

**Correlation between
California Preschool Learning
Foundations Standards—Volume 1
(at around 60 months of age)
and Frog Street Pre-K**



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS—VOLUME 1
FOR
CLASSROOMS SERVING CHILDREN AT AROUND 60 MONTHS OF AGE

SOCIAL EMOTIONAL DEVELOPMENT

One of the unique cornerstones of *Frog Street Pre-K* is *Conscious Discipline*®--a comprehensive classroom management and social-emotional program that creates learning environments where children feel safe and loved. The daily *Conscious Discipline*® routine consists of four parts: **Unite, Disengage the Stress Response, Connect and Commit**. The brain functions best in a safe environment. *Frog Street Pre-K Greeting Circle* starts each day the **brain smart** way. Children **unite** as one group, **connect** with each other through various greeting activities, **disengage the stress response** as children and teachers transition from home to school, and **commit** to a wonderful day of learning and caring for each other. From this foundation of safety and caring, children begin to learn how to solve conflicts, manage their emotions, take responsibility for their actions, and focus on positive social skills. *Welcome to Frog Street Pre-K* provides guidelines on pages 32 and 43-45.

SELF	
1.0 Self Awareness	
FSPK Teacher Guide Page References	
1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<p><i>Conscious Discipline</i>® strategies in every <i>Greeting Circle</i> support a growing awareness of thoughts and feelings. In Themes 1 and 2, children explore <i>My School and Me</i> and <i>My Family and Friends</i>—and they compare their characteristics with those of others.</p> <p>Teacher Guide – (TG) TG1: 95, 100, 106, 112, 118, 130, 131, 134, 136, 142, 143, 144, 145, 147, 148, 149, 150, 151, 153, 154, 155 TG2: 22, 41, 76, 84, 94, 100, 101, 107, 113, 120, 130, 136, 154, 158 TG3: 28, 58, 64, 83, 112, 119, 120, 121, 136, 142 TG4: 22, 28, 35, 41, 47, 82, 100, 101, 102, 112, 113, 118 TG5: 28, 40, 42, 58, 72, 82, 112, 136, 142, 154 TG6: 40, 46, 58, 64, 70, 82, 84, 94, 100, 105, 130, 142, 149, 154 TG7: 28, 46, 64, 82, 94, 106, 107, 118, 130, 136, 149 TG8: 58, 70, 82, 94, 100, 112, 154 TG9: 28, 34, 45, 64, 70, 76, 94, 112, 118</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

2.0 Self-Regulation	
Standards	FSPK Teacher Guide Page References
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	<p><i>Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress Response and Commit provide opportunities for children to learn and practice self-regulation.</i></p> <p>Teacher Guide – (TG) TG1: 26, 27, 28, 41, 45, 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151 TG2: 22, 28, 30, 34, 40, 46, 58, 64, 94, 100, 106, 113, 136 TG3: 28, 34, 42, 64, 107, 108, 112, 118, 136, 142 TG4: 22, 28, 29, 76, 101, 112, 118 TG5: 22, 28, 34, 58, 82, 100, 112, 154 TG6: 28, 31, 34, 40, 45, 46, 64, 100, 112, 118, 130, 136, 142, 154 TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154 TG8: 58, 63, 70, 82, 94, 100, 112, 141, 148, 154 TG9: 28, 34, 45, 46, 64, 70, 76, 82, 94, 112, 118, 130, 131, 136, 142, 143, 144, 145, 148, 154</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes), Strategy Card—Calming Strategies</p>
3.0 Social and Emotional Understanding	
Standards	FSPK Teacher Guide Page References
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<p><i>Conscious Discipline® strategies in every Greeting Circle help children to understand why people behave certain ways—and how individuals are different from one another.</i></p> <p>TG1: 38, 44, 45, 54, 60, 61, 66, 69, 70 TG2: 29, 59, 60, 65, 66, 84, 98, 99, 104, 158 TG3: 155 TG4: 30, 34, 59, 69, 75 TG5: 30, 42, 43, 47 TG6: 82, 83, 84, 85, 86, 87, 101 TG7: 40, 131, 137 TG8: 149 TG9: 29, 33, 59, 77</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
4.0 Empathy and Caring	
Standards	FSPK Teacher Guide Page References
4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.	<p><i>Conscious Discipline® strategies in every Greeting Circle support the development of sympathy—and associated caring behavior and assistance. In Theme 2, the Character Education trait is helpfulness. In Theme 8, the Character Education trait is compassion.</i></p> <p>TG1: 76, 130, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 47, 64, 70, 76, 94, 95, 100, 101, 106, 112, 118, 142 TG3: 28, 34, 58, 64, 70, 76, 82, 94, 112, 130, 170 TG4: 22, 23, 29, 30, 40, 45, 58, 64, 76, 82, 106, 136, 148, 156 TG5: 22, 28, 34, 46, 58, 64, 70, 82, 106, 112, 130, 148 TG6: 22, 28, 40, 58, 70, 76, 82, 94, 106, 118, 130,</p>

	<p>142, 154 TG7: 22, 28, 34, 40, 46, 70, 76, 100, 106, 112, 118, 130, 142, 154 TG8: 22, 28, 34, 40, 46, 58, 63,64, 94, 100, 106, 118, 130, 136, 148 TG9: 22, 28, 34, 40, 46, 76, 82, 94, 100, 112, 130, 136, 144, 147, 148, 159</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
5.0 Initiative in Learning	
Standards	FSPK Teacher Guide Page References
<p>5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p><i>Frog Street Practice Activities provide opportunities for children to show initiative in making new discoveries, identifying new solutions and persisting in trying to figure things out. These skills are also incorporated into ongoing science experiments and investigations.</i></p> <p>Initiative: TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156</p> <p>Persistence: TG1: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117 TG2: 35, 37, 49, 58, 61, 62,64, 67 TG3: 80, 86, 87, 97, 99, 104 TG4: 32, 64, 75, 141, 148,149, 150, 157 TG5: 61, 85, 111, 121, 144, 145, 156 TG6: 22, 31, 37, 58, 60, 99, 140 TG7: 66, 84, 94, 100, 118, 142 TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157 TG9: 26, 67, 71, 73, 143, 145, 149</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>

SOCIAL INTERACTION	
1.0 Interactions with Familiar Adults	
Standards	FSPK Teacher Guide Page References
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<p><i>Throughout the <u>Frog Street Pre-K</u> day, children are prompted to engage in reciprocal interactions with familiar adults. The program supports taking increasingly greater initiative in social interactions.</i></p> <p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 7, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 30, 31, 34, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>
2.0 Interactions with Peers	
Standards	FSPK Teacher Guide Page References
2.1 More actively and intentionally cooperate with each other.	<p><i>Throughout the <u>Frog Street Pre-K</u> day, children are prompted to actively and intentionally cooperate with each other.</i></p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p> <p>Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes)</p>

<p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p>	<p><i>Frog Street Pre-K provides many opportunities for children to engage in pretend play—and to assume different roles and characters. Examples are the dramatic play scenarios described in ongoing <u>Pretend and Learn</u> centers. These experiences contribute to children’s ability to self-regulate, communicate effectively, engage in cooperative interaction with peers, and understand the responses/reactions/feelings of others.</i></p> <p>TG1: 20, 27, 43, 49, 56, 106, 130, 148, 151, 153, 157 TG2: 20, 25, 27, 39, 56, 57, 58, 73, 76, 81, 85, 128, 129, 140, 145, 147 TG3: 20, 22, 25, 33, 40, 56, 58, 63, 76, 92, 103, 105, 111, 115, 121, 128, 130, 142, 148, 154 TG4: 37, 43, 49, 56, 57, 79, 82, 93, 109, 115, 118, 121, 128, 148, 154 TG5: 20, 40, 56, 57, 61, 76, 92, 100, 111, 121, 128, 129, 130, 141, 148, 157 TG6: 43, 56, 59, 64, 67, 76, 92, 97, 99, 103, 105, 129 TG7: 37, 43, 49, 56, 73, 75, 76, 79, 92, 100, 103, 106, 130, 143, 153, 154, 157 TG8: 22, 28, 34, 42, 56, 58, 64, 66, 84, 94, 100, 130, 136, 142, 143, 145, 148, 151, 154, 156, 157 TG9: 20, 22, 46, 51, 56, 58, 81, 93, 121, 129, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>
<p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p>	<p><i>While working together in <u>Learning Centers</u>, children have many opportunities to practice resolving conflicts through negotiation and compromise.</i></p> <p>TG1: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99,</p>

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3.0 Group Participation	
Standards	FSPK Teacher Guide Page References
3.1 Participate positively and cooperatively as group members.	<i>Throughout the <u>Frog Street Pre-K</u> day, children are prompted to participate positively and cooperatively as group members. Examples are in the <u>Greeting Circles</u> and <u>Closing Circles</u>. In Theme 6, the <u>Character Education</u> trait is cooperation.</i> TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97 TG2: 28, 34, 46, 99, 105, 120, 123 TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137 TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157 TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118 TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148 TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159 TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159 TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
4.0 Cooperation and Responsibility	
Standards	FSPK Teacher Guide Page References
4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	<i><u>Frog Street Pre-K Practice Activities</u> are great venues for children to practice and develop self-control. They have opportunities to express recognition of their own skills and accomplishments, and teachers have opportunities to offer praise for tasks that are well done.</i> TG1: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105,

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RELATIONSHIPS	
1.0 Attachments to Parents	
Standards	FSPK Teacher Guide Page References
1.1 Take greater initiative in seeking support from their primary family attachment figures.	<p><i>The Frog Street Pre-K program provides a wealth of resources for welcoming families to become active participants on their child’s learning team. Children take letters, notes, activities and books home to their families. These tools provide support for children to take initiative in seeking support from their family, which builds a bridge between home and school.</i></p> <p><i>From the Experts: Pat Edwards—Family Connections is featured on page 15 of each Teacher Guide—in which distinct home/school/community connections are described and linked to Frog Street themes. Every Closing Circle also provides suggestions for encouraging children to share newly acquired <u>Conscious Discipline®</u> strategies, songs, and rituals with parents and family.</i></p> <p>TG1: 15, 87 TG2: 15, 87 TG3: 15, 87 TG4: 15, 87 TG5: 15, 87 TG6: 15, 87 TG7: 15, 87 TG8: 15, 87 TG9: 15, 87</p> <p>Resources: “Family Connections” Resource Guide, “Family Connections” CD</p>
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	<p><i>Take-home letters from each senior author introduce the Frog Street curriculum to families. Theme newsletters keep families involved and informed on an ongoing basis. And families are encouraged to become involved with monthly <u>Parents Are Teachers Too (PATT) Mats</u>.</i></p>

	<p><i>From the Experts: Pat Edwards—Family Connections is featured on page 15 of each Teacher Guide—in which distinct home/school/community connections are described and linked to Frog Street themes. Every <u>Closing Circle</u> also provides suggestions for encouraging children to share newly acquired <u>Conscious Discipline®</u> strategies, songs, and rituals with parents and family.</i></p> <p>TG1: 15, 87 TG2: 15, 87 TG3: 15, 87 TG4: 15, 87 TG5: 15, 87 TG6: 15, 87 TG7: 15, 87 TG8: 15, 87 TG9: 15, 87</p> <p>Resources: “Family Connections” Resource Guide</p>
<p>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</p>	<p><i><u>Conscious Discipline®</u> strategies are introduced in daily <u>Greeting Circles</u> (unite, disengage stress, connect and commit) to help children transition from home to school. <u>From the Experts: Becky Bailey, Conscious Discipline®</u> (page 12) provides guidelines for helping children to be successful in their social and emotional endeavors each day.</i></p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>
2.0 Attachments to Parents	
Standards	FSPK Teacher Guide Page References
<p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p><i>Children have opportunities throughout <u>Frog Street Pre-K</u> to interact, cooperate, and enjoy experiences with adults. Adult interaction can be observed during <u>Greeting Circle</u>, <u>Read-Aloud</u>, literacy lessons, math/science lessons, and <u>Closing Circle</u>. During <u>Practice Activities</u>, children have the opportunity to work cooperatively with an adult to plan activities and solve problems.</i></p> <p>TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157 TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154 TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153 TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159 TG5: 22, 28,</p>

