

# California Preschool Learning Foundation Standards – Volume 1 Correlation to Frog Street Pre-K 2020



# CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS—VOLUME 1 FOR CLASSROOMS SERVING CHILDREN AT AROUND 60 MONTHS OF AGE CORRELATION TO FROG STREET PRE-K 2020

California Preschool Learning Foundations, Volume I	Frog Street Pre-K 2020 Teacher Guide Page References
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<p><i>One of the unique cornerstones of Frog Street Pre-K is <b>Conscious Discipline®</b>--a comprehensive classroom management and social-emotional program that creates learning environments where children feel safe and loved. The daily <b>Conscious Discipline®</b> routine consists of four parts: <b>UNITE, CALM, CONNECT</b> and <b>COMMIT</b>. The brain functions best in a safe environment. <b>Frog Street Pre-K Greeting Circle</b> starts each day the <b>BRAIN SMART®</b> way. Children unite as one group, connect with each other through various greeting activities, disengage the stress response with five core calming strategies 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. Teacher support is provided throughout each <b>Teacher Guide</b> and in the <b>Conscious Discipline® Manual</b>.</i></p>	
<b>Self</b>	
<b>1.0 Self-Awareness</b>	
1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<p><b>Conscious Discipline®</b> strategies in each daily <b>Greeting Circle</b> support a growing awareness of thoughts and feelings. In <b>Themes 1 and 2</b>, children explore <b>My School and Me</b> and <b>My Family and Friends</b> as they compare their characteristics with those of others.</p> <p><b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>
<b>2.0 Self-Regulation</b>	
2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	<p><b>Conscious Discipline®</b> strategies for self-regulation are introduced in every <b>Greeting Circle</b>. Specifically, <b>CALM</b> and <b>Commit</b> provide opportunities for children to learn and practice self-regulation.</p> <p><b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15,</p>

	17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
<b>3.0 Social and Emotional Understanding</b>	
3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	<p><b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors with others and understanding their differences during each day. Children make a daily <b>Commitment</b>—an individual goal they wish to achieve. In the <b>Closing Circle</b>, children celebrate their successes in achieving goals. Children do not just participate in discussions about social skills, but also practice social skills. The same is true for Emotional Intelligence and understanding of both.</p> <p><b>TG1:</b> 11, 12, 13, 36, 38, 39, 65, 91 <b>TG2:</b> 10, 11, 15, 37, 38, 50-51, 62, 63, 67, 77, 87, 89, 93, 102-103 <b>TG3:</b> 10, 11, 24-25, 37, 51, 61, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 50-51, 61, 63, 89, 103 <b>TG5:</b> 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 <b>TG6:</b> 9, 11, 35, 37, 41, 61, 63, 77, 87, 89 <b>TG7:</b> 8, 9, 11, 61, 88 <b>TG9:</b> 36, 38, 51, 61, 77, 89, 93, 101</p>
<b>4.0 Empathy and Caring</b>	
4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.	<p><b>Conscious Discipline®</b> strategies assist children to develop care and concern for others in a variety of situations. Activities in the <b>Greeting Circle</b> each day provide opportunities for modeling and support to be encouraged throughout the day.</p> <p><b>TG1:</b> 36, 91 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 34, 39, 46, 65, 91 <b>TG4:</b> 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 65 <b>TG9:</b> 12, 13, 39, 65, 91</p>
<b>5.0 Initiative in Learning</b>	
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	<p>Children are encouraged to take initiative in their own learning throughout the weekly <b>Practice Centers</b> with adult support as needed.</p> <p><b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51,</p>

	62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
<b>Social Interaction</b>	
<b>1.0 Interactions with Familiar Adults</b>	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
<b>2.0 Interactions with Peers</b>	
2.1 More actively and intentionally cooperate with each other.	<b>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults. Practice Centers allow children to intentionally cooperate with each other daily.</b>  <b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<i>Each morning the Greeting Circle begins with activities designed to unite everyone and develop a sense of belonging. In addition, Weekly Practice Centers such as Pretend and Learn, engage children to interact/collaborate with others to accomplish/achieve a goal.</i>

