

California Preschool Learning Foundation  
Standards (at around 48 months of age) – Volume 1  
Correlation to Frog Street Threes



California Preschool Learning Foundations, Volume I	Frog Street Threes Teaching Guide Page References
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>Self</b>	
<b>1.0 Self-Awareness</b>	
1.1 Describe their physical characteristics, behavior, and abilities positively.	<b>TG1:</b> 6, 10, 20 <b>TG2:</b> 8, 12, 18, 21, 28, 30, 31, 40, 41 <b>TG3:</b> 7 <b>TG4:</b> 26, 30, 32 <b>TG5:</b> 36 <b>TG6:</b> 36 <b>TG7:</b> 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40
<b>2.0 Self-Regulation</b>	
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self--control.	<b>TG2:</b> 4 <b>TG6:</b> 42 <b>TG7:</b> 10, 20, 22, 30 <b>TG8:</b> 10, 22, 30, 41 <b>TG9:</b> 10, 11, 20, 22, 30, 41
<b>3.0 Social and Emotional Understanding</b>	
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	<b>TG1:</b> 4, 6, 10, 14, 15, 16, 17, 20, 22 <b>TG2:</b> 4, 12, 14, 20, 21, 24, 34, 42 <b>TG3:</b> 22 <b>TG5:</b> 4, 14 <b>TG6:</b> 42 <b>TG9:</b> 32, 42
<b>4.0 Empathy and Caring</b>	
4.1 Demonstrate concern for the needs of others and people in distress.	<b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 14, 15, 21, 24, 25, 34, 35 <b>TG4:</b> 5, 14, 15, 25, 35 <b>TG5:</b> 5, 14, 15, 24, 25, 35 <b>TG6:</b> 5, 15, 24, 25, 35 <b>TG7:</b> 5, 15, 24, 25, 35 <b>TG8:</b> 5, 15, 24, 25, 35 <b>TG9:</b> 5, 15, 24, 25, 35, 42
<b>5.0 Initiative in Learning</b>	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	<b>TG1:</b> 10 <b>TG2:</b> 30 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20 <b>TG5:</b> 11 <b>TG6:</b> 11, 20, 17 40 <b>TG7:</b> 10, 11, 12, 21, 40, 41 <b>TG8:</b> 10, 11, 41 <b>TG9:</b> 10, 11, 12, 21, 40, 41
<b>Social Interaction</b>	
<b>1.0 Interactions with Familiar Adults</b>	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	<b>TG:</b> 4 <b>TG2:</b> 4, 22 <b>TG3:</b> 4, 14 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32
<b>2.0 Interactions with Peers</b>	

2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	<b>TG1:</b> 4 <b>TG2:</b> 4, 14, 24, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 24, 32 <b>TG4:</b> 4, 14 <b>TG5:</b> 4, 20, <b>TG6:</b> 4, 14, 20, 22, 30, 40 <b>TG7:</b> 4, 14, 30, 40 <b>TG8:</b> 4, 14 <b>TG9:</b> 4, 12, 14, 42
2.2 Participate in simple sequences of pretend play.	<b>TG1:</b> 11, 13, 20, 31 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 20, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	<b>TG1:</b> 30, 31, 41 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42  <b>Welcome to Frog Street Threes:</b> 39
<b>3.0 Group Participation</b>	
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	<b>TG1:</b> 10, 31 <b>TG2:</b> 12, 30, 40 <b>TG3:</b> 29, 32, 42 <b>TG4:</b> 10, 11, 20, 40 <b>TG5:</b> 11 <b>TG6:</b> 4, 11, 20, 40 <b>TG7:</b> 4, 11, 12, 40 <b>TG8:</b> 4 <b>TG9:</b> 4, 12
<b>4.0 Cooperation and Responsibility</b>	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	<b>TG1:</b> 4, 10, 11, 14, 20, 21, 24, 26, 27, 29, 30, 31, 34, 41 <b>TG2:</b> 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 <b>TG3:</b> 4, 12, 14, 20, 24, 30, 32, 40, 42 <b>TG4:</b> 4, 10, 11, 14, 20, 28, 30, 34, 40 <b>TG5:</b> 4, 11, 17, 20 <b>TG6:</b> 4, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG7:</b> 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 4, 14, 19, 20, 21, 30, 40, 42 <b>TG9:</b> 4, 12, 14, 20, 21, 29, 30, 40, 42
<b>Relationships</b>	
<b>1.0 Attachments to Parents</b>	
1.1 Seek security and support from their primary family attachment figures.  1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	<i>The Frog Street Threes program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers. Theme 2 explores preferences for familiar adults.</i>  <b>TG2:</b> 22 <b>TG3:</b> 14 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32