	34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154 TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154 TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159 TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154 TG9: 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159
2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	<i>Children have opportunities throughout <u>Frog Street Pre-K</u> to interact, cooperate, and enjoy experiences with adults. Adult interaction can be observed during <u>Greeting Circle</u>, <u>Read-Aloud</u>, literacy lessons, math/science lessons, and <u>Closing Circle</u>. During <u>Practice Activities</u>, children have the opportunity to work cooperatively with an adult to plan activities and solve problems.</i> TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157 TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154 TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153 TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159 TG5: 22, 28, 34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154 TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154 TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159 TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154 TG9: 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159
3.0 Friendships	
Standards	FSPK Teacher Guide Page References
3.1 Friendships are more reciprocal, exclusive, and enduring.	TG1: 28, 42, 46, 48, 63, 69, 70, 136, 142, 147 TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123 TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154 TG4: 45, 106, 136, 154 TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148 TG6: 24, 34, 40, 118, 120, 121, 122, 123 TG7: 14, 37, 45, 94, 136, 154 TG8: 64, 76, 100, 106, 112, 136, 142, 148 TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156

LANGUAGE AND LITERACY

Frog Street Pre-K supports every aspect of children’s development – physical, social, emotional, cognitive, and linguistic. A key focus is on language and literacy. The FSPK program uses a research-based approach to help young children develop early literacy and pre-reading skills. Children will learn through both explicit instruction and child-centered activities (which help establish a love of language and the simultaneous ability to decipher it). Each day, children engage in rich language and literacy experiences that evolve into a solid foundation for future reading, writing and language success. These experiences are based on: **Phonological Awareness** (ability to hear and reproduce sounds), **Alphabet Knowledge** (recognition of letters and their functions), **Vocabulary** (learning words), **Comprehension** (ability to retell stories in the child’s own words), and **Written Expression** (understanding the functions of writing).

LISTENING and SPEAKING	
1.0 Language Use and Conventions	
Standards	FSPK Teacher Guide Page References
1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	<p><i>Throughout Frog Street Pre-K children have many opportunities to express themselves using language and by communicating for a variety of basic and advanced purposes. During Read-Aloud Time, Practice Activities, and math and science lessons, children are given opportunities to use language for reasoning, predicting, problem-solving and questioning to seek new information. In Theme 4, the vocabulary focus words are problem solving and trial and error.</i></p> <p>Teacher Guide – (TG) TG1: 28, 49, 65, 71, 73, 75, 77, 83, 95, 98, 99, 103, 107, 111, 113, 115, 123, 137, 149, 150, 151 TG2: 25, 29, 33, 39, 43, 58, 65, 66, 79, 84, 94, 96, 99, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 39, 48, 63, 68, 71, 73, 94, 95, 101, 106, 111, 113, 114, 115, 121, 131, 132, 137, 138, 139, 145, 149, 150, 151, 155, 157, 159 TG4: 23, 24, 25, 26, 27, 29, 31, 35, 41, 49, 65, 66, 67, 85, 111, 113, 115, 131, 133, 139, 143, 145, 151, 155, 156, 157 TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 67, 73, 78, 79, 81, 83, 85, 99, 101, 102, 104, 109, 111, 113, 114, 115, 121, 141, 144, 145, 150, 151, 152, 156 TG6: 23, 27, 29, 30, 35, 43, 59, 60, 67, 73, 95, 107, 108, 112, 113, 114, 115, 117, 131, 143, 145, 150, 151, 155, 156, 157 TG7: 22, 25, 27, 29, 31, 36, 51, 60, 65, 77, 83, 84, 85, 96, 102, 113, 118, 119, 120, 121, 130, 135, 136, 142, 145, 148, 151, 154, 157 TG8: 23, 24, 25, 31, 35, 37, 47, 49, 60, 65, 71, 72, 77, 95, 101, 103, 113, 115, 121, 123, 135, 143, 145, 151, 154, 156 TG9: 24, 25, 29, 30, 36, 51, 65, 67, 70, 73, 74, 79, 80, 82, 83, 95, 103, 106, 112, 118, 119, 130, 131, 136, 140, 142, 148, 150, 154, 155, 157</p>
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<p><i>Throughout Frog Street Pre-K children have many opportunities to speak clearly enough to be understood by familiar and unfamiliar adults and children.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28,</p>

	<p>33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p>
<p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to use accepted language and style during communication with familiar and unfamiliar adults and children.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p>
<p>1.4 Use language to construct extended narratives that are real or fictional.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to use accepted language and style during communication with familiar and unfamiliar adults and children.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p>

2.0 Vocabulary	
Standards	FSPK Teacher Guide Page References
<p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to expand comprehension and use of an increasing variety and specificity of accepted words for objects, actions, and attributes (encountered in both real and symbolic contexts).</i></p> <p>TG2: 25, 45, 60, 65, 79, 148 TG3: 39, 67, 76, 131, 132, 133, 145, 150, 151 TG4: 22, 23, 24, 28, 29, 34, 40, 46, 57, 58, 64, 66, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 119, 129, 130, 136, 137, 142, 148, 154, 155 TG5: 21, 59, 60, 83, 84, 98, 113, 137 TG6: 22, 23, 28, 29, 33, 34, 35, 47, 60, 71, 77, 78, 95, 150, 155 TG7: 51, 60, 95 TG8: 59, 77, 95, 101 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60, 130, 136, 137, 142, 148, 152</p> <p>Resources: Strategy Card H—Introduce and Use Vocabulary; “Frog Street Pre-K Interactive Software” (which contains English and Spanish activities that support vocabulary development)</p>
<p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to expand comprehension and use of accepted words for categories of objects encountered in everyday life.</i></p> <p>TG1: 35, 36, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 120, 132, 133, 138, 149, 150 TG2: 24, 25, 30, 36, 37, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150 TG3: 24, 30, 42, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139 TG4: 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132 TG5: 36, 37, 78, 79, 96, 114, 155 TG6: 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 120, 121, 132 TG7: 23, 24, 30, 31, 42, 66, 79, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155 TG8: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157 TG9: 24, 25, 35, 48, 49, 59, 60, 61, 66, 67, 85, 96, 108, 120, 156</p> <p>Resources: Strategy Card H—Introduce and Use Vocabulary; “Frog Street Pre-K Interactive Software” (which contains English and Spanish activities that support vocabulary development)</p>
<p>2.3 Understand and use both simple and complex words that describe the relations between objects.</p>	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to expand comprehension and use of both simple and complex words that describe the relations between objects.</i></p> <p>TG1: 28, 30, 37, 44, 45, 59, 60, 61, 65, 66, 71, 75, 81, 86, 87, 95, 98, 99, 101, 102, 103, 104, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 119, 120, 122,</p>

	<p>123, 134, 137, 141, 144, 150, 152 TG2: 23, 36, 41, 42, 44, 45, 47, 60, 62, 63, 71, 72, 73, 77, 80, 82, 86, 102, 107, 108, 114, 117, 119 TG3: 30, 33, 35, 44, 65, 66, 71, 77, 87, 102, 113, 114 TG4: 35, 48, 58, 59, 63, 65, 69, 74, 76, 77, 83, 95, 107, 108, 120, 121, 149 TG5: 24, 32, 35, 47, 48, 49, 60, 63, 71, 77, 96 101, 107, 120 TG6: 22, 30, 47, 59, 62, 63, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 95, 99, 107, 113, 119, 121, 122, 131, 138, 151 TG7: 41, 42, 58, 59, 72, 75, 80, 95, 96, 99, 108, 114, 137, 141, 143, 155 TG8: 24, 26, 27, 29, 30, 33, 36, 39, 41, 42, 44, 45, 48, 59, 66, 79, 83, 84, 87, 96, 101, 102, 107, 108, 114, 119, 131, 132, 139, 141, 143, 144, 147, 149, 155 TG9: 38, 72, 73, 75, 78, 79, 84, 85, 102, 105, 107, 108, 114, 117, 118, 120, 150</p> <p>Resources: Strategy Card H—Introduce and Use Vocabulary, “Frog Street Pre-K Interactive Software” (which contains English and Spanish activities that support vocabulary development)</p>
3.0 Grammar	
Standards	FSPK Teacher Guide Page References
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</i></p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 58, 65, 66, 79, 94, 96, 99 TG3: 39, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 27, 41, 111, 115, 131, 143, 155, 156 TG5: 61, 67, 73, 81, 85, 115, 151 TG6: 23, 59, 60, 108, 112, 113, 114, 115, 117, 150, 151, 155 TG7: 22, 25, 27, 51, 65, 118, 120, 121, 130, 142, 145, 151, 154 TG8: 24, 35, 37, 60, 77, 95, 101, 113 TG9: 65, 70, 74, 82, 95, 103, 106, 112, 118, 119</p>
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	<p><i>Throughout <u>Frog Street Pre-K</u> children have many opportunities to use age-appropriate grammar, including accepted word forms</i></p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 29, 58, 60, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 29, 41, 66, 111, 115, 119, 131, 137, 143, 155, 156 TG5: 59, 60, 61, 67, 73, 78, 81, 83, 85, 98, 99, 113, 114, 115, 137, 150, 151, 156 TG6: 23, 59, 60, 65, 71, 77, 95, 107, 108, 112, 113, 114, 115, 117, 120, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 60, 65, 84, 85, 95, 102, 118, 121, 130, 136, 142, 148, 154 TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 113, 135, 138, 156 TG9: 29, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 130, 136, 137, 140, 142, 148, 152, 154</p>

