b> <b>Conscious Discipline Manual</b>
ESD-6s Use problem-solving strategies when feeling angry or frustrated.	<b>Conscious Discipline</b> ® <i>specifically guides children in being successful in their social and emotional endeavors during each day. The <b>Greeting Circle</b> focuses on using problem-solving strategies in socially acceptable ways daily.</i>  <b>TG1:</b> 86, 87, 88, 89, 90, 91, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 65, 91 <b>TG4:</b> 90, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91, 103 <b>TG9:</b> 13, 39, 65, 91, 95  <b>Welcome Guide:</b> 46 <b>Resources:</b> <b>Conscious Discipline Manual</b>
<b>Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others.</b>	
ESD-7n Communicate understanding and empathy for others’ feelings.	<b>TG1:</b> 91 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 34, 35, 46, 65, 91 <b>TG4:</b> 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 65, 91
ESD-7o Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).	<b>TG1:</b> 65, 91, 94 <b>TG2:</b> 13, 39, 65, 71, 87, 91, 102 <b>TG3:</b> 13, 34, 39, 43, 50, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 64, 65, 91, 95
ESD-7p Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others).	
<b>Health and Physical Development</b>	
<b>Physical Health and Growth</b>	
<b>Goal HPD-1: Children develop healthy eating habits</b>	
HPD-1s Try new foods.	<b>Theme 3: Safe, Healthy, Helpful Me</b> <i>engages children in activities to promote nutritious/healthy eating, including trying new foods.</i>  <b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44

HPD-1t Feed themselves independently with utensils.	<b>TG3:</b> 68, 69 <b>TG6:</b> 97 <b>TG7:</b> 19, 63, 71 <b>TG8:</b> 19
HPD-1u Given a selection of familiar foods, identify which foods are nutritious and which are not.	<b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44
HPD-1v Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	<b>Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating and healthy bodies.</b>
HPD-1w Name foods and beverages that help to build healthy bodies.	
<b>Goal HPD-2: Children engage in sustain various forms of physical play indoors and out.</b>	
HPD-2o Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out	<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
HPD-2p Communicate ways physical activity keeps us healthy and makes us feel good.	
HPD-2q Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	
HPD-2r Transition independently from active to quiet activities most of the time.	<b>TG1:</b> 51, 102 <b>TG2:</b> 95 <b>TG4:</b> 76, 100 <b>TG5:</b> 72, 75, 97 <b>TG5:</b> 72, 75, 97
<b>Motor Development</b>	
<b>Goal HPD-3: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-3k Communicate ways sleep keeps us healthy and makes us feel good.	<b>Theme 3 Healthy, Helpful Me focuses on healthy habits including sleep.</b>
HPD-3l Independently start and participate in sleep routines most of the time.	
<b>Motor Development</b>	
<b>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4p Coordinate movement of upper and lower body.	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88, 89 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 89, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 37, 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
HPD-4q Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	
HPD-4r Move quickly through the environment and stop (run fast, pedal fast).	
HPD-4s Show awareness of own body in relation to other people and objects while moving through space.	
<b>TG1:</b> 35, 49, 65, 72 <b>TG2:</b> 50, 61, 63, 88 <b>TG3:</b> 24, 35, 37, 49, 87 <b>TG4:</b> 12, 50 <b>TG5:</b> 102 <b>TG6:</b> 9, 12, 16, 37, 89 <b>TG7:</b> 35, 37, 62, 89 <b>TG8:</b> 10, 36, 37, 41, 62, 88 <b>TG9:</b> 37, 89	

<b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5m Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	<b>TG1:</b> 8, 37, 60, 63, 92, 101 <b>TG2:</b> 10, 37, 63, 87 <b>TG3:</b> 9, 35, 37, 49, 61, 62, 89 <b>TG4:</b> 8, 35, 36, 62, 73, 87, 88, 89, 99 <b>TG5:</b> 9, 10, 35, 36, 37, 61, 62, 89 <b>TG6:</b> 10, 35, 36, 61, 62, 73, 87, 88, 89 <b>TG7:</b> 10, 11, 35, 61, 62, 87, 88 <b>TG8:</b> 9, 10, 35, 36, 61, 62, 87, 88 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
HPD-5n Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).	
HPD-5o Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).	
<b>Self-Care</b>	
<b>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6i Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	<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
HPD-6j Consistently use strategies to calm themselves when needed.	<b>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.</b>  <b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95  <b>Resources:</b> Strategy Card - <b>Calming Strategies</b>
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7q Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	<b>Welcome Guide: Foundations for Implementation:</b> 99- 102, 104