1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	<b>Welcome to Frog Street Threes: 61</b>
<b>2.0 Close Relationships with Teachers and Caregivers</b>	
2.1 Seek security and support from their primary teachers and caregivers.  2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.	<i>The Frog Street Threes program provides ongoing support for children building strong relationships with familiar adults and forming attachments to family members and care providers. Theme 2 explores preferences for familiar adults.</i>  <b>TG2: 22 TG3: 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32</b>
<b>3.0 Friendships</b>	
3.1 Choose to play with one or two special peers whom they identify as friends.	<b>TG1: 4, 10, 11, 14, 20, 21, 24, 29, 30, 31, 34, 41 TG2: 4, 10, 13, 14, 20, 21, 22, 24, 30, 31, 32, 34 TG3: 4, 12, 14, 20, 24, 30, 32, 40, 42 TG4: 4, 10, 11, 14, 20, 28, 30, 34, 40 TG5: 4, 11, 17, 20 TG6: 4, 14, 19, 20, 21, 22, 30, 40, 42 TG7: 4, 11, 12, 14, 19, 20, 21, 22, 30, 40, 42 TG8: 4, 14, 19, 20, 21, 30, 40, 42 TG9: 4, 12, 14, 20, 21, 29, 30, 40, 42</b>
<b>LANGUAGE AND LITERACY</b>	
<b>Listening and Speaking</b>	
<b>1.0 Language Use and Conventions</b>	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	<b>TG1: 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 TG4: 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 TG5: 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 TG6: 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42, TG7: 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 TG9: 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</b>
1.2 Speak clearly enough to be understood by familiar adults and children.	<b>TG1: 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 TG2: 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 12, 22,</b>

	<p>24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42</p> <p><b>Welcome to Frog Street Threes: 39</b></p>
1.3 Use accepted language and style during communication with familiar adults and children.	<p><b>TG1:</b> 30 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42</p>
1.4 Use language to construct short narratives that are real or fictional.	<p><b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40</p>
<b>2.0 Vocabulary</b>	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	<p><b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</p>
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	<p><b>TG1:</b> 12, 22, 28, 32, 41, 42 <b>TG2:</b> 21, 30, 38, 40, 41, 42, 48 <b>TG3:</b> 12, 18, 20, 22, 28, 29 36 <b>TG4:</b> 12, 15, 16, 36 <b>TG5:</b> 12, 22, 29, 30, 31, 32, 34, 42 <b>TG6:</b> 12, 14, 16, 22, 32, 34, 36, 42, 48 <b>TG7:</b> 12, 14, 16, 32, 34, 41, 42 <b>TG8:</b> 12, 14, 16, 22, 32, 34, 41, 42 <b>TG9:</b> 12, 14, 16, 22, 32, 34, 41, 42</p>

2.3 Understand and use simple words that describe the relations between objects.	<b>TG1:</b> 10,18, 20, 26, 28, 41 <b>TG2:</b> 6, 8, 10, 16, 18, 21, 26, 28, 30, 31, 36, 40, 41 <b>TG3:</b> 7, 16, 26 <b>TG4:</b> 26, 30, 32 <b>TG5:</b> 26, 36 <b>TG6:</b> 10, 36, 40 <b>TG7:</b> 22, 36,40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 32, 36, 40
<b>3.0 Grammar</b>	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	<b>TG1:</b> 12, <b>TG2:</b> 21, 40 <b>TG3:</b> 12, 22, 36 <b>TG4:</b> 12, 16, 36 <b>TG5:</b> 12, 22, 30, 31, 32, 34, 42 <b>TG6:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG7:</b> 12, 14, 16, 32, 34 42 <b>TG8:</b> 12, 14, 16, 22, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 32, 34, 42
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	<b>TG1:</b> 30 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42
<b>Reading</b>	
<b>1.0 Concepts about Print</b>	
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	<b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40
1.2 Recognize print as something that can be read.	<b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
<b>3.0 Alphabetics and Word/Print Recognition</b>	
3.1 Recognize the first letter of own name.	<b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 10, 15, 20, 25, 30, 35 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG7:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40