READING	
1.0 Concepts about Print	
Standards	FSPK Teacher Guide Page References
<p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p>	<p><i>Morning Message</i> and <i>Read-Aloud Time</i> provide opportunities for children to understand conventions of reading as teachers highlight book features, turn books page by page, and invite children to interact with text.</p> <p>TG1: 17, 22, 23, 28, 29, 34, 35, 40, 41, 42, 43, 46, 47, 53, 58, 59, 64, 65, 70, 71, 73, 76, 77,79, 82, 83, 89, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155, 157 TG2: 17, 22, 23, 28, 29, 31, 34, 35, 37, 40, 41, 46, 47, 53, 58, 59, 61, 64, 65,67, 70, 71, 76, 77, 82, 83, 89, 94, 95, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 151, 154, 155 TG3: 17, 22, 23, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 53, 58, 59, 64, 65, 67, 70, 71, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 119, 125, 130, 131, 136, 137, 142, 143, 148, 149, 151, 154, 155 TG4: 17, 22, 23, 25, 28, 29, 34, 35, 37, 40, 41, 43, 46, 47, 53, 58, 59, 64, 65, 70, 71, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 121, 125, 130, 131, 133, 136, 137, 139, 142, 143, 148, 149, 154, 155, 157 TG5: 17, 22, 23, 28, 29, 34, 35, 40, 41, 47, 53, 58, 59, 60, 64, 65, 70, 71, 72, 73, 77, 82, 83, 89, 94, 95, 96, 97, 100, 101, 106, 107, 108, 109, 112, 113, 115, 118, 119, 135, 130, 131, 133, 136, 137, 142, 143, 148, 149, 154, 159 TG6: 17, 22, 23, 25, 28, 29, 34, 35, 40, 41, 46, 47, 53, 58, 59, 60, 64, 65, 70, 71, 73, 76, 77, 79, 82, 83, 89, 94, 95, 97, 100, 101, 106, 107, 112, 113, 118, 119, 125, 130, 131, 133, 136, 137, 142, 143, 148, 149, 154, 151, 155, 157 TG7: 17, 22, 23, 25, 28, 29, 34, 35, 40, 41, 43, 46, 47, 53, 58, 59, 61, 64, 65, 67, 70, 71, 73, 76, 77, 79, 82, 83, 89, 94, 95, 100, 101, 106, 107, 109, 112, 113, 118, 119, 125, 130, 131, 133, 136, 137, 139, 142, 143, 148, 149, 154, 155 TG8: 17, 22, 23, 28, 29, 34, 35, 37, 40, 41, 43, 46, 47, 53, 58, 59, 61, 64, 65, 70, 71, 73, 76, 77, 82, 83, 85, 89, 94, 95, 97, 100, 101, 103, 106, 107, 112, 113, 118, 119, 125, 130, 131, 136, 137, 139, 142, 143, 145, 148, 149, 154, 155, 157 TG9: 17, 22, 23, 25, 28, 29, 31, 34, 35, 37, 40, 41, 43, 46, 47, 49, 53, 58, 59, 64, 65, 70, 71,73, 76, 77, 82, 83, 89, 94, 95, 100, 101, 103, 106, 107, 112, 113, 118, 119, 121, 125, 130, 131, 136, 137, 139, 142, 143, 148, 149, 151, 154, 155</p> <p>Resources: Rebus Posters—“How to Care for Books” and “How to Read a Book,” Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>

<p>1.2 Understand that print is something that is read and has specific meaning.</p>	<p>TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75-77, 79, 82, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 130, 131, 136, 137, 139, 142, 143, 148, 149, 150, 154, 155, 157 TG2: 22, 23, 27-29, 31, 33-35, 40, 41, 46, 58, 59, 61, 64, 65, 67, 70, 71, 76, 82, 83, 94, 95, 99, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 121, 130, 136, 142, 143, 148, 154, 155, 157 TG3: 22, 23, 28, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 71, 73, 75-77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136-138, 140-145, 148, 149, 154, 155 TG4: 22, 23, 25, 28, 29, 30, 34, 35, 36, 37, 40, 41, 43, 46, 47, 49, 50, 58, 59, 64-67, 70, 76, 79, 82, 83, 94, 99, 100, 101, 106, 111, 112, 118, 119, 121, 130, 131, 133, 136, 139, 142, 143, 144, 148, 149, 154, 155, 157 TG5: 22, 23, 28, 29, 31, 34, 40, 41, 47-49, 58-61, 64, 65, 70, 71, 73, 75-77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106-109, 112, 113, 115, 118-120, 130, 131, 133, 136-138, 140, 142, 143, 148-152, 154-158 TG6: 22, 23, 28, 29, 34, 41, 43, 46, 47, 58, 64, 65, 66, 70, 71, 73, 76, 77, 79, 82, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 22, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 76, 82-84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130-133, 136-138, 142-145, 148, 149, 154, 155 TG8: 22, 23, 28, 29, 34, 35, 38, 40, 41, 43, 46, 49, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 85, 94, 100, 101, 106, 107, 112, 113, 118, 119, 130, 136, 137, 141-143, 148, 149, 154, 155, 157 TG9: 22, 23, 25, 28, 29, 34- 37, 40, 41, 45-47, 58, 59, 64, 65, 70, 71, 76, 77, 81-83, 87, 94, 95, 100, 101, 106, 107, 112, 118, 119, 130, 131, 136, 137, 142-144, 154, 155</p> <p>Resources: Rebus Poster— “How to Read a Book,” Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)</p>
<p>2.0 Phonological Awareness</p>	<p><i>Frog Street Pre-K</i> offers a strong instructional sequence in phonological awareness (See instructional sequence below).</p> <p>Themes 1-2: sentence segmenting, rhyme awareness, blend and delete parts of compound words, clap syllables in names</p> <p>Theme 3: blend syllables into words, delete a syllable from a word, recognize alliteration</p> <p>Theme 4: begin to produce alliteration, review of previous skills</p> <p>Theme 5: recognize rhyming words, produce rhyming words, review of previous skills</p> <p>Theme 6: produce alliteration, review of previous skills</p> <p>Theme 7: combine onset and rime, review of previous skills</p> <p>Themes 8-9: blend phonemes, review of previous skills</p>

Standards	FSPK Teacher Guide Page References
2.1 Orally blend and delete words and syllables without the support of pictures and objects.	<p>TG1: 34, 70, 84, 85, 87 TG2: 35, 36, 39, 60, 114 TG3: 22, 28, 42, 46, 64, 66, 78, 100, 105, 130, 138, 150, 154 TG4: 47, 143 TG5: 77, 100 TG6: 66, 77, 83, 84, 96, 138 TG7: 36, 46, 47, 48, 51, 102, 149, 159 TG8: 48, 51, 66, 96, 107, 108, 113, 114, 119, 132, 138 TG9: 59, 66, 67, 83, 84</p> <p>Resources: Strategy Cards: C—Syllables and F—Onset and Rime</p>
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures and objects.	<p>TG1: 35, 85 TG2: 45 TG3: 78 TG4: 73, 136, 143 TG5: 24, 35, 43 TG6: 150, 151 TG7: 47, 48, 149 TG8: 48, 107, 108, 113, 114, 121 TG9: 21, 66, 67, 139</p> <p>Resources: Strategy Cards: C—Syllables, F—Onset and Rime, G—Blend Phonemes</p>
3.0 Alphabetic and Word/Print Recognition	
Standards	FSPK Teacher Guide Page References
3.1 Recognize own name or other common words in print.	<p>TG1: 35, 36, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 120, 132, 133, 138, 149, 150 TG2: 24, 25, 30, 36, 37, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150 TG3: 24, 30, 42, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139 TG4: 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132 TG5: 36, 37, 78, 79, 96, 114, 155 TG6: 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 120, 121, 132 TG7: 23, 24, 30, 31, 42, 66, 79, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155 TG8: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157 TG9: 24, 25, 35, 48, 49, 59, 60, 61, 66, 67, 85, 96, 108, 120, 156</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco and Going Down Frog Street A to Z”), Frog Street Café (“Manos Amables A to Z,” “Helping Hands A to Z”)</p>
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	<p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155 TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118,</p>

	<p>120, 129, 130, 132, 139, 142, 150, 151, 154, 156 TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154 TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155 TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155 TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco and Going Down Frog Street A to Z”), Frog Street Café (“Manos Amables A to Z,” “Helping Hands A to Z”)</p>
3.3 Begin to recognize that letters have sounds.	<p>TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154 TG5: 21, 84 TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143 TG9: 31, 60</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco and Going Down Frog Street A to Z”), Frog Street Café (“Manos Amables A to Z,” “Helping Hands A to Z”)</p>
4.0 Comprehension and Analysis of Age-Appropriate Text	
Standards	FSPK Teacher Guide Page References
4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	<p><i>Read-Aloud Time</i> and literacy lessons provide rich opportunities for children to practice comprehension skills and strategies.</p> <p>Characters, Events, Ordering: TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77,</p>

83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 **TG6:** 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 **TG7:** 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 **TG8:** 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 **TG9:** 23, 23, 25, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155

Answer Questions:

TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 **TG2:** 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 **TG3:** 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 **TG4:** 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 **TG5:** 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 **TG6:** 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 **TG7:** 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 **TG8:** 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 **TG9:** 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155

Predicting:

TG1: 29, 93, 101, 103 **TG2:** 23, 29, 42, 108, 111, 131 **TG3:** 23, 33, 42, 43, 62, 68, 80, 101 **TG4:** 29, 41, 59, 62, 65, 86, 141, 147, 153 **TG5:** 24, 27, 41, 45, 63, 67, 69, 80, 81, 108 **TG6:** 27, 47, 59, 65, 75, 77, 95, 107, 131 **TG7:** 115, 117, 131, 135, 146, 147 **TG8:** 23, 29, 39, 59, 147 **TG9:** 23, 39, 41, 42, 63, 71, 87, 117, 137

Retell/Infer:

TG1: 49, 85, 107, 115, 139 **TG2:** 41, 43, 79, 121 **TG3:** 73, 121, 133, 139, 157 **TG4:** 25, 49, 67, 78, 85, 145, 149, 157 **TG5:** 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133 **TG6:** 73, 79 **TG7:** 25, 31, 121, 145, 151, 157 **TG8:** 25, 29, 47, 71, 101, 151, 157 **TG9:** 25, 31, 77

	<p>Reenact: TG1: 47, 59, 65, 83, 137, 151 TG2: 47 TG3: 133, 137, 141, 159 TG4: 37, 101, 113, 155 TG5: 29, 41, 61, 77, 101, 131, 143, 145 TG6: 131, 143 TG7: 23, 29, 35, 43, 59, 113 TG8: 65, 67, 101, 143 TG9: 131</p> <p>Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Creative Storytelling” Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog “word space” tool, and <i>Frog Street Pre-K</i> Interactive Software), Strategy Cards: P--Activate Prior Knowledge, T—Questioning Strategies, and U—Dramatic Expression; Sequence Cards</p>
<p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p>TG1: 23, 29, 35, 41-43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137 TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149 TG3: 59, 66, 67, 77, 79, 83, 95, 101, 119, 123 TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121 TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157 TG7: 23, 35, 39, 47, 65, 99, 119 TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83-85, 95, 97, 107, 131, 137 TG9: 47, 49, 95, 99, 103, 113, 135, 137</p>
<p>5.0 Literacy Interest and Response</p>	
<p>Standards</p>	<p>FSPK Teacher Guide References</p>
<p>5.1 Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.</p>	<p><i>Frog Street Pre-K Read-Aloud Times, literacy lessons, and Greeting Circles (as well as many math and science lessons) offer numerous, ongoing opportunities for children to participate, enjoy, and engage in literacy activities.</i></p> <p>TG1: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156 TG2: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 159 TG3: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 159 TG4: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 158 TG5: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66,</p>