HPD-7r Dress and undress themselves independently.	<i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, handwashing, dressing etc.). throughout all of the <b>Frog Street Pre-K</b> themes.</i>  <b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17
HPD-7s Perform tasks to maintain the indoor and outdoor learning environment independently.	<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
HPD-7t Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	<b>Theme 3, Safe, Healthy, Helpful Me</b> focuses on healthy habits and hygiene.  <b>TG1:</b> 44, 69 <b>TG3:</b> 11, 17
<b>Safety Awareness</b>	
<b>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8m Avoid potentially dangerous behaviors	<b>TG1:</b> 39, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 17, 19, 23 <b>TG7:</b> 95 <b>TG9:</b> 36, 41, 42, 88
HPD-8n Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm.	
HPD-8o Independently follow established safety rules.	
HPD-8 Identify people who can help them in the community (police, firefighter, nurse).	<b>Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me</b> focus on those who can help keep children well and safe.  <b>TG3:</b> 10, 11, 15, 17, 19, 22
<b>Language Development and Communication</b>	
<b>Learning to Communicate</b>	
<b>Goal LDC-1: Children understand communications from others.</b>	
LDC-1n Show understanding of increasingly complex sentences.	<b>TG1:</b> 13, 20, 46, 51, 67, 72, 98, 104 <b>TG2:</b> 20 <b>TG3:</b> 19, 44, 70, 96 <b>TG4:</b> 16, 20, 37, 46, 72, 98 <b>TG5:</b> 42, 63, 88 <b>TG7:</b> 40, 64, 66, 93 <b>TG8:</b> 46, 66, 72, 92, 98 <b>TG9:</b> 20, 46, 66
LDC-1o Respond to requests for information or action.	<b>TG1:</b> 18, 52, 62, 64, 103 <b>TG2:</b> 16, 18, 26, 42, 52, 78, 104 <b>TG3:</b> 26, 47, 52, 71, 78, 97, 104 <b>TG4:</b> 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 <b>TG5:</b> 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 <b>TG6:</b> 26, 47, 52, 73, 78, 99, 104 <b>TG7:</b> 14, 26, 42, 43, 52, 69, 78, 104

	<b>TG8:</b> 26, 52, 78, 104 <b>TG9:</b> 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
LDC-1p Follow more detailed multistep directions.	<b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72
<b>Goal LDC-2: Children participate in conversations with peers and adults.</b>	
LDC-2l Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	<b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
LDC-2m Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	
LDC-2n Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	
LDC-2o Participate in a group discussion, making comments and asking questions related to the topic.	
LDC-2p Show an appreciation for and can use humor appropriately.	
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
LDC-3f Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me”).	<b>TG1:</b> 42, 50, 87, 97, 102 <b>TG2:</b> 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 <b>TG3:</b> 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 <b>TG4:</b> 17, 21, 45, 62, 73, 76, 93, 95, 102 <b>TG5:</b> 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 <b>TG6:</b> 11, 17, 24, 50, 76, 89, 97 <b>TG7:</b> 19, 24, 76, 87, 97 <b>TG8:</b> 11, 24, 50, 63, 87, 102 <b>TG9:</b> 24, 50, 87, 89, 102
LDC-3g Ask specific questions to learn more about their world, understand tasks, and solve problems.	
<b>Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.</b>	
LDC-4k Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	<b>Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to communicate using verbal and nonverbal cues.</b>  <b>TG1:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 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, 104