	<p><b>TG1:</b> 51, 75, 77, 87, 103 <b>TG2:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103</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><b>Conscious Discipline®</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>CALM</b> and <b>COMMIT</b> portions of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each <b>Teacher Guide</b>) focuses on developing positive relationships daily and provides children with strategies to resolve conflict when necessary.</p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
<p><b>3.0 Group Participation</b></p>	
<p>3.1 Participate positively and cooperatively as group members.</p>	<p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>4.0 Cooperation and Responsibility</b></p>	
<p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	<p><b>Conscious Discipline®</b> strategies for self-control are introduced in every <b>Greeting Circle</b>. Specifically, <b>CALM</b> and <b>COMMIT</b> provide opportunities for children to learn and practice self-control and cooperate with others.</p> <p><b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68,</p>

	71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
<b>Relationships</b>	
<b>1.0 Attachments to Parents</b>	
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. The program includes weekly <b>Family Connections</b> letters, notes, activities and <b>Digital Read-Aloud</b> books for children to share with their families. All families have access to <b>Frog Street At Home</b> that provides tools to support classroom instruction. All activities build a bridge between home and school. Every <b>Closing Circle</b> (p. 26, 52, 78, and 104 in each <b>Teacher Guide</b>) also provides suggestions for encouraging children to share newly acquired <b>Conscious Discipline®</b> strategies, songs, and rituals with parents and family.</i></p> <p><b>Welcome Guide:</b> 110 - 111</p>
1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	
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.	
<b>2.0 Close Relationships with Teachers and Caregivers</b>	
2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	<p><i>Every page of instruction (for whole-class, small-group or <b>Weekly Practice Centers</b> provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions with <b>Conscious Discipline®</b> strategies and support built in at point of use.</i></p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103</p>
2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.	

	<b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103
<b>3.0 Friendships</b>	
3.1 Friendships are more reciprocal, exclusive, and enduring.	<p><b>Theme 2, My Family and Friends, Week 4: My Friends</b> <i>specifically focuses on developing friendships with other children.</i></p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<b>LANGUAGE AND LITERACY</b>	
<p><b>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 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).</b></p>	
<b>Listening and Speaking</b>	
<b>1.0 Language Use and Conventions</b>	
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><b>TG2:</b> 26, 52, 78, 103 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 78, 104</p>
1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<p><i>Use of language to express thoughts are addressed Days 1 and 5 of the <b>STEAM</b> routine (pages 24-25, 50-51, 76-77, and 102-103 of each <b>Teacher Guide</b>) and daily during the <b>Closing Circle</b> routine (pages 26, 52, 78 and 104 of each <b>Teacher Guide</b>). The activities provide children with opportunities to speak clearly and audibly.</i></p> <p><b>TG1:</b> 40, 61 <b>TG4:</b> 73 <b>TG5:</b> 88 <b>TG6:</b> 9, 11, 14, 63, 72 <b>TG8:</b> 47, 99</p>



1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	<b>TG2:</b> 26, 52, 78, 103 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 78, 104
1.4 Use language to construct extended narratives that are real or fictional.	<i>Children use their language skills to actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking which includes constructing extended narratives in <b>Movement and Movement activities, Daily Read Alouds, Small Group Literacy lessons, and Pretend and Learn Practice Centers.</b></i>  <b>TG1:</b> 97 <b>TG2:</b> 10,36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 11, 17, 19, 43, 69, 97 <b>TG5:</b> 41, 67, 69, 88 <b>TG6:</b> 16, 17 <b>TG7:</b> 22, 71, 89, 97 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
<b>2.0 Vocabulary</b>	
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.	<b>TG1:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TG2:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use both simple and complex words that describe the relations between objects.	<b>TG6:</b> 17 <b>TG8:</b> 20, 21, 46, 72, 98
<b>3.0 Grammar</b>	
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.	<i>Daily Read Alouds, Small Group Literacy and Math lessons, STEAM activities as well as Practice Centers in Frog Street Pre-K encourage children to use age-appropriate grammar in story-telling, conversations and increasingly complex phrases and sentences to communicate thoughts and ideas.</i>
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.	<b>TG1:</b> 21, 40, 46, 52, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68, 88 <b>TG5:</b> 20, 46, 47, 73 <b>TG6:</b> 19, 21, 42, 43, 45, 71, 73, 94 <b>TG7:</b> 99 <b>TG8:</b> 47