	<p>70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 158 TG6: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 159 TG7: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 159 TG8: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156, 159 TG9: 22, 23 24, 26, 28, 29, 30. 34, 35, 36, 39, 40, 41, 42, 46, 47, 48, 58, 59, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 77, 78, 80, 82, 83, 84, 94, 95, 96, 99, 100, 101, 102, 106, 107, 108, 111, 112, 113, 114, 118, 119, 120, 123, 130, 131, 132, 136, 138, 142, 143, 144, 148, 149, 150, 153, 154, 155, 156</p>
<p>5.2 Engage in more complex routines associated with literacy activities.</p>	<p>TG1: 11, 17, 21, 25, 26, 31, 37, 39, 43, 45, 49, 51, 53, 57, 61, 67, 73, 79, 79, 81, 85, 93, 97, 109, 115, 121, 125, 129, 133, 139, 145, 151, 157, 159 TG2: 17, 21, 25, 31, 33, 37, 43, 49, 53, 57, 61, 67, 73, 79, 85, 89, 93, 97, 103, 109, 115, 121, 125, 129, 133, 139, 145, 151, 153, 157 TG3: 25, 31, 37, 43, 49, 51, 53, 61, 67, 73, 79, 85, 89, 97, 103, 109, 115, 121, 125, 133, 139, 145, 151, 157 TG4: 17, 21, 25, 31, 37, 39, 43, 49, 53, 57, 61, 67, 73, 79, 85, 89, 93, 97, 103, 109, 115, 121, 125, 129, 133, 139, 145, 151, 157 TG5: 21, 25, 31, 37, 43, 49, 53, 57, 61, 67, 73, 75, 79, 81, 85, 87, 89, 93, 97, 103, 109, 115, 121, 125, 128, 129, 133, 135, 139, 145, 151 TG6: 17, 20, 21, 25, 31, 37, 43, 45, 49, 51, 53, 57, 61, 67, 73, 79, 89, 93, 97, 109, 115, 117, 121, 125, 129, 133, 139, 145, 151, 153, 157, 159 TG7: 17, 21, 25, 31, 37, 43, 49, 53, 57, 61, 67, 73, 75, 79, 85, 89, 93, 97, 103, 109, 115, 121, 125, 129, 133, 135, 139, 145, 151, 157 TG8: 17, 21, 25, 31, 37, 43, 49, 53, 57, 61, 67, 73, 79, 85, 89, 93, 97, 103, 109, 115, 121, 125, 129, 133, 139, 145, 151, 157 TG9: 17, 21, 31, 37, 43, 49, 53, 57, 61, 67, 73, 79, 85, 89, 93, 103, 109, 115, 121, 125, 133, 139, 145, 151, 157</p>
<p>WRITING</p>	<p>Throughout <i>Frog Street Pre-K</i>, children are provided many opportunities to watch modeled writing—and to engage in shared writing experiences. Stages of young children’s writing development are:</p> <ul style="list-style-type: none"> • Scribbling: Random, Controlled, Circular • Drawing • Mock Letters, Letter Strings

	<ul style="list-style-type: none"> • Separated Words • Picture Labeling • Copy Environmental Print • Transitional State Spelling-First Letters • Beginning and Ending Letters • Medial Sound—Consonant, Incorrect Vowel • Beginning, Medial, and Ending Sounds Represented • Phrase Writing • Whole Sentence Writing
1.0 Writing Strategies	
Standards	FSPK Teacher Guide References
1.1 Adjust grasp and body position for increased control in drawing and writing.	<p><i>A key writing readiness skill supported by the <u>Frog Street Pre-K</u> program is fine motor development (establishment of hand dominance, crossing midline, and development of tripod pencil grasp).</i></p> <p>TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159 TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157 TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157 TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153 TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 20, 25, 31, 37, 45, 61, 67, 79, 109, 115, 121, 133, 135, 139, 153, 157 TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133 TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157 TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing</p>
1.2 Write letters or letter-like shapes to represent words or ideas.	<p><i><u>Frog Street Pre-K</u> supports teachers modeling the correct formation of letters for handwriting instruction. Detailed description for how to model letters for children in English and in Spanish is provided in <u>Welcome to Frog Street Pre-K</u>, p. 64-65.</i></p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31,</p>

	<p>37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: “Welcome to Frog Street Pre-K,” Strategy Cards: M—Letter Knowledge, N—Multi-sensory Letter Writing, R—Journal Writing</p>
<p>1.3 Write first name nearly correctly.</p>	<p><i>Welcome to Frog Street Pre-K</i> (p. 54) describes a <u>Signing in Continuum</u>—wherein teachers provide children with opportunities to recognize the letters in their names through a consistent, daily procedure.</p> <p><i>It is critical to first teach these skills in an appropriate sequence—then scaffold them along a progressive continuum. In Levels 1 and 2, children focus on recognizing their name on a name card—with and without a photo. In Level 3, children learn to write their name on a daily sign-in sheet. Level 4 provides children with opportunities to repeatedly write their names (based on visual models provided).</i></p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>

ENGLISH-LANGUAGE DEVELOPMENT	
LISTENING	
1.0 Children listen with understanding.	
Standards	FSPK Teacher Guide Page References
1.1 Focus: Beginning words	
<p>a. Beginning: Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to attend to English oral language in both real and pretend activity. <i>Read-Aloud Time</i> and literacy lessons provide opportunities for children to actively engage in group activities conducted in English. ELL strategies (at point-of-use in Teacher Guides) offer research-based strategies to support learning.</p> <p>Teacher Guide – (TG) TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>

<p>b. Middle: Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to demonstrate understanding of words in English.</i></p> <p>TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Strategy Card: H—Introduce and Build Vocabulary, Vocabulary Cards, Photo Activity Cards</p>
<p>c. Later: Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to demonstrate understanding of a larger set of words in English.</i></p> <p>TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17,</p>

	<p>18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Strategy Card: H—Introduce and Build Vocabulary, Vocabulary Cards, Photo Pockets with Pocket Photos, Photo Activity Cards, Story Folder Props</p>
1.2 Focus: Requests and directions	
<p>a. Beginning: Begin to follow simple directions in English, especially when there are contextual cues.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to follow simple directions in English.</p> <p>TG1: 25, 26, 41, 45, 154 TG2: 43, 49, 61 TG3: 106, 118 TG4: 30, 34, 42, 48, 51 TG5: 14, 58 TG6: 28, 34, 48 TG7: 28, 94, 100, 118, 142 TG8: 40, 64, 100, 106, 112 TG9: 46, 137, 144, 145</p> <p>Resources: Rebus Posters visually support children’s ability to follow multi-step directions.</p>
<p>b. Middle: Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to follow simple directions in English.</p> <p>TG1: 22, 26, 28, 30, 35, 36, 37, 39, 41, 60, 61, 86, 93, 97, 107, 147 TG2: 35, 51, 56, 70, 72, 73, 80, 135, 141, 148, 150, 153, 154 TG3: 22, 26, 32, 33, 34, 38, 44, 65, 108, 117, 137 TG4: 20, 22, 23, 33, 34, 39, 41, 61, 68, 69, 74, 99, 105, 111, 131 TG5: 26, 36, 44, 45, 63, 68, 110, 117, 154, 159 TG6: 24, 26, 27, 33, 37, 42, 48, 50, 60, 75, 86, 104, 116, 139 TG7: 26, 60, 62, 87, 111, 123 TG8: 33, 40, 45, 51, 79, 81, 87, 117, 141, 151, 152 TG9: 26, 33, 38, 44, 84, 105, 116, 149</p> <p>Resources: Rebus Posters visually support children’s ability to follow multi-step directions.</p>

<p>c. Later: Follow directions that involve a one- or two-step sequence, relying on less contextual cues.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to follow directions that involve a one- or two-step sequence.</i> TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121,130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130,134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112,117, 118, 136, 153, 154 TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG7: 23, 33, 50, 59, 60, 62, 63,67,72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134,135, 139, 140, 141, 146, 147, 153, 158, 159 TG8: 31, 39, 40, 45, 58, 86, 97,99, 102, 112, 148, 153, 154, 156 TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p> <p>Resources: Rebus Posters visually support children’s ability to follow multi-step directions.</p>
<p>1.3 Focus: Basic and advanced concepts</p>	<p><i>Frog Street Pre-K Read-Aloud Time and literacy lessons provide opportunities for children to actively engage in group activities conducted in English. Practice Activities are included for independent study. ELL strategies (at point-of-use in Teacher Guides) offer research-based strategies to support lessons.</i></p>
<p>a. Beginning: Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to demonstrate understanding of words related to basic and advanced concepts in the home language.</i> TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78,</p>

	<p>79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to demonstrate an understanding of words in English related to basic concepts.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to demonstrate understanding of words related to basic and advanced concepts in the home language.</p> <p>TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158</p> <p>Resources: Strategy Card: H—Introduce and Build Vocabulary, Vocabulary Cards, Photo Pockets with Pocket Photos, Photo Activity Cards, Story Folder Props</p>

<p>c. Later: Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to demonstrate understanding of words in English—related to more advanced concepts.</i></p> <p>TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158</p> <p>Resources: Strategy Card: H—Introduce and Build Vocabulary, Vocabulary Cards, Photo Pockets with Pocket Photos, Photo Activity Cards, Story Folder Props</p>
SPEAKING	
1.0 Children use nonverbal and verbal strategies to communicate with others.	
Standards	FSPK Teacher Guide Page References
1.1 Focus: Communication of needs	
<p>a. Beginning: Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to use nonverbal communication.</i></p> <p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84,</p>

	<p>85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146 TG3: 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158 TG4: 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156 TG5: 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158 TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158 TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158</p> <p>Resources: Strategy Cards: O—Show What You Know, Q—Morning Message; Finger Plays; Wordless Books; Sequence Cards; Photo Activity Cards; “Guidelines and Strategies for Children with Special Needs” Resource Guide, “Tools that Help Me”</p>
<p>b. Middle: Combine nonverbal and some verbal communication to be understood by others (may code-switch - that is, use the home language and English - and use telegraphic and/or formulaic speech).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to combine nonverbal and some verbal communication to be understood by others.</p> <p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146 TG3: 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158 TG4: 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156 TG5: 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158 TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158 TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>

<p>c. Later: Show increasing reliance on verbal communication in English to be understood by others.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to show increasing reliance on verbal communication in English.</i></p> <p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide</p>
<p>1.2 Focus: Vocabulary production</p>	<p>.</p>
<p>a. Beginning: Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p><i>English Language Learner instruction in Frog Street Pre-K combines research on second language acquisition with classroom strategies for the Natural Approach, Total Physical Approach (TPR) and Cooperative Learning.</i></p> <p><i>The curriculum provides opportunities for children to use vocabulary in the home language that is age-appropriate.</i></p> <p>TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79,</p>

	84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158 Resources: “Strategies for English Language Learners” Resource Guide
b. Middle: Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to use English vocabulary—consisting of nouns and some verbs and pronouns. TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157 Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide
c. Later: Use new English vocabulary to share knowledge of concepts.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to use new English vocabulary to share knowledge of concepts. TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157 Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide
1.3 Focus: Conversation	.
a. Beginning: Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to converse in the home language. TG1: 24, 26, 30, 32, 37, 38, 42, 44, 48, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 103, 104, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 TG2: 24, 25, 26, 30, 31, 32, 38, 42, 43, 44, 47, 48, 49, 50, 60, 62, 66, 68, 72,

	<p>74, 78, 79, 80, 83, 84, 85, 86, 96, 98, 101, 102, 104, 108, 109, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 144, 146, 151, 152, 157, 158 TG3: 24, 26, 29, 30, 32, 36, 38, 42, 44, 48, 50, 60, 61, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 96, 97, 98, 103, 104, 108, 109, 110, 116, 120, 121, 122, 133, 134, 139, 140, 146, 152, 157 TG4: 25, 26, 30, 32, 37, 38, 42, 44, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156, 158 TG5: 25, 26, 31, 32, 36, 38, 42, 44, 50, 60, 62, 66, 68, 72, 73, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 150, 152, 157, 158 TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158 TG7: 26, 29, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 85, 86, 98, 104, 116, 122, 132, 133, 134, 138, 140, 144, 145, 146, 151, 142, 158 TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 97, 98, 104, 108, 109, 110, 115, 116, 121, 122, 123, 134, 138, 140, 145, 151, 156, 158 TG9: 24, 26, 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 73, 79, 84, 85, 96, 97, 98, 102, 103, 104, 109, 110, 115, 116, 122, 133, 134, 138, 139, 140, 145, 150, 151, 152, 157, 158</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to converse with other using English vocabulary.</p> <p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Sustain a conversation in English about a variety of topics.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to sustain a conversation in English.</p> <p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7:</p>