LDC-4l Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	<b>TG1:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 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, 104
LDC-4m Speak clearly enough to be understood by most people.	<b>TG1:</b> 40, 52 <b>TG6:</b> 72
LDC-4n State point of view, likes and dislikes.	<b>TG1:</b> 50, 61 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 43, 45, 50, 52, 78, 95, 104 <b>TG4:</b> 26, 52, 78, 104 <b>TG5:</b> 11, 26, 52, 63, 78, 87, 88, 95, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 52, 78, 104 <b>TG8:</b> 26, 52, 78, 104 <b>TG9:</b> 17, 18, 26, 52, 78, 97, 104
LDC-4o Relay messages accurately.	<b>TG1:</b> 18, 52, 62, 64, 103 <b>TG2:</b> 16, 18, 26, 42, 52, 78, 104 <b>TG3:</b> 26, 47, 52, 71, 78, 97, 104 <b>TG4:</b> 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 <b>TG5:</b> 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 <b>TG6:</b> 26, 47, 52, 73, 78, 99, 104 <b>TG7:</b> 14, 26, 42, 43, 52, 69, 78, 104 <b>TG8:</b> 26, 52, 78, 104 <b>TG9:</b> 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5f Describe experiences and create and/or retell longer narratives.	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6i Speak in full sentences that are grammatically correct most of the time.	<b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 42, 43, 45, 94
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7p Repeat familiar songs, chants, or rhymes.	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95  <b>Resources:</b> Strategy Card - <b>Vocabulary</b>
LDC-7q Use a growing vocabulary that includes many kinds of words to express ideas clearly.	<b>TG1:</b> 19, 46, 48, 69, 72, 96, 98 <b>TG2:</b> 20, 73, 99 <b>TG3:</b> 17, 44, 70, 73, 96 <b>TG4:</b> 72, 98 <b>TG5:</b> 72, 98 <b>TG6:</b> 46, 69, 72, 98 <b>TG7:</b> 14, 72, 73 <b>TG9:</b> 17, 20, 64  <b>Resources:</b> Strategy Card - <b>Vocabulary</b>

LDC-7r Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).	<p><i>Two daily Read Alouds introduce vocabulary in Frog Street Pre-K. In addition, Day 1 of the Literacy Small Group focuses on vocabulary.</i></p> <p><b>TG1:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TG2:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p> <p><b>Resources:</b> Strategy Card - <b>Vocabulary</b></p>
LDC-7s Distinguish between real and made-up words.	
<b>Foundations for Reading</b>	
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8m Engage in reading behaviors independently with increased focus for longer periods of time.	<p><b>TG1:</b> 11, 42, 71, 73, 96, 99 <b>TG2:</b> 18, 42, 44, 45, 73 <b>TG3:</b> 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 <b>TG4:</b> 14, 16, 19, 42, 44, 68, 71, 97 <b>TG5:</b> 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 71, 94 <b>TG7:</b> 16, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99</p>
LDC-8n Use and share books and print in their play.	
LDC-8o Listen to and discuss increasingly complex storybooks, information books, and poetry.	
<b>Goal LDC-9: Children develop book knowledge and print awareness.</b>	
LDC-9k Hold a book upright while turning pages one by one from front to back.	<p><b>TG1:</b> 47, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG3:</b> 34 <b>TG4:</b> 35, 61 <b>TG5:</b> 43 <b>TG6:</b> 21, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8</p> <p><b>TG1:</b> 47, 73, 86, 94, 99 <b>TG2:</b> 8, 16, 34 <b>TG3:</b> 18, 34, 44, 70, 96 <b>TG4:</b> 18, 44, 96 <b>TG5:</b> 16, 21, 44, 70, 95, 96 <b>TG6:</b> 16, 44, 70, 96 <b>TG7:</b> 8, 16, 18, 44, 60, 70, 96 <b>TG8:</b> 8, 18, 44, 60, 70, 96 <b>TG9:</b> 8, 44, 70, 96</p>
LDC-9l Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, “Those words tell the story,” or reading familiar signs in the environment).	
LDC-9m Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).	

