

## Frog Street Pre-K Scope and Sequence







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						F	ro	g S	tre	et l	>re	-K	Sco	ope	e ar	nd :	Sec	que	nce	е																
Week of Instruction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	Му	Ther / Sch N escu	nool a 1e	and	My	Then Far Frie famil	me 2 nily a	nd		Ther Gia	ne 3			The	me 4 pices sione		S	Thei Storie Rhy	me 5 es an mes s y rir	d	I Bu ¡Pue	Ther		ate! ruir!	Thin Co	Ther	me 7 nat M que even	love se		The	me 8	,		Thei Cha	me 9 Inges	
I. Social-Emotional Development Domain																																				
The Social-Emotional Guidelines are integrate management strategies, character education (Conscious Discipline®. Children practice usin	two	focu	s tra	its e	ach	mon	th),	emo	tiona	al int	ellig	ence	e, an	d so																						
II. Language and Communication																																				
A. Listening Comprehension Skills					1										1														1						_	
II.A.1. hows understanding by responding appropriately	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions ELL: Child shows understanding by following one to two-step oral directions in English.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.A.3. Child shows understanding of the language being spoken by teachers and peers. ELL: Child shows understanding of the language being spoken by English-speaking teachers and peers.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Speaking (Conversation) Skills																																				
II.B.1. Child is able to use language for different purposes.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.B.2. Child engages in conversations in appropriate ways.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.B.3. Child provides appropriate information for various situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.B.4. Child demonstrates knowledge of verbal conversational rules.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.B.5. Child demonstrates knowledge of nonverbal conversational rule.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.B.6. Child matches language to social contexts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
C. Speech Production Skills																																				
II.C.1. Child's speech is understood by teacher and other adults.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.C.2. Child erceives differences between similar sounding words.	•	•	•	•	•	•	•	•		•	•	•	•	•			•		•			•		•	•		•		•		•			•		•
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language. ELL: Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.								•			•			•			•	•		•		•				•		•		•				•		•
D. Vocabulary Skills																																				
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.D.2. Child demonstrates understanding of terms used in instruction.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.D.3. Child demonstrates understanding of more words than uses	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.D.4. Child uses a large speaking vocabulary, adding several new words daily							•		•	•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•			•			•		•

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Week of Instruction	1	2	3	4	5	6		8							15			•			21	22	23	24	25	26	27	28	29	30	31	32	22	3/	35	36
Week of Instruction	'		3	4	э	О	′	٥	9	10	11	12	13	14	15	16	17	10	19	20	21	22	23	24	25	26	21	20	29	30	31	32	აა	34	33	30
II.D.5. Child increases listening vocabulary and begins to develop and use vocabulary of object	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
names and common phrases.		<u> </u>																																ш	ш	
II.D.6.ELL: Child increases listening vocabulary.																																				
Begins to develop vocabulary of object names	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
and common phrases in English.																																				
E. and Structure Skills																																				
II.E.1. Child typically uses complete sentences of																																				
four or more words and grammatical complexity usually with subject, verb, and object order.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.E.2. Child uses regular and irregular plurals,																																				
regular past tense, personal and possessive	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
pronouns, and subject-verb agreement.																																				
II.E.3. Child uses sentences with more than one	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
phrase. II.E.4. Child combines more than one idea using					-	-		-					<del>                                     </del>	1		-					1								<del>                                     </del>	<del>                                     </del>		1				
complex sentences.						•				•			•				•		•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
II.E.5. Child combines sentences that give lots of																																				
detail, stick to the topic, and clearly communicate intended meaning.										•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.E.6. ELL: Child engages in various forms of																																				
nonverbal communication with those who do not	•	•	•							•	•	•		•		•	•			•	•	•	•	•		•			•	•	•	•			.	
speak her native language.	Ĺ	Ľ		Ŭ						Ĺ		_	Ů						Ĺ	Ĺ			_	·	_		Ĺ			Ů			Ĺ			Ĭ
II.E.7. ELL: Child uses single words and simple																																				
phrases to communicate meaning in social situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
II.E.8. ELL: Child attempts to use new vocabulary																																				
and grammar in speech.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
III. Emergent Literacy Reading Domain																																				
A. Motivation to Read Skills																																				
III.A.1. Child engages in pre-reading and reading-																																				
related activities.	•	•	•	•	•	•	•			•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•		•	•
III.A.2. Child self selects books and other written materials to engage in pre-reading behaviors	•	•	•	•	•	•		•		•	•		•		•	•			•		•	•	•	•	•	•				•	•					•
III.A.3. Child recognizes that text has meaning.																						•			•						•			•		•
																																			ш	
B. Phonological Awareness Skills																																				
III.B.1. Child separates a normally spoken fourword sentence into individual words.		•		•	•	•	•	•	•	•	•	•													•	•	•			•						
III.B.2. Child combines words to make a compound word.		•			•		•									•	•		•			•		•	•		•				•		•	•	•	
		_																																ш	-	
III.B.3. Child deletes a word from a compound word.					•					•		•	•			•			•									•	•		•	•		•		
III.B.4. Child blends syllables into words.	•	•			•	•	•		•	•	•	•		•		•	•		•			•		•	•		•	•	•	•	•	•	•	•	•	
III.B.5. Child can segment a syllable from a word.										•	•	•	•		•	•		•	•			•		•	•		•	•		•	•		•	•		
III.B.6. Child can recognize rhyming words.		•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•			•	•	•	•	•		•	•	•	•	•	•	•	
III.B.7. Child can produce a word that begins with																													H							
the same sound as a given pair of words.					•		•	•		•	•	•	•	•	•	•	•				•	٠	•	•	•				•		•		•			
III.B.8. Child blends onset and rime to form a													l	1							l									1		1				
familiar one-syllable word with and without pictorial support.																									•	•	•						•			
III.B.9. Child recognizes and blends two																														•	•		•			
phonemes into real words with pictorial support.																																				