	<p>32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p> <p>Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide</p>
1.4 Focus: Utterance length and complexity	
a. Beginning: Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to use a range of utterance lengths in the home language.</i></p> <p>TG1: 60 TG2: 25, 68, 79, 96 TG3: 50, 60, 62, 68, 96, 97, 98, 110, 133 TG4: 48, 85, 86, 96, 120, 156 TG5: 25, 31, 73, 74, 84, 103, 133, 145, 151 TG6: 67, 72, 79 TG7: 66, 72, 78, 79, 85, 86 TG8: 103, 108, 115, 133, 145 TG9: 49, 79, 84, 85, 133</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
b. Middle: Use two- and three-word utterances in English to communicate.	<p><i>Frog Street Pre-K provides ongoing opportunities for children to use two- and three-word utterances in English to communicate..</i></p> <p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p> <p>Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide</p>
c. Later: Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to increase utterance length in English by adding possessive pronouns.</i></p> <p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134 TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120 TG3: 24, 30, 66, 96, 133, 139, 157 TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138 TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157 TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157 TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146 TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156 TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p>

	<p>Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide</p>
1.5 Focus: Grammar	
<p>a. Beginning: Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to use age-appropriate grammar in the home language.</p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 29, 58, 60, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 29, 41, 66, 111, 115, 119, 131, 137, 143, 155, 156 TG5: 59, 60, 61, 67, 73, 78, 81, 83, 85, 98, 99, 113, 114, 115, 137, 150, 151, 156 TG6: 23, 59, 60, 65, 71, 77, 95, 107, 108, 112, 113, 114, 115, 117, 120, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 60, 65, 84, 85, 95, 102, 118, 121, 130, 136, 142, 148, 154 TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 113, 135, 138, 156 TG9: 29, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 130, 136, 137, 140, 142, 148, 152 154</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to use some English grammatical markers and, at times, apply the rules of grammar of the home language to English.</p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 29, 58, 60, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 29, 41, 66, 111, 115, 119, 131, 137, 143, 155, 156 TG5: 59, 60, 61, 67, 73, 78, 81, 83, 85, 98, 99, 113, 114, 115, 137, 150, 151, 156 TG6: 23, 59, 60, 65, 71, 77, 95, 107, 108, 112, 113, 114, 115, 117, 120, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 60, 65, 84, 85, 95, 102, 118, 121, 130, 136, 142, 148, 154 TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 113, 135, 138, 156 TG9: 29, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 130, 136, 137, 140, 142, 148, 152 154</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to expand the use of different forms of grammar in English.</p> <p>TG1: 28, 95, 98, 99, 106, 113, 123, 149 TG2: 25, 29, 58, 60, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 29, 41, 66, 111, 115, 119, 131, 137, 143, 155, 156 TG5: 59, 60, 61, 67, 73, 78, 81, 83, 85, 98, 99, 113, 114, 115, 137, 150, 151, 156 TG6: 23, 59, 60, 65, 71, 77, 95, 107, 108, 112, 113, 114, 115, 117, 120, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 60, 65, 84, 85, 95, 102, 118, 121, 130, 136, 142, 148, 154 TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 113, 135, 138, 156 TG9: 29, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 130, 136, 137, 140, 142, 148, 152 154</p>

	<p>Resources: Strategy Cards: J—Photo Pockets with Pocket Photos, P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies; “Creative Storytelling” Resource Guide; Wordless Books; Sequence Cards; Practice Activities</p>
1.6 Focus: Inquiry	<p><i>Children are asked to participate in asking and answering questions in all group lessons (<u>Greeting Circle</u>, <u>Read-Aloud Time</u>, literacy lessons, and math and science lessons). They are also asked relevant questions in the <u>Closing Circle</u> to review each day’s learning. After completing a story and during <u>Read-Aloud Time</u>, teachers encourage children to discuss and extend comprehension. Teachers ask questions and encourage reflection and questions from children.</i></p>
a. Beginning: Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<p><i><u>Frog Street Pre-K</u> provides ongoing opportunities for children to begin to ask a variety of questions in the home language.</i></p> <p>TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 77, 79, 95, 101, 107, 108, 113, 114, 115, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 111, 113, 115, 119, 121, 132, 133, 143, 147, 155, 157, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>Resources: Strategy Card T—Questioning Strategies, “Strategies for English Language Learners” Resource Guide</p>
b. Middle: Begin to use “what” and “why” questions in English, sometimes with errors.	<p><i><u>Frog Street Pre-K</u> provides ongoing opportunities for children to begin to use <u>what</u> and <u>why</u> questions in English.</i></p> <p>TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 77, 79, 95, 101, 107, 108, 113, 114, 115, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 111, 113, 115, 119, 121, 132, 133, 143, 147, 155, 157, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>

	Resources: Strategy Card T—Questioning Strategies
c. Later: Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to use <u>what</u> , <u>why</u> , <u>how</u> , <u>when</u> , and <u>where</u> questions in more complete forms in English. TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 77, 79, 95, 101, 107, 108, 113, 114, 115, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 111, 113, 115, 119, 121, 132, 133, 143, 147, 155, 157, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137
	Resources: Strategy Card T—Questioning Strategies
2.0 Children begin to understand and use social conventions in English.	
Standards	FSPK Teacher Guide Page References
2.1 Focus: Social conventions	<i>Frog Street Pre-K</i> incorporates <i>Conscious Discipline</i> ® social and emotional strategies—which contribute to teaching children social conventions. <i>English Language Learner</i> strategies are provided at point of use for whole group, small group and learning center activities.
a. Beginning: Use social conventions of the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to use social conventions of the home language. TG1: 42, 48, 69, 81, 94 TG2: 66, 71, 120, 138 TG3: 63, 74, 87, 94, 117, 152, 159 TG4: 31, 35, 117, 120 TG5: 35, 61, 143, 149 TG6: 23, 35, 107, 143 TG7: 12, 22, 65, 121 TG8: 76, 107, 115, 117 TG9: 22, 58, 94, 155
	Resources: “Strategies for English Language Learners” Resource Guide
b. Middle: Demonstrate a beginning understanding of English social conventions.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to demonstrate a beginning understanding of English social conventions. TG1: 42, 48, 69, 81, 94 TG2: 66, 71, 120, 138 TG3: 63, 74, 87, 94, 117, 152, 159, TG4: 31, 35, 117, 120 TG5: 35, 61, 143, 149 TG6: 23, 35, 107, 143 TG7: 12, 22, 65, 121 TG8: 76, 107, 115, 117 TG9: 22, 58, 94, 155
	Resources: “Strategies for English Language Learners” Resource Guide

<p>c. Later: Appropriately use words and tone of voice associated with social conventions in English.</p>	<p>Social Conventions: TG1: 42, 48, 69, 81, 94 TG2: 66, 71, 120, 138 TG3: 63, 74, 87, 94, 117, 152, 159, TG4: 31, 35, 117, 120 TG5: 35, 61, 143, 149 TG6: 23, 35, 107, 143 TG7: 12, 22, 65, 121 TG8: 76, 107, 115, 117 TG9: 22, 58, 94, 155</p> <p>Intonation: TG1: 24 TG2: 44, 50, 101, 133 TG3: 108, 109 TG4: 74, 84 TG5: 38, 60, 132 TG6: 78 TG7: 29, 36, 60, 83, 96 TG8: 66, 67, 72 TG9: 84, 138, 149</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>3.0 Children use language to create oral narratives about their personal experience.</p>	<p>FSPK Teacher Guide Page References</p>
<p>Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>3.1 Focus: Narrative development</p>	
<p>a. Beginning: Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to create a narrative in the home language.</i> TG1: 28, 95, 98, 99, 103, 113, 123, 149 TG2: 25, 29, 58, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 41, 111, 115, 131, 143, 155, 156 TG5: 61, 67, 73,78, 81, 85, 99, 114, 115, 150, 151, 156 TG6: 23, 27, 59, 60, 95, 107, 108, 112, 113, 114, 115, 117, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 65, 84, 85, 102, 118, 120, 121, 130, 136, 142, 145, 148, 151, 154 TG8: 24, 35, 37, 60, 65, 72, 77, 95, 101, 113, 135, 156 TG9: 24, 29,30, 36, 65, 70, 74, 82,83, 95, 103, 106, 112, 118, 119, 130, 136, 140, 142, 148, 154</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to talk about personal experiences...in the home language while using some English.</i> TG1: 28, 95, 98, 99, 103, 113, 123, 149 TG2: 25, 29, 58, 65, 66, 79, 84, 94, 96, 99 TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157 TG4: 23, 24, 25, 27, 41, 111, 115, 131, 143, 155, 156 TG5: 61, 67, 73,78, 81, 85, 99, 114, 115, 150, 151, 156 TG6: 23, 27, 59, 60, 95, 107, 108, 112, 113, 114, 115, 117, 145, 150, 151, 155, 156 TG7: 22, 25, 27, 51, 65, 84, 85, 102, 118, 120, 121, 130, 136, 142, 145, 148, 151, 154 TG8: 24, 35, 37, 60, 65, 72, 77, 95, 101, 113, 135, 156 TG9: 24, 29,30, 36, 65, 70, 74, 82,83, 95, 103, 106, 112, 118, 119, 130, 136, 140, 142, 148, 154</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>

<p>c. Later: Produce simple narratives in English that are real or fictional.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to produce simple narratives in English that are real or fictional.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p> <p>Resources: Strategy Cards: K—Wordless Books; P—Activate Prior Knowledge, R—Journal Writing, “Creative Storytelling” Resource Guide; Wordless Books; Sequence Cards; <i>Frog Street Pre-K</i> Interactive Software “Writer’s Corner”</p>
<p>READING</p>	
<p>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</p>	
<p>Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>1.1 Focus: Participate in read-aloud activity</p>	<p><i>Read-Aloud Time occurs twice daily in Frog Street Pre-K. During this time, children build content area knowledge, focus and extend vocabulary, engage in conversation about books, and establish a love for literature. Materials and resources include pronunciation keys for five languages and ELL strategies at point of use.</i></p>
<p>a. Beginning: Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to attend to an adult reading a short storybook written in the home language—or a story written in English if the story has been read in the home language..</i></p> <p>TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17,</p>

	<p>18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: “Strategies for English Language Learners” Resource Guide, Literacy Library—alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Big Frog Bookstore and Tadpole Bookstore (variety of genres in both large and small sizes—in English and Spanish)</p>
<p>b. Middle: Begin to participate in reading activities, using books written in English when the language is predictable.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to participate in reading activities, using books written in (predictable) English.</p> <p>TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65,</p>

	<p>66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: “Strategies for English Language Learners” Resource Guide, Big Frog Bookstore and Tadpole Bookstore, Literacy Library (predictable text titles: “Five Huge Dinosaurs,” “Cinco enormes dinosaurios,” “The Rooster Who Went to His Uncle’s Wedding,” “El gallo que fue a la boda de su tío,” “Gram is Coming to My House,” “Abuelita se viene a mi casa,” “The Song of the Teeny Tiny Mosquito,” “El canto de mosquito,” In the Cow’s Backyard,” “La hamaca de la vaca,” “Before and Now,” Antes y ahora,” “Abeceloco,” “Going Down Frog Street A to Z”)</p>
<p>c. Later: Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to participate in reading activities, using a variety of genres that are written in English.</p> <p>TG1: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90,</p>