<b>Reading</b>	
<b>1.0 Concepts about Print</b>	
1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	<b>TG1:</b> 47, 86, 95 <b>TG2:</b> 8, 34, 89 <b>TG3:</b> 34 <b>TG4:</b> 35, 61 <b>TG5:</b> 43 <b>TG6:</b> 21, 99 <b>TG7:</b> 8, 16, 60 <b>TG8:</b> 8, 60 <b>TG9:</b> 8
1.2 Understand that print is something that is read and has specific meaning.	<i>Two daily <b>Read Aloud</b> lessons engage children in conversations with the use of printed materials, photos, illustrations, and how print provides information. Students actively engage in conversations about printed materials in all parts of the daily routine, using resources such charts, graphs, story folders, books, and posters included in the curriculum.</i>  <b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
<b>2.0 Phonological Awareness</b>	
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG8:</b> 40, 46, 66, 72 <b>TG9:</b> 40, 46, 66, 72
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, <u>with</u> the support of pictures or objects.	<b>Resources: Strategy Card - Syllables</b>
<b>3.0 Alphabetics and Word/Print Recognition</b>	
3.1 Recognize own name or other common words in print.	<b>TG1:</b> 47 <b>TG2:</b> 15, 67 <b>TG3:</b> 15 <b>TG5:</b> 47, 73, 99 <b>TG7:</b> 99 <b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47, 99  <b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b>
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names and more than half of lowercase letter names to their printed form.	<b>TG1:</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92

	<b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b>
3.3 Begin to recognize that letters have sounds.	<b>TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20 <b>TG8:</b> 21, 47, 73 <b>TG9:</b> 21, 40, 46, 47, 66, 92
<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>	
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.	<b>TG1:</b> 18, 21, 43, 44, 70, 71, 96, 97 <b>TG2:</b> 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 <b>TG4:</b> 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 <b>TG5:</b> 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 <b>TG6:</b> 18, 19, 42, 68, 69, 94, 95, 96 <b>TG7:</b> 9, 17, 21, 42, 45, 96 <b>TG8:</b> 36, 62, 71 <b>TG9:</b> 16, 18, 95, 96
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<b>TG1:</b> 42, 44, 45 <b>TG2:</b> 16, 17, 68, 69 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 17, 18 <b>TG5:</b> 18, 42, 45 <b>TG6:</b> 42 <b>TG7:</b> 18, 19 <b>TG8:</b> 16, 42, 43, 68, 69, 94, 95 <b>TG9:</b> 16, 42, 68
<b>5.0 Literacy Interest and Response</b>	
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	<i>Two daily <b>Read-Aloud</b> lessons engage children in dialogue to recognize types of text, both literature and informational text, songs and rhymes through literacy-related activities in whole group and independent settings. Daily <b>Math</b> and <b>STEAM</b> lessons also provide opportunities for children to react appropriately to different types of text.</i>
5.2 Engage in more complex routines associated with literacy activities.	
	<b>TG1:</b> 16, 18, 43, 68, 70 <b>TG2:</b> 18, 42, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 18, 44, 68, 94, 95, 96 <b>TG5:</b> 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 <b>TG6:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 42, 44, 68, 70, 96 <b>TG8:</b> 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 <b>TG9:</b> 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
1.1 Adjust grasp and body position for increased control in drawing and writing.	<b>Frog Street Pre-K</b> provides opportunities to demonstrate understanding of the organization and features of print during <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each <b>Teacher Guide</b> , beginning with <b>Theme 1, Week 2.</b> ) <i>The Fine Motor Center, Writer’s Corner,</i>