LDC-9n With prompting and support, run their finger under or over print as they pretend to read text.	<b>TG1:</b> 9, 40, 47, 66, 73, 86, 92, 94, 99 <b>TG2:</b> 8, 14, 16, 34, 66, 92 <b>TG3:</b> 18, 34, 44, 70, 96 <b>TG4:</b> 18, 44, 96 <b>TG5:</b> 14, 16, 21, 44, 70, 92, 95, 96 <b>TG6:</b> 14, 16, 40, 44, 70, 96 <b>TG7:</b> 8, 14, 16, 18, 44, 60, 70, 96 <b>TG8:</b> 8, 14, 18, 44, 47, 60, 70, 73, 92, 96 <b>TG9:</b> 8, 14, 40, 44, 66, 70, 92, 96
LDC-9o Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	
LDC-9p Identify their name and the names of some friends when they see them in print.	<b>TG1:</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
<b>Goal LDC-10: Children comprehend and use information presented in books and other print media.</b>	
LDC-10o Imitate the special language in storybooks and story dialogue with accuracy and detail.	<b>TG1:</b> 18, 71, 97 <b>TG2:</b> 18, 19, 42, 43, 70, 71 <b>TG3:</b> 18, 19, 45, 71, 95, 97, 99 <b>TG4:</b> 17, 19, 21, 41, 43, 44, 45, 61, 69 <b>TG5:</b> 11, 68, 69, 71, 95 <b>TG6:</b> 19, 42, 69, 95, 96 <b>TG7:</b> 9, 17, 21, 45 <b>TG8:</b> 36, 62 <b>TG9:</b> 16, 95, 96
LDC-10p Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	<b>TG1:</b> 42, 44, 45 <b>TG2:</b> 16, 17, 69 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 18 <b>TG5:</b> 42 <b>TG6:</b> 42 <b>TG7:</b> 18 <b>TG8:</b> 16, 42, 43, 68, 69, 94, 95 <b>TG9:</b> 16, 42, 68
LDC-10q Use knowledge of the world to make sense of more challenging texts.	<b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94, 95, 98 <b>TG2:</b> 16, 17, 19, 21, 42, 44, 45, 60, 68, 69, 70, 71, 72, 94, 95, 96, 97 <b>TG3:</b> 16, 17, 18, 19, 42, 43, 44, 45, 63, 68, 69, 71, 94, 95, 96, 97 <b>TG4:</b> 16, 17, 18, 19, 42, 43, 44, 45, 68, 69, 71, 94, 95, 96, 97 <b>TG5:</b> 17, 18, 19, 42, 43, 44, 45, 46, 68, 69, 70, 95, 96, 97 <b>TG6:</b> 17, 18, 19, 42, 43, 45, 68, 69, 94, 95, 97 <b>TG7:</b> 19, 42, 45, 68, 94 <b>TG8:</b> 16, 17, 44, 68, 71, 72, 94 <b>TG9:</b> 42, 68, 71, 73
LDC-10r Relate personal experiences to an increasing variety of events described in familiar and new books.	<b>TG1:</b> 42, 43, 44, 68, 69, 72, 94, 95, 98 <b>TG2:</b> 16, 17, 19, 44, 45, 60, 68, 69, 71, 72, 94, 95, 97 <b>TG3:</b> 16, 17, 18, 42, 43, 45, 68, 69, 71 <b>TG4:</b> 16, 18, 19, 45, 71, 94, 95, 96, 97 <b>TG5:</b> 17, 42, 43, 44, 45, 46, 96, 97 <b>TG6:</b> 42, 43, 45 <b>TG7:</b> 19, 42, 94 <b>TG8:</b> 17, 68, 72 <b>TG9:</b> 42, 68, 71, 73
LDC-10s Ask more focused and detailed questions about a story or the information in a book.	<b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45,
LDC-10t Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	



	68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
LDC-10u Discuss storybooks by responding to questions about the beginning, middle, and end of the story.	<b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
<b>Goal LDC-11: Children develop phonological awareness.</b>	
LDC-11 Distinguish between similar sounding words (e.g. tree and three).	<p><b>Music and Movement activities in each Teacher Guide (p. 15, 41, 67, 93) engage children in playful songs, rhymes, and games in which children can add their own creative movements or variations to the songs or rhymes.</b></p> <p><b>Rhyming words:</b>  <b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97</p> <p><b>Syllables:</b>  <b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72</p> <p><b>Onset-Rime</b>  <b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46</p> <p><b>Resources:</b> Strategy Cards – <b>Rhyming Words, Syllables, Onset-Rime</b></p>
LDC-11k Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations.	
LDC-11l Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	
LDC-11m Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	
LDC-11n Associate sounds with specific words, such as awareness that different words begin with the same sound.	
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>	
LDC-12e Demonstrate an interest in learning the alphabet.	<b>TG1:</b> 14, 21, 40, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92