	<p>95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 17, 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 53, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 89, 90, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 125, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Literacy Library, Big Frog Bookstore and Tadpole Bookstore, Math Library, Science Library, Frog Street Café (Social Emotional Library) “Strategies for English Language Learners” Resource Guide</p>
<p>1.2 Focus: Interest in books and reading</p>	<p><i>Children enjoy two book selections during the daily <u>Read-Aloud Time</u> and they have many opportunities to enjoy looking at books in independent <u>Practice Activities</u> in the <u>Library and Listening Center</u>. <u>English Language Learner</u> strategies are included at point of use for whole group, small group and learning center activities.</i></p>
<p>a. Beginning: “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to ‘read’ familiar books written in the home language or in English.</i></p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p>

	<p>Resources: “Strategies for English Language Learners” Resource Guide, Literacy Library—alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Big Frog Bookstore and Tadpole Bookstore (variety of genres in both large and small sizes—in English and Spanish)</p>
<p>b. Middle: Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to choose to ‘read’ familiar books written in the home language or in English with increasing independence and, in the home language or English, talk about them.</i></p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Literacy Library—alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Big Frog Bookstore and Tadpole Bookstore (variety of genres in both large and small sizes—in English and Spanish)</p>
<p>c. Later: Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to choose to ‘read’ familiar books written in English with increasing independence and talk about the books in English.</i></p> <p>TG1: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149,</p>

	<p>150, 155, 156 TG2: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG3: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG4: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG5: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG6: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG7: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG8: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156 TG9: 23, 24, 29, 30, 35, 36, 41, 42, 47, 48, 59, 60, 65, 66, 71, 72, 77, 78, 83, 84, 95, 96, 101, 102, 107, 108, 113, 114, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156</p> <p>Resources: Literacy Library—alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book), Big Frog Bookstore and Tadpole Bookstore (variety of genres in both large and small sizes—in English and Spanish)</p>
<p>2.0 Children show an increasing understanding of book reading.</p>	
<p>Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>2.1 Focus: Personal connections to the story</p>	
<p>a. Beginning: Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to identify and relate to story from their own life experiences in the home language. TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 24, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>

<p>b. Middle: Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	<p>Resources: “Strategies for English Language Learners” Resource Guide</p> <p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to describe their own experiences related to the topic of the story—using telegraphic and/or formulaic speech in English.</p> <p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 24, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>Resources: Photo Activity Cards, Pocket Photos, Sequence Cards, Story Props</p>
<p>c. Later: Begin to engage in extended conversations in English about stories.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to engage in extended conversations in English about stories.</p> <p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 24, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>Resources: Photo Activity Cards, Pocket Photos, Sequence Cards, Story Props</p>
<p>2.2 Focus: Story structure</p>	
<p>a. Beginning: Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to retell a story in the home language when read or told a story in the home language.</p> <p>TG1: 49, 85, 107, 115, 139 TG2: 41, 43, 79, 121 TG3: 73, 121, 133, 139, 157 TG4: 25, 49, 67, 78, 85, 145, 149, 157 TG5: 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133 TG6: 73, 79 TG7: 25, 31, 121, 145, 151, 157 TG8: 25, 29, 47, 71, 101, 151, 157 TG9: 25, 31, 77</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>

<p>b. Middle: Retell a story using the home language and some English when read or told a story in English.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to retell a story using the home language and some English..</i> TG1: 49, 85, 107, 115, 139 TG2: 41, 43, 79, 121 TG3: 73, 121, 133, 139, 157 TG4: 25, 49, 67, 78, 85, 145, 149, 157 TG5: 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133 TG6: 73, 79 TG7: 25, 31, 121, 145, 151, 157 TG8: 25, 29, 47, 71, 101, 151, 157 TG9: 25, 31, 77</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Retell in English the majority of a story read or told in English.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to retell in English the majority of a story.</i> TG1: 49, 85, 107, 115, 139 TG2: 41, 43, 79, 121 TG3: 73, 121, 133, 139, 157 TG4: 25, 49, 67, 78, 85, 145, 149, 157 TG5: 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133 TG6: 73, 79 TG7: 25, 31, 121, 145, 151, 157 TG8: 25, 29, 47, 71, 101, 151, 157 TG9: 25, 31, 77</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read Aloud Time, U—Dramatic Expression, Sequence Cards, Story Props</p>
<p>3.0 Children demonstrate an understanding of print conventions.</p>	
<p>Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>3.1 Focus: Book handling</p>	<p><i>Morning Message and Read-Aloud Time provide opportunities for children to understand conventions of reading as teachers highlight book features, turn pages, and invite children to interact with text.</i></p>
<p>a. Beginning: Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to understand that books are read in a consistent manner.</i> TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG3: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG4: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155</p>

	<p>Resources: Rebus Poster—“How to Read a Book,” Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, Nursery Rhymes (flip chart), Cultural Rhymes (flip book))</p>
<p>b. Middle: Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to continue to develop an understanding of how to read a book...sometimes applying knowledge of print conventions from the home language.</p> <p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG3: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG4: 22, 23, 28, 29, 34, 35, 40, 46, 47, 58, 59, 64, 65, 70, 71, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155</p> <p>Resources: Rebus Poster—“How to Read a Book,” Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, Nursery Rhymes (flip chart), Cultural Rhymes (flip book), “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p> <p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 153 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155</p>

	Resources: Rebus Poster—“How to Read a Book,” Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes”(flip chart), “Cultural Rhymes” (flip book)
4.0 Children demonstrate awareness that print carries meaning.	
Standards	FSPK Teacher Guide Page References
4.1 Focus: Environmental print	<i>Frog Street Pre-K Morning Message, ABC Center, Writing’s Corner, and Library & Listening Center all give children opportunities to understand that symbols carry meaning and to demonstrate awareness of environmental print.</i>
a. Beginning: Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	<i>Frog Street Pre-K provides ongoing opportunities for children to begin to recognize that symbols in the environment carry a consistent meaning in the home language or English.</i> TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31,37, 43, 49, 61,67,73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151,157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145
b. Middle: Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	<i>Frog Street Pre-K provides ongoing opportunities for children to recognize in the environment some familiar symbols, words, and print labels in the home language or English.</i> TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31,37, 43, 49, 61,67,73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151,157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145
c. Later: Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	<i>Frog Street Pre-K provides ongoing opportunities for children to recognize in the environment an increasing number of familiar symbols, words, and print labels in English.</i> TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31,37, 43, 49, 61,67,73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159

	<p>TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>
5.0 Children demonstrate progress in their knowledge of the alphabet in English.	
Standards	FSPK Teacher Guide Page References
5.1 Focus: Letter awareness	<p><i>Alphabet knowledge skills are introduced daily in the <u>Morning Message</u> and revisited throughout the week. <u>ABC Center</u>, <u>Writing’s Corner</u>, and <u>Library & Listening Center</u> all give children opportunities to understand that symbols carry meaning and to demonstrate awareness of print.</i></p> <p><i>Research shows the optimal review cycle to remember a set of items should follow a distributed practice and review every 18 to 36 days. Frog Street’s sequence of instruction for letter names and sounds is taught and reviewed as follows:</i></p> <p><i>Theme 1: identify letters in one’s own name</i> <i>Themes 2 and 3: identify the letters of the alphabet</i> <i>Theme 4: letter name pronunciation</i> <i>Theme 5: alphabetic order</i> <i>Theme 6 and 7: letter frequency</i> <i>Theme 8 and 9: letter writing</i></p>
a. Beginning: Interact with material representing the letters of the English alphabet.	<p><i><u>Frog Street Pre-K</u> provides ongoing opportunities for children to interact with material representing the letters of the English alphabet.</i></p> <p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155 TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156 TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129,</p>

	<p>130, 133, 136, 139, 142, 145, 148, 149, 151, 154 TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155 TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155 TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>b. Middle: Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to interact with material representing the letters of the English alphabet.</i></p> <p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155 TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156 TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154 TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155 TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155 TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p>

	<p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>c. Later: Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to demonstrate understanding that the letters of the English alphabet are symbols to make words.</p> <p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 31, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 28, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 12, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>5.2 Focus: Letter recognition</p>	<p><i>Alphabet knowledge skills are introduced daily in the <u>Morning Message</u> and revisited throughout the week. <u>ABC Center</u>, <u>Writing’s Corner</u>, and <u>Library & Listening Center</u> all give children opportunities to understand that symbols carry meaning and to demonstrate awareness of print.</i></p> <p><i>Research shows the optimal review cycle to remember a set of items should follow a distributed practice and review every 18 to 36 days. Frog Street’s sequence of instruction for letter names and sounds is taught and reviewed as follows:</i></p> <p><i>Theme 1: identify letters in one’s own name</i> <i>Themes 2 and 3: identify the letters of the alphabet</i> <i>Theme 4: letter name pronunciation</i> <i>Theme 5: alphabetic order</i> <i>Theme 6 and 7: letter frequency</i> <i>Theme 8 and 9: letter writing</i></p>

<p>a. Beginning: Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p>	<p><i>Welcome to Frog Street Pre-K</i> (p. 54) describes a <u>Signing in Continuum</u>—wherein teachers provide children with opportunities to recognize the letters in their names through a consistent, daily procedure.</p> <p><i>It is critical to first teach these skills in an appropriate sequence—then scaffold them along a progressive continuum. In Levels 1 and 2, children focus on recognizing their name on a name card—with and without a photo. In Level 3, children learn to write their name on a daily sign-in sheet. Level 4 provides children with opportunities to repeatedly write their names (based on visual models provided).</i></p> <p>TG1: 31, 36, 37, 133 TG2: 42, 49, 56, 115, 121, 145 TG3: 42, 43 TG4: 146 TG5: 59, 81, 135 TG6: 79, 109, 117, 128, 157 TG7: 30, 51, 57, 80 TG9: 25, 37, 74</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>b. Middle: Identify some letters of the alphabet in English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to identify some letters of the alphabet in English.</p> <p>TG1: 22, 25, 28, 31, 34, 37, 40, 46, 49, 51, 58, 60, 61, 64, 67, 70, 76, 81, 82, 94, 97, 100, 106, 112, 118, 121, 130, 136, 139, 142, 145, 148, 154, 159 TG2: 21, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 82, 85, 93, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 135, 136, 139, 142, 145, 148, 151, 154, 157 TG3: 22, 25, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 133, 136, 139, 142, 145, 148, 151, 154, 157 TG4: 22, 25, 28, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 76, 79, 82, 86, 94, 97, 100, 106, 112, 115, 118, 121, 130, 133, 136, 139, 142, 148, 151, 154, 157 TG5: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 81, 82, 85, 94, 97, 100, 103, 106, 109, 112, 118, 128, 130, 133, 136, 139, 142, 148, 151, 154 TG6: 22, 28, 31, 34, 37, 40, 45, 46, 49, 58, 61, 64, 70, 73, 76, 79, 82, 94, 97, 100, 106, 109, 112, 115, 118, 121, 130, 136, 139, 142, 145, 148, 151, 154, 157 TG7: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 57, 58, 61, 64, 67, 70, 73, 75, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 136, 142, 148, 151, 154 TG8: 22, 25, 28, 31, 34, 37, 40, 43, 46, 58, 61, 67, 64, 70, 73, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 133, 136, 139, 142, 145, 148, 151, 154, 157 TG9: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 94, 100, 103, 106, 109, 112, 115, 118, 130, 136, 139, 142, 145, 148, 151, 154</p>