	<p><b>Creativity and ABC Centers</b> provide opportunities for children to increase control of fine motor skills through drawing and writing.</p> <p><b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87</p>
1.2 Write letters or letter-like shapes to represent words or ideas.	<p><b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99</p>
1.3 Write first name nearly correctly.	<p><b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86 <b>TG7:</b> 34 <b>TG9:</b> 21, 73</p>
<b>ENGLISH-LANGUAGE DEVELOPMENT</b>	
<b>Listening</b>	
<b>1.0 Children listen with understanding</b>	
<i>Middle</i> 1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	<p><b>TG1:</b> 13, 20, 42, 50, 68, 70, 96, 102 <b>TG2:</b> 17, 44, 78 <b>TG3:</b> 18, 44, 96 <b>TG4:</b> 18, 44, 68, 70, 94, 96 <b>TG5:</b> 16, 18, 42, 43, 44, 68, 70, 94, 95, 96 <b>TG6:</b> 16, 18, 20, 42, 44, 46, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 44, 46, 70, 72, 90, 96 <b>TG8:</b> 16, 18, 44, 70, 94, 96 <b>TG9:</b> 18, 44, 64, 70, 92, 96</p>
<i>Later</i> 1.1 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><b>TG1:</b> 13, 20, 42, 50, 68, 70, 96, 102 <b>TG2:</b> 17, 44, 78 <b>TG3:</b> 18, 44, 96 <b>TG4:</b> 18, 44, 68, 70, 94, 96 <b>TG5:</b> 16, 18, 42, 43, 44, 68, 70, 94, 95, 96 <b>TG6:</b> 16, 18, 20, 42, 44, 46, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 44, 46, 70, 72, 90, 96 <b>TG8:</b> 16, 18, 44, 70, 94, 96 <b>TG9:</b> 18, 44, 64, 70, 92, 96</p>
<i>Middle</i> 1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. <i>Later</i> 1.2 follow directions that involve a one- or two-step sequence, relying less on contextual cues.	<p><b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72</p>
<i>Middle</i> 1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	<p><b>TG1:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TG2:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78,</p>

<p><i>Later</i> 1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p>104 <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p>
<b>Speaking</b>	
<b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b>	
<p><i>Middle</i> 1.1 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). <i>Later</i> 1.1 show increasing reliance on verbal communication in English to be understood by others.</p>	<p><b>TG1:</b> 19, 46, 48, 69, 72, 96, 98 <b>TG2:</b> 20, 73, 99 <b>TG3:</b> 17, 44, 70, 73, 96 <b>TG4:</b> 72, 98 <b>TG5:</b> 72, 98 <b>TG6:</b> 46, 69, 72, 98 <b>TG7:</b> 14, 72, 73 <b>TG9:</b> 17, 20, 64</p>
<p><i>Middle</i> 1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech). <i>Later</i> Use new English vocabulary to share knowledge of concepts.</p>	<p><b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 <b>TG2:</b> 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 <b>TG4:</b> 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 10, 11, 20, 34, 46, 71 <b>TG6:</b> 11, 73, 95 <b>TG7:</b> 18, 20, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 43, 46, 60, 69, 72, 99</p>
<p><i>Middle</i> 1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English). <i>Later</i> 1.3 Sustain a conversation in English about a variety of topics.</p>	<p><b>Conscious Discipline Brain Smart® activities in the Greeting Circle, Closing Circle, Read Alouds and Math and STEAM lessons provide opportunities to engage in reciprocal conversations.</b></p> <p><b>TG1:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 104</p>

<p><i>Middle</i> 1.4 Use two- and three-word utterances in English to communicate.</p> <p><i>Later</i> 1.4 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>	<p><b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 42, 43, 45, 94 <b>TG9:</b> 17</p>
<p><i>Middle</i> 1.5 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>Later</i> 1.5 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><b>TG1:</b> 97 <b>TG9:</b> 17</p>
<p><i>Middle</i> 1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</p> <p><i>Later</i> 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>	<p><b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97</p>
<p><b>2.0 Children begin to understand and use social conventions in English.</b></p>	
<p><i>Middle</i> 2.1 Demonstrate a beginning understanding of English social conventions.</p> <p><i>Later</i> 2.1 Appropriately use words and tone of voice associated with social conventions in English.</p>	<p><b>Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and STEAM lessons provide opportunities to engage in social conventions in English.</b></p> <p><b>TG2:</b> 20 <b>TG3:</b> 95 <b>TG4:</b> 14, 40, 66, 72, 92 <b>TG5:</b> 20, 46, 66, 72, 92 <b>TG6:</b> 72 <b>TG7:</b> 15 <b>TG9:</b> 98</p>
<p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p>	
<p><i>Middle</i> 3.1 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>Later</i> 3.1 Produce simple narratives in English that are real or fictional.</p>	<p><b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95</p>