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Week of Instruction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
C. Alphabet Knowledge Skills		1		1								_	-	_	-	_	_	_				-													1	
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.													•	•	•	•	•				•	•		•					•	•	•	•	•	•		
III.C.3. Child produces at least 20 distinct-letter sound correspondences in the language of instruction.															•	•	•							•					•	•	•	•	•			
D. Comprehension of Text Read-Aloud Skills																																				
III.D.1. Child retells or re-enacts a story after it is		Ι.		Ι.							Ţ.	.					.																		T	
read aloud.		•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•		•
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
III.D.3. Child asks and answers appropriate questions about the text read aloud.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
III.D.4 Child will make inferences and predictions about text.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
E. Print Concepts					_		_																													
III. E.1. Child can distinguish between elements of																																				
print including letters, words, and pictures.	٠	•	•	•	•	•				•		•		•	•	•	•	•	•	•	•	•	•	•	•	٠	•		•	•	•	٠	•	•	•	•
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	+	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
V. Emergent Literacy Writing Domain																																				
A. Motivation to Write Skills																																				
IV.A.1. Child intentionally uses marks to record language and verbally shares the meaning.	•	•	•	•	•	•	•	•	•	•	•	•		•				•		•			•	•	•	•	•			•	•	•	•	•	•	•
IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.			•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
B. Writing as a Process																																				
IV.B.1.Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	•		•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit			•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•		•	•		•
(conventions) class-made drafts.  IV.B.3. Child shares and celebrates class-made and individual written products.	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		•
C. Conventions in Writing			_	_	_	_	_																											_		_
IV.C.1. Child writes own name (first name or																																				
frequent nickname) using legible letters in proper sequence.				•	•		•	•	•	•	•			•			•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IV.C.2. Child moves from scribbles to some letter- sound correspondence using beginning and ending sounds when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IV.C.3. Child independently uses letters to make words or parts of words.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IV.C.4.Child uses appropriate directionality when											•	•		•										•						•						