	<p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>c. Later: Identify ten or more letters of the alphabet in English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to identify ten or more letters of the alphabet in English.</p> <p>TG1: 22, 25, 28, 31, 34, 37, 40, 46, 49, 51, 58, 60, 61, 64, 67, 70, 76, 81, 82, 94, 97, 100, 106, 112, 118, 121, 130, 136, 139, 142, 145, 148, 154, 159 TG2: 21, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 82, 85, 93, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 135, 136, 139, 142, 145, 148, 151, 154, 157 TG3: 22, 25, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 133, 136, 139, 142, 145, 148, 151, 154, 157 TG4: 22, 25, 28, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 76, 79, 82, 86, 94, 97, 100, 106, 112, 115, 118, 121, 130, 133, 136, 139, 142, 148, 151, 154, 157 TG5: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 81, 82, 85, 94, 97, 100, 103, 106, 109, 112, 118, 128, 130, 133, 136, 139, 142, 148, 151, 154 TG6: 22, 28, 31, 34, 37, 40, 45, 46, 49, 58, 61, 64, 70, 73, 76, 79, 82, 94, 97, 100, 106, 109, 112, 115, 118, 121, 130, 136, 139, 142, 145, 148, 151, 154, 157 TG7: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 57, 58, 61, 64, 67, 70, 73, 75, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 136, 142, 148, 151, 154 TG8: 22, 25, 28, 31, 34, 37, 40, 43, 46, 58, 61, 67, 64, 70, 73, 76, 79, 82, 85, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 130, 133, 136, 139, 142, 145, 148, 151, 154, 157 TG9: 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 94, 100, 103, 106, 109, 112, 115, 118, 130, 136, 139, 142, 145, 148, 151, 154</p> <p>Resources: Strategy Cards: L—Alphabet and M—Letter Knowledge, Letter and Alphabet Wall Cards, “Songs for Learning Fun” CD—“The Alphabet Song,” Literacy Library (“Abeceloco” and “Going Down Frog Street A to Z,” Frog Street Café (“Manos Amables A to Z” and “Helping Hands A to Z”))</p>
<p>6.0 Children demonstrate phonological awareness</p>	<p><i>Frog Street Pre-K</i> offers a strong instructional sequence in phonological awareness, as follows:</p> <p>Themes 1-2: sentence segmenting, rhyme awareness, blend and delete parts of compound words, clap syllables in names</p> <p>Theme 3: blend syllables into words, delete a syllable from a word, recognize alliteration</p> <p>Theme 4: begin to produce alliteration, review of previous skills</p> <p>Theme 5: recognize rhyming words, produce rhyming words, review of previous skills</p>

	Theme 6: produce alliteration, review of previous skills Theme 7: combine onset and rime, review of previous skills Themes 8-9: blend phonemes, review of previous skills
Standards	FSPK Teacher Guide Page References
6.1 Focus: Rhyming	
a. Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme (in home language or in English). TG1: 35, 72, 142 TG2: 45, 77, 96, 123, 155, 192, 193, 194, 195, 196, 197, 198, 199, 206 TG3: 44, 48, 63, 66 TG4: 41, 196 TG5: 22, 36, 41, 47, 123, 138 TG6: 35, 65, 105, 108, 149, 150, 153 TG7: 24, 113, 123, 131, 132, 138, 144, 155 TG8: 87, 141 TG9: 24, 59, 65, 72, 78, 81, 84, 87, 96, 102, 132, 141, 153, 155 Resources: Strategy Card D—Rhyming Words, “Strategies for English Language Learners” Resource Guide
b. Middle: Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. TG1: 72, 73, 102, 155 TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151 TG3: 41, 47, 70, 94, 108, 109 TG4: 24, 36, 71, 83, 84, 137 TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 TG6: 108, 113, 149, 150, 151 TG7: 29, 36, 83, 96 TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144 TG9: 21, 48, 51, 59, 60, 138, 139, 153 Resources: Strategy Card D—Rhyming Words, “Strategies for English Language Learners” Resource Guide
c. Later: Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. TG1: 72, 73, 102, 155 TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151 TG3: 41, 47, 70, 94, 108, 109 TG4: 24, 36, 71, 83, 84, 137 TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 TG6: 108, 113, 149, 150, 151 TG7: 29, 36, 83, 96 TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144 TG9: 21, 48, 51, 59, 60, 138, 139, 153 Resources: Strategy Card D—Rhyming Words

6.2 Focus: Onset (initial sound)	
<p>a. Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. TG1: 39, 72, 73, 100, 102, 154, 155 TG2: 40, 51, 58, 64, 114, 132, 138, 150 TG3: 41, 47, 94, 108, 109, 132 TG4: 24, 28, 42, 71, 73, 83, 84, 85, 113 TG5: 22, 23, 25, 30, 31, 34, 35, 36, 40, 47, 60, 132 TG6: 58, 108, 148, 149, 150 TG7: 29, 36, 83, 96, 108, 113, 142, 159 TG8: 30, 51, 66, 80, 81, 83, 96, 121, 123, 144, 159 TG9: 51, 59, 138, 153</p> <p>Resources: Strategy Card F—Onset and Rime, “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to recognize words that have a similar onset in the home language or in English. TG2: 21 TG3: 64 TG4: 143 TG5: 100 TG6: 66 TG7: 21, 22, 28, 34, 36, 40, 46, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118, 149 TG8: 21, 107, 108, 113, 114, 119, 132, 138 TG9: 21, 66, 67, 84</p> <p>Resources: Strategy Card F—Onset and Rime, “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to recognize and produce words that have a similar onset in English. TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21, 66, 67, 84</p> <p>Resources: Strategy Card F—Onset and Rime</p>
6.3 Focus: Sound differences in the home language and English.	<p><i>Materials and resources include pronunciation keys for five languages and ELL strategies at point of use. Family Connections Resource Guide (page 6): Working with Preschool Families suggests that teachers provide translators or to invite families to bring their own (at point of use) for whole group, small group and learning center activities.</i></p>

<p>a. Beginning: Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to attend to and manipulate different sounds or tones in words in the home language.</i> TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to use words in English with phonemes that are different from the home language.</i> TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21</p> <p>Resources: “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to orally manipulate sounds in words in English.</i> TG1: 35, 85 TG2: 45 TG3: 78 TG4: 73, 136, 143 TG5: 24, 35, 43 TG6: 150, 151 TG7: 47, 48, 149</p> <p>Resources: Strategy Cards: F—Onset and Rime, G—Blend Phonemes</p>
WRITING	
1.0 Children use writing to communicate their ideas.	
Standards	FSPK Teacher Guide Page References
1.1 Focus: Writing as communication	
<p>a. Beginning: Begin to understand that writing can be used to communicate.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to understand that writing can be used to communicate.</i> TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49,</p>

	<p>51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>b. Middle: Begin to understand that what is said in the home language or in English can be written down and read by others.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to understand that what is said in the home language or in English can be written down and read by others.</p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing, “Strategies for English Language Learners” Resource Guide</p>
<p>c. Later: Develop an increasing understanding that what is said in English can be written down and read by others.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to develop an increasing understanding that what is said in English can be written down and read by others.</p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>1.2 Focus: Writing to represent words or ideas</p>	
<p>a. Beginning: Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to demonstrate an awareness that written language can be in the home language or in English.</p>

	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100,106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Card R—Journal Writing, “Strategies for English Language Learners” Resource Guide</p>
<p>b. Middle: Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to begin to use marks or symbols to represent spoken language in the home language or in English.</i></p> <p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100,106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Card R—Journal Writing, “Strategies for English Language Learners” Resource Guide</p>

<p>c. Later: Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to develop writing by using letters or letter-like marks to represent their ideas in English.</i></p> <p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p> <p>Resources: Strategy Card R—Journal Writing</p>
<p>1.3 Focus: Writing their name</p>	
<p>a. Beginning: Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p><i>Welcome to Frog Street Pre-K (p. 54) describes a <u>Signing in Continuum</u>—wherein teachers provide children with opportunities to recognize the letters in their names through a consistent, daily procedure.</i></p> <p><i>It is critical to first teach these skills in an appropriate sequence—then scaffold them along a progressive continuum. In Levels 1 and 2, children focus on recognizing their name on a name card—with and without a photo.</i></p> <p><i>In Level 3, a piece of paper and writing instruments are placed in the sign-in area. When children are ready, the teacher models the way they should write their names as they ‘sign-in’ in each morning.</i></p>
<p>b. Middle: Attempt to copy their own name in English or in the writing system of their home language.</p>	<p><i>Welcome to Frog Street Pre-K (p. 54) describes a <u>Signing in Continuum</u>—wherein teachers provide children with opportunities to recognize the letters in their names through a consistent, daily procedure.</i></p> <p><i>It is critical to first teach these skills in an appropriate sequence—then scaffold them along a progressive continuum. In Levels 1 and 2, children focus on recognizing their name on a name card—with and without a photo. In Level 3, a piece of paper and writing instruments are placed in the sign-in area. When children are ready, the teacher models the way they should write their names as they ‘sign-in’ in each morning.</i></p>

	<p><i>In Level 4, children write their names every day—under ‘models’ of their names that have been provided.</i></p>
<p>c. Later: Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p><i>In Level 3, a piece of paper and writing instruments are placed in the sign-in area. When children are ready, the teacher models the way they should write their names as they ‘sign-in’ in each morning. In Level 4, children write their names every day—under ‘models’ of their names that have been provided.</i></p> <p>TG1: 37, 45, 49, 51, 61, 67, 81, 85, 97, 109, 115, 123, 133, 139, 145 TG2: 25, 31, 37, 43, 49, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 157, 159 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 121, 133, 139, 145, 157 TG4: 25, 49, 57, 61, 67, 73, 79, 85, 97, 103, 109, 115, 139, 151, 159 TG5: 21, 31, 37, 43, 49, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157 TG6: 25, 31, 37, 43, 45, 57, 61, 67, 79, 97, 109, 115, 121, 133, 139, 145, 151, 153, 157 TG7: 25, 31, 37, 49, 51, 73, 75, 79, 85, 97, 103, 109, 115, 121, 129, 133, 151 TG8: 25, 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157 TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145</p>

MATHEMATICS

Frog Street Pre-K draws upon an impressive body of research that outlines how young children as early as three years of age are capable of exploring fundamental (yet surprisingly complex) mathematical ideas. The program provides purposeful, engaging mathematical investigations and activities that build upon children’s informal understanding of **patterns, number, measurement** and **shape**. The following outline summarizes the knowledge and skills that children will learn in relation to critical content domains specified and recommended by the National Council of Teachers of Mathematics (NCTM):

Number and Operations: understanding quantity and numerical relationships

Geometry and Spatial Awareness: understanding shape, location and spatial transformations

Measurement: quantifying and comparing space length, weight, area and volume

Classification and Patterning: sorting, grouping, and repeating a core of objects

NUMBER SENSE	
1.0 Children expand their understanding of numbers and quantities in their everyday environment.	
Standards	FSPK Teacher Guide Page References
1.1 Recite numbers in order to twenty with increasing accuracy.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to recite numbers in order to twenty with increasing accuracy.</p> <p>Teacher Guide – (TG) TG1: 63, 98, 104, 105, 117, 153 TG2: 27, 32, 38, 39, 40, 44, 46, 50, 51, 59, 60, 66, 134, 135, 140, 147, 152 TG3: 69, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 129, 158, 159 TG4: 32, 50, 51, 81, 98, 99, 110, 111, 116, 117, 118, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 68, 80, 87, 98, 99, 104, 110, 1211, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153 TG6: 44, 50, 62, 63, 68, 74, 75, 80, 81, 86, 105, 110, 116, 117, 123, 129, 134, 135, 140, 141, 146, 146, 152, 153, 158, 159 TG7: 32, 33, 38, 39, 44, 45, 50, 62, 63, 68, 69, 74, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 26, 27, 32, 33, 38, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG9: 38, 39, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 147, 152, 153, 158, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>