3.2 Match some letter names to their printed form.	<b>TG1:</b> 5, 15, 25, 35 <b>TG2:</b> 5, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 10, 15, 20, 25, 30, 35 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG7:</b> 5, 10, 15, 20, 25, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40
<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>	
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	<b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	<b>TG1:</b> 6, 16, 36 <b>TG2:</b> 16, 36 <b>TG4:</b> 6, 7, 17, 26 <b>TG5:</b> 37 <b>TG6:</b> 6, 17, 27, 36 <b>TG7:</b> 6, 7, 16, 26, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27 <b>TG9:</b> 6, 26
<b>5.0 Literacy Interest and Response</b>	
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	<b>TG1:</b> 6, 7, 10, 16, 17, 19, 26, 27, 37, 40 <b>TG2:</b> 6, 7, 10, 16, 17, 26, 27, 32, 37 <b>TG3:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 36, 37, 40 <b>TG4:</b> 6, 10, 16, 20, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 7, 12, 17, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 17, 26, 27, 30, 36, 37, 40 <b>TG9:</b> 7, 17, 27, 30, 36, 37, 40
5.2 Engage in routines associated with literacy activities.	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG2:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 36, 37, 40, 42 <b>TG3:</b> 6, 7, 10, 16, 17, 20, 26, 27, 36, 37, 40 <b>TG4:</b> 6, 7, 10, 12, 16, 17, 20, 26, 27, 30, 36, 37, 40 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 10, 16, 17, 19, 22, 26, 27, 30, 36, 37, 40 <b>TG7:</b> 6, 7, 10, 16, 17, 20, 22, 26, 27, 30, 36, 37, 40 <b>TG8:</b> 6, 7, 9, 10, 12, 16, 17, 20, 22, 26, 27, 30, 32, 36, 37, 40 <b>TG9:</b> 6, 7, 10, 17, 20, 27, 30, 32, 37, 40
<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	<b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG5:</b> 29, 39 <b>TG6:</b> 10, 19, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 19, 20, 30 <b>TG9:</b> 10, 32

1.2 Write using scribbles that are different from pictures.	<p><i>Children create marks, drawings, and scribbles throughout the program. The Writer's Corner activities in each weeks' Practice Centers encourage children to draw and write.</i></p> <p><b>TG2:</b> 9, 19, 40, 42 <b>TG3:</b> 19 <b>TG4:</b> 9, 10, 20, 26 <b>TG5:</b> 9, 19, 39  <b>TG6:</b> 10, 19, 22, 30, 39, 40 <b>TG7:</b> 10, 19, 22, 30, 39 <b>TG8:</b> 9, 10, 19, 20, 30, 39 <b>TG9:</b> 10, 32</p>
1.3 Write marks to represent own name.	<p><b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30  <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32</p>
<b>ENGLISH-LANGUAGE DEVELOPMENT</b>	
<b>Listening</b>	
<b>1.0 Children listen with understanding</b>	
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	<p><b>TG1:</b> 5 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36</p>
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	<p><b>TG1:</b> 8, 12, 18, 22, 32 <b>TG2:</b> 42 <b>TG3:</b> 19 <b>TG4:</b> 11</p>
1.3 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><b>TG1:</b> 6, 10, 12, 16, 18, 22, 26, 28, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 12, 16, 22, 24, 26, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 10, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 30, 32, 34, 40, 42</p>
<b>Speaking</b>	
<b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b>	
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	<p><b>TG1:</b>18 <b>TG2:</b> 6, 10, 16, 26, 30, 36, 40, 41 <b>TG3:</b> 16, 26 <b>TG4:</b> 30  <b>TG5:</b> 26 <b>TG6:</b> 10, 40 <b>TG7:</b> 22, 40 <b>TG8:</b> 30, 40 <b>TG9:</b> 30, 32, 40</p>