<b>Reading</b>	
<b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b>	
<p><i>Middle</i> 1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p> <p><i>Later</i> 1.1 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><b>TG1:</b> 11, 42, 71, 73, 96, 99 <b>TG2:</b> 18, 42, 44, 45, 73 <b>TG3:</b> 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 <b>TG4:</b> 14, 16, 19, 42, 44, 68, 71, 97 <b>TG5:</b> 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 71, 94 <b>TG7:</b> 16, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99</p>
<p><i>Middle</i> 1.2 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>Later</i> 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<p><b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 89, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 89, 94, 96 <b>TG4:</b> 11, 16, 17, 18, 42, 44, 61, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 24, 42, 43, 44, 45, 50, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97</p>
<b>2.0 Children show an increasing understanding of book reading.</b>	
<p><i>Middle</i> 2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p> <p><i>Later</i> 2.1 Begin to engage in extended conversations in English about stories.</p>	<p><b>TG1:</b> 16, 18, 20, 70 <b>TG2:</b> 21, 42, 44, 45, 70, 71, 96 <b>TG3:</b> 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 <b>TG4:</b> 17, 42, 43, 44, 68, 69, 71, 97 <b>TG5:</b> 17, 18, 19, 45, 68, 69, 70, 95 <b>TG6:</b> 17, 18, 19, 43, 68, 69, 94, 95, 97 <b>TG7:</b> 45, 68 <b>TG8:</b> 16, 44, 71, 94</p>
<p><i>Middle</i> 2.2 Retell a story using the home language and some English when read or told a story in English.</p> <p><i>Later</i> 2.2 Retell in English the majority of a story read or told in English.</p>	<p><i>Children are invited to role play during the two daily Read-Aloud lessons and in the Pretend and Learn Center, use magnetic Story Folders props to retell stories, and act out rhymes and songs.</i></p> <p><b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95</p>
<b>3.0 Children demonstrate an understanding of print conventions.</b>	
<p><i>Middle</i> 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p> <p><i>Later</i> 3.1 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><b>TG1:</b> 9, 40, 47, 66, 86, 92, 95 <b>TG2:</b> 8, 14, 34, 66, 89, 92 <b>TG3:</b> 34 <b>TG5:</b> 14, 43, 92 <b>TG6:</b> 14, 21, 40, 99 <b>TG7:</b> 8, 14, 16, 60 <b>TG8:</b> 8, 14, 16, 47, 60, 73, 92 <b>TG9:</b> 8, 60 <b>TG9:</b> 8, 14, 40, 66, 92</p>

<b>4.0 Children demonstrate awareness that print carries meaning.</b>	
<p><i>Middle</i> 1.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p> <p><i>Later</i> 4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>	<p><b>TG1:</b> 47, 73, 86, 94, 99 <b>TG2:</b> 8, 16, 34 <b>TG3:</b> 18, 34, 44, 70, 96 <b>TG4:</b> 18, 44, 96 <b>TG5:</b> 16, 21, 44, 70, 95, 96 <b>TG6:</b> 16, 44, 70, 96 <b>TG7:</b> 8, 16, 18, 44, 60, 70, 96 <b>TG8:</b> 8, 18, 44, 60, 70, 96 <b>TG9:</b> 8, 44, 70, 96</p>
<b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b>	
<p><i>Middle</i> 5.1 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>Later</i> 5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p><i>Each alphabet knowledge skill is introduced daily in the Morning Message (pages 14, 40, 66 and 92 of each Teacher Guide with beginning in Theme 1, Week 2.) and revisited throughout the week, specifically Day 5 in Literacy Small Group. The Frog Street Pre-K Welcome Guide: Foundations for Implementation provides documentation for alphabet knowledge focus in each Teacher Guide; ABC Practice Center activities and Letter Focus for the Week are included in each Teacher Guide.</i></p> <p><b>TG1:</b> 21, 47, 61, 73, 99 <b>TG2:</b> 9, 21, 35, 47, 73 <b>TG3:</b> 21, 47, 73 <b>TG4:</b> 8, 21, 34, 45, 47, 95, 99, 100 <b>TG5:</b> 21, 47, 60, 73, 99 <b>TG6:</b> 21, 47, 66, 73, 98, 99 <b>TG7:</b> 17, 20, 21, 47, 73, 86, 99 <b>TG8:</b> 8, 21, 47, 99 <b>TG9:</b> 8, 21, 86, 96, 99</p> <p><b>Welcome Guide:</b> 52 <b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b></p>
<p><i>Middle</i> 5.2 Identify some letters of the alphabet in English.</p> <p><i>Later</i> 5.2 Identify ten or more letters of the alphabet in English.</p>	<p><i>Upper-case and lower-case letters of the alphabet are addressed daily during Step 3 (Identify Letters) of the Morning Message Routine (pages 14, 40, 66 and 92 of each Teacher Guide beginning in Theme 1, Week 2.)</i></p> <p><b>TG1:</b> 21, 47, 61, 73, 99 <b>TG2:</b> 9, 21, 35, 47, 73 <b>TG3:</b> 21, 47, 73 <b>TG4:</b> 8, 21, 34, 45, 47, 95, 99, 100 <b>TG5:</b> 21, 47, 60, 73, 99 <b>TG6:</b></p>