<p>1.2 Recognize and know the name of some written numerals.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to recognize and know the name of some written numerals. An example is in Theme 6 (p. 132) wherein children are actively engaged in recognizing numerals by participating in the Numeral Dance. Each numeral has its own movement.</i></p> <p>TG1: 116, 117 TG2: 46, 47, 50, 51 TG3: 116, 158, 159 TG4: 32, 110, 111, 116, 117, 122, 152, 153 TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159 TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81 TG8: 32, 104, 117, 134, 135, 141 TG9: 98, 99, 104, 109, 116, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to identify (without counting) the number of objects in a collection of up to four objects.</i></p> <p>TG1: 31, 34, 35, 61, 62, 63, 87, 98, 153 TG2: 22, 24, 26, 27, 28, 29, 32, 33, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135, 140, 141 TG3: 37, 42, 116, 117, 122, 123, 140 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 44, 50, 61, 98, 99, 104, 105, 110, 111, 116, 117, 122, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 110, 116, 117, 123, 134, 135, 140, 141, 153 TG7: 32, 44, 45, 50, 51, 80, 81, 98, 110, 116, 122, 123, 153 TG8: 29, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 109, 111, 134, 140 TG9: 38, 39, 105, 117, 124, 132, 138, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to count up to ten objects, using one-to-one correspondence.</i></p> <p>TG1: 31, 34, 35, 61, 62, 63, 87, 153 TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135 TG3: 37, 42, 116, 117 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 61, 116, 117, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153 TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153 TG8: 109, 111, 134, 140 TG9: 38, 39, 105, 117, 132, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>

<p>1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to understand, when counting, that the number name of the last object counted represents the total number of objects in the group.</i></p> <p>TG1: 63, 153 TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135 TG3: 32, 44, 98, 99, 104,105, 110, 111, 122, 123 TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 44, 81, 87, 97, 110, 111 TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 32, 38, 44, 45, 51, 116, 153 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159 TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</p>	
<p>Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to compare, by counting or matching, two groups of up to five objects and communicate <u>more</u>, <u>same as</u>, or <u>fewer</u>.</i></p> <p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159 TG2: 108, 111 TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122 TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192 TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117 TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
<p>2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p>	<p><i>Frog Street Pre-K provides ongoing opportunities for children to understand that adding one or taking one away one changes the number in a small group of objects by exactly one.</i></p> <p>TG4: 50, 51, 134, 135, 140, 146, 158, 159 TG5: 80, 86, 87, 98, 99, 104, 110, 111, 122 TG6: 116, 117, 123, 129, 134 TG7: 98, 100 TG8: 26, 27, 32, 38, 44, 45, 50, 51, 62, 63, 68, 69, 74, 80, 86, 87, 98, 104, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 152, 158, 159 TG9: 104, 105, 116, 117, 129, 146, 153</p>

	<p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p> <p>TG1: 63, 153 TG2: 26, 38, 44, 68, 133 TG3: 32, 98, 99, 104, 110, 122 TG4: 50, 51, 98, 116, 134, 146 TG5: 44, 86, 87, 98, 99, 110, 111, 122, 123 TG7: 68, 80, 153 TG8: 26, 38, 44, 62, 68, 74, 86, 98, 104, 110, 116, 134, 140, 146, 158 TG9: 98, 104, 105, 134</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to solve simple addition and subtraction problems with a small number of objects.</p> <p>TG4: 50, 51 TG 5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG7: 153 TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 TG9: 104, 105, 116, 129</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
ALGEBRA and FUNCTIONS (Classification and Patterning)	
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	
Standards	FSPK Teacher Guide Page References
1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to sort and classify objects by one or more attributes, into two or more groups.</p> <p>TG1: 38, 39, 44, 50, 51, 98, 99, 110, 111, 114, 115, 116, 121, 123, 134 TG2: 60, 70, 96, 98, 99, 104, 108, 110, 116, 122, 129, 134, 135, 140, 146, 147, 151, 152, 153, 158, 159 TG3: 24, 25, 26, 27, 68, 69, 74, 75, 80, 86, 87, 141 TG4: 27, 61, 62, 74, 84, 153 TG5: 36, 37, 49, 51, 62, 74, 86, 147, 158 TG6: 62, 73, 74, 98, 99, 104, 110, 111, 116, 117, 122, 123 TG7: 104, 105, 11, 116, 122, 123 TG8: 139, 147 TG9: 38, 98, 109, 110, 122, 123, 146, 152, 158, 159</p>

	Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software
2.0 Children expand their understanding of simple, repeating patterns.	
Standards	FSPK Teacher Guide Page References
2.1 Recognize and duplicate simple repeating patterns.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to recognize and duplicate simple repeating patterns. TG1: 122 TG2: 50, 51, 118 TG3: 46, 50, 51, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 93, 99, 100 TG5: 45, 86, 87, 122, 123 TG6: 45, 69, 99 TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 45, 50, 51, 68 TG8: 32, 33, 39, 42, 43, 44, 50, 68, 153 TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 134, 135, 158 Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software
2.2 Begin to extend and create simple repeating patterns.	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to begin to extend and create simple repeating patterns. TG1: 122 TG2: 50, 51, 118 TG3: 46, 50, 51, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 93, 99, 100 TG5: 45, 86, 87, 122, 123 TG6: 45, 69, 99 TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 45, 50, 51, 68 TG8: 32, 33, 39, 42, 43, 44, 50, 68, 153 TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 134, 135, 158 Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software
MEASUREMENT	
1.0 Children expand their understanding of comparing, ordering, and measuring objects.	
Standards	FSPK Teacher Guide Page References
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	<i>Frog Street Pre-K</i> provides ongoing opportunities for children to compare two objects. Length, height, capacity: TG1: 134, 135, 140, 141, 146, 147 TG2: 75, 111 TG3: 26, 27, 32, 33, 44, 45, 80, 81, 82, 116 TG4: 141 TG5: 32, 62, 63, 74, 75 81, 86, 129, 145, 158, 159 TG6: 62, 63, 68, 69, 75, 80, 81, 85, 86, 87 TG8: 79, 85, 105, 140 TG9: 44, 62, 74, 80, 133, 134, 140, 141, 147

	<p>Weight: Compare Weight of Two Objects: TG1: 152 TG3: 62, 68 TG5: 69 TG9: 133, 140 Balancing Two Sides of a Scale: TG3: 62, 74, 75 TG6: 74 TG9: 37</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
1.2 Order four or more objects by size.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to order four or more objects by size.</p> <p>TG1: 87, 134, 135, 140, 141, 146, 147, 152, 158 TG2: 43, 75 TG3: 24, 25, 26, 27, 28, 30, 32, 33, 38, 44, 45, 47, 50, 51, 62, 65, 68, 74, 75, 80, 81, 82, 86, 99, 110, 116 TG4: 26, 27, 86, 98, 99, 104, 105, 110, 111, 116, 117, 122, 141, 145 TG5: 32, 33, 62, 63, 74, 75 80, 81, 86, 87, 129, 145, 158, 159 TG6: 62, 63, 68, 69, 75, 80, 81, 85, 86, 87, 103 TG7: 93, 134, 140, 157 TG8: 57, 79, 85, 105, 116, 140, 153 TG9: 37, 44, 62, 74, 80, 133, 134, 140, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to measure length using multiple duplicates of the same-size concrete units laid end to end.</p> <p>TG1: 141, 146, 147 TG2: 39 TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117 TG4: 86, 87, 138, 144, 145, 159 TG5: 32, 33, 81, 153 TG6: 62, 63 TG7: 157 TG8: 45, 71 TG9: 117, 140, 141</p> <p>Resources: Building Math Skills and Concepts Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
GEOMETRY	
1.0 Children identify and use a variety of shapes in their everyday environment.	
Standards	FSPK Teacher Guide Page References
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to identify, describe, and construct a variety of different shapes.</p> <p>TG1: 38, 39, 50, 51, 69, 75, 80, 81, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 116, 117, 122, 129, 137, 139 TG3: 26, 38, 39, 99, 102</p>

	<p>TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 140 TG5: 65, 69, 105 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 99, 103, 104, 105, 145, 146, 147, 152 TG7: 61, 62, 96, 97, 99, 105, 109, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
1.2 Combine different shapes to create a picture or design.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to combine different shapes to create a picture or design.</p> <p>TG1: 69, 80, 81 TG2: 62, 68, 69, 74, 75, 80, 86, 87, 98, 104, 105, 111, 116, 122, 123, 137, 139 TG3: 26, 38, 39, 99 TG4: 62, 63, 68, 69, 74, 75, 80, 81, 86, 140 TG6: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 98, 100, 104, 105, 110, 146 TG7: 86, 87, 99, 109 TG8: 32, 38, 105 TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 134</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>
2.0 Children expand their understanding of positions in space.	
Standards	FSPK Teacher Guide Page References
2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	<p><i>Frog Street Pre-K</i> provides ongoing opportunities for children to identify positions of objects and people in space.</p> <p>TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146 TG2: 21, 63, 74, 86, 87, 110, 111, 116 TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146 TG4: 38, 39, 44, 62, 80, 104, 117 TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154 TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG8: 105, 111, 117 TG9: 26, 39, 44, 50, 122, 123</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>

MATHEMATICAL REASONING	
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
Standards	FSPK Teacher Guide Page References
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<p><i>Frog Street Pre-K provides ongoing opportunities for children to identify and apply a variety of mathematical strategies to solve problems in their environment.</i></p> <p>TG1: 20, 37, 38, 45, 63, 68, 69, 74, 80, 98, 103, 104, 110, 115, 121,122, 123, 128, 132, 133, 134, 140, 146, 147, 152, 157, 158 TG2: 26, 31, 39, 44, 45, 56, 57, 69, 74, 75, 80, 81, 86, 87, 92, 98, 105, 110, 111, 116, 122, 134, 135, 146 TG3: 20, 33, 38, 39, 42, 43, 44, 62, 63, 73, 75, 87, 92, 93, 98, 103, 105, 108, 110, 111, 117, 122, 122, 134, 146 TG4: 21, 27, 32, 37, 39, 45, 49, 51, 57, 68, 69, 74, 81, 93, 99, 111, 122, 129, 130, 134, 138, 140, 141, 142, 144, 145, 147, 152, 159 TG5: 26, 27, 38, 44, 45, 50, 51, 56, 62, 63, 67, 68, 69, 74, 80, 81, 86, 92, 98, 104, 105, 110, 116, 117, 122, 128, 134, 140, 145, 146, 152, 153, 158 TG6: 20, 21, 25, 26, 27, 31, 32, 33, 38, 39, 43, 44, 50, 51, 56, 61, 62, 68, 69, 74, 81, 87, 92, 97, 98, 99, 103, 104, 110, 111, 116, 122, 129, 134, 146, 153, 158 TG7: 20, 21, 27, 32, 33, 38, 39, 44, 45, 49, 50, 56, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 110, 111, 116, 117, 122, 128, 129, 133, 134, 135, 140, 141, 145, 146, 147, 152, 157, 158 TG8: 20, 26, 27, 31, 32, 33, 39, 44, 50, 56, 61, 62, 63, 68, 74, 75, 80, 81, 85, 86, 92, 98, 104, 105, 110, 116, 122, 123, 128, 134, 140, 141, 146, 147, 152, 158 TG9: 20, 26, 27, 32, 37, 38, 39, 43, 44, 45, 50, 51, 62, 68, 73, 74, 80, 86, 87, 92, 93, 98, 104, 108, 110, 115, 116, 122, 123, 129, 133, 134, 140, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K</i> Interactive Software</p>