<p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistance, or others and with the assistance of an interpreter if necessary).</p>	<p><b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37</p>
<p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>TG1:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 31, 32, 36, 37, 38, 41, 42  <b>TG2:</b> 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41  <b>TG3:</b> 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42  <b>TG4:</b> 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42  <b>TG5:</b> 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42  <b>TG6:</b> 6, 7, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG7:</b> 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG8:</b> 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG9:</b> 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 37, 40, 42</p>
<p>1.4 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>	<p><b>TG1:</b> 6, 7, 10, 12, 16, 17, 22, 26, 27, 30, 31, 32, 36, 37, 38, 41, 42  <b>TG2:</b> 4, 6, 7, 10, 12, 16, 17, 20, 21, 22, 26, 27, 30, 31, 36, 37, 40, 41  <b>TG3:</b> 4, 6, 7, 10, 12, 16, 17, 22, 24, 26, 27, 34, 36, 37, 38, 41, 42  <b>TG4:</b> 6, 7, 10, 12, 14, 16, 17, 22, 24, 26, 27, 30, 32, 36, 37, 42  <b>TG5:</b> 4, 6, 7, 11, 12, 14, 16, 17, 22, 24, 26, 27, 30, 31, 32, 34, 36, 37, 40, 42  <b>TG6:</b> 6, 7, 11, 12, 14, 16, 17, 20, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG7:</b> 6, 7, 10, 11, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG8:</b> 6, 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 36, 37, 40, 42  <b>TG9:</b> 7, 12, 14, 16, 17, 22, 24, 26, 27, 32, 34, 37, 40, 42</p>
<p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; use of subject, verb, objects), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG7:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG8:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37</p>

1.6 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).	<b>TG1:</b> 6, 10, 12, 16, 22, 26, 30, 31, 32, 36, 38, 41, 42 <b>TG2:</b> 4, 6, 10, 12, 16, 20, 21, 22, 26, 30, 31, 36, 40, 41, 6 <b>TG3:</b> 6, 10, 12, 22, 24, 34, 36, 38, 41, 42 <b>TG4:</b> 6, 10, 12, 14, 16, 22, 24, 30, 32, 36, 42 <b>TG5:</b> 4, 11, 12, 14, 16, 22, 24, 26, 30, 31, 32, 34, 40, 42 <b>TG6:</b> 6, 11, 12, 14, 16, 20, 22, 24, 26, 32, 34, 40, 42 <b>TG7:</b> 6, 10, 11, 12, 14, 16, 22, 24, 32, 34, 40, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 40, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 32, 34, 40, 42
<b>2.0 Children begin to understand and use social conventions in English.</b>	
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	<b>TG1:</b> 30 <b>TG2:</b> 4, 10, 20, 22, 26 <b>TG3:</b> 4, 12, 22, 34, 36, 42 <b>TG4:</b> 10, 16, 22, 24, 32, 42 <b>TG5:</b> 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 <b>TG6:</b> 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 <b>TG7:</b> 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 <b>TG8:</b> 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 <b>TG9:</b> 12, 14, 16, 22, 24, 26, 34, 42
<b>3.0 Children use language to create oral narratives about their personal experiences.</b>	
3.1 Create a narrative in the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	<b>TG1:</b> 11, 20, 31 <b>TG2:</b> 10, 13, 20, 21, 22 <b>TG3:</b> 20, 40 <b>TG4:</b> 10, 20, 30, 40 <b>TG6:</b> 19, 21, 22, 40, 42 <b>TG7:</b> 19, 20, 21, 22, 30, 40, 42 <b>TG8:</b> 19, 20, 21, 30, 40, 42 <b>TG9:</b> 20, 21, 29, 30, 40
<b>Reading</b>	
<b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b>	
1.1 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.	<b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40
1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	<b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40
<b>2.0 Children show an increasing understanding of book reading.</b>	
2.1 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).	<b>TG1:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG2:</b> 6, 7, 16, 17, 26, 27, 37 <b>TG3:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG4:</b> 6, 16, 27, 36, 37 <b>TG5:</b> 6, 7, 16, 17, 26, 27, 36, 37 <b>TG6:</b> 7, 16, 26, 27, 36, 37 <b>TG7:</b> 17, 26, 27, 36, 37 <b>TG8:</b> 6, 17, 26, 27, 36, 37 <b>TG9:</b> 7, 17, 27, 37