							-	_	ree											04	00	00 1		-		-		00	104	20.	00		0 F
Week of Instruction  IV.C.5. Child begins to experiement with						6																	24 2										
punctuation when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
V. Mathematics Domain																																	
A. Counting Skills																																	
V.A.1. Child knows that objects, or parts of an object, can be counted.		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
V.A.2. Child uses words to rote count from 1 to 30.			•		•					•		•	•	•	•		•	•	•				•				•	•					
V.A.3. Child counts 1 -10 items, one count per item.		•		•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•		•	• •	•	•	•	•	•	•	•	•		•
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.		•	•		•					•	•								•				•	•	•						•		
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.		•		•	•	•	•	•	•		,			•	•		•		•		•					•	•	•	•	•	•		•
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.					•			•		•	•					•				•					•								•
V.A.7. Child uses the verbal ordinal terms.	•	•									٠   •	•	•											•	•				•			•	•
V.A.8. Verbally identifies, without counting, the number of objects from 1 to 5.		•	•		•			•		•		•						•	•			•	•	•			•	•		•			
V.A.9. Recognizes one-digit numerals, 0 - 9.			•		•							,		•	•				•					•	•		•		•	•			•
B. Adding To/Taking Away Skills																														_			
V.B.1. Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects.												•			•			•	•			•		•	•		•	•	•	•	•		•
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.												•							•					•		•	•	•	•	•		•	•
V.B.3. Child uses informal strategies to share or divide up to 10 items into equal groups.													I		•				•				•						•	•			•
C. Geometry and Spatial Sense Skills		ı		_		П					_		_	Т			-	_		_	_	_		_	_	_		ı	П	_		_	_
V.C.1. Child names common shapes.	•	•	•		•	•	•	•		•	<u>'</u>		•	•		•		•		•		•	•	•	•	•		•	•		•	_	
V.C.2. Child creates shapes.	•	•			•	•	•	•	•				•			•		•		•		•	•		•				•		•		
V.C.3. Child demonstrates use of location words (such as Over, "under", "above", on", "beside", "next to", "between", "in front of", "near", "far", etc.)		•	•	•		•	•		•	•	•	•	•	•		•		•		•		•	•	•	•	•			•		•		•
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.				•	•	•	•		•				•					•				•		•							•		
D. Measurement Skills																																	
V.D.1. Child recognizes and compares heights or lengths of people or objects.		•	•	•	•	•	•		•	•		•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•
V.D.2. Child recognizes how much can be placed within an object.			•	•	•				•	•	•		•		•	•	•				•				•	•	•	•			•	•	•
V.D.3. Child informally recognizes and compares weights of objects or people.			•	٠	٠					•							•				•					•		•			•		
V.D.4. Child uses language to describe concepts associated with the passing of time.	•	•		•					•	•	•	•	•	•	•			•							•	•				•	•	•	•

						F	ro	n S	tre	et l	)re	-K	Sco	one	e ar	nd <sup>c</sup>	Sec	ше	nce	_																
W. L. Clark	-	2	3	4	5		7	_						-	15			-			24	22	22	24	25	26	27	28	29	30	31	32	33	24	35	26
Week of Instruction	1	2	3	4	3	ь		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	21	28	29	30	31	32	33	34	33	36
V.E.1. Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
V.E.2. Child collects data and organizes it in a graphic representation.			•			•	•	•	•				•	•		•	•	•	•	•	•	•	•	٠			٠		•		•	•		•	•	•
V.E.3. Child recognizes and creates patterns.			•		•	•			•		•	•	•	•	•	•	•		•	•			•		•	•	•		•			•		•	•	•
VI. Science Domain																																				
A. Physical Science Skills																																				
VI.A.1. Child observes, describes, investigates						П	П																													
and discusses properties and characteristics of common objects.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VI.A.2. Child observes, investigates, describes, and discusses position and motion of object.	•	•	•	•	•	•	•	•		•	•	•		•		•	•	•			•	•	•	•	•	•	•	•	•			•	•	•		
VI.A.3. Child uses simple measuring devices to learn about objects.			•	•		•				•	•				•		•	•	•			•					•	•	•					•		•
VI.A.4. Child observes, Investigates, describes,																																				
and discusses sources of energy including light, heat, and electricity.										•	•	•						•		•		•					•	•	•		•	•		•	•	
B. Life Science Skills																																				
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.		•	•	•	•	•	•	•	•	•		•		•	•		•	•				•			•	•		•	•	•	•	•		•	•	
VI.B.2. Child describes life cycles of organisms.				•	•				•			•		•									•	•		•		•	•	•	•	•	•	•	•	•
VI.B.3. Child observes, Investigates, describes, and discusses the relationship of organisms to		•	•	•		•				•				•				•	•	•		•	•		•	•		•	•		•	•		•		
their environments.  C. Earth and Space Science Skills																																				
VI.C.1. Child observes, Investigates, describes,																																				_
and discusses earth materials, and their properties and uses.	•		•		•			•		•	•			•		•		•			•	•	•	•				•	•		•		•	•	•	
VI.C.2. Child observes, describes, and discusses objects in the sky.		•	•	•	•		•			•	•		•	•	•		•		•		•			•		•	•	•	•		•			•		
VI.C.3. Child observes and describes what happens during changes in the earth and sky.		•	•	•	•		•			•	•		•	•	•		•										•	•	•		•		•	•	•	
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	•		•		•			•		•				•						•	•		•				•	•	•				•		•	
VII. Social Studies Domain																																				_
A. People, Past and Present Skills																																				
VII.A.I. Child identifies similarities and differences																																				
between himself, classmates and other children						١.																														
inclusive of specific characteristics and cultural	•	•	•	•		•	•	•					•									•	•	•			•						•	•		•
influences.																																				
VII.A.2. Child identifies similarities and differences in characteristics of families.		•	•		•	•	•	•		•	•		•	•	•		•					•	•		•	•	•				•				•	
VII.A.3. Child connects their life to events, time,		•													•	•						•											•	•	•	•
and routines.  B. Economics Skills					_																								_	_						_
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.				•	•	•						•		•					•		•		•			•			•							
VII.B.2. Child demonstrates understanding of what it means to be a consumer.					•							•		•					•							•			٠						•	
VII.B.3. Child discusses the roles and responsibilities of families, school, and community workers.	•	•		•	•			•			•			•	•		•		•			•							•				•	•	•	•

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Week of Instruction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
C. Geography Skills																																				
VII.C.1. Identifies and creates common features	•					•						•	•							•	•	•			•	•					•			1		•
in the natural environment.  VII.C.2. Child explores geography tools and		-		-											-				-														$\vdash$	$\vdash$		
resources.					•					•		•					•			•					•	•		•			•		•	•		•
D. Citizenship Skills		_	_	_															_																	
VII.D.1. Child identifies flags of the United States																																				
and resident state.	•				Ľ							•					•			•		•												·		•
VII.D.2. Child recites the Pledge of Allegiance to																																		1		
the United States flag and the state flag and observes a moment of silence.	•									•										•														1		
VII.D.3. Child engages in voting as a method for					1																												$\vdash$			
group decision-making.	•											•		•		•		•	•	•		•					•	•			•			•		
VII. Fine Arts Domain																																				
A. Art Skills																																				
VIII.A.1. Child uses a variety of art materials and																																				
activities for sensory experience and exploration.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
VIII.A.2. Child uses art as a form of creative self-																																	$\vdash$	$\vdash$		
expression and representation.	•	•	٠	٠	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	٠	•	•	•	•	•	•	•	•	•	•	•	٠	•	•	•	•
VIII.A.3. Child demonstrates interest in and shows																																		1		
appreciation for the creative work of others.		•	•			•	•	•		•		•					•					•		•	•	•				•					•	•
B. Music Skills			<u> </u>	<u> </u>			<u> </u>	<u>.                                    </u>														<u> </u>					<u> </u>									
VIII.B.1. Child participates in classroom music																																				
activities including singing, playing musical	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
instruments, and moving to rhythms.																																	$\vdash$	$\vdash$		
VIII.B.2. Child responds to different musical styles through movement and play.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
C. Dramatic Expression		_	<u> </u>	<u> </u>			<u> </u>	<u> </u>							_				_		<u> </u>	<u> </u>												_	_	
VIII.C.1. Creates or recreates stories, moods, or		I	1	Π	П			1							Ι				I																	
experiences through dramatic representations	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IX. Physical Development Domain																																				
A. Gross Motor Development Skills																																				
IX.A.1. Child demonstrates coordination and																																		1		
balance in isolation (may not coordinate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
consistently with a partner).				-																													$\vdash$	$\vdash$		
IX.A.2. Child coordinates sequence of movements to perform tasks.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Fine Motor Development Skills		<u> </u>	<u> </u>	<u> </u>			<u> </u>	<u> </u>							<u> </u>				<u> </u>		<u> </u>	<u> </u>														
IX.B.1. Child shows control of tasks that require																																				
small-muscle strength and control.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
IX.B.2. Child shows increasing control of tasks					١.					•	•	•					•		•	•	•				•	•										
that require eye-hand coordination.	Ĺ	Ĺ	Ĺ	Ĺ	Ľ	Ĺ	Ĺ	Ľ	Ĺ	Ĺ	Ĺ		Ĺ	Ĺ	Ĺ		Ĺ	Ĺ		Ĺ	Ĺ	Ĺ		<u> </u>		Ĺ	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ	Ľ				
C. Personal Safety and Health Skills																																				
IX.C.1. Child practices good habits of personal safety.	•	•	•		•	•		•		•	•		•		•	•	•		•	•	•	•			•		•		•	•	•	•		•		
IX.C.2. Child practices good habits of personal	•		•					•								•	•		•																	
health and hygiene.								1																									$\vdash$			
IX.C.3. Child identifies good habits of nutrition and exercise.		•					•							•	•			•	•																	•
X. Techonology Applications Domain			•	•			•	•													•	•	•								•					$\neg$
Children practice technology skills daily with F	rog	Stre	et P	re-K	Inte	racti	ve s	oftw	are a	and	esto	ries.																								