	<p>21, 47, 66, 73, 98, 99 <b>TG7:</b> 17, 20, 21, 47, 73, 86, 99 <b>TG8:</b> 8, 21, 47, 99 <b>TG9:</b> 8, 21, 86, 96, 99</p> <p><b>Welcome Guide:</b> 52</p> <p><b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b></p>
<b>6.0 Children demonstrate phonological awareness</b>	
<p><i>Middle</i> 6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p><i>Later</i> Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>	<p><b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97</p> <p><b>Resources:</b> Strategy Card – <b>Rhyming Words</b></p>
<p><i>Middle</i> 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p> <p><i>Later</i> 6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p><b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46</p> <p><b>Resources:</b> Onset and Rime Card Set, Phonemes Card Set, Strategy Card - <b>Onset and Rime</b></p>
<p><i>Middle</i> 6.3 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><b>TG7:</b> 40, 46, 66, 72, 92, 98 <b>TG9:</b> 66, 72</p>
<p><i>Later</i> 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p><b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40 <b>TG9:</b> 40, 46</p> <p><b>Resources:</b> Onset and Rime Card Set, Phonemes Card Set, Strategy Card - <b>Onset and Rime</b></p>
<b>Writing</b>	
<b>1.0 Children use writing to communicate their ideas.</b>	
<p><i>Middle</i> 1.1 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>Later</i></p>	<p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>

1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	<b>Resources:</b> Strategy Cards – <b>The Writing Process, Expressive Writing</b>
<i>Middle</i> 1.2 Begin to use marks or symbols to represent spoken language in the home language or in English. <i>Later</i> 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99
<i>Middle</i> 1.3 Attempt to copy their own name in English or in the writing system of their home language. <i>Later</i> 1.3 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.	<b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86 <b>TG7:</b> 34 <b>TG9:</b> 21, 73
<b>MATHMATICS</b>	
<i>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):</i>	
<i>Number and Operations: understanding quantity and numerical relationships</i>	
<i>Geometry and Spatial Awareness: understanding shape, location and spatial transformations</i>	
<i>Measurement: quantifying and comparing space length, weight, area and volume</i>	
<i>Classification and Patterning: sorting, grouping, and repeating a core of objects</i>	
<b>Number Sense</b>	
<b>1.0 Children expand their understanding numbers and quantities in their everyday environment.</b>	
1.1 Recite numbers in order to twenty with increasing accuracy.	<b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23 <b>Resources:</b> Strategy Card - <b>Counting</b>
1.2 Recognize and know the name of some written numerals.	<b>TG3:</b> 10, 22, 23, 36, 49, 88 <b>TG6:</b> 10, 22, 75 <b>TG8:</b> 23, 49, 76 <b>TG9:</b> 23, 87 <b>Resources:</b> Strategy Card - <b>Counting</b>