2.2 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).	<b>TG2:</b> 10, 12, 16, 20 <b>TG3:</b> 10, 20, 40 <b>TG4:</b> 10, 12, 20, 30, 40 <b>TG5:</b> 10, 12, 20, 22, 32 <b>TG6:</b> 10, 19, 30, 40 <b>TG7:</b> 10, 20, 30, 40 <b>TG8:</b> 10, 12, 20, 22, 30, 32, 40 <b>TG9:</b> 6, 10, 20, 30, 40
<b>3.0 Children demonstrate an understanding of print conventions.</b>	
3.1 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).	<b>TG1:</b> 5 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
<b>4.0 Children demonstrate awareness that print carries meaning.</b>	
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	<b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
<b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b>	
5.1 Interact with material representing the letters of the English alphabet.	<b>TG1:</b> 5, 15, 25, 35, 37 <b>TG2:</b> 5, 7, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 <b>TG7:</b> 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 <b>TG8:</b> 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40
5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	<b>TG1:</b> 5, 15, 25, 35, 37 <b>TG2:</b> 5, 7, 10, 15, 20, 25, 30, 32, 35 <b>TG3:</b> 5, 6, 10, 15, 20, 25, 27, 30, 35, 37 <b>TG4:</b> 5, 10, 15, 25, 30, 35, 40 <b>TG5:</b> 5, 6, 7, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40 <b>TG6:</b> 5, 10, 15, 20, 25, 26, 30, 35, 37, 40 <b>TG7:</b> 5, 10, 15, 17, 20, 25, 26, 27, 30, 35, 37, 40 <b>TG8:</b> 5, 10, 15, 17, 20, 22, 25, 30, 35, 37, 40 <b>TG9:</b> 5, 10, 15, 20, 25, 30, 35, 40
<b>6.0 Children demonstrate phonological awareness</b>	

6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<b>TG1:</b> 5 <b>TG2:</b> 5, 15, 25, 35 <b>TG3:</b> 5, 15, 25, 35, 42 <b>TG4:</b> 5, 15, 25, 35, 42 <b>TG5:</b> 5, 15, 22, 25, 35, 36, 42 <b>TG6:</b> 5, 6, 15, 25, 26, 32, 35, 36, 42 <b>TG7:</b> 5, 6, 15, 25, 26, 32, 35, 36 42 <b>TG8:</b> 5, 6, 12, 15, 25, 26, 35, 36 <b>TG9:</b> 5, 6, 15, 22, 25, 26, 35, 36
6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	<b>TG1:</b> 6 <b>TG2:</b> 6, 10, 16, 26, 32, 36 <b>TG3:</b> 6, 10, 12, 22, 26, 30, 40 <b>TG4:</b> 6, 10, 20, 30, 40 <b>TG5:</b> 6, 36 <b>TG6:</b> 30, 36, 40 <b>TG7:</b> 12, 30, 36, 40 <b>TG8:</b> 30, 36, 40 <b>TG9:</b> 30, 36, 40
6.3 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).	<i>During the weekly sections, Greeting Circle and Story Time, children learn new vocabulary, repeat words, sing simple songs, and repeat chants and fingerplays.</i>  <b>TG1:</b> 6 <b>TG2:</b> 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 <b>TG3:</b> 4, 6, 10, 24, 34 <b>TG4:</b> 6, 10, 14, 22, 30 <b>TG5:</b> 4, 31, 40 <b>TG6:</b> 40 <b>TG7:</b> 40 <b>TG8:</b> 40 <b>TG9:</b> 40
<b>Writing</b>	
<b>1.0 Children use writing to communicate their ideas.</b>	
1.1 Begin to understand that writing can be used to communicate.	<b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	<b>TG1:</b> 5, 10, 15, 20, 25, 30, 31, 35, 40 <b>TG2:</b> 5, 10, 15, 20, 22, 25, 30, 35, 40 <b>TG3:</b> 5, 15, 16, 20, 25, 30, 35, 40 <b>TG4:</b> 5, 15, 20, 25, 30, 32, 35 <b>TG5:</b> 5, 6, 15, 20, 25, 26, 30, 35, 40 <b>TG6:</b> 5, 12, 15, 20, 25, 26, 30, 35 <b>TG7:</b> 5, 15, 20, 25, 26, 30, 35, 40 <b>TG8:</b> 5, 10, 15, 20, 25, 26, 30, 35, 40 <b>TG9:</b> 5, 10, 12, 15, 20, 25, 30, 35, 40
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	<b>TG2:</b> 40, 42 <b>TG4:</b> 10, 20, 26 <b>TG6:</b> 10, 22, 30, 40 <b>TG7:</b> 10, 22, 30 <b>TG8:</b> 9, 10, 20, 30 <b>TG9:</b> 10, 32
<b>MATHMATICS</b>	
<b>Number Sense</b>	