	<b>Resources:</b> Strategy Card – <b>Letter Wall, Letter Builder Set, Letter Cards</b>
LDC-12f Show they know that letters function to represent sounds in spoken words.	<b>TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20 <b>TG8:</b> 21, 47, 73 <b>TG9:</b> 21, 40, 46, 47, 66, 92
LDC-12g Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them.	<b>TG1:</b> 14, 21, 40, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 92, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
	<b>Resources:</b> Strategy Card – <b>Letter Wall, Letter Builder Set, Letter Cards</b>
LDC-12h Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”).	<b>TG4:</b> 40 <b>TG5:</b> 73, 92, 99 <b>TG7:</b> 21 <b>TG8:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 47, 73, 86
	<b>Resources:</b> Strategy Card – <b>Photo Cards, Letter Cards</b>
LDC-12i Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98
	<b>Resources:</b> Strategy Card – <b>Alliteration, Photo Cards, Letter Cards</b>
<b>Foundations for Writing</b>	
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13f Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	<b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99
LDC-13g Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey.	<b>Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own in the <b>Writer’s Corner Practice Center</b> incorporating representations of signs, logos, or other commonly used symbols.</b>

	<p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p> <p><b>Resources:</b> Strategy Card – Morning Message</p>
LDC-13h Communicate their thoughts for an adult to write.	<p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
LDC-13i Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).	<p><b>Step 2: Write the Sentence in the daily Morning Message provides a model for children to imitate as they practice writing skills on their own in the Writer’s Corner Practice Center.</b></p> <p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
LDC-13j Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion).	<p><b>TG1:</b> 47 <b>TG3:</b> 8, 60 <b>TG5:</b> 34 <b>TG6:</b> 8, 21, 34, 47, 86, 99 <b>TG7:</b> 21 <b>TG8:</b> 21, 47, 86</p>
<b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b>	
LDC-14d Use known letters and approximations of letters to write their own name and some familiar words.	<p><b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86 <b>TG7:</b> 34 <b>TG9:</b> 21, 73</p>
LDC-14e Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	<p><b>TG6:</b> 47 <b>TG8:</b> 60 <b>TG9:</b> 60</p>
<b>Goal LDC-15: Children use writing skills and conventions.</b>	
LDC-15i Use a variety of writing tools and materials with increasing precision.	<p><i>The Writer’s Corner Practice Center provides opportunities for children to increase their control of writing tools.</i></p>

	<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
LDC-15j Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).	<b>Step 2: Write the Sentence in the daily Morning Message</b> <i>provides a model for children to imitate as they practice writing skills on their own.</i>
LDC-15k Use some conventional letters in their writing.	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99  <b>Resources:</b> Strategy Card – Morning Message
<b>Mathematical Thinking and Expression</b>	
<b>Foundations for Number Sense</b>	
<b>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</b>	
MTE-1q Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101  <b>Resources:</b> Strategy Card - Counting
MTE-1r Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101  <b>Resources:</b> Strategy Card - Counting
MTE-1s Rote count to 20 with increasing accuracy	<b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23  <b>Resources:</b> Strategy Card - Counting
MTE-1t Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.).	<b>TG1:</b> 18, 19, 22, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 100,

MTE-1u Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?”	<b>TG1:</b> 18, 19, 22, 23, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 49, 74 <b>TG4:</b> 50 <b>TG5:</b> 48, 49, 88, 100, 101, 102 <b>TG6:</b> 23, 62, 100 <b>TG7:</b> 22, 48, 74, 102 <b>TG8:</b> 48, 49, 62, 74, 75, 88, 100, 102 <b>TG9:</b> 10, 75, 87, 101  <b>Resources:</b> Strategy Card - <b>Counting</b>
MTE-1v Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.	<b>TG3:</b> 10, 22, 23, 36, 49, 88 <b>TG6:</b> 8, 10, 22, 75 <b>TG8:</b> 23, 49, 76 <b>TG9:</b> 23, 87, 101
MTE-1w Match numerals 1-10 to sets of objects, with guidance and support.	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48, 49 <b>TG5:</b> 36, 48, 49, 88, 100, 101 <b>TG6:</b> 75, 101 <b>TG7:</b> 23, 49, 50, 62, 74 <b>TG8:</b> 23, 48, 49, 62, 88, 101 <b>TG9:</b> 100
MTE-1x Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils).	<b>TG2:</b> 75, 101 <b>TG5:</b> 101 <b>TG8:</b> 74, 75 <b>TG9:</b> 48, 74, 75 102 <b>TG9:</b> 10, 101  <b>Resources:</b> Strategy Card – <b>Counting, Photo Cards</b>
MTE-1y Given a number 0-5, count out that many objects.	<b>TG1:</b> 18, 19, 22, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 100, 102 <b>TG9:</b> 10, 101  <b>Resources:</b> Strategy Card - <b>Counting</b>
MTE-1z State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	<b>TG2:</b> 36, 48, 49, 62 <b>TG3:</b> 48 <b>TG4:</b> 101 <b>TG5:</b> 101 <b>TG6:</b> 49, 74, 75 <b>TG7:</b> 75 <b>TG8:</b> 75 <b>TG9:</b> 75, 88  <b>Resources:</b> Strategy Card - <b>Counting</b>
MTE-1aa Tell what number comes next or what number came before another number when counting 1-5.	<b>TG1:</b> 22 <b>TG2:</b> 75, 100, 101 <b>TG6:</b> 22, 23, 36, 49 <b>TG8:</b> 75, 76 <b>TG9:</b> 87
MTE-1ab Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).	<b>TG3:</b> 10, 22, 23 <b>TG6:</b> 48, 49
<b>Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</b>	
MTE-2d Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily	<i>Children use observation and counting to connect math to their everyday world during <b>Math Small Group lessons and Math Practice Centers.</b></i>

activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).	<b>TG1:</b> 17, 48, 49 <b>TG2:</b> 22, 74, 100 <b>TG3:</b> 10, 22, 23, 48, 62, 100, 101 <b>TG4:</b> 74, 100 <b>TG5:</b> 48, 49 <b>TG6:</b> 48, 49, 100 <b>TG7:</b> 48, 49, 100 <b>TG8:</b> 22, 100 <b>TG9:</b> 49  <b>Resources:</b> Strategy Card – <b>Math Routines</b>
MTE-2e Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88
<b>Foundations for Algebraic Thinking</b>	
<b>Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</b>	
MTE-3h Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49  <b>Resources:</b> Strategy Card - <b>Classification</b>
MTE-3i Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	<b>TG1:</b> 72 <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
MTE-3j Show beginning abilities to create simple repeating patterns.	<b>Resources:</b> Strategy Card - <b>Patterning</b>
<b>Foundations for Geometry and Spatial Understanding</b>	
<b>Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.</b>	
MTE-4l Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.	<b>TG1:</b> 36, 48, 48, 49 <b>TG2:</b> 23, 37 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
MTE-4m Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).	<b>TG1:</b> 23, 37, 99 <b>TG2:</b> 11 <b>TG4:</b> 10, 22, 23, 49 <b>TG5:</b> 9, 10, 22, 23, 62, 74, 75, 101 <b>TG8:</b> 74 <b>TG9:</b> 88, 100  <b>Resources:</b> Strategy Card - <b>Geometry</b>

MTE-4n Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.	<b>TG1:</b> 88, 100, 101 <b>TG4:</b> 22, 48 <b>TG5:</b> 10, 22, 23, 62, 74, 75 <b>TG8:</b> 11
MTE-4o Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).	<b>TG1:</b> 37, 88, 100, 101 <b>TG2:</b> 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 10, 15, 22, 23, 62, 74, 75, 101 <b>TG7:</b> 61 <b>TG8:</b> 37 <b>TG9:</b> 88, 100  <b>Resources:</b> Strategy Card - <b>Geometry</b>
<b>Foundations of Measurement and Data Analysis</b>	
<b>Goal MTE-5: children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and beginning understanding of data analysis through comparing and interpreting data during play and other activities.</b>	
MTE-5k Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 63, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 11, 19, 22, 50, 102
MTE-5l Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 63, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 11, 19, 22, 50, 102  <b>Resources:</b> Strategy Card - <b>Measurement</b>
<b>Cognitive Development</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1l Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	<b>TG:</b> 10, 22, 23, 60-63 <b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97 <b>TG5:</b> 102 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11 <b>TG8:</b> 88 <b>TG9:</b> 76
CD-1m Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone).	
CD-1n Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	<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

CD-1o Organize and use information through matching, grouping, and sequencing.

**TG1:** 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 **TG2:** 19, 23, 42, 68, 70, 96, 97 **TG3:** 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 **TG4:** 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 **TG5:** 17, 35, 89 **TG6:** 43, 68, 97, 102 **TG7:** 10, 16, 34, 37, 44, 89, 97 **TG8:** 8, 11, 37, 42, 63, 89, 100 **TG9:** 36, 45, 62, 88, 97