1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<b>TG2:</b> 36, 48, 49, 62 <b>TG3:</b> 48 <b>TG4:</b> 101 <b>TG5:</b> 101 <b>TG6:</b> 49, 74, 75 <b>TG7:</b> 75 <b>TG8:</b> 75 <b>TG9:</b> 75, 88  <b>Resources:</b> Strategy Card - <b>Counting</b>
1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	<b>TG1:</b> 18, 19, 22, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 100, 102 <b>TG9:</b> 10, 101  <b>Resources:</b> Strategy Card - <b>Counting</b>
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).	<b>TG1:</b> 22, 23 <b>TG2:</b> 74, 75, 101 <b>TG3:</b> 48, 49, 74 <b>TG5:</b> 48, 49, 88, 100, 101 <b>TG6:</b> 23, 62, 100 <b>TG7:</b> 22, 48, 74 <b>TG8:</b> 48, 49, 74, 75, 88 <b>TG9:</b> 75, 87  <b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
<b>2.0 Children expand their understanding number relationships and operations in their everyday environment.</b>	
2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101  <b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 95, 100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88  <b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
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.	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 95, 100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88  <b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
<b>Algebra and Functions (Classification and Patterning)</b>	
<b>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</b>	
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).	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49

	<b>Resources: Strategy Card – Classification</b>
<b>2.0 Children expand their understanding of simple, repeating patterns.</b>	
2.1 Recognize and duplicate simple repeating patterns.	<b>TG2:</b> 87 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG6:</b> 22, 23, 48, 49 <b>TG8:</b> 22, 23 <b>TG9:</b> 48, 49  <b>Resources: Strategy Card - Patterning</b>
2.2 Begin to extend and create simple repeating patterns.	<b>TG1:</b> 72 <b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62  <b>Resources: Strategy Card - Patterning</b>
<b>Measurement</b>	
<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	
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)	<b>Describes, compares and measures lengths and heights:</b> <b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102
1.2 Order four or more objects by size.	<b>Describes, compares and measures volumes:</b> <b>TG4:</b> 63, 87 <b>TG5:</b> 35 <b>TG6:</b> 95 <b>TG7:</b> 76 <b>TG8:</b> 16, 88, 89, 100, 101, 104 <b>TG9:</b> 11, 36
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<b>Describes, compares and measures weight:</b> <b>TG4:</b> 63 <b>TG8:</b> 101 <b>TG9:</b> 11  <b>Resources: Strategy Card – Measurement</b>
<b>Geometry</b>	
<b>1.0 Children identify and a variety of shapes in their everyday environment.</b>	
1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<b>TG1:</b> 23, 37, 99, 101 <b>TG2:</b> 11, 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 101 <b>TG5:</b> 9, 10, 15, 22, 23, 62, 74, 75, 101 <b>TG7:</b> 61 <b>TG8:</b> 37, 74 <b>TG9:</b> 88, 100  <b>Resources: Strategy Card - Geometry</b>
1.2 Combine different shapes to create a picture or design.	<b>TG1:</b> 23, 101 <b>TG3:</b> 76 <b>TG4:</b> 36, 62, 88 <b>TG5:</b> 74, 75, 101 <b>TG9:</b> 75  <b>Resources: Strategy Card - Geometry</b>

<b>2.0 Children expand their understanding of positions in space.</b>	
2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	<b>TG1:</b> 36, 48, 48, 49 <b>TG2:</b> 23, 37 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
<b>Mathematical Reasoning</b>	
<b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>	
1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	<p><i>Children are encouraged to use mathematical processes and strategies such as estimation, reasoning, and other strategies when quantifying, comparing, representing, and modeling numbers in <b>Frog Street Pre-K 2020</b>.</i></p> <p><b>TG1:</b> 23, 101 <b>TG2:</b> 10, 22, 23, 48, 49, 74, 75, 100, 101 <b>TG3:</b> 36, 75 <b>TG4:</b> 75 <b>TG5:</b> 49, 88, 100, 101 <b>TG7:</b> 22, 23, 48, 75, 101 <b>TG8:</b> 48, 49, 74, 76 <b>TG9:</b> 74, 75, 100</p> <p><b>Resources:</b> Strategy Card – Math Routines</p>