<b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	
1.1 Recite numbers in order to ten with increasing accuracy.	<b>TG3:</b> 9, 11, 30, 31, 39 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 <b>TG9:</b> 11, 18, 21, 22, 28, 31, 38, 41, 42
1.2 Begin to recognize and name a few written numerals.	<b>TG6:</b> 5, 15, 25, 35, 37 <b>TG7:</b> 5, 15, 25, 26, 35, 36 <b>TG8:</b> 5, 25, 35, 37 <b>TG9:</b> 5, 15, 25, 27, 35
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	<b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
1.4 Count up to five objects, using one-to-one correspondence (one object for each number works) with increasing accuracy.	<b>TG2:</b> 8, 18, 29 <b>TG5:</b> 28, 29, 31, 38, 41, 42 <b>TG6:</b> 8, 11, 12, 18, 21, 22, 28, 31, 32, 41, 42 <b>TG7:</b> 18, 21, 28 <b>TG8:</b> 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41
1.5 Use the number name of the last object counted to answer the question, "How many...?".	<b>TG2:</b> 29, 32 <b>TG3:</b> 30, 31 <b>TG7:</b> 38 <b>TG8:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 31, 38, 41, 42
<b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b>	
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same".	<b>TG1:</b> 11 <b>TG2:</b> 11, 21, 38 <b>TG3:</b> 21, 31, 32, 41 <b>TG4:</b> 30, 31, 41 <b>TG5:</b> 9 <b>TG6:</b> 32 <b>TG7:</b> 9, 11, 12, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 20, 22, 29, 39, 42
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	<b>TG1:</b> 29 <b>TG8:</b> 28, 29, 38, 41 <b>TG9:</b> 8, 11, 18, 21, 28, 31, 38
2.3 Understand that putting two groups of objects together will make a bigger group.	<b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	<b>TG1:</b> 29 <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41, 42
<b>Algebra and Functions (Classification and Patterning)</b>	
<b>1.0 Children begin to sort and classify objects in their everyday environment.</b>	

1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	<b>TG1:</b> 11 <b>TG2:</b> 11, 21, 38 <b>TG3:</b> 21, 31, 32, 41 <b>TG4:</b> 30, 31, 41 <b>TG5:</b> 9 <b>TG6:</b> 32 <b>TG7:</b> 9, 11, 12, 32, 39, 41, 42 <b>TG8:</b> 9, 19, 29, 32, 39, 42 <b>TG9:</b> 9, 19, 20, 22, 29, 39
<b>2.0 Children begin to recognize simple, repeating patterns.</b>	
2.1 Begin to identify or recognize a simple repeating pattern.	<b>TG4:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 <b>TG5:</b> 8, 11, 12, 18, 21, 22 <b>TG7:</b> 28, 32
2.2 Attempt to create a simple repeating pattern or participate in making one.	<b>TG4:</b> 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 <b>TG5:</b> 8, 11, 12, 18, 21, 22 <b>TG7:</b> 28, 32
<b>Geometry</b>	
<b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	
1.1 Identify simple two-dimensional shapes, such as a circle and square.	<b>TG1:</b> 28 <b>TG2:</b> 30, 38, 41, 42 <b>TG3:</b> 12, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
1.2 Use individual shapes to represent different elements of a picture or design.	<b>TG1:</b> 28 <b>TG2:</b> 27, 30, 38, 41, 42 <b>TG3:</b> 12, 16, 17, 18, 20, 21, 22, 28, 29 <b>TG5:</b> 29 <b>TG6:</b> 36, 37 <b>TG7:</b> 41 <b>TG8:</b> 41 <b>TG9:</b> 41
<b>2.0 Children begin to understand positions in space.</b>	
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	<b>TG1:</b> 29, 38 <b>TG2:</b> 28, 31, 32 <b>TG3:</b> 12, 21, 32 <b>TG4:</b> 40 <b>TG5:</b> 31, 39 <b>TG6:</b> 39 <b>TG7:</b> 39
<b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b>	
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	<b>TG1:</b> 29 <b>TG3:</b> 9, 11, 30, 31, 39 <b>TG5:</b> 28 <b>TG7:</b> 16 <b>TG8:</b> 8, 11, 18, 21, 22, 31, 32, 38, 40, 41, 42 <b>TG9:</b> 8, 11, 18, 21, 22, 28, 31, 38, 